

DECISION 18/2010/GB
OF THE GOVERNING BOARD OF THE EUROPEAN POLICE COLLEGE
ADOPTING THE
APPROACH TO LEARNING OF THE E-LEARNING MODULES

Adopted by the Governing Board
on 25 May 2010

CEPOL – APPROACH TO LEARNING OF THE E-LEARNING MODULES

THE GOVERNING BOARD,

Having regard to the Council Decision 2005/681/JHA of 20 September 2005 establishing the European Police College (CEPOL) ⁽¹⁾, and in particular Article 10(9)(a) thereof;

Having regard to the proposal of the Training and Research Committee, submitted by Germany ⁽²⁾;

Whereas:

- (1) The steps to be taken and matching responsibilities in the development of the e-learning modules are based on the Governing Decision 27/2008/GB.
- (2) NCPs have been involved in the final validation of the content of the e-learning modules.
- (3) The Working Group on Learning has been involved in the learning approaches.
- (4) It is for the Governing Board on the basis of Article 10(9)(a) of Council Decision 2005/681/JHA to adopt the content descriptions of the e-learning modules.

HAS ADOPTED the Approach to Learning of the e-Learning Modules as detailed in the Annex to this Decision.

Done at Barcelona, 25 May 2010

For the Governing Board

*Francisco del Barrio
Chair of the Governing Board*

⁽¹⁾ OJ L 256, 1.10.2005, p. 63.

⁽²⁾ 17th meeting of the Training and Research Committee; item 6.2.2

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A. Approach to Learning for 2009 Online Modules

The approach to learning of CEPOL's e-learning modules for 2009 has been discussed and set during a meeting with the task force e-learning of the Working Group on Learning. It is recognised that the instructional design of the 2009 modules as described in the Procurement process' Terms of Reference for the 2009 Modules represents CEPOL's current approach to learning. As the three 2009 modules will be CEPOL's first online modules, amendments and additions to the approach to learning of CEPOL's modules can be expected.

Following are the elements of the approach to learning of the 2009 online modules:

1. The need for reaching a wide target audience with the modules is recognised. The approach to learning of the 2009 modules foresees in this need where the modules can be implemented as learning tools for individuals without the direct support of a coach, trainer or teacher. In doing so CEPOL's contribution to European police cooperation is expected to receive a boost. It is emphasised that embedding of the module in a blended learning context is expected to be most effective in terms of transfer of learning. In the CEPOL context such blended learning environment can be created in:
 - a. courses, seminars and conferences (both pre- and post-activity);
 - b. Exchange Programme.
2. The modules for Prüm Treaty and Europol are characterised by a high level of information. In addition, the Prüm Treaty module is characterised

by a differentiated offer of content depending on the learner's Member State in which the Prüm Treaty can be applied. The Europol and Prüm Treaty modules are setup as attractive learning environments inviting the user to explore and interact. Main characteristics of such exploration tools are:

- a. rich and authentic contexts;
 - b. variation in representation of information;
 - c. approaching the information offered from multiple perspectives;
 - d. user has possibilities to interact with the content by commenting and rating its usefulness. In doing so each user can contribute to the community of learners of the module, both on a qualitative and quantitative level;
 - e. user has possibilities to broaden as well as specify the focus of their learning; the user is in control of the information and its representation depending on the need (which is specifically the case with the differentiated offer of Prüm Treaty's legal framework matrices).
3. The Police English Language module is characterised by learning of the language skills reading, listening and to a lesser extend writing. Emphasis lies on vocabulary of the Police English Language for basic policing (CEFR level B1 for skills of reading and listening) and specialised policing, indentified by the Common Curricula topics (CEFR level B2 for reading and listening). In order to effectively learn these skills each exercise in the module reflects Kolb's experiential learning cycle in its context, interaction, feedback and exploration stages.
4. Generic interaction types for the CEPOL modules have been set and are characterised by:
- a. Always accessible top level navigation within a module;
 - b. Content with topical perspectives plus expert views and user contribution (comments and rating to a case and rating of perspectives plus expert views);
 - c. Video based cases with topical perspective plus expert views, and user contribution (comments and rating to a case and rating of perspectives plus expert views);
 - d. Glossary with user contribution (comments and rating of individual glossary entries);

- e. Legal Framework Matrices for topic-wise exploration of multiple legal instruments with user contribution (commenting to full matrices and rating of the matrix' individual topic texts);
 - f. Diagnostic self test with printable output carried out by the user at any time during the use of the module;
 - g. My Progress providing user with an overview of the module's content and exercises with individual user status (completed, result + date) and expectations (length of media + amount of exercises);
 - h. Virtual tour of a police environment with 360 degrees photos, navigation and rich media content hotspots;
 - i. Fact Files exercise with embedded Kolb's experiential learning cycle.
5. Specific module guidelines:
- a. On the module's main and starting page, the wider range of learning possibilities, of which the module is a part, is described. This can again be referred to in the feedback report to the users after have taken the self diagnostic test;
 - b. In order to allow for efficient searching and showing of search results, authors of glossary entries need to add [a] meaningful title, [b] meaningful keywords, and [c] covered the essence of entry in the first 40 words.
6. Points of attention for additional future developments regarding the modules have been recognised:
- a. Options for user's learning assessment, starting from the moment. These developments are expected to have an impact on the Diagnostic Self Test and My Progress interaction templates.
 - b. Ownership of individual modules and maintenance responsibility to keep the module up to date: The module as a whole will remain attractive to the network when it and its individual elements are continuously kept up to date. A shared division of maintenance tasks among CEPOL network's resources contributes to higher quality level and representation of the European dimension in each of the modules;
 - c. Next to the currently embedded configuration management a notification service to all users may have to be developed in case the module and/or parts have been updated;
 - d. Learning Management System (LMS) Roles to be developed and defined for modules' users:

- i. Learner;
 - ii. Moderator (user notification);
 - iii. Trainer/Course Manager of CEPOL course who uses the module for pre-course assignments (monitoring learner's results + notification).
7. The approach to learning is recognised as a 'living document' and consists of the instructional designs of individual modules, generic interaction templates and specific points of attention to the design of learning supported by Information and Communication Technologies (ICT). It is an operationalisation of the CEPOL Learning Strategies (15/2008/GB), CEPOL e-Learning Strategies (14/2008/GB) and CEPOL e-Learning Action Plan (27/2008/GB), Amendments and additions to the approach of learning are carried out in cooperation with the Working Group on Learning and reported in the highlight reports e-learning modules to the Working Group on Learning.

B. Generic Interaction Types and Screen Sketches

The full list of generic interaction types and screen sketches as part of the approach to learning for the 2009 Europol, Prüm Treaty and Police English Language online modules is available to registered users of CEPOL's website.