

# Educating Future Police Professionals Amid Covid-19 a UAE Perspective

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**Abstract** In 2020, as the world focused efforts to address the humanitarian challenges presented by the Covid-19 pandemic, the global education community was similarly challenged to demonstrate resilience and innovation to support a level of ‘normality’ for students at all levels and professions. The research presented in this article offers insight into the preparation and deployment of transitioning education of police students from face-to-face delivery to online delivery in an environment historically unfamiliar with online learning delivery. The results indicate the critical attention placed on the preparation for transition beyond only subject matter delivery, for both students and faculty was pivotal in the resultant positive student learning outcomes. The approach to transitioning to the online learning delivery environment, the early trending data for which indicate minimal impact on achievement of learning for students, contributes to the decision making for education institutions centred on developing resilience professionals such as police officers.

## Introduction

The objective for this article is to present the experience of a higher education institution in transitioning at a rapid and urgent pace from face-to-face to the delivery of police education programmes remotely/online in an education environment which to date had not delivered remote online courses. Of note is online education has not historically been a major component of UAE education delivery. The explanation and accompanying data analysis of the process, the student achievement and experience, and the faculty experience are presented with the aim of informing on the complex issues of preparedness and support activities to achieve success. The work is of specific

relevance to police education delivery, historically perceived as a face-to-face, often highly tactile education domain. Whilst online education for police officers is not a new phenomenon, analysing the role of, and outcomes of faculty and student preparedness initiatives for online education for initial/commencing police student education programmes is valuable to inform on future initiatives, policy and practice.

The Director-General of the [World Health Organisation \(2020\)](#) declared the novel coronavirus outbreak a public health emergency of international concern, WHO’s highest level of alarm, on the 30 January 2020. To place into perspective the level of impact for education delivery, the

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UNESCO (2020a,b) reported as early as April 2020 that approximately 1.6 billion learners were affected across 194 countries, accounting for more than 90% of total enrolled learners (UNESCO, 2020a,b). The immediate consideration for education providers around the globe was to mitigate risk to human life and this required making decisions that would further challenge the normality for students, faculty, and organizations of their education delivery. The decisions included closing schools, colleges, and universities across the world to enable the education community to follow the social distancing and sanitization measures (Toquero, 2020).

For nations, who prior to COVID-19 relied on face-to-face on campus course delivery design, responding to the consequential disruption to the normality of daily life including education brought online learning into providing an alternative to sustain the momentum and engagement of education delivery. For those countries, institutions, students, and faculty who were familiar with the design and delivery of remote online courses, the demand was less complex and confronting. The work of Crawford *et al.* (2020) informs on a review of 20 countries' higher education digital pedagogy response advising:

...we found that the responses by higher education providers have been diverse from having no response through to social isolation strategies on campus and rapid curriculum re-development for fully remote online offerings (p. 9).

Singh and Thurman (2019) refer to online as 'learning experiences in synchronous or asynchronous environments using different devices (e.g. mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students' (p. 291). For countries and communities with populations unaccustomed to this mode of learning delivery, the response to transition in the emergency of the

COVID-19 pandemic was significantly more challenging and a success variable. This is particularly the case in lower socio-economic regions and where the availability and reliance on the IOT (Internet of Things) is not available in a sufficiently adequate manner to sustain the delivery of on-line education. In many OECD countries, fewer than half of rural households are located in areas where fixed broadband is at sufficient speeds to support online learning (OECD, 2020).

The success rate of programme delivery through virtual classrooms varies (Crawford *et al.* 2020) and the level of seamlessness with which institutions transitioned to the online platform was not only impacted by internet access and reliability. Factors including faculty mastery of online pedagogy, institution adoption of online platforms and prior experience with online learning by students and faculty are also areas that impact the capacity for transition (Sasere and Makhasane, 2020). A rate of over 80% of higher education institutions in developed countries switched to virtual/online lecture delivery and assessment. In developing economies over 80% of the Higher education institutions partially switched to virtual education and some were unable to move to online (Crawford *et al.*, 2020, p. 21).

Whilst the physical disruption is evident around the world with closure of campuses, there are other areas associated with education that have been similarly impacted, (Karalisi, 2020) for example the quality of the delivery of learning where institutions are underprepared for the transition to online course delivery. Online education has been researched and evaluated since the introduction of the internet into the education domain and such research has focused on the quality of teaching, online course design and evaluating the achievement of learning outcomes. The research emphasizes the importance of adopting a valid instructional design methodology in the development and delivery for online learning combined with professional development and support of faculty and preparedness of students (Hodges *et al.*,

2020). Rapanta *et al.* (2020) highlight the complex combination of challenges presented by circumstances which required rapid seemingly overnight transition from face-to-face teaching to delivery online. This is particularly relevant for those with limited or no experience in online teaching. Appreciatively, the Covid-19 pandemic has created significant challenges for the global higher education community (Crawford *et al.*, 2020), and in parallel there is a growing wealth of advice for navigating online teaching (Beckman *et al.*, 2019; Bates, 2020; El Masri and Sabzalieva, 2020; Sasere and Makhasane, 2020). The work of Ocak (2011) and Ching *et al.* (2018) is referred to by Rapanta *et al.* (2020) in suggesting two of the key challenges in creating and or transitioning to web-based courses are the complexity of the instructional situation and shortcomings in planning and organization (p. 924). It is not unreasonable to acknowledge these challenges have been amplified with the urgency for higher education institutions unfamiliar with online learning delivery to adapt rapidly to the demands of Covid-19 social distancing and health regulations and the consequential transition to online learning delivery. The valuable literature in this field has underpinned the work of an emerging academic institution, (the Institution, hereafter) in the United Arab Emirates (UAE) specializing in the domains of safety, policing, emergency management, security, and defence as it transitioned faculty and students to the online learning environment.

The initiative by the UAE Ministry of Education to implement distance learning as from March 2020 was the catalyst for institutions to transition course delivery from completely on-campus to the completely online environment. The experience of the Institution demonstrated practicing the fundamental concepts of this domain in their planning and implementation of a transition to online learning. In the context of this article, the Institution was, until March 2020 a completely face to face on campus learning delivery institution.

Whilst the concentration of the work presented in this article is the education of police students a

brief background of the core business of the higher education institution offers a holistic view of the transition environment. The major programmes delivered by the Institution are in Policing and Security, Crime Scenes, Intelligence Analysis, Integrated Emergency Management, Business Continuity Management and Homeland Security, complemented with a General Education programme which is mandatory for all undergraduate students. The majority of students enrolled in the Institution are drawn from UAE stakeholders, Abu Dhabi Police, General Headquarters. Ministry of Defence, Presidential Guard, Crown Prince Court with a smaller number of self-funded students and scholarship international students. A unique concept of programme delivery at the Institution which sets it apart from traditional police university programmes and academies is the interdisciplinary nature of the programme designs. The male and female students whilst studying the core courses within their major—policing, are able to study electives from the other programmes of study. The objective is to graduate students with an interoperable set of knowledge and skills.

## Research questions

This article attempts to describe efforts undertaken by an emerging institution in the UAE to transition to online learning in the wake of the Corona virus pandemic and the impact of these efforts on a number of areas. The aim of the work is to offer insight into the following:

- What initiatives did the Institution launch to prepare faculty and students for the transition?
- Level of preparedness for transition to online learning achieved for students and faculty
- Understanding of the impact of the transition on learning outcome attainment, faculty workload, academic advising, faculty and student satisfaction, faculty workload, student attendance, and grade appeals?

## Research methodology

The research methodology used in this article is largely empirical. Data were sourced from (a) Student Distance Learning Survey (questions centred on level of satisfaction with Distance Learning, prior experience of distance learning); (b) Student course and faculty evaluation surveys (these surveys are standardized and conducted at the conclusion of each teaching semester and centred on level of satisfaction with the course delivery, relevance of learning topics, engagement with faculty, student support for learning); (c) Faculty survey (conducted by the Dean of Faculty Office) to measure faculty perception of preparedness to transition to online instruction (survey questions centred on prior knowledge of online course delivery, satisfaction with preparedness activities provided by the Academy); (d) Learning Management System (Moodle) course logs/records; (e) Moodle Faculty Professional Development Site; and (f) Student grades extracted from the Institution's student information system. With the exception of (c) the surveys are conducted by the Institutional Effectiveness Division at the Institution enabling independent data collection, analysis, and reporting. For the project, data were analysed to align the institutional initiatives for transitioning students and faculty to online education delivery with levels of perceived preparedness of students and faculty and the student learning achievement.

## Preparation for transitioning to online education

As the Institution prepared to transition learning delivery to a remote online approach an underpinning objective was to ensure an all-encompassing, holistic approach to supporting faculty and students in their efforts. Inclusive in this holistic approach was student academic advising, preparation for study online, technology competency and understanding compliance requirements. Similarly, for faculty, the approach encompassed consideration of developing

online teaching andragogy knowledge and skills accompanied by the compliance requirements associated with students and courses. At the commencement of the transition to online learning delivery in March 2020, students and faculty at the Institution had a level of familiarity with resources and assessments delivered through the online environment offered by the Moodle Learning Management System platform as support for the face-to-face classes. This structure positioned the Institution with a sound basis from which to move to the full online remote delivery. To better understand faculty needs and level of preparedness, a survey for faculty was conducted at the onset of the transition to online learning. The survey revealed 58% of faculty were experienced with the design and delivery of learning online (distance learning/e-learning) prior to March 2020. In response to the survey results and to prepare for the roll out of the 100% online delivery, the following activities were conducted during the two-week preparation period:

- A total of 14 dedicated workshops for faculty professional development in designing teaching and assessment materials for the online platforms were presented (Each of the workshops targeted all faculty and attendance rate averaged 85% of faculty);
- The student cohort of 631 received a total of 30+ workshops focused on supporting students to utilize the range of software programmes (specialized software in combination with the Moodle Learning Management System including Webex, MS Teams, Respondus Lockdown, Turnitin, and Screen-o-matic). It is worth noting here that on average each student attended at least three workshops;
- A set of 30 instructional videos were developed to support the workshops and build a resource collection.

Establishing confidence for faculty and students in the online learning environment was paramount and the number of workshops, instructional videos, and

documented guidelines were critical to the preparation approach. This approach is in line with a large body of literature which asserts that before computer technology can be effectively integrated 'lecturers should be provided adequate training and support in ICT and pedagogy' (Yunus, 2007 in Ali, 2020).

Globally, there is recognition of the challenges to develop assessment activities in the online environment which have the capacity to maintain academic integrity (see Peterson, 2019; Sariasih and Tisnawijaya, 2019; Dendir and Stockton Maxwell, 2020; Poullet, 2020). In line with Resolution 237 issued by the Ministry of Education for the year 2020, the Institution activated the Respondus Lockdown & Monitor system to monitor electronic examinations. To facilitate faculty capacity to comply with the requirements, an electronic evaluation guide was prepared based on the best international studies and practices to explain other electronic evaluation methods and guidelines such as evaluating electronic presentations, written assignments including case studies, projects, verbal tests, and simulation exercises. Similarly, to facilitate students' use of the Respondus Lockdown system, the Institution designed and published a set of proactive tools and developed a working mechanism as follows:

- (a) An interactive instruction manual to help the students install and use the software, with academic integrity guidelines.
- (b) A guide for faculty members to help them use the programme to monitor students.
- (c) Explanatory videos to help students install and use the programme. (Pilot tests to help students install and use the programme).
- (d) Explanatory guidelines for using the WebEx and MS Teams systems to explain instructions to students prior to each examination.
- (e) Provision of direct contact numbers for IT technical support and examination proctors.
- (f) Three examination proctors were assigned to each group of 25 students to provide direct support to students during the examination

and to review the electronic monitoring programme records to identify incidents of academic integrity.

- (g) Four information technology employees were appointed to provide technical support to students during the examinations, and the ratio of students per information technology employee was 17:1.
- (h) An electronic platform was designed to provide an opportunity for students to submit appeals to decisions related to incidents of academic integrity.

## Results

As indicated in Table 1, the Institutional Effectiveness Survey revealed that 64% of faculty identified a level of satisfied–very satisfied with the adequacy of the professional development preparation for teaching online (21% were neutral on this response). A high level of satisfaction was experienced by faculty with the use of Moodle for uploading course materials and resources as indicated in Table 2, a rate of 86% of faculty recorded satisfied/very satisfied. The faculty satisfaction surveys were an important instrument to develop an understanding of areas for continuous improvement, short and long term for the delivery of on-line education.

It is valuable in the context of understanding the level of resilience demonstrated by students and faculty to consider the following Spring 2020 Week 1 of transition to online. A total of 656 students were enrolled in the Institution programmes in Spring 2020. Per Moodle logs, week 1 of transition to online commenced with a total of 212,666 education documents, presentation videos, lesson resources uploaded to the Moodle platform; 23,575 attendance quizzes prepared and deployed online, and 8,833 classroom discussions were conducted. The data revealed a spike in online activity by students at the time of transition to remote on-line learning followed by a drop-in activity during July/August 2020 which is the period between

**Table 1:** Adequacy of professional development and support with online instruction

| Adequacy of professional development and support with on-line instruction |    |     |
|---------------------------------------------------------------------------|----|-----|
| Number percentage                                                         |    |     |
| Very satisfied                                                            | 11 | 29% |
| Satisfied                                                                 | 13 | 34% |
| Neutral                                                                   | 8  | 21% |
| Dissatisfied                                                              | 5  | 13% |
| Very Dissatisfied                                                         | 1  | 3%  |

Note: Two respondents choose 'not applicable'.

**Table 2:** Level of satisfaction with uploading instructional material to Moodle

| Uploading course materials and resources on Moodle. |           |     |
|-----------------------------------------------------|-----------|-----|
|                                                     | Frequency | %   |
| Very satisfied                                      | 17        | 43% |
| Satisfied                                           | 17        | 43% |
| Neutral                                             | 2         | 5%  |
| Dissatisfied                                        | 4         | 10% |
| Very dissatisfied                                   | 0         | 0%  |

semesters (end of Summer 2020 and commencement of Spring 2020). The commencement of the Spring 2020 semester registered a spike in the on-line activity with the level of activity experiencing a marginal decrease before returning to the commencing semester level.

In the context of the number of instructional materials, class discussions, and resources logged on Moodle in Week 1 Spring 2020 and reflection on the strategies employed to prepare faculty for the online delivery environment it is noteworthy, the level of satisfaction recorded by faculty was 86% (Table 2).

Three key indicators of the Institution's experience with limiting the disruption to education delivery is demonstrated with the Institutional Effectiveness survey results. These results indicate 80–90% of students were comfortable and satisfied with the online delivery mode, 87% level of satisfaction with the engagement between faculty and

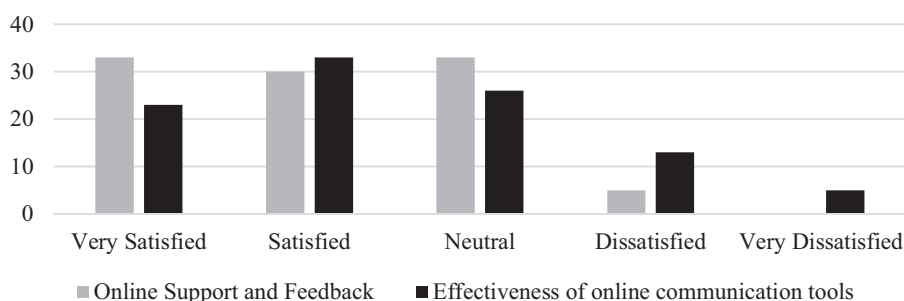
**Table 3:** Online teaching experience on Moodle

| Online teaching experience on Moodle |        |            |
|--------------------------------------|--------|------------|
|                                      | Number | Percentage |
| Very satisfied                       | 15     | 38%        |
| Satisfied                            | 16     | 40%        |
| Neutral                              | 4      | 10%        |
| Dissatisfied                         | 5      | 13%        |
| Very dissatisfied                    | 0      | 0%         |

students. The Institution stakeholders indicated a 91% level of satisfaction with the transition to on-line learning by the Institution. Similarly, the faculty recorded a sound level of satisfaction at 78% with their experience of teaching online through Moodle as presented in Table 3.

In parallel to the level of satisfaction recorded by faculty with the online environment—which is a consideration of a key element in best practice andragogy—is the support and feedback provided to students during their studies. The Institution faculty reported a 63% level of satisfaction in this domain and a 5% level of dissatisfaction. Figure 1 offers the relative levels of satisfaction experienced by faculty with the support and feedback they offered to students in the online environment. The data in Fig. 1 are drawn from the context of the faculty experience with the effectiveness of online communication tools within the Moodle environment. Figure 1 results support a consistent positive level of satisfaction experienced by faculty in these important elements associated with online teaching and learning delivery.

The Institutional Effectiveness Student Evaluation Survey results indicated the average student satisfaction with distance education during the Spring 2020 semester was approximately 73%, the significance of this achievement is in the context of the percentage of 1st year students in Spring 2020 which was 47%. This includes students in their first semester of study (23%) and second semester of study (24%) who have not yet

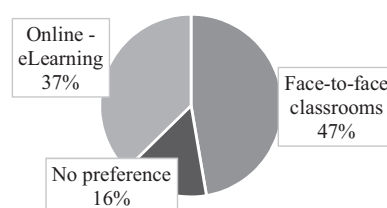


**Figure 1:** Faculty level of satisfaction with support and feedback versus effectiveness of online communication tools

reached the stage of fully confident self-sufficiency and or self-direction with their studies.

The quantitative data, which have the capacity to inform on the transition to online experience and by extension the level of resilience in a time of uncertainty, personally and professionally, are associated with learning outcome levels achieved by students pre and post the Covid-19 disruptive events.

Figure 2 data indicate that the largest percentage of respondents (47%) expressed preference for on-line learning over face-to-face learning. This is slightly higher than the percentage reported by a sister UAE institution for the same period (see AlShamsi *et al.*, 2020, p. 124).



**Figure 2:** Preferred learning delivery mode

## Faculty workload

The transition to online learning has resulted in a significant increase in faculty workload. For one, faculty members were required to prerecord lectures, design formative assessments for each lecture in order to record attendance, design interactive activities for students, review formative assessments to measure student attendance (students were marked present in a given lecture only if they interacted with the associated formative quizzes), conduct live sessions to answer student questions, and respond to student questions posted on forums. Faculty were also required to conduct authenticity interviews for all submitted work in order to mitigate academic misconduct

incidents. The downside of authenticity interviews is that they result in an increase in the workload of faculty members as they are required to meet with students who had submitted online assessed written work individually and ask them a number of questions appearing on a form. This finding was reported by faculty members in response to a survey of the challenges they had during the implementation of online assessment tools.

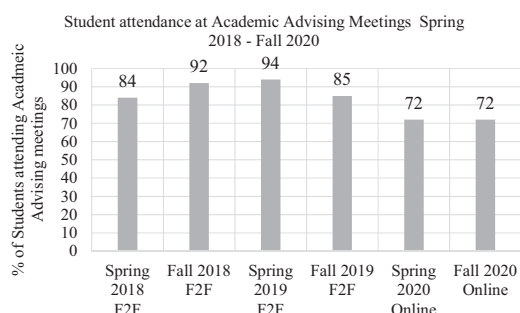
Strategies employed to mitigate the challenges associated with the use of Respondus Lockdown Browser and Monitor also contributed to increasing faculty workload. First, a proctoring arrangement was developed to provide students with needed support. Each proctored group (size between 15 and 25) was assigned to one faculty member who conducted a 10-min briefing via MS Teams to students about the test to be taken and reminding of the use of the online proctoring system. Students received invitations to those sessions and were provided with the opportunity to ask any questions they had about the examination

procedures. At the same time, phone numbers were shared with students to ask any questions they might have during the examination. In addition to increasing misconduct frequency, the tool significantly increased faculty workload as the system did not allow for live proctoring and faculty had to review a large volume of recorded content for individual students sitting examinations. Approximately 30% of flagged potential violation incidents were associated with poor internet connectivity, which in many instances stopped the tool from recording the examination. As a result, up to 5% and 20% of examinations had to be re-administered in Spring 2020 and Summer 2020, respectively, as the tool was not recording the examination accurately due to internet connectivity issues. The increase in workload when using distance education is well supported by the literature (see e.g. Connolly *et al.*, 2007; Keramidas *et al.*, 2007; Lowenthal *et al.*, 2014).

## Academic advising

As indicated earlier, the holistic approach to the transition to online learning at the Institution included sustaining the provision of academic advising services to its students during the Covid-19 pandemic. Prior to the pandemic, academic advising was conducted in a designated area on campus. Following the transition for students to learning remotely, the Institution developed a number of online tools that enabled students to

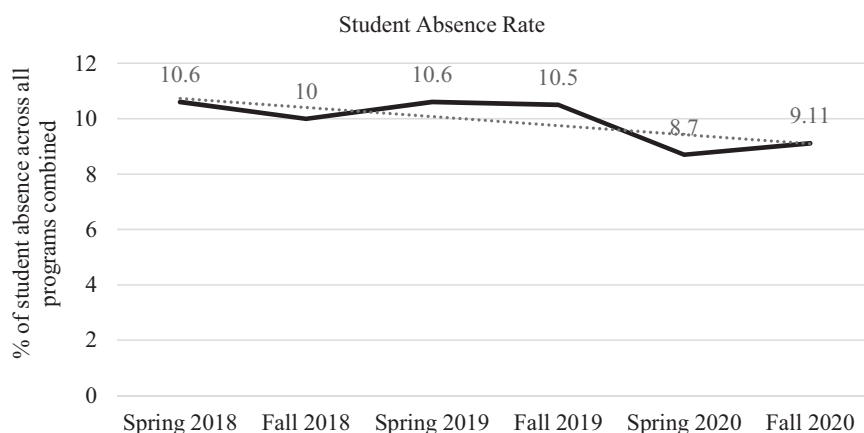
receive remote advising from their designated academic advisors. Support strategies included a dedicated advising platform where students are able to preregister for courses in consultation with their academic advisors, drop and add courses, and discuss any concerns with their academic advisor. Figure 3 data indicate the level of student turnout to virtual online preregistration and advising sessions was lower than the level experienced during face-to-face academic advising. While still satisfactory, lower turnout can be attributed to a number of factors including student satisfaction with support provided by advisors; advisees' academic performance; and advisees' number of semesters of study. Further insight into the academic advising experience during the period under discussion suggests 35% and 39% of students who did not attend their designated advising meetings in Spring 2020 or Fall 2020, respectively, were at-risk or on-probation students (these students have Cumulative Grade Point Averages of below 2.0 (undergraduate) or 3.0 (graduate)). An interesting correlation was identified which suggests the faculty member with the lowest student attendance at academic advising meetings also had lower-than-average student satisfaction with academic advising, ranging from 7% to 68% (average satisfaction with advisors was 70%). Of note, the data further indicated 60% of students who did not attend academic advising sessions have been students at the Institution for three or less academic semester.



**Figure 3:** Academic advising attendance rates

**Table 4:** On campus versus online Spring, Summer, Fall 2020

| Teaching session              | Method    | Target | Actual | Percent |
|-------------------------------|-----------|--------|--------|---------|
| Fall 2020—distance learning   | On-campus | 156    | 1      | 4%      |
|                               | Online    | 0      | 155    | 96%     |
| Spring 2020—distance learning | Online    | 0      | 139    | 100%    |
|                               | On-campus | 139    | 0      | 0%      |
| Summer 2020—distance learning | Online    | 44     | 44     | 92%     |
|                               | Onsite    | 4      | 4      | 8%      |



**Figure 4:** Student absence rate Spring 2018–Fall 2020

## Impact on learning outcome achievement

In response to the instructions issued by the Ministry of Education (MoE) and associated government agencies the Institution transferred all offered courses (100%) in the 2nd half (April–June 2020) of the Spring 2020 semester to distance education. This followed in the Summer 2020 semester with 90% of courses offered online, the remaining were associated with work placement courses. During the Fall 2020 semester (August–December), courses were offered remotely with the exception of one course, a Forensic Photography course (Table 4). It is noteworthy that in the Fall 2020 semester the Academy was prepared with plans and schedules for all scenarios and contingencies including: 0% distance learning, 25% distance learning, 50% distance learning, 75% distance learning, and 100% distance learning.

In order to consider the comparative student grade performance average between face-to-face and remote online learning, it is valuable to align the achievements with the class attendance records for students (Fig. 4).

Of note, the marginal increase in absence rate during Fall 2020, corresponds with a general increase in the number of Covid-19 positive test cases experienced in the UAE during the corresponding time period as indicated in Fig. 5.

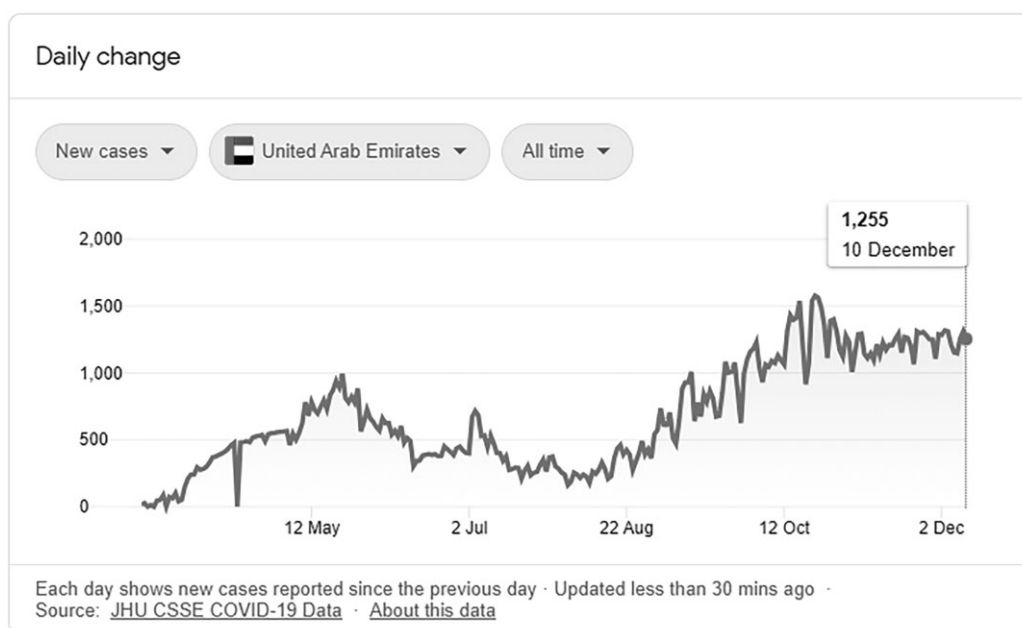
Table 5 illustrates the achievement of learning outcomes in face-to-face classes is close to the level of their achievement during distance education, despite the different teaching and assessment tools and the high total number of new students—as scientific studies indicate that university students in their first year need more support than continuing students (Kantanis, 2000).

The comparative average Course Learning Outcome Score for students for the face-to-face (average 2017–2020) and the online delivery (average of Spring and Summer 2020) indicates marginal difference in the majority of courses (Table 5). For two programmes the average Course Learning Outcome score improved in the online environment: Homeland Security and Crime Scene Investigation.

Similarly, the data analysis for the average Grade Performance Average for students across all programmes in the Spring Semester 2020 (Distance Learning) were marginally lower .01 than in the Fall Semester of 2019 (2019 all courses delivered face-to-face).

A further analysis was undertaken to contribute to the continuous improvement process for course delivery through application of a *t-Test* to two samples, the results of which are presented in Table 6.

The analysis indicates there is no significant difference between students' grades in the Fall 2020



**Figure 5:** Number of UAE Covid-19 positive tests

(face-to-face) and students' grades in Spring 2020 (Distance learning), which suggests the delivery of studies during this period via distance learning had limited impact on the overall grade achievements. However, per MoE resolution 237 students in Spring 2020 had the option to exclude grades from their CGPA including Fs (Fail Grade). In addition, under the resolution 237 students could not be withdrawn for poor attendance, and could change a passing grade to P that does not impact CGPA. As such, in reality the grades in Spring 2020 were lower than those in Fall 2019. Another study conducted in the UAE found that '49% of students achieved 3.0–4.0 SGPA in DL [Distance Learning] compared to 38% of students in F2F learning courses' (Ghaleb *et al.*, 2021). It is not clear from the study whether these SGPA were obtained before or after the implementation of resolution number 237 of 2020 as students had the option to exclude grades obtained for DL courses from their CGPAs. Additionally, the writer does not touch on the reasons for such increase in grades. Is it an increase in students' actual performance or in their

accessibility to dishonest methods to improve their grades? Many studies argue that administering examinations online facilitated new opportunities for students to engage in unethical academic behaviours which resonate in the findings in the work of Amzalag *et al.* (2021).

## Impact on student grade appeals

An area of contribution to understanding the holistic experience for students in the transition from face to face to online learning delivery is the level of grade/mark appeals submitted at the end of each semester. In the context of the number of student appeals to final examination scores, analysis of appeal submission data indicates that there is no statistically significant difference between the average number of appeals in the Fall semester of 2019 (face-to-face education) compared to the average in the Spring semester 2020 (distance learning), where the average number of objections was 0.016 and 0.013 per registration record, respectively, in the two semesters. These results

**Table 5:** Comparative average CLO score face-to-face versus online

| Average of course learning outcome score |                                             |                                                        |
|------------------------------------------|---------------------------------------------|--------------------------------------------------------|
| Programme                                | e-Learning<br>(Spring 2020;<br>Summer 2020) | Face-to-face<br>(Fall '18;<br>Spring '19;<br>Fall '19) |
| Integrated emergency management          | 77                                          | 85                                                     |
| Business continuity management           | 79                                          | 83                                                     |
| Policing and security                    | 71                                          | 76                                                     |
| Crime scene investigation                | 81                                          | 79                                                     |
| General education                        | 72                                          | 79                                                     |
| Homeland security                        | 76                                          | 74                                                     |
| MSc intelligence analysis                | 83                                          | 88                                                     |
| <b>Overall CLO average</b>               | <b>75</b>                                   | <b>81</b>                                              |

inform on the level of positive experience with the transition to the online environment for students at the Institution. Commencing in Fall 2020 there was a significant increase in the number of student grade appeals. The numbers in Fall 2020 and Spring 2021 were 0.14 and 0.1 appeals per registration record, respectively. This could be attributed to the introduction of the various controls in Fall 2020 to: mitigate the risk of academic misconduct; moving examinations to on-campus; and the abrogation of UAE Resolution 237 which, as indicated earlier, allowed students to continue despite having high absence rate and low performance.

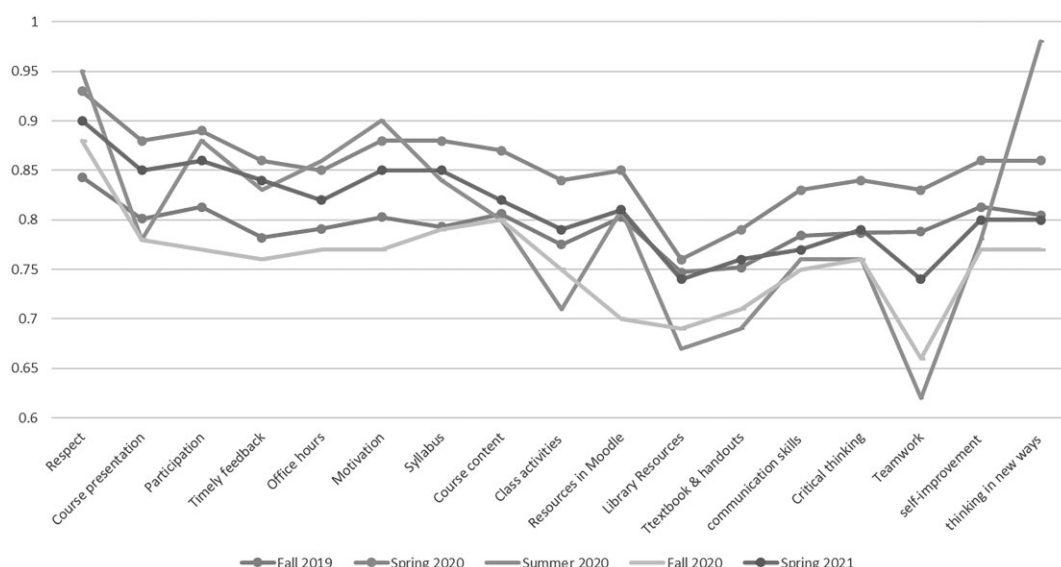
### Impact on course and faculty evaluation

As indicated in Fig. 6, the transition to online assessments coincided with a reduction in student overall satisfaction with the teaching during semesters in which teaching was delivered fully online (Spring 2020 and Summer 2020) as opposed to 10% of classes delivered on campus during Fall 2020 and 30% in Spring 2021. Spring 2020 should be treated as a unique semester as discussed earlier,

**Table 6:** t-test for student grade achievement variance Fall 2019 and Spring 2019

| Students grade average in Fall 2019 and Spring 2020 |                    |             |
|-----------------------------------------------------|--------------------|-------------|
|                                                     | Fall 2019          | Spring 2020 |
| Mean                                                | 77                 | 76          |
| Variance                                            | 193                | 500         |
| Standard deviation                                  | 14                 | 22          |
| Observations                                        | 521                | 521         |
| <i>t</i> test: paired two sample for means          |                    |             |
| Hypothesized mean difference                        | 0                  |             |
| Df                                                  | 520                |             |
| <i>t</i> Stat                                       | 1.536359546        |             |
| $P(T \leq t)$ one-tail                              | 0.062529219        |             |
| <i>t</i> Critical one-tail                          | 1.647789211        |             |
| <b><math>P(T \leq t)</math> two-tail</b>            | <b>0.125058438</b> |             |
| <i>t</i> Critical two-tail                          | 1.964536501        |             |

students were not allowed to be dismissed from the academic institution for poor progression, be withdrawn from courses for poor attendance, or have their academic standing impacted. These conditions contribute to the exceptionally high satisfaction of students in Spring 2020 compared to other teaching sessions. The data presented in Fig. 6 also indicate students were least satisfied in Fall 2020. This could be attributed to the introduction of the various controls in Fall 2020 to mitigate the risk of academic misconduct, moving examinations to campus, and the abrogation of UAE Resolution 237 which, as indicated earlier, allowed students to continue despite having high absence rate and low performance. The decreased satisfaction of students manifested itself in the high examination absence rates and high-grade appeal requests during Summer 2020 and Fall 2020. The level of satisfaction in Spring 2021 is most similar to that of Fall 2019, i.e. the semester before the breakout of the Coronavirus. In Spring 2021, 30% of classes and all examinations were held on-campus. These results are in line with many studies (e.g. Fish and Snodgrass, 2014; Platt *et al.*, 2014; Adnan and Anwar, 2020) which found a



**Figure 6:** Course and faculty evaluation over five teaching sessions

strong association between online classes and student dissatisfaction.

## Conclusion

The preliminary trending data presented here suggest the investment and focus on a holistic approach to transitioning from face-to-face to remote online learning has the potential to lessen negative influences on the student and faculty experience. Further, the approach which encompasses a comprehensive preparation for faculty and students to develop confidence and competence in the online learning environment contributes to realizing minimal impact of the seismic change in learning delivery approach. Conducting surveys with students and faculty is a key information paradigm to inform on what has worked and what remains to be addressed. Aligning these data with the outcome of student course grades offers a comprehensive source from which to understand the key ingredients contributing to success in transitioning to delivery of online police education programmes. For the future, analysis of the Fall 2020 semester student

and faculty experience aligned with the student grade performance averages will contribute further to the continuous improvement activities as the Institution works forward in the remote online learning delivery domain. For the wider education community, presenting the Institution's experience offers insight into the resilience planning approach underpinned by reference to current literature centred on best practice in the field of online learning delivery in particular where online learning is an unfamiliar circumstance. Such an approach is replicable and acknowledges the high level of capacity, capability, and commitment necessary for supporting transitioning learning to online for a profession, policing, historically centred on face-to-face communication and practice.

## Conflict of interest

The authors confirm no conflict of interest as the reporting in this paper is evidenced from data provided by institutional electronic systems or anonymised surveys.

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