

LTEC 690 Final Project

Policies Governing the Use of Body Cams on Campus: Designing an Online Training Module for Security Officers at University of Hawai'i



Presenter: Wing "Chuck" Tsang



Police Officer
1990-1995



Detective
1995-2002



Sergeant
2002-2007



Lieutenant
2007-2013



After retiring

- Moved to Hawaii
- Started second career
- Security Chief at UH Maui College
2013-2018



Joined 2015 Cohort M.Ed. Learning Design and Technology



Current job at UH West Oahu

- Chief of Public Safety & Security
Emergency Management Coordinator
2018 - Present

What is a body-worn camera or body cam?

- Miniature camera capable of recording HD video and audio



Body Cam on Uniform



Body Cam on Eyewear



- Brief survey to assess your opinions toward the use of body cams on campus
- Same questions posed to the participants of my research project



= Agree



= Disagree



Body cams protect users against false accusations



= Agree



= Disagree



Officer interactions with public should be recorded with body cams



= Agree



= Disagree



Confrontations are less likely to occur if both officers and the public know they are being recorded



= Agree



= Disagree



Officers should be required to inform individuals that they are being recorded on a body cam



= Agree



= Disagree



Using body cams on college campuses is a step in the right direction



= Agree



= Disagree

Why I chose to conduct this research?



There are security officers working 24/7 on all ten UH campuses.

- Some received complaints of discourtesy or misconduct
- Usually difficult to prove or disprove
 - Lack of evidence or witnesses
- Complaints could have been resolved differently if video recordings were available



- “Chicken Lady” at UH Maui College
- Violated campus’ policy against feeding of feral animals
- Complained that officers were rude and used obscene language



- Another incident at UH Maui College
- Student alleged he was speared by security officer
- Damaged guitar and injured knees

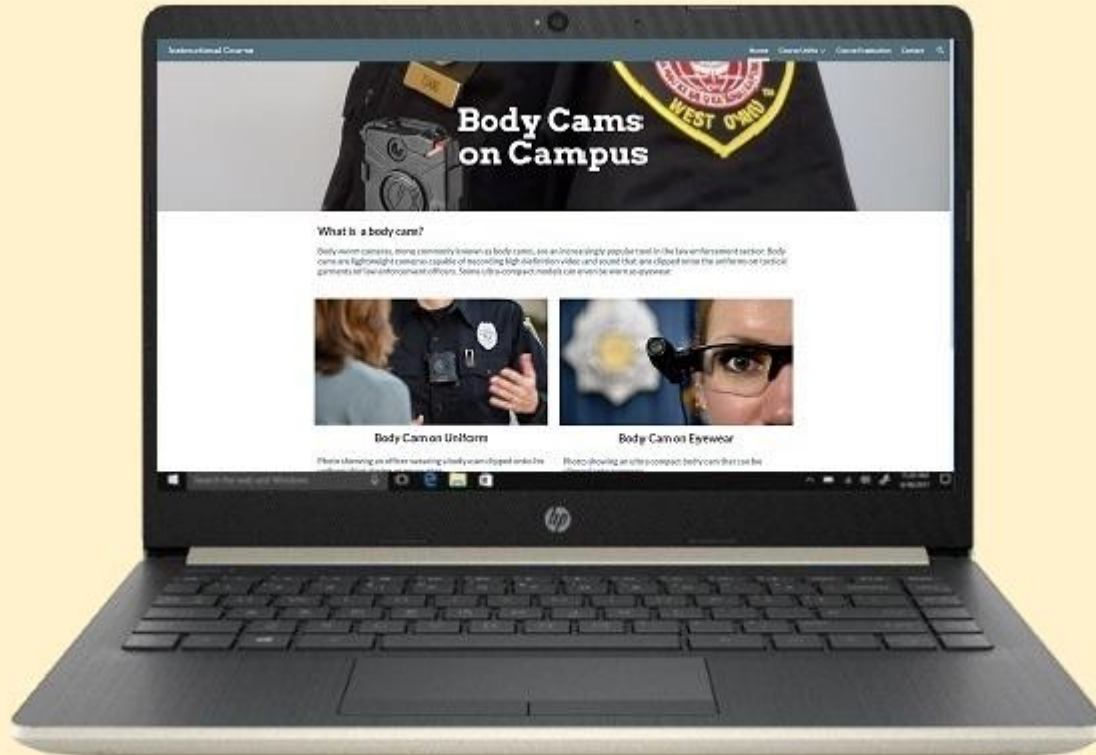


Benefits of using body cams

Benefits

1. Officers act more professional
2. Less apt to use force
3. Reports are more accurate
4. Public is less confrontational
5. Protect officers against false allegations

LTEC 690 Final Project



The purpose of this instructional design project was to develop and evaluate the effectiveness of a video-based website to teach security officers at UH about the policies governing the use of body-worn cameras on campus.

Research Questions

1. How effective is the module in teaching the learners to understand the policies governing the use of body cams on campus?
2. In what way has the learners' attitudes toward the use of body cams been impacted after taking this course?



Literature Review



- Obasi (2018) - Officers' attitudes toward body cams have direct correlation with how often they get used

Literature Review

- Parachini (2018) - studied Kaua'i PD and found similar findings



Literature Review



- Stanley (2015) - body cams can be a win-win for everyone, but only if the correct policy was in place
- Ensure effectiveness and prevent abuse
- Against at-will activation of body cams

- Currently, none of the UH campuses use body cams
- Policies taught in this course are based on the policy of the Kaua'i Police Department
- First PD in Hawai'i to implement body cams



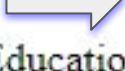

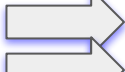
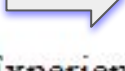



Intended target audience



- UH security officers from West O‘ahu
- Minimum 18 years of age, no maximum age limit
- Male & female
- Various ethnicities
- H.S. diploma or General Education Development (GED)

Participant Age, Education Level and Experience

Characteristic	Number	Percentage
Age		
25-34	2	15%
 35-44	5	39%
 45-54	4	31%
 55-64	2	15%
Education		
 H.S. or GED	9	69%
 Baccalaureate	3	23%
 Master's	1	8%
Experience		
1-5 Years	2	15%
6-10 Years	2	70%
 > 10 Years	9	15%

Design implications based on learners' demographics:

- Very little reading
- Brief and engaging YouTube videos
- Selected based on relevance
- No more than 3 - 4 minutes in length



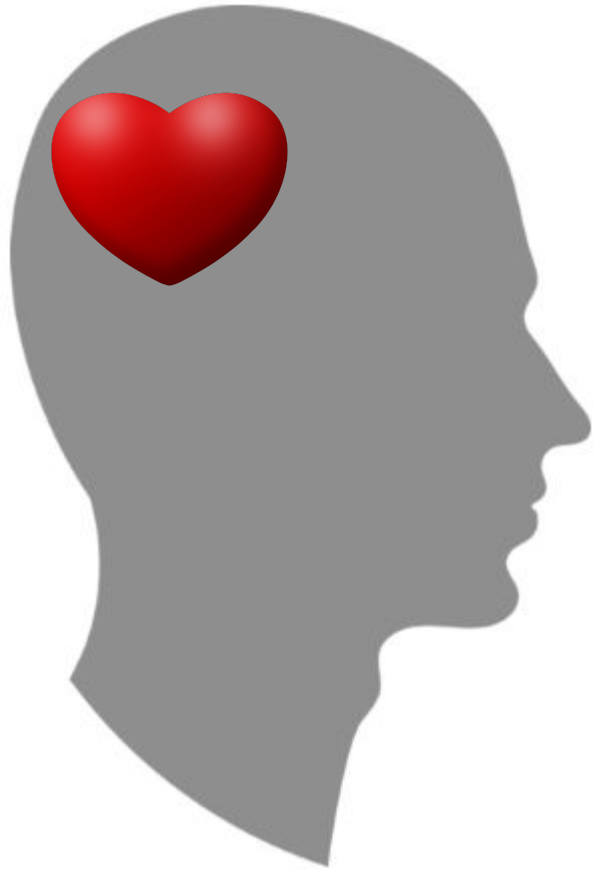


- Online videos are an effective teaching method
- Ideal for teaching overwhelming amount of information
- View content on demand until skills mastered

Design implications based on learners' demographics:

- Case-based learning
- Real life scenarios
- Applicable to own experience





AFFECTIVE

Learning domains most in line with our learners are affective and cognitive

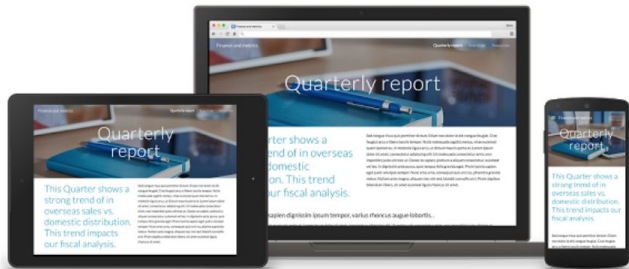


COGNITIVE

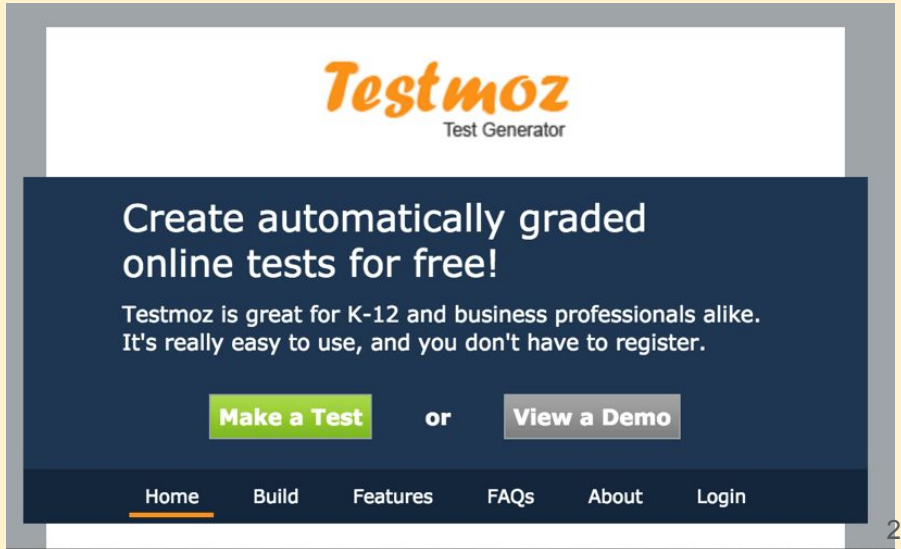
Methods



- Instrumentation
 - Site builder - Google Sites
 - Content delivery - YouTube
 - Pre & post tests - Testmoz
 - Surveys - Google Forms



The New Google Sites

A screenshot of the Testmoz website. The header features the 'Testmoz Test Generator' logo. The main content area has a dark blue background with white text: 'Create automatically graded online tests for free!' and 'Testmoz is great for K-12 and business professionals alike. It's really easy to use, and you don't have to register.' Below this are two buttons: 'Make a Test' (green) and 'View a Demo' (grey). The footer contains navigation links: 'Home', 'Build', 'Features', 'FAQs', 'About', and 'Login'.

Methods

- Familiarity with G Suite products
- Easier to integrate Google Forms and YouTube videos

Steege 2016

Home Google Apps Google Sites Productivity Contact

INTRANET DESIGNS

Google Sites can make reliable and easy-to-update intranet as part of the Google Apps suite or as a standalone project. At Steege.com we have developed and designed innovative and responsive intranets for companies, businesses and organisations from small and medium sized businesses to global enterprises. We can renovate existing intranets, and migrate legacy intranets over to Google Sites also.

Google Sites takes advantage of working in the cloud, Google's reliability (99.9% uptime available), no hosting fees and single-sign-on with your Google Apps accounts.

If you'd like us to work on your intranet, please [contact one of our intranet designers](#).

Real Estate Agent Intranet

- Responsive design
- Private intranet for staff only
- Single-sign-on with Google Apps
- Integration with social media
- Corporate ownership of files in Google Drive
- Cloud-to-cloud backup
- Google Sites support and maintenance included in package

[View pricing](#)

Pretests & Posttests

- Pretests to determine pre-existing knowledge and to establish baseline.
- Posttests to assess what was learned
- Tests were created using TestMoz

Body Cam Intro - Pretest

In this module, you will learn about the benefits that are promised by the use of body-worn cameras (body cams). Before we start our lesson, let's see how much you may already know.

There are ten questions in this quiz worth 10 points each.

Question #1 (10 points)

Body cams allow for documenting a crime or accident scenes or other event that includes . . .

- Sharing such incidents with social media sites such as Facebook and Twitter.
- The confiscation and documentation of evidence or contraband.
- Eliminating the need to prepare written reports.
- Automatic distribution of such information with all members of the Department.

Question #2 (10 points)

Proponents for body cams claim their use will have what type of effect on the number of civilian complaints against officers?

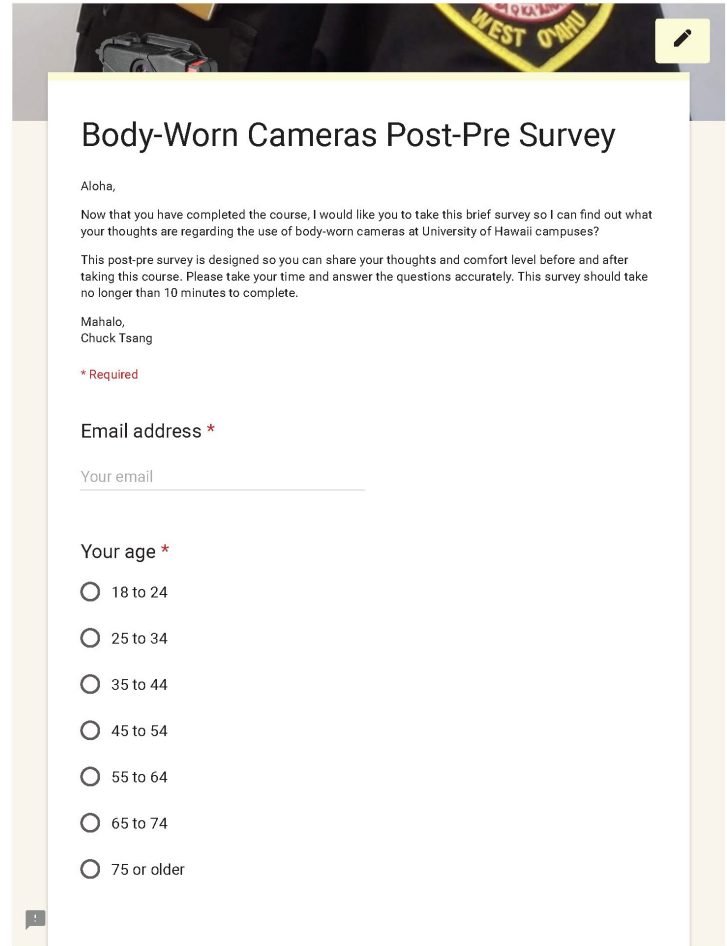
- Civilian complaints will decrease because people will be on their best behavior when they know the transactions are being recorded.
- Civilian complaints will decrease because the people being recorded do not want to end up in a viral YouTube video.
- Civilian complaints will increase because the people being recorded feel their rights to privacy have been violated.
- Civilian complains will remain the same because unruly people could care less if they're being recorded.

Question #3 (10 points)

Which of the following is stated as a benefit of body cams?

Post-instruction survey

- Conducted using Google Forms
- Assess Changes in the learners' perceptions of their knowledge and thoughts regarding body cam usage before and after the instruction.



The screenshot shows a Google Form titled "Body-Worn Cameras Post-Pre Survey". At the top, there is a header image of a police officer's uniform with a "WEST O'HAI" patch. The form content includes a greeting, a purpose statement, a disclaimer, the sender's name (Chuck Tsang), and two required questions: "Email address" and "Your age". The age question has seven radio button options.

Body-Worn Cameras Post-Pre Survey

Aloha,

Now that you have completed the course, I would like you to take this brief survey so I can find out what your thoughts are regarding the use of body-worn cameras at University of Hawaii campuses?

This post-pre survey is designed so you can share your thoughts and comfort level before and after taking this course. Please take your time and answer the questions accurately. This survey should take no longer than 10 minutes to complete.

Mahalo,
Chuck Tsang

*** Required**

Email address *

Your email _____

Your age *

18 to 24

25 to 34

35 to 44

45 to 54

55 to 64

65 to 74

75 or older

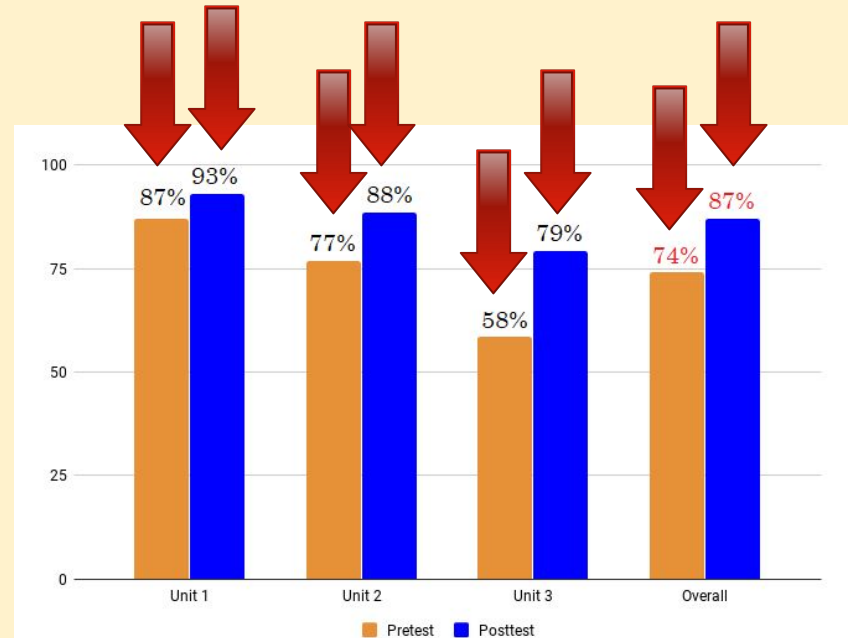
Content Map

- Unit 1 - Introduction
 - Pre-test - Google Forms
 - Content - Benefits of body cam use
 - YouTube Videos
 - Post-test - Google Forms
- Unit 2 - Activation & Deactivation
 - Pre-test - Google Forms
 - Content - When to activate and when to deactivate
 - YouTube Videos
 - Post-test - Google Forms
- Unit 3 - File Storage & Access
 - Pre-test - Google Forms
 - Content - Method of storage & access policy
 - YouTube Videos
 - Post-test - Google Forms

Comparison of pretest and posttest scores

Data showed that on average, participants scored 13% higher in the posttests than the pretests

74% => 87% = 13%



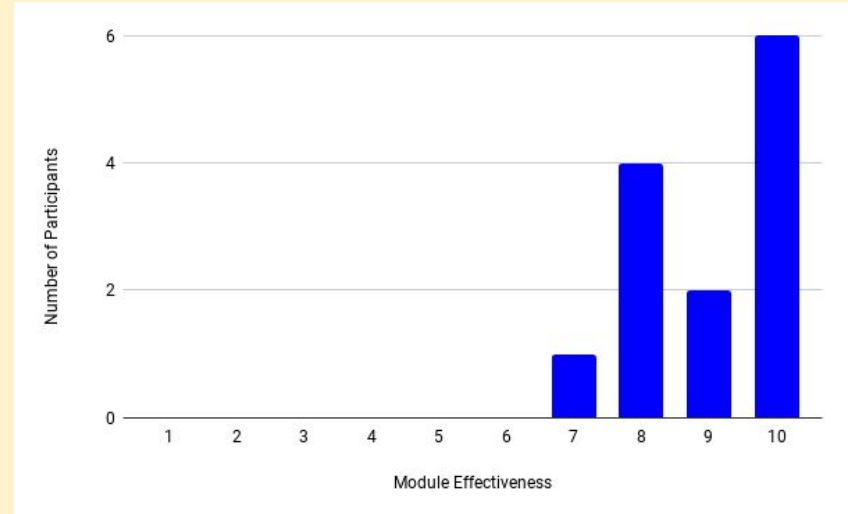
Participants' rating of module's effectiveness

Data showed that on average, the participants rated the module 90% effective

$$1(7) + 4(8) + 2(9) + 6(10) = 117$$

$$117 \div 13 = 9$$

$$9/10 = .9 = 90\% \text{ effective}$$



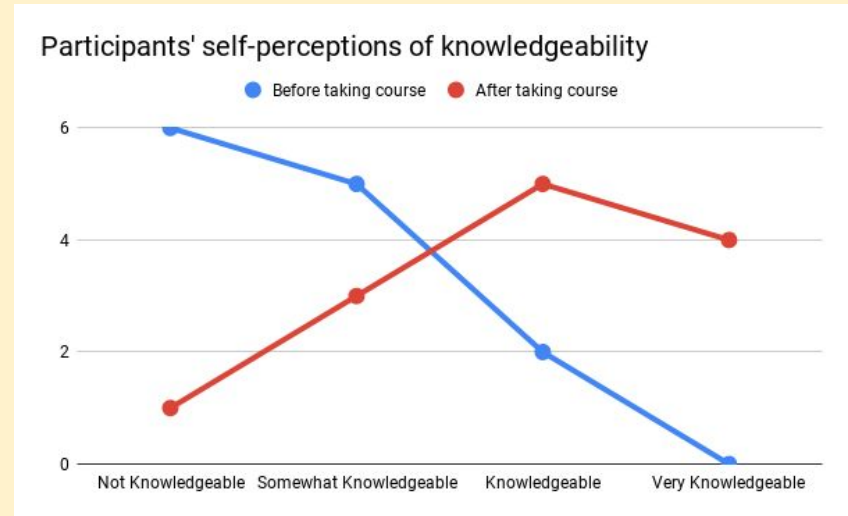
Findings



- Effective way to teach body cam policies on campus
- Effective in shaping participants' attitudes towards the use of body cams on campus

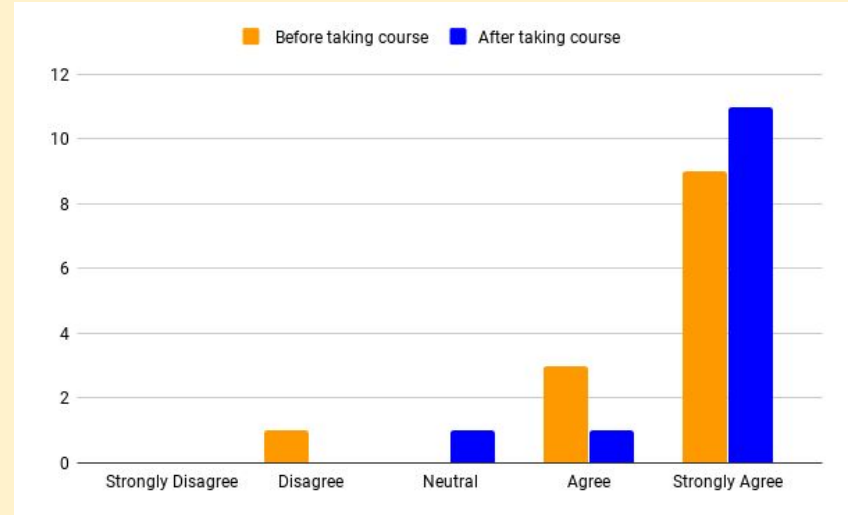
Participants' self-perceptions of knowledgeability

- Before taking course: not knowledgeable
- After taking course: knowledgeable



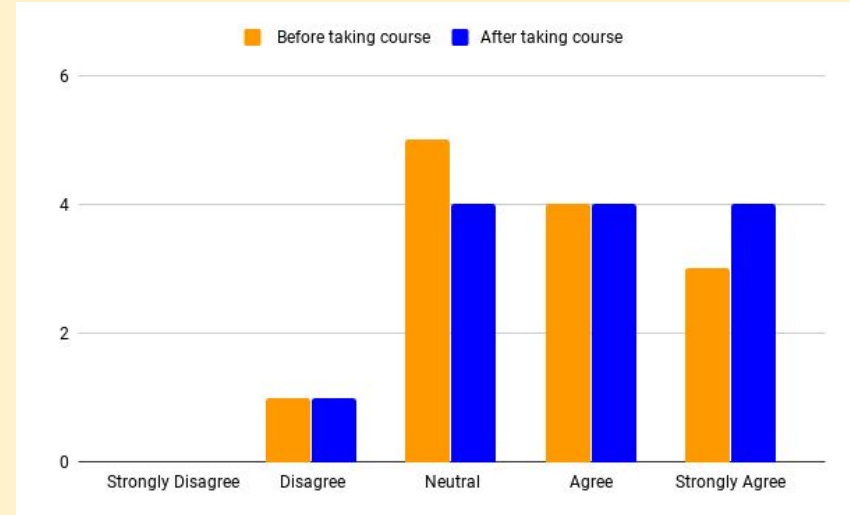
Participants' perceptions that body cams can protect officers against false accusations

- Before taking course: 1 disagree, 3 agree, 9 strongly agree
- After taking course: 1 neutral, 1 agree, 11 strongly agree



Participants' perceptions that the use of body cams on college campuses is a step in the right direction

- Before taking course: 1 disagree, 5 neutral, 4 agree, 3 strongly agree
- After taking course: 1 disagree, 4 neutral, 4 agree, 4 strongly agree



Limitations

- Unreliability of data:
module based on fictitious
UH body cam policy
- Unavailability of relevant
videos for some topics



Suggestions for further research

- UH Mānoa to receive CALEA (Commission on Accreditation for Law Enforcement Agencies) accreditation
- Next step: move security force towards “sworn officer” status



Conclusion

- An online instructional module is an effective training tool
- Allows on-demand training at officers own convenience
- Videos are an effective way to deliver engaging instructional content



Demo of Instructional Module



Questions?

