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Anthony G. Brown, Lt. Governor  
**Department of Public Safety and  
Correctional Services**  
Gary D. Maynard, Secretary  
**Police and Correctional Training  
Commissions**  
Charles W. Rapp, Executive Director

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*"Never limit yourself because of others' limited imagination;  
never limit others because of your own limited imagination."*

~Mae Jemison, American Physician and NASA Astronaut

(Retrieved from [AJAlert](#), March 11, 2014, accessed on 3/19/14)

## What's New?

These are some of the most recent acquisitions to our library collection. Come by to browse or borrow!

- Developing the Leader Within You—John C. Maxwell (**658.4 MAX**);
- The Speed of Trust: the One Thing that Changes Everything—Stephen M.R. Covey (**174 COV**);
- Who Moved My Cheese?—Spencer Johnson (**155.2 JOH**);
- The Secret: What Great Leaders Know and Do—Ken Blanchard (**658.4 BLA**);
- The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations—James Kouzes (**658.4 KOU**);
- Believers in the Battlespace: Religion, Ideology and War—edited by Peter H. Denton (**201 BEL**);
- The War on Terror: Ethical Considerations—edited by Daniel Lagace-Roy (**174 WAR**);
- Wars without Fronts: a Primer on Counterinsurgency—Michael A. Hennessy (**355.02 HEN**);
- Women and Leadership in the Canadian Forces: Perspectives & Experience—edited by Karen D. Davis (**355.0082 WOM**);
- Ethical Decision-Making in the New Security Environment—edited by Emily J. Spencer (**174 ETH**);
- Leadership in the Canadian Forces: Leading People—(**355.4 LEA**);
- Leadership in the Canadian Forces: Leading the Institution—(**355.4 LEA**);
- Military Ethics: International Perspectives—edited by Lieutenant-Colonel Jeff Stouffer (**174 MIL**);
- In Their Own Words: Canadian Stories of Valour and Bravery from Afghanistan, 2001-2007—edited by Craig Leslie Mantle (**955.104 MAN**);
- Developing the Next Generation of Military Leaders: Challenges, Imperatives and Strategies—edited by Major Julie Belanger (**355.3 DEV**);

- The Military Leadership Handbook—edited by Colonel Bernd Horn (**355.3 MIL**);
- The Warrior's Way: a Treatise on Military Ethics—Richard A. Gabriel (**174 GAB**); and
- Cultural Intelligence, Emotional intelligence and Canadian Forces Leader development: Concepts, Relationships, and Measures—by Kimberly-Anne Ford and Karen D. Davis (**658.4 FOR**)

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## MONEY!

Starting in just a few weeks, the library will begin receiving a subscription to Money magazine. It will be available for borrowing once we have older issues that can circulate. These issues will go out for one week only.

Remember to check out the magazine before you leave the library.

Money is a good resource for the layperson who wants to learn and understand more about the mysteries of finance. It's clearly written and easy to follow, especially if you're not a financial planner!

We hope that you'll come and take a look.

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## Do We Need Libraries in the Digital Age?

This article appeared in the Wall Street Journal back on February 2, 2014. Take the time to look this over and draw your own conclusions. <http://blogs.wsj.com/speakeasy/2014/02/12/are-libraries-overdue-for-digital-change/?KEYWORDS=Barbara+Stripling>

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## What's Happening in RDU?

There are lots of projects going on in the **Research and Development Unit** and here's the place for you to learn about them.

- **From our Grants planner, Terry Satterfield--**

Two (2) grant applications were submitted to The Maryland Highway Safety Office for the FY15 funding cycle. They were for the continuation of the Traffic Safety Specialist (TSS) Program and for another class of the Northwestern School of Police Staff and Command Program, commonly known as the NW School.

Stay tuned for further details and for how your agency may be able to participate in these outstanding programs if funding becomes available.

- **From our Corrections Researcher, Richard Huberfeld--**

**Evidence-Based Practices** is a new training that will be offered through the Research & Development Unit (RDU) for new First-Line Supervisors and Administrators. The initial training will be vetted in April 2014. The course will then be incorporated into both mandatory First-Line programs. It is expected to be available as a combined grant and evidence-based practices training by fall 2014.

**Use-of-force research** is being analyzed, and the findings are being compared to what is included in the current DPSCS use-of-force lesson plan. This is being done in order to ensure consistency of information and elimination of contradictions between the use-of-force policy and procedure in Corrections and that of current DPSCS policy. Once this has been completed, a new lesson plan will be created that the Correctional Training Unit (CTU) will implement in staff training.

**Correction Officer Bill of Rights (COBR)** -- In conjunction with the CTU, RDU will develop training for staff on the COBR process. Information will be obtained from various Institutional Training Coordinators for review and evaluation, and a COBR lesson plan will be formulated.

- **From our Curriculum Planner, Darla Rothman--**

### **Are We Ready to Teach Generation Z Learners in 2020?**

#### **Project for Leadership Institute 2013-2014**

As a project for the Leadership Institute class that ran from November 2013 through March 2014, an instructors' survey about instructional strategies was completed. A total of 123 surveys were e-mailed to instructors; 40 were completed

and returned for a return rate of 32.5%. Instructors were asked to identify the discipline area in which they taught, the course level, and course delivery format. They were allowed to select more than one answer for each item.

Discipline Area Taught [n=53 responses]

- Police 26 (49.1%),
- Community Corrections 10 (18.9%),
- Institutional Corrections 14 (26.4%),
- Other 3 (5.7%)

Level of Instruction [n=51]

- Academy 19 (37.3%),
- In-Service 26 (51.0%),
- Other 6 (11.8%)

Course Delivery Format [n=44]

- Face-to-Face 37 (84.1%),
- Online only 2 (4.5%),
- Blended (classroom + online) 4 (9.7%),
- Other 1 (2.3%)

Instructors were asked to identify the classroom, online, and blended instructional strategies that are being used in 2014, those that they would like to use by 2020, and their level of comfort with using these technologies in their teaching practice.

The strategy list for 2014 showed that Demonstration, Lecture, Whole Group Discussion, DVD/Video Critique, Role Play, Case Study, and Interactive Lecture all received high ratings by instructors. Results for 2020 showed Demonstration, Case Study, DVD/Video Critique, Whole Group Discussion, Role Play, Problem-Based Learning, and Interactive Lecture as the top-rated strategies. Lecture fell from a second place ranking in 2014 to 21<sup>st</sup> place in 2020. Problem-Based Learning was ranked tenth in 2014 but tied for second in 2020.

The ratings for online strategies used in 2014 were very low. The three with the highest ratings were Online Formative Quizzes/Exams, Self-Directed Learning, and Computer-Based Learning that included Games and Simulations. Results for 2020 ranked Computer-Based Learning as number one, with Online Formative Quizzes/Exams and Online Lectures tied for second. It is interesting that the strategies rated very low in 2014 and 2020 would be attractive to Generation Z learners. Instructors should consider using those online strategies that encourage interaction and opinion sharing such as discussion, question and answer, collaborative projects, and digital storytelling by way of reflective blogs and social media networks.

<b>Blended Strategies (n=19 strategies)</b>			
<b>Strategy</b>	<b>2014 Use %</b>	<b>2020 Use %</b>	<b>Comfort Level %</b>
<b>MOST USED</b>			
PowerPoint/Slideshare	95	88	65
Video	80	88	55
Face-to-Face	70	85	48
<b>MOST POTENTIAL FOR USE WITH GENERATION Z</b>			
Lecture Capture	40	58	30
Mobile Learning	18	90	28
Interactive Textbooks	18	63	8
Multimedia Based	18	60	20
Clicker Response System	10	70	20
Streaming Audio	10	65	13
Online real-time	5	73	13
Virtual Classroom	5	70	10
Podcast	0	58	5
Social Network Web 2.0	0	48	3

The ratings for blended strategies also included one for how comfortable instructors were with using each strategy. The most commonly used strategies in 2014 were PowerPoint, Video and Face-to-Face. It is interesting that only 48% of instructors were comfortable with using Face-to-Face instruction. The rest of the table lists ten strategies that might engage Generation Z learners. These were rarely used in 2014, but rated as desirable by 2020. Future instructor-development opportunities are evident when taking comfort level percentages into account.

Generation Z learners want face-to-face and online experiences that are active, visual, participative, and collaborative and that require fast thinking and response. These learners must be engaged—for them, learning is not a spectator sport. Classrooms should be a mix of active, collaborative, social, and learner-centered activities to keep their attention.

It is generally understood that when instructors lack knowledge or skills in technology or instructional strategies, students' learning outcomes may be reduced. The results of this study will be used to develop one or more short courses about reaching Generation Z as adult learners, designing instruction for visual learners, and incorporating blended strategies into our physical and e-learning courses.

If you would like a complete set of the data tables and results outlined in this article, please

contact Dr. Darla Rothman at  
[drothman@dpscs.state.md.us](mailto:drothman@dpscs.state.md.us).

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## **The Journal is Finally Here!**

We are proud to announce the arrival of the newest addition to PCTC's [MDLE.net](http://mdle.net). [Public Safety: A State of Mind](#), an idea envisioned by Mr. Rapp for our organization, has come into being after nine months of planning and hard work. This online journal features work by police and correctional personnel taking training here at PCTC and by staff members who are engaged in research and writing of their own.

We encourage instructors to invite contributions from their students, and we look forward to receiving submissions from our own instructors here on staff.

Please visit <http://mdle.net/journal.htm>  
and see our newest addition!

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