Challenges of E-learning for the French Police Nationale

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I. THE CONTEXT
BEFORE COVID

- In-person training dominant
- Monolithic teaching (teaching the “old ways”)
- E-learning is a technological gizmo
- Little interest from students (fewer than 10% of officers connected to the LMS platform, only 3% with a certificate)
- Little interest from trainers: only 30 online training modules in 2019
COVID 2020 and its aftermath

- Challenges for **trainers**:  
  - Use of technology  
  - Use of Tools and platform  
  - Lack of learner motivation  
  - Creation of multi-generation courses  
  - Finding the right authoring tool
COVID 2020 and the challenges faced by the Police

➢ Challenges for trainees:

- Equipment
- Familiarity with digital tools
- Lack of in-person training
- Lack of motivation
II. ADAPTING TO THE PANDEMIC
The early months of the pandemic

- Difficulty to adapt to the new status quo
- Lecture-like lessons at first: not interactive or motivating
- Need to think “out of the box”
- Need to find a new way of implementing operational courses
- Need to find the funds (dedicated budget)
Adopting a whole new strategy

➢ Hiring teaching experts amongst civilians:
   - Trainers
   - Teachers
   - E-learning experts
➢ Hiring IT specialists
➢ Developing e-learning platforms and finding new digital resources
➢ Purchasing new material for trainers and later trainees
III. THE CONSEQUENCES OF THE NEW STRATEGY
Advantages of the new strategy

- New perception of teaching (less linear more interactive, student-centred)
- Innovative authoring tools enabling that interactivity
- Capacity to create material for operational courses
- More incentive for trainees to follow online courses
The example of English language courses

➢ New trainers from the national French education sharing their experience and knowledge of the CEFRL and curriculum building

➢ Use of new tools: voice recognition software, game-based applications, serious games and multiple authoring tools

➢ More interactivity in ESP modules for operational needs (border control, security, intelligence, cooperation, etc.)

➢ Online modules X10, number of trainees X100 in two years

➢ Learners feedback highlighting interactivity and fun
General effects of the strategy

Number of Training Courses on the LMS platform

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
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<tr>
<td>2019</td>
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<td>2020</td>
<td>514</td>
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<tr>
<td>2021</td>
<td>1083</td>
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General effects of the strategy

Number of Certifications on the LMS platform

- 2019: 10056
- 2020: 78759
- 2021: 217824
- 2022: 279000

CEPOL
IV. PERSPECTIVES
After the pandemic: Perspectives

- Online modules very popular despite return to in-person training
- Use of E-learning indisputable
- Blended Learning becoming the new norm
- More development in the future with new technologies:
  - holograms for remote training or hybrid learning
  - use of Virtual Reality headsets for operational simulation
  - a wider use of the AI
“A single feat of daring can alter the whole conception of what is possible.”

Graham Greene
Thank you for your attention!