STUDENT CENTERED Learning in Basic Training

Thursday, September 12th 2024

1:00 PM - 2:00 PM ET



DESCRIPTION:

Research conclusively shows that learning occurs far more predominantly in active student-centered environments than in passive instructor-centered environments. Unfortunately, most law enforcement training environments, particularly basic training, are extremely structured, instructor-centered environments. This topic explores how to practically apply active learning principles synchronously and asynchronously without sacrificing safety or the desired outcomes associated with highly structured basic training environments.

CONCEPTS:

- A. Active and passive learning environments.
- **B.** Student and instructor centered learning environments.
- C. Student and instructor roles.
- D. Intrinsic motivation.

SPONSOR:



INSTRUCTOR: **JESSE CURTIS**

Deputy Director, Wyoming Law Enforcement Academy

I have been a full-time trainer at WLEA since March 2013 primarily specializing in defensive tactics, use of force, and search and seizure. I am currently responsible for all curriculum development and delivery. I am 5 years into a project to produce a vocationally premised, evidence-driven, learner-centered, outcome-based, concept-oriented training structure for all basic and advanced training at WLEA. I have been an avid student of the scientific concepts associated with learning and performing in a variable, unpredictable, and emotional environment since 2014.

LEARNING OBJECTIVES:

- 1. Define and accurately distinguish between active and passive learning environments.
- 2. Define and accurately distinguish between student-centered and instructor centered learning environments.
- 3. Accurately interpret the meaning of the term "generation" in the context of law enforcement learning environments.
- 4. Recognize and correlate student and instructor roles in active learning environments.
 - 5. Correlate moral authority and intrinsic motivation.

REGISTRATION: