

Didactical Guidelines

Is there possibility for self-regulation of the learning process?



TARGET GROUP: police training coordinators & trainers

WHAT TO EXPECT: good practices for self-regulation of learning

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

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Is there Possibility for Self-Regulation of the Learning Process?

Allowing a trainee to manage their learning process makes the trainee an active agent in the process of skill acquisition. In a self-managed learning environment, the trainee can, for example, self-regulate when and how to receive feedback. Self-management of the learning process has been shown to facilitate learning, engagement, transfer, and motivation (Janelle et al., 1995; Lewthwaite et al., 2015; Keetch & Lee, 2007).



tinyurl.com/5dh8p4b2

For relevant information on how to apply the didactical concept of self-regulation of the learning process in VR, watch this information video by scanning the QR code or clicking the link.

Good practices for Self-Regulation of Learning per VR Training Phase

Putting on Suits and Calibration

- The trainer asks the trainees to handle and position the gear on the tactical belt themselves, instead of having fixed positions. The trainees can, for example, pick up the tools (weapon, pepperspray, etc.) from a desk and place it on the belt however they like.
- The trainer lets trainees practice with use of the gear on the belt in real-life to ensure that it coincides with their real-life experience. For example, the trainer gives trainees time to familiarise themselves with the VR replica weapons in real life (how to hold it, reload, etc.).
- The trainer allows trainees to choose which training tools they would like to use in addition to the basic equipment. For example, trainees that are carrying an electroshock gun or rifle in daily practice must be able to wear a electroshock gun or rifle in VR training.

Training Instruction

- The trainer ensures that trainees have previous practical knowledge of the relevant skills to apply them in the VR training. The trainer asks the group which knowledge and skills they possess (e.g., what is your current level/ability in your opinion?).
- The trainer asks the group whether they have specific learning objectives they would like to focus on in the VR training (e.g., what would you like to learn or practice today?).
- The trainer asks the trainees if there is anything they would like explained or repeated before starting in the VR environment. For example, specific procedures and movements can be practiced in dry runs with the goggles up.

- The trainer allows the trainee to decide what role they want to play in the scenario. The trainee can, for example, decide to play the perpetrator and give feedback on the performance from the perpetrator perspective in the feedback phase.
- The trainer asks how and on which aspects the trainees would like to receive feedback after the scenario.
- The trainer gives the instruction to trainees that they can stop and pause the scenario at any time. For example, to quickly repeat and re-practice a certain moment in the scenario or to evaluate in between.
- The trainer asks trainees whether the dispatch information and scenario descriptions were clear and whether they need further clarification.

Training Execution

- The trainer invites trainees to reflect about their first experience after the initial instruction scenario and asks what their expectations and needs are for the further scenarios.
- The trainer asks trainees whether they would like to repeat an attempt after the scenario.
- The trainer allows trainees to vary difficulty in practice attempts by asking trainees whether they would like to adjust the level of complexity of the scenario.
- The trainer lets trainees choose to have help tools (e.g., line of fire, movement lines visualised in the VR view of the trainees) on or off during the execution of the scenario.

After-Action Review

- The trainer asks the group to reflect on their own decisions based on what is visually observed in the AAR (e.g., the trainees explain why they behaved in the way they did).
- The trainer asks trainees to reflect on their communication on the basis of the sound recorded by the AAR.
- The trainer provides time for questions of trainees.
- The trainer asks trainees to select parts of the scenario they would like to review.
- The trainer lets trainees decide from whom they want feedback. For example, they can choose a colleague that was nearby or who they know to be an expert on the learning objective, or they can choose feedback from trainer.
- The trainer asks trainees to choose an angle or perspective they would like to review their performance from. The trainees can, for example, indicate to review the scenario from the aggressor's perspective.

- The trainer lets trainees “re-experience” the operation by giving them the AAR controller for a walkthrough in the AAR.
- The trainer lets trainees choose to have help tools (e.g., line of fire, movement lines) on or off during the review of the scenario.