

Didactical Guidelines

Is there a clear assignment?



TARGET GROUP: police training coordinators & trainers

WHAT TO EXPECT: Good practices for a clear assignment

SOURCES: based on empirical and experiential findings of the research studies and field trials of the SHOTPROS project

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Is there a clear assignment?

The training assignment communicates the purpose and relevance of the learning objective to the trainees. Providing clear assignments motivates trainees to engage with the training and provides clarity on the learning goals and enhances the training effects.

For relevant information on how to apply the didactical concept of clear assignment in VR, watch this information video by scanning the QR code or clicking the link.



tinyurl.com/fy2mxk4y

Good practices for a clear assignment

- The trainer states the learning objective and explains why this learning objective is relevant for the officers.
- The trainer discusses with trainees how the learning objective aligns with their training schedule.
- The trainer explains what the goal is that the officers need to achieve in the assignment. The trainer should be clear about WHAT the officers need to achieve, not necessarily HOW they need to achieve this goal.
- The trainer explains the goal in such a way that the officers would be able to evaluate afterwards if the goal was achieved or not. In other words, officers can answer with a yes or no to the question whether they have completed the assignment. Of course the quality/efficiency/etc. can be discussed in more detail and feedback can be provided on by the trainer, but whether the assignment is completed or not should be unequivocal.
- The trainer explains the benefits and limitations of training in VR to the trainees (e.g., the use of various avatar skins, no need to dress role-player or trainees in a certain way). The trainer takes into account that trainees may initially struggle with the novelty of the VR tool itself.
- The trainer asks trainees to repeat the assignment in their own words to check for understanding before they start.
- The trainer makes use of different VR scenarios, while the training assignment remains the same. The trainer can use risk assessment tool (see D4.7 & D7.6) to create different VR scenarios that align with the assignment. For instance, the assignment is the same every time: “find the armed suspect”. The trainer can create different scenarios for this assignment:
 - The trainer takes advantage of the flexibility of the virtual environments and uses each repetition a different environment with one armed suspect (an apartment, a furniture shop, an open square, an office space, a school etc.)

- The trainer varies in complexity of the scenario with the armed suspect (few or many people in the environment, transparent space or space with many obscured/hidden areas, suspect armed with a knife or with a machine gun, many stress factors (children present, dark space, loud noises) or no additional stress factors, etc.
- Trainer asks trainees to repeat/recall what their assignment was before starting the debrief/feedback.