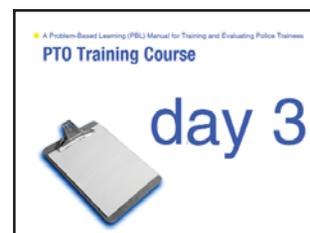




day 3

recap discussion and revisit the course development problem

TIME: 15 minutes



block 8 learning matrix familiarization

TIME: 3 hours

OUTCOMES:

Students should be able to complete the following:

- Describe the Learning Matrix and the different components of the matrix cells
- Explain the four Substantive Topics, their content and length
- Develop some innovative ways to introduce the content in each of the Substantive Topics to trainees.

RESOURCE MATERIALS:

- PTO manual
- Blank paper
- Flip chart

LEARNING METHOD:

- Cooperative learning

EVALUATION:

- Self/journal

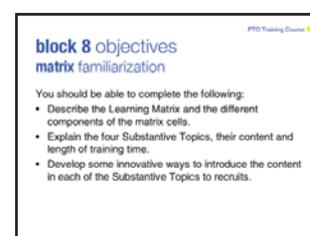
COURSE MATERIAL:

Matrix Familiarization Exercise

This cooperative learning exercise covers the four phases of training within the Learning Matrix. Each expert group member will teach his or her assigned phase to their colleagues in their home group. The cooperative learning exercise is conducted in the following fashion:

First the class is divided into equal-number groups. These are designated the “home groups.” Members of the groups introduce themselves.

Next, the home group members number themselves from one (1) to four (4) (assuming, for this example, that there are four topics to be covered) so that each of them joins with similarly numbered people from other home groups. For example, all the number ones, twos, threes and fours would meet. These new groups are called “expert groups.”



■ day 3

The expert groups turn to the segments of the PTO manual that pertain to their assigned phase. They must read, discuss, write, and teach. In other words, first they read the pertinent material, and then they discuss the most relevant points and write those points down. When they return to their home groups, each will individually teach the material.

Finally, the expert group members return to their original home groups and teach their topic and share material with their home group colleagues.

Steps:

1. Set up class into home groups of four.
2. Students number themselves one to four.
3. Class separates into expert groups in the following order: #1 = Non-Emergency Incident Response, #2 = Emergency Incident Response, #3 = Patrol Activities, #4 = Criminal Investigation.
4. Each expert group reviews its area of the matrix in the manual, and the corresponding weekly Coaching and Training Report (CTR) form.
5. Each expert group should consider the following issues:
 - The best way to train in this particular topic (e.g., select radio calls in that topic area and provide case studies from previous calls)
 - Identify some strengths and weaknesses in teaching this topic area
6. Each expert group also examines the weekly Coaching and Training Reports.
7. The expert group members then return to their home groups and provide a summary of their expert group discussions.

Plenary discussion facilitated by facilitator

IMPORTANT: When the home groups are finished, the course facilitators conduct a brief plenary discussion to summarize and clarify any points still outstanding.

Course facilitators should reiterate, and write onto a flip chart pad placed prominently on the wall, that the Learning Matrix and the CTRs are flexible and able to adapt to local needs

Day 3 Lunch Break

block 9

building the matrix

TIME: 3 Hours

OUTCOMES:

Students should be able to complete the following:

- Produce a Learning Matrix binder for their organization with relevant departmental operating procedures, regulations, and other material included as necessary.

RESOURCE MATERIALS:

- PTO manual
- Empty binders with 25 dividers each
- Copies of agencies' Standard Operating Procedures (SOPs) for each learner
- Flip chart

LEARNING METHOD:

- Cooperative learning exercise

EVALUATION:

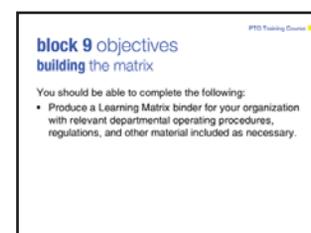
- Self/journal
- Group

COURSE MATERIAL:

Facilitators explain that in this exercise students will assign their own specific SOPs, regulations, local laws, and training materials to each Learning Matrix cell.

The simplest way to complete the exercise in the time given is for each of the four groups to further assign a small number of matrix cells to a few group members and have them create a list of relevant SOPs. When this is finished, the group will come together and put all the lists into one master list for their assigned phase of the Learning Matrix.

Facilitators should draw a sample list on a flip chart to show what each group's final product will look like. If possible, class members should be encouraged to produce their lists electronically in word processing format so that each agency can more easily combine all the group lists into one matrix binder.



Group Assignment: Creating Matrix Binders

1. Facilitators place students into four groups.
2. Facilitators assign a Substantive Topic area to each group. The groups review all of their agency's relevant local SOPs, regulations, local laws, state and federal laws, or training materials and determine which ones most reasonably fit into each cell of their Substantive Topic area (NOTE: it is possible to place some SOPs into every cell, such as ethics. However, this will make a confusing matrix. Instead, the group should decide where to best place each SOP in the most simple fashion possible. If necessary, a SOP can be placed into one cell, and a cross-reference listing can be placed in others to indicate a particular SOP refers to numerous cells.
3. The group members then insert each of these SOPs into a binder provided for this purpose. If the agency's SOPs and regulations are too cumbersome to compile in this way, it is also possible to simply create a list of each of the SOPs and regulations that apply to each of the cells.
4. When each group finishes creating their section of the binder, they reassemble as a class and compile a master binder. Electronic formats are preferable where computers are available.
5. Remember to reiterate that this binder is for trainee use. It will familiarize him or her with the most important SOPs, regulations, and any other training material, and it will do this in the context of the PTO Learning Matrix. Therefore, it should be kept simple, yet relevant. Where SOPs or regulations are duplicated in the cells, the students will decide the most appropriate placement of SOPs and regulations within the matrix cells. If an SOP or regulation requires placement in more than one cell, the students will write a reference describing where the SOP can be found in the binder.

On completion of the exercise, each group's list is forwarded to the PTO training coordinator for compilation into an agency Learning Matrix binder. Facilitators should reiterate that this matrix binder serves as a reference document for both the trainee and trainer throughout their careers. They will find SOPs, new laws, references, and any other material as it applies to each topic within the matrix cells. Ultimately, this binder will contain all required information used in policing, or references to where that information can be located.

Day End review

End of Day 3