

2018-07-23

The Transition of the Practitioner to the Instructor: Exploring the Possibility of Transformative Learning of Former Police Officers Who Have Become College Justice Studies Instructors

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Urasaki, J. M. (2018). The Transition of the Practitioner to the Instructor: Exploring the Possibility of Transformative Learning of Former Police Officers Who Have Become College Justice Studies Instructors (Doctoral thesis, University of Calgary, Calgary, Canada). Retrieved from <https://prism.ucalgary.ca>. doi:10.11575/PRISM/32651

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The Transition of the Practitioner to the Instructor: Exploring the Possibility of
Transformative Learning of Former Police Officers Who Have Become College Justice Studies
Instructors

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

CALGARY, ALBERTA

JULY 2018

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ACKNOWLEDGEMENTS

First of all, I would like to acknowledge the guidance and mentoring that I received from my supervisor, Dr. Kaela Jubas. Her ability to make me think critically about my topic was the key to my doctoral journey and her high expectations of my writing helped me grow academically. I would like to thank the members of my committee, Dr. Patricia Danyluk and Dr. Peggy Patterson for their questions and guidance throughout this process. Their words of encouragement during the candidacy process and the final defence of my dissertation was much appreciated. To the other members of my examination committee, Dr. Amy Burns, who acted as the internal examiner, Dr. Catherine Etmanski, from Royal Roads University, who acted as my external examiner, and Dr. Hetty Roessingh, who acted as the neutral chair, I am grateful for your thoughtful questions, critiques and participation in the process. A thank you also goes to Dr. Gale Parchoma, who offered important critiques of my work during the candidacy process before she accepted a new position at the University of Saskatchewan.

I would also like to thank all of the participants in my study, who graciously gave of their time to share their experiences and their thoughts. Your dedication to the work of policing is something that I will continue to respect and admire and I am grateful for the opportunity to have worked with you. Your efforts to teach the students in your classes inspires me to strive for the same.

I owe a special debt of gratitude to Bruce Macdonald, Ken Sauter and Bill Anderson for the many conversations over the years that enabled me to better understand the challenges of providing policing services to the community. To Terry Dreddy, thank you for your critique of my earlier drafts of my research and our regular conversations about policing, diversity, identity and transformative learning that have helped to guide my work.

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To my wife, Cindy, I am grateful for your love, support and most of all, your patience. This undertaking has required a tremendous amount of time and I am grateful for everything you have done, despite your own busy schedule, to allow me to do my research and to write. To my daughter, Jenna and to my son, Kobe, I want you both to know that I often got my inspiration from the two of you. Your commitment to your own goals, kept me going when I was distracted and discouraged. Thank you both for your love, patience and understanding.

To my father, Roy, who encouraged me to pursue my goal while he fought and beat cancer, thank you for all of your support despite having to face your own challenges. To my mother, Shizuko, who passed away during my doctoral process, there is not a day that goes by that I haven't thought about you. Thank you both for all of the opportunities that I have been given, your examples of hard work, and your constant encouragement to read and learn.

Abstract

In this qualitative case study, I explored the learning experiences of individuals who have moved from a career in policing to a career in the post-secondary sector. Transformative learning theory as described by Mezirow (1978, 1981, 1996, 1997, 2000, 2003) is a useful paradigm to explore the experience of individuals going through this period of transition, especially when Illeris' (2009, 2014a, 2014b, 2014c) focus on socially contextualized identity construction is added into the framework. In relation to my findings, I discuss insights into the development of new perspectives and roles that characterize the transformative process experienced by individuals who left their policing jobs to become justice studies instructors. In interviews with 12 participants and a brief review of curricular documents, I found that transformative learning can result in a change in identity while allowing for the maintenance of core identity. After presenting these findings, I close with a discussion of implications of this inquiry for professional programs and instructors in them in the college sector, as well as contributions to the continued development of the transformative learning framework.

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CHAPTER ONE: INTRODUCTION

Overview

The transition of professionals coming from industry to teach in various vocational and professional programs is a topic of interest in the continued recruitment, development, and retention of instructors for vocational colleges. In pursuit of this goal, colleges need to attract practitioners in the field to teach in academic programs. Simendinger, Puia, Kraft, and Jasperson (2000) state that “these new practitioners-academicians have more than just a plethora of war stories. They can bring the concrete examples and illustrations through which they have lived, that can be drawn upon to bring the curriculum to life” (p. 106). An important role for colleges is to expose students to the requirements of their future jobs and individuals who have the necessary job-related experience can bring their knowledge and expertise to the next generation of people going into that line of work.

Because colleges and technical schools are primarily focused on the development of knowledge among students who want to engage in specific jobs, the educator/instructor/trainer in such an environment is often recruited directly from their field of expertise and practice. Many adult educators come into their positions through a “circuitous route” (Cranton & King, 2003, p. 31) and college justice instructors are in a similar position as they generally have little pedagogical training. Their previous professional practice is characterized by their competence in carrying out their work in real-life work situations in the field of policing, but they may not have had opportunities to fully develop their instructional skills in preparation to becoming a college instructor. As Cranton and King (2003) note, “Educators of adults are in a unique position among professionals in that they often have not had the opportunity to learn how to do their job” (p. 31). Most educators of adult learners learn their new roles through “experience,

modeling themselves on others and reflecting on their practice” (Cranton & King, 2003, p. 31).

As these former practitioners transition into their new roles as instructors, they can do more than learn how to present information to a classroom of students; some also go through a transformation of their identities. For the research discussed throughout this dissertation, I studied the process of transformative learning and identity (re-) construction, specifically among former police officers who had entered into a college justice education program.

Context

In the context of my job teaching in a justice studies program, I have heard first-hand the institutional debates about the purpose of polytechnic or vocational colleges with regard to their educational roles and priorities. On the one hand, colleges are charged with providing specific technical training; on the other hand, they can help students develop foundational knowledge that will enable them to adapt to ever-changing industry demands through critical thinking and problem-solving skills. Both sides of this tension acknowledge that there is a fundamental premise to the success of these types of institutions: Vocational colleges depend on former practicing professionals to provide relevant curriculum and instruction to students in various programs.

Having worked to provide a public service and to enforce the law in their previous role, former police officers must now develop a set of skills and attributes to accompany their new role as instructors in a college setting. Not only will they be engaged in learning the technical part of instructing that enables them to use the various material tools for instruction such as computer software programs, audio visual equipment, and learning management systems for online interactions with students, they will also learn how to interact with an organization that is different from the paramilitary organizations where they once worked. While there is still a

hierarchical structure in the post-secondary institution, they will encounter a different rank structure, as well as a different set of responsibilities and supervisory requirements in their new environment. They may have to adopt new ways of motivating and encouraging others. They will be expected to engage students by developing learning outcomes and constructing creative lesson plans. New instructors may have to learn about the unwritten expectations of engaging in professional relationships with students, how to interact collaboratively with colleagues, and site-specific knowledge about participating in institution-wide committees and initiatives. Some may also engage in critical self-reflection that eventually will lead them to explore their own ideas of why and what they are teaching.

A central focus in my research was to explore the experiences and thoughts of instructors who engaged in such critical self-reflection about themselves and their place of work, in informing their sense of purpose and identity. The impacts of their career shift from police officer to justice studies instructor are amplified by the efforts to support the community policing model, which continues to gain ground in North American policing and is different from the model into which some officers were socialized and under which they practiced.

A Shift to the Community Policing Model

As part of their transition from practitioner to teacher, the novice justice studies instructor may be influenced by the concept of community policing that is emphasized in the curriculum of contemporary college policing programs. Although it is not a universal philosophy for police services, community policing is a significant philosophy that influences the context of justice studies programs. According to Trojanowicz, Kappeler, Gaines, and Bucqueroux (1998),

Community policing is a new philosophy of policing, based on the concept that police officers and private citizens working together in creative ways, can help solve

contemporary community problems related to crime, fear of crime, social and physical disorder and neighborhood conditions. The philosophy is predicated on the belief that achieving these goals requires that police departments develop a new relationship with citizens in the community allowing them the power to set local police priorities and involving them in efforts to improve the overall quality of life in their neighborhoods. It shifts the focus of police work from handling random crime calls to addressing community concerns. (p. 3)

An important element in community policing is that it must “provide a new way for the police to provide decentralized and personalized service that offers every citizen an opportunity to become active in the police process” (Kappeler & Gaines, 2011, p. 4). In the contemporary drive to create a community-oriented style of policing with various stakeholders, the need to alter pedagogical approaches to the training and education of the next generation of police officers is apparent. As Kappeler and Gaines also assert, contemporary community-oriented policing holds the possibility to contribute to citizen engagement and social change and requires a responsiveness to the needs of the community that was not always acknowledged in previous models of policing. Training and preparation of prospective police officers within a community policing model requires a responsiveness to the needs of the students who was not always addressed in the previously employed teacher-centered methods of instruction. In short, proponents of community policing assert that it aims to address the needs of the people who are being served, whether citizens or learners.

While the aim of community policing is the creation of positive relationships between the police and citizens to address needs of security and to decrease the fear of crime, the community policing philosophy has not adequately achieved this in the minds of many citizens. The

dissatisfaction, mistrust and suspicion that has been directed towards the police as a result of negative encounters between citizens and the police has made many people question the sincerity of police services in their attempts to outwardly promote a cooperative style of policing. While the upper levels of police management claim that the community policing philosophy is supported by their members, some citizens have claimed that community needs and concerns have not been met through their interactions with police officers (Goff, 2014). Zhao, Lovrich, and Thurman (2001) state that the primary function of the police continued to be focused on crime control even though many police services introduced community policing initiatives. So, while the concept of community policing appears to be supported by many police services, its implementation does not always appear to fulfil all of its claims or to satisfy the public. Interactions between the public and the police often appear to be characterized by mutually negative bias and this bias presents challenges to the potentially positive aspects of community-based policing. The tension between the public and the police makes a study of how individuals change perspectives about themselves and their interactions with others especially relevant. This tension is one of the factors that informed my decision to examine transformative learning in this context. In the next section, I further describe the purpose of my research and how it informs this topic.

Purpose of the Research

I have been teaching for the last 19 years in a vocational college justice studies program that offers courses for students who are interested in eventually becoming police officers or becoming employed in other related jobs within the justice system. My instruction in the policing program was focused on courses that were not specifically directed towards police operational skills. I instructed several different courses within the program, on topics such as

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diversity, ethics, communication, criminology and an introduction to the criminal justice system. These courses focused on the development of attitudes and knowledge that might enable the prospective officer to enter into their chosen career with the motivation to serve the public as opposed to only enforcing the law. These courses were offered to provide background education to our students, as opposed to the industry-specific topics found in other courses contained in the program.

During this time, I had the opportunity to teach alongside former police officers who have transitioned into the role of college instructors. In my time teaching within the program, I had become interested in how and why they had transitioned into becoming college instructors. As I had engaged in many conversations regarding curriculum and teaching styles, I had also become interested in how instructors learn and develop as professionals and as individuals. As I had begun to reflect on my own experiences as an instructor, I had been exposed to ideas of transformative learning. I had also become interested in the transformative learning process of justice instructors in particular, and how critical self-reflection informed this process.

I had been teaching in this justice education program for many years. For many years, I had taught alongside former police officers who had been hired to teach courses focused on policing and in this time, I had recognized that I had experienced a transformative learning process, as well. My perspectives about the nature of my work and its purpose had evolved over time. As an instructor in this position, I had been curious about what motivated my co-workers, who are former police officers, to pursue teaching and what happened to their identities once they began to teach. I wanted to know what motivated them to pursue teaching as a new job and I wanted to compare their motivations to my own. I also wanted to explore how their perspectives about teaching policing students differed from my own.

My main purpose in conducting this study was to explore how the transformative learning process, notably a change in their broad and deeply held perspectives, affects the identity of the former police officers who have chosen to become college justice studies instructors. I was curious about how they experienced a change in perspective after having transitioned into their new role as an instructor. I wanted to know if their way of thinking about themselves and their relationships with others had been altered as a result of their transition. Illeris (2014c) claimed that it is the identity that changes in transformative learning and that learning perspectives are altered as a result of this change. It was my goal to examine this transition and to gain a better understanding of how the transformative learning process changes identity.

Locating Myself in the Research

I consider myself an “external-insider” (Banks, 1998, p. 8) to this research. Although I am a long-time faculty member in a justice studies program, my background is not in the policing profession. That fact distances me and my experiences from many of my colleagues and their experiences. My interest in this topic has been influenced by my reflections of my own identity and how I had been affected by the transformative learning process. For me, the process of becoming a college justice studies instructor presented some significant challenges, but, given my original training in a faculty of education to become a teacher, my challenges related to understanding the culture of policing.

Prior to my position as an instructor in justice studies, I worked in an adult learning program in an Indigenous community. I taught life skills, college credit and upgrading courses to students who had faced many challenges in their lives. Many of the students/clients who enrolled in our centre were guided to us from employment services, social services,

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probation, addiction outreach programs and the college program that operated out of the nearby provincial correctional facility. I worked in this program for several years before I was hired to teach several different courses in the justice studies program at the college where this study took place.

I have been able to draw on my prior teaching experience as a source of my curiosity about the transformative learning process. Through the varied successes of the students whom I taught in the adult learning program, I was both curious and puzzled about their experiences. I wondered whether the classes that my students were taking in our program were really doing much to change their lives for the better. Although some of the students experienced little change in their lives as a result of their participation in the program, my co-workers and I could see that others gained confidence in their academic and social abilities as a result of their endeavours with us. Through our daily interactions, we realized that their perspectives about themselves and others were changing. Alongside the changing perspectives of some of the students in my classes, I realized that I was changing as well.

Once I became an instructor in justice studies, I became interested in the concept of community policing. I was vaguely aware that there were some attempts to improve the relationship between the police and the community in my previous work setting but I gained a better understanding of the concept of community policing after I began to teach in the justice studies program. I was attracted to the concept of police services working in a more equitable and cooperative way with their communities and I also realized that community policing had similarities to the concept of student-centered learning. The concept of community policing attempts to dismantle the barriers that prevent dialogue and cooperation between the police and citizens. It is no longer about a higher authority imposing upon the citizen. The citizen needs a

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service. The police officer and the instructor provide that service and this service might be enhanced by listening to the desires of those citizens. While the police officer might provide a feeling of security and protection, the instructor facilitates a student's desire to learn. Both of these relationships are preceded by the acknowledgement that the receiver guides what is provided to them.

In my limited knowledge about the development and implementation of community policing, I wondered what barriers prevented this style of policing to be implemented. In many ways community based policing appears to support the goals of social justice. Equity, cooperation, and mutually beneficial community goals exist as the heart of community-based initiatives. Why do communities still experience tense relationships with the police? What prevents the police from developing more positive relationships with the public overall? By asking these questions, I have also witnessed the characteristics of those former police officers who seemed to have developed traits that enabled better connections to others in their communities where they had served. These same former police officers often stated that their perspectives about certain things had changed during their policing careers or even after they had become college justice studies instructors.

I suspected that there was a link between transformative learning and community policing. In this study I hoped to learn about the transformative learning experience and to gain insights into how transformative learning affects the development of perspective. I was curious about the self-reflections of those who have undergone a change in perspectives. As an educator, I had developed new perspectives about adult learners and I also speculated that some police officers have undergone a process to develop their perspectives about community policing.

My own process of self-reflection and critical analysis, produced the moments of

disorienting dilemma that have been presented by Mezirow (2003). The process was troublesome because it forced me to examine my own contradictory and paradoxical behaviours as an instructor.

Informal conversations with my co-workers would inevitably lead us to discussions about curriculum and delivery methods and whether our efforts were coordinated in a common direction. Formal curriculum reviews would spark lively debate about our purpose as a program. From these conversations, many of us shared how our perspectives about our role as instructors had changed over time. It is from these frequent conversations over coffee or lunch that I arrived at my research purpose. In the time that I had been teaching in the justice studies program, I had worked alongside instructors who had shared their thoughts about their experiences of becoming a college instructor after serving many years as a police officer. It is from my interactions with them that I had arrived at the topic of my research.

I had taught for many years alongside instructors who were formerly police officers. Many of their “war stories” about their time in policing were often colourful and certainly entertaining. There were many times where the laughter and cajoling that accompanied their stories lightened the anxiety, tension and frustration of teaching. Along with those entertaining stories, I could also see that individuals were acknowledging how they had changed since their departure from policing. During that time, I had noticed that many of my co-workers expressed that their views about policing had evolved. Their perspectives about the nature of justice studies and the role of education in the preparation of prospective police officers, were always interesting topics of conversation but I began to suspect that some of my co-workers were also engaged in an internal process of change. It is from these conversations that I derived my research interest. The main purpose of my research study was to explore the transformative

learning process of former police officers who had made the transition to become justice studies instructors.

The participants in this study were colleagues of mine and this research study presented some unique circumstances as a result of this relationship. The continued maintenance of rapport and collegiality with participants is an important element in the workplace relationships between us. The slightly altered relationship that was developed with my colleagues as a result of the interview process in the study will be discussed in my Chapter Three description about methodology and methods.

Research Questions

In this research, I addressed the following overarching question: How is a shift from a career in policing to teaching in a justice education program associated with a personally transformative education process (Mezirow, 1978, 1996, 1997, 2000, 2003)? Writing on personally transformative learning, which I explain fully in the next section, interested me from the beginning, and key terms and concepts from that body of literature are present in the following sub-questions:

- How can the instructors' transformative learning be seen as a multi-dimensional, holistic process?
- How is transformative learning evident in the instructors' curriculum development, curriculum delivery, and instructional practice?
- How are identity – conceptualized as both an individual and a social phenomenon and self-reflection implicated in the transformative learning process?
- What are the implications of this research for teaching practice, institutional recruitment and mentorship within justice studies, and understanding of

transformative learning as a theoretical model?

Key Concepts: Overview

In this section, I provide a cursory explanation of key concepts used in transformative learning and related identity scholarship in order to locate my research questions in a scholarly tradition. A fuller outline of transformative learning and identity is provided in Chapter Two.

A change of career is a significant life event and such a transition may be interpreted through the conceptual framework of transformative learning theory. Retired police officers making the transition to becoming college justice studies instructors have to think about the changing nature of police work and how they might introduce various aspects of the work to their students. And although they are still connected with the work of law enforcement officers, instructors who used to be police officers are placed in positions in which their previous assumptions and perspectives might evolve. How they come to view themselves in their new roles and the responsibilities and relationships that accompany this change, may inform their transformative learning process.

In order to examine the factors that may affect the transformative learning process of retired police officers to become college justice studies instructors, I used Mezirow's (1978, 1996, 1997, 2000, 2003) theory of transformative learning. Having emerged over the past several decades, this model continues to be taken up and expanded by many adult education scholars (see, for example, Cranton & Carusetta, 2002, 2004; Dirkx, 1997, 2008; Illeris, 2007, 2009, 2014a, 2014b; Kitchenham, 2008; Taylor, 1998, 2003, 2007, 2009). In this approach, the individual is said to be transformed through critical self-reflection following some sort of abrupt life change, which Mezirow (2000) referred to as a "disorienting dilemma."

As Brammer (1992) stated, "Change is a problem for most people" (p. 239). Changes in

such things as marital status, health, place of residence, finances, social status and employment may have significant effects on individuals. Even positive life changes such as getting married or having a child evoke a vague sense of loss of one's previous identity and sense of freedom (Brammer, 1992). These examples reveal the complex nature of reactions to transition. On one hand, people might be experiencing something that is favorable in their lives that fulfills a particular need; on the other hand, they may still feel a sense of loss because the transition entails leaving certain things behind or letting certain things go.

This seemingly contradictory phenomenon also contains the possibility of positive personal growth. Cranton and Roy (2003) stated that, while there is the resulting anxiety that comes with change and the loss of what people experiencing transformative learning once had, there is also the creation of new meaning. I explore a number of other concepts that have become central in personally transformative learning scholarship, including critical reflection, authenticity, and identity, in Chapter Two.

For the purposes of this research, I used Mezirow's original version of transformative learning theory as the foundation of transformative learning and drew on the more recent work. In particular, I note Illeris' (2007, 2009, 2014a, 2014b) inclusion of the concept of psycho-social identity, so that transformative learning was understood as "all learning which implies changes in the identity of the learner" (Illeris, 2014c, p. 40). Nor have I ignored the role of emotion in the process of transition and transformative learning (Dirkx, 1997, 2008; Taylor, 1998, 2003, 2007, 2009). As I indicated above, a fuller explanation of this version of transformative learning, along with Illeris' connection to identity, is provided in Chapter Two.

A Note on Wording

An issue that needs to be explained concerning this study and the site of this research is

that of an internal college-wide campaign intended to develop and improve alternative methods of curriculum delivery. In this campaign, the term “transformation” was associated with a different meaning than that described in Mezirow’s explanation of the term. In an effort to direct staff members’ attention to forms of modularized online delivery of instruction, the college where this case study is set has stated that they intended to “transform” education in Alberta. The terms “transform” and “transformation” as they have been applied by the administration of the college described changes in the delivery model of college curriculum, a rather different meaning from what Mezirow employed. Because of the context at the time, I avoided using the term “transformative learning” in the descriptions of the study I sent to the participants.

Significance of the Research

This research highlights the convergence of practice, curriculum, and theory. It offers comments on and insights into instructional practice and curricular development at the college level, as well as to scholarship on transformative learning. Its practical, pedagogical, curricular, and theoretical contributions relate to a range of adult education, work-related, and transformative learning settings and contexts.

An examination of the transition from practitioner to instructor is an important factor in the development of new instructors. Becoming an instructor is more than just adding a new skill to an existing repertoire of abilities. As Anderson (2009) explained, the transition is characterized by the adoption of new values and norms as well as the development of a new identity. For college administrators, colleagues and support staff who work with the novice instructor, it is worthwhile to recognize the process of transition may be marked by the creation of a new identity through transformative learning. Although this proposed research is focused on the transformative learning of former police officers who have become college instructors, the

characteristics of the process may be significant to the understanding of former practitioners in other occupational areas that have become instructors.

Veteran instructors may also benefit from the realization that transformative learning for the instructor can be an ongoing process. While the initial transition from their roles as police officers to their new position as college instructors is a major one, being aware that transformative learning can continue to alter one's perspectives assists in the understanding of instructor development. Instructors may undergo incremental changes in their perspectives of their role and the instructor may take a new perspective which extends beyond the fundamental skills of teaching and working in an academic environment. The instructor who undergoes transformative learning may also come to a point where they explore the deeply rooted reasons of why they choose to teach.

Summary

In this chapter I have presented an overview of the research where I studied the transition of former police officers who have become college justice studies instructors. I used Mezirow's (1978, 1981, 1996, 1997, 2000, 2003) concept of transformative learning and Illeris' (2009, 2014a, 2014b, 2014c) concept of identity change in the transformative process to examine the transition experienced by the participants in the study. Although the shift to the community policing model is not always viewed positively, I presented it as the context for my study of transformative learning. This research is significant as it informs the study of how individuals make the transition from being police officers to their new role as a college justice instructor through a process of transformative learning and how this process affects their identity.

In the following chapter, I presented a review of the literature focusing on my theoretical framework of transformative learning and I described the significance of the cultural context of

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policing in which transformative learning occurs for the participants in this study.

CHAPTER TWO: LITERATURE REVIEW

As I suggested in the previous chapter, ideas about how identity relates to such learning is a central consideration. I have two main purposes in this chapter: to summarize conceptually oriented literature related to transformative learning and the associated concepts of critical reflection and identity, and to review empirically oriented literature that presents accounts of how these concepts have been taken up in research. Articles reviewed have been selected from searches conducted through databases available through the University of Calgary Library's digital library (i.e., ERIC, ProQuest, Google Scholar). Search terms that were used to research this topic include practitioner, police education, transition, transformative learning, identity, critical self-reflection, and authenticity.

I begin by presenting Mezirow's concept of transformative learning, highlighting core aspects of the theory and considering how the 10 phases of the theory might apply to the transition of police officers to vocational college instructors. Following a brief discussion about some of the critiques of Mezirow's ideas on transformative learning, I review the literature by other scholars who extend his initial ideas. The recent work by Illeris (2007, 2014a, 2014b, 2014c) inserted the concept of identity into transformative learning scholarship and offers a major contribution to the theoretical framework that I developed for my proposed research. I conclude this chapter by returning to the context of the study and outlining how the theoretical and empirical research reviewed here informs my proposed study.

Mezirow's Version of Transformative Learning Theory

As a phrase and a model, transformative learning often is attributed to Jack Mezirow, whose writing garnered great interest among adult educators and led to its widespread uptake in the field of adult education. For Mezirow, transformative learning encompasses the transition

that individuals experience when they undergo a significant life change. A new position, a new job, a change in family status, a change in financial status or a change of perspective based on a significant event or experience may provide the impetus for transformative learning to occur.

There is a large body of work which focuses on transformative learning theory and it provides a comprehensive explanation of Mezirow's concepts as they have evolved from their first iteration in 1978.

Mezirow's (1978) theory of transformative learning was first used to describe the re-entry of women into educational institutions and jobs after an extended time away. Mezirow and his researchers conducted an extensive qualitative study which included 83 women and concluded that many of the women had experienced a personal transformation as they entered into new phases in their life. The women in Mezirow's study experienced a perspective transformation that allowed them to see their social position in a different way. To Mezirow, the consciousness raising associated with the women's movement of that decade paralleled the experiences of the women involved in job re-entry programs. As the women were experiencing personal change, there was also a significant parallel social dimension to their change. More specifically, as the women participated in the programs developed to give them confidence and skills to be able to seek other opportunities in education and work, Mezirow (1978) stated that there was a change in their perspective of what they were capable of doing. In Mezirow's view, because these programs provided a safe space for participants, the women were able to shift their perspectives about themselves and their future possibilities.

According to Mezirow (1996), "learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" (p. 162). Mezirow (2003) defined transformative learning as

“learning that transforms problematic frames of reference, sets of fixed assumptions and expectations (habit of mind, meaning perspectives, mindsets) to make them more inclusive, discriminating, open, reflective and emotionally able to change” (p. 58). Transformative theory addresses the process whereby an individual undergoes a significant change in perspective and outlook. It is a way of describing changes that focus on the individual, who is always embedded with others in a shared social context.

Mezirow (2000) outlined 10 phases of the transformative learning process. These 10 phases include:

1. A disorienting dilemma
2. Self-examination with feelings of fear, anger, guilt or shame
3. A critical assessment of assumptions
4. Recognition that one's discontent and the process of transformation are shared
5. Exploration of options for new roles, relationships, and actions
6. Planning a course of action
7. Acquiring knowledge and skills for implementing one's plans
8. Provisional trying of new roles
9. Building competence and self-confidence in new roles and relationships
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective. (p. 22)

Initially, individuals may experience a disorienting dilemma which is a sharp change in their life that may lead to self-examination with feelings of fear, anger, guilt or shame. A divorce or a death of a loved one, moving to a new city and leaving the supportive network or friends and family, or the feelings of insecurity of leaving a job and the requirement to re-

establish professional credibility are examples of the disorienting dilemma that may confront an individual. Because of the fundamental change that it brings to the life of the individual, this dilemma may cause confusion and indecision about how to proceed.

Individuals who respond to their disorienting dilemmas by engaging in transformative learning will critically assess their assumptions about themselves, their situations, and the world around them, and recognize that their discomfort and unease are shared with others. Through this process, individuals realize that they are not alone in their experiences. They explore options for new roles, relationships, and actions, and in so doing develop knowledge about themselves, their situation, and others. They might make plans for moving through the dilemma that they are encountering and with their lives. As plans are implemented, individuals experiment provisionally with new roles and identities, which can enable the individual to build self-confidence and feel competent given the new circumstances. Finally, and central in this model, is a reintegration of new roles and identities with overall “meaning schemes” (Mezirow, 1981).

A significant event such as the disorienting dilemma described in Mezirow’s phases of transformative learning may provide the catalyst for the learning process. Taylor (1998) added to Mezirow’s description of the disorienting dilemma by supporting the idea that it is often a sudden unstable turning point. The disorienting dilemma may also include a realization that previous methods of dealing with events in our lives may no longer work in a particular situation (Scott, 1991; Taylor, 1998).

Taylor (2008) supported Mezirow’s version of transformative learning theory by describing it as the process of learning that constructs, adapts, adds, reviews and revises the understanding of one’s experience. According to Taylor (2009), there are a number of core

elements that make up transformative educational experiences. Taylor (2009) suggested that individual experience, critical reflection, dialogue, holistic orientation, context, and authentic relationships are essential to transformation. Individual experience is a starting point for individuals to enable them to be able to critically examine their own behaviours and thoughts. As individuals reflect on their perspectives, behaviours and roles, they may begin to reframe their own experiences and to also examine the various motivations for others' behaviours. This process may eventually allow them to see alternative perspectives. This process of critical self-reflection and critical analysis of accepted truths then produces an emancipatory type of knowledge (Cranton & Roy, 2003) where past experiences are examined with a different lens and these revised frames of reference give rise to alternative ways of thinking and behaving.

Taylor (2008) referred to a transformation of perspective through different frames of reference. In his view, this change in perspective often occurs as a result of a significant life event such as personal tragedy or crisis. Significant life changes such as retirement from a previous career and the start of another career might then provide the circumstances for a transformation of perspective. The avenues for transformative learning are different for each individual and one form of transformative learning opportunity may not necessarily be the form that another person might use (Taylor, 2008). Through critical reflection, the individual might still choose to continue to engage in the status quo, if the price of a new course of action is judged to be too great (Moore, 2005; Taylor, 2008).

Mezirow (2000) suggested each individual may not necessarily go through the steps of the transformative learning process in order. As transformative learning is different for every individual, the contextual differences also play a part in the understanding of the process. Factors such as the environment of the learning experience, personal and professional

background of the learners and societal currents and trends make up the important element of context for the transformative learning experience (Taylor, 2009). Barriers to transformative learning may also be explained through context (Taylor, 2003, 2009).

Mezirow focused on the rational reflective view of transformation but he later acknowledged that emotions play a role in the process of transformative learning. Mezirow (2000) suggested that transformative learning can be an intensely emotional experience that creates fear, especially when it involves a re-examination of our established perspectives. He stated that the transformative experience may force us to examine our preconceived ideas and become aware of the emotions that accompany the possibility of change (Mezirow, 2000). Mezirow (2000) acknowledged the importance of social relationships and the potential power of socially transformative learning, but he emphasized the individual nature of the transformative learning process. He acknowledged that individuals proceed through the phases that he identified in a variety of ways and varied sequences. In his version of transformative learning, Mezirow (2003) argued that learners have to examine their own roles, positions and behaviour in ever-changing sets of circumstances, and that each learner will move through the transformative process in a unique way.

Transformative learning affects the “meaning structures” (Mezirow, 1994, p. 23), which was Mezirow’s term for the ways in which individuals organize information and experience to make sense of their existence. These meaning structures are comprised of meaning perspectives and meaning schemes. Meaning perspectives refer to the existing attitudes and views that come from our life backgrounds that help to establish the extent of presumptions (Mezirow, 1994). Specific manifestations of meaning perspectives are meaning schemes, the combinations of “concept, belief, judgment and feeling” (Mezirow, 1994, p. 24), which allow one to create an

interpretation of an event, object, circumstance or person.

Meaning structures are often transformed as the reflective individual realizes that their old beliefs do not sufficiently explain their present circumstances or that their old ways of thinking are no longer functional (Mezirow, 1994). This is the basis of Mezirow's (1994, 1996, 2000, 2003) "disorienting dilemma." The accumulation of related meaning schemes that have been transformed may result in a perspective transformation.

The process of rational transformative learning is characterized by the revision of a frame of reference to make sense of one's experience. In relation to my research study, movement into a new professional role often produces the sort of disorienting dilemma that is central to Mezirow's model. Through a self-reflective process, an individual may further explore the importance and meaning of critical reflection in the rational approach to transformative learning.

While former police officers may be able to critically reflect on previous roles that they held as a law enforcement officer, their new role as a college justice studies instructor may open up the opportunity to understand the work of policing from a different perspective. They may also begin to see themselves as evolving and developing individuals through a process of self-reflection. The revision of their roles as a result of the transformative learning process may then affect their relationships with others. These are the possibilities that I explored through my research. First, though, I discuss the importance of critical reflection, outline some of the remaining critiques of and limitations to the concept of transformative learning and explore some of the extensions to Mezirow's ideas offered by other scholars.

The Meaning and Role of Critical Reflection

As justice studies instructors become more comfortable with their newly acquired role as educators just rather than as police officers, they may continue to be challenged by the stages of

the transformative learning process described by Mezirow (2000). The phases of transformation are not lockstep and learners may revert to a previous stage or skip ahead to another stage with little time spent on a particular stage. Taylor (2008) suggested that the psycho-developmental perspective of the transformational learning process where learning takes place over the course of one's life in continuous, incremental and progressive ways may accompany changing life circumstances. Transformative learning as described by Mezirow (2000, 2003) includes the process of challenging established ways of thinking and the disorienting dilemmas that occur. The transformative process that supports the development of new perspectives of their professional role and a re-examination of previous experiences involves an active process of analysis and reflection by the individual. They may now explore options for new roles, relationships and actions (Mezirow, 2000). As a result of this transformative process, an understanding of one's circumstances can provide a sense of personal satisfaction and contentment (Mezirow, 1978, 1997, 2000).

The development of a transformative learning process for justice studies instructors may include opportunities to see others and new situations from different perspectives. In support of this notion, Mezirow (1997) stated that individuals need to use available opportunities to see different perspectives and to be able to look at challenges from these new perspectives. Through an active engagement of dialogue with other people and an effort to engage in reflection, the justice instructor is positioned to develop new ways of thinking about the nature of his/her role. As Mezirow (2003) claimed, critical reflection and critical self-reflection are important aspects of the process of assessing alternative perspectives and beliefs.

Mezirow's (1978, 1981, 1996, 1997, 2000, 2003) concept of transformative learning has evolved into a paradigm to examine the conscious recognition of the transformative learning

experience. This rational approach to transformative learning focuses on the use of critical reflection as an important component of the learning process and the recognition of a change in one's frame of reference supports the concept of a significant change to one's perspective. The rational approach to transformative learning also informs the process of reframing one's past experience in order to analyze it from a different point of view and this reframing of the past requires a critical self-reflection in order to develop new perspectives.

Critical reflection positions learners into places that permanently affect the ways that they see things. Taylor (2008) stated that "critical reflection is seen as conscious and explicit reassessment of the consequence and origin of our meaning structures" (p. 6). Courtenay, Merriam, and Reeves (1998) suggested that the transformation of perspective that comes from critical reflection is a steadfast process where individuals cannot revert back to a previous position of thought. In this line of inquiry, I explored whether the process of transformative learning for the participants whom I interviewed, was in fact a permanent state.

In examining the transformative learning process for college justice studies instructors, I noted the different levels of reflection that might characterize their transformative learning. According to Taylor (2008), Mezirow's concepts of reflection can be categorized into three different types: content, process and premise. Although, reflection on the content as well as the manner in which that content is taught needs to occur, the reasons that motivate educators to teach are equally significant. It is in the educator's reflections about their roles, that transformative learning theorists have placed their emphasis.

Knowledge about teaching is a form of emancipatory learning, where educators critically question, reflect and reaffirm their beliefs about teaching (Cranton, 1996). Kreber (2004) stated that if we are to examine the self-reflective process for educators, we might take careful note of

the category of premise reflection which is concerned with the reasons why individuals teach. As not all retired police officers are inclined or motivated to teach, an examination of why certain individuals chose to enter into the work of teaching in a justice studies program, might also inform a study about their transformative learning experience.

For the educator, thinking about one's role and purpose is an important part of professional development (Brookfield, 1995; Cranton & King, 2003; Gravett, 2004). Efforts to develop teachers and educators that can develop curriculum that takes into consideration the context in which the curriculum is to be delivered reveals the importance of critical reflection (Liu, 2015). Liu argued that the lack of clarity concerning the nature of critical reflection in relation to teacher preparation makes it difficult to assess (2015). Liu (2015) also proposed that two main questions be used to help clarify the concept of critical reflection as it applies to educators and their development: "(1) What does critical reflection mean in the context of teacher education? (2) How can teacher educators analyze prospective teachers' reflections in order to foster critical reflection and achieve transformative learning?" (p. 137).

As Liu (2015) noted, critical reflection is more likely to occur if one is open to new perspectives. To have an open mind is to be able to critically analyze a situation and remain open to the possibility of other views. Open minded people recognize that all systems of belief can be improved with critique and that such dialogue enables the strengthening of the belief system. Liu (2015) suggested that it is this open mindedness that enables individuals to see the possibilities to solutions that may have been outside of their normal frames of reference. Brookfield (1995) noted that the quality of open mindedness is difficult to develop because it requires motivation, effort and critical thought. The open-minded person may realize significant positive consequences though, as a result of the effort. As an example of the open mindedness

that is an essential element in learning, it is an important point to examine the critiques of Mezirow's approach to transformative learning.

Critiques of Mezirow's Ideas

In the exploration of the transition of practitioner to vocational college instructor, some may question whether the principles of transformative learning theory even apply. There are those who have raised concern over the excessive use of the term transformative learning theory. While major life events such as the death of a spouse or the successful treatment of a major illness might be life changing events that produce significant changes in perspective, not all individuals believe that the concept is applicable to lesser circumstances. Newman (2012a) argues whether Mezirow's concept of transformative learning even exists at all. He argued vehemently that what is described in the process of transformation can be attributed to social movements, life experience and just plain learning. Newman (2012a) suggested that he was not the only person to question the significance of transformative learning theory. He even suggested that the term "transformative learning" be avoided from use altogether.

Mezirow's concepts have been defended by researchers such as Malkki and Green (2014) who provided a response to Newman's critique. They state that Mezirow's theory may lack the conceptual tools to describe the specific processes that may be found in transformative learning, but the general theory should not be dismissed. According to them, transformative learning places too little attention on the inner mental turmoil that is a characteristic of transformative learning. This turmoil is part of a difficult process and it is sometimes met with considerable resistance by those engaged in it. The end result of the transformative learning process is often the most emphasized part of the process and the difficulties experienced by those being transformed are often less likely to receive consideration. So, while Malkki and Green

acknowledge the criticisms of transformative theory, they contend that the criticisms are the result of a misdirected focus on the end result of the education process. They conclude that the attention must be turned towards the turbulent process experienced by those within the transformation.

Transformative learning cannot be judged by the end result of the behaviour alone as change in behaviour neither proves nor disproves whether transformative learning has taken place. Newman (2012b) also critiqued Cranton's (2007) description of tradespeople becoming teachers of their trades by declaring that there was no significant change in their knowledge of their specialization. Cranton and Kasl (2012) responded to that critique by stating that the knowledge of their trade may not have changed but what changed was their own self-concept and how they perceived their relationship to the knowledge. In other studies conducted with vocational instructors, the dual identities of the tradesman and the teacher have been explored. Akkerman and Meijer (2011) described an internal dialogue that occurs that helps to bond the different parts of instructor identities. This process has also been supported by Geijsel and Meijers (2005) who suggested that the fitting together of the two parts of instructor identities was a continuous process.

Boyd and Myers (1988) argued that a distinction must be made between the perspective transformation that is described by Mezirow (1978) and transformative education. According to Boyd and Myers (1988), Mezirow placed too much emphasis on the self to be able to direct the transformative process. Boyd and Myers (1988) claimed that the notion of the self as described by Mezirow is not the complete personality, with the sole ability to inform the direction of their transformative learning. They claimed that transformative education takes into account much more than the conscious rational self. In particular, they noted that Mezirow's perspective

transformation does not include other aspects of the personality that are below the level of consciousness and operate in less overt ways to affect our thoughts and behaviours.

Kegan (2000) raised a relevant question when he inquired about what it is that actually transforms. In response to this question, Illeris (2014a, 2014b) suggested that a new definition of transformative learning which encompasses multiple dimensions, which includes the cognitive, emotional, and social, needs to be developed. In the following section, I consider how Mezirow's ideas about transformative learning can be extended beyond the cognitive dimension and provide a fuller picture of both learning and transformation processes.

Extensions of Mezirow's Transformative Learning Theory

As transformative learning was taken up by other scholars, extensions to Mezirow's original ideas developed that extend beyond the rational approach. Through the understanding that may result from the effort to reflect on one's experience, individuals may be able to create new ways of interpreting and perceiving their circumstances. These new ways may include the recognition of the role of emotion. The importance of emotion in the transformative process, an issue that many see as neglected by Mezirow, is recognized by Taylor (2008), who suggested that feelings and the role of relationships with others need to be included with rational discourse and critical reflection in the examination of transformative learning theory. The role of emotions in the transformative process has been highlighted by Dirkx (1997, 2006, 2011). Whereas in the past, emotion was seen as an impediment to learning. Emotion is now recognized as an integral part of the holistic process of learning (Dirkx, 2011).

While Mezirow's approach to transformative learning focuses on the rational and analytical, Dirkx acknowledged the intertwining of emotion that characterizes the transformation. Instead of viewing emotion as a barrier that needs to be overcome in order to

learn, individuals are in a position to integrate emotion as part of a significant holistic learning experience (Dirkx, 2006, 2011). Dirkx even went further with the idea of emotion by describing the transformative learning process as affecting the development of the soul (1997, 2006). Merriam, Caffarella and Baumgartner (2007) referred to this integrated idea of emotion as “embodied learning” (p. 190).

Dirkx (1997) described the importance of social relationships and our emotional connection to others as essential elements in the process of learning. Going beyond the rational analytical explanations of transformative learning, Dirkx described the recognition and nurturing of soul through a more holistic description of the process (1997). According to Dirkx (1997, 2006, 2011) transformative learning cannot be contained in a process that is merely systematic, logical, analytical and rational. By nature, transformative learning as described by Dirkx (1997, 2006, 2011) is messy, irrational, emotional and subjective.

During the transformative learning experience, dialogue is not necessarily analytical debate but “dialogue emphasizing relational trustful communication” (Taylor, 2009, p. 9). A holistic orientation to transformative learning acknowledges the importance of the emotional and affective components of learning (Brown, 2006; Dirkx, 2011; Taylor, 1998, 2009). In Brown’s (2006) study, adult learners reported feeling “amazed, enthralled, awakened, and grateful” but also “afraid, stressed, angry, and guilt ridden” (p. 719) while examining their beliefs and values in an educational leadership program.

The evolving concept of our own individuality to act and think in our own way is also described through the concept of individuation. According to Cranton and King (2003), the recognition of one’s sense of self as an individual is an important element in transformative learning. When individuals recognize that they no longer think as others in the group do, they

will then have the rationale to move to another group.

The reflection needed to interpret our present thoughts and guide our behaviour in future circumstances, is central to the transformative process. Although Mezirow (1978) described the disorienting dilemmas or extraordinary events that accompany opportunities for transformation, the transformative learning process can occur as a result of routine everyday experiences as well (Dirkx, Mezirow, & Cranton, 2006; Taylor, 2008). Dirkx et al. (2006) described the “inner world” (p. 125) that interprets, contemplates and adjusts to the daily encounters and experiences and helps us to come to a deeper understanding about our relationship to people, events and our environment. For the vocational college instructor, the accumulated knowledge that is acquired through the daily activities associated with their role may influence their gradual transformation. Taylor (2008) noted that the research appears to place a significant emphasis on other factors that shape the transformative experience such as critical reflection, holistic approaches, and relationships. In their daily practice as adult educators, a critical self-reflection also allows them to see how their actions impact their social relationships.

Although she is recognized for her research focusing on gender differences in learning, Tisdell (2003) extended transformative learning theory to include the importance of emotion as well. Tisdell (2003) has explored the spiritual nature of transformative learning and her work has integrated the importance of social relationships in the process. Tisdell (2003) reflected upon how a strong sense of a higher power and connections to others is intertwined in the transformative learning process. As she underlined the importance of emotion in transformative learning, Tisdell (2003) asserted that some individuals who undergo the transformative learning process have a strong sense of a higher purpose and this concept is developed through the culture of the individual.

Cranton (2006) referred to the extension of Mezirow's original rational approach to transformative learning as the "extrarational approach" (p.49). The process of transformative learning influences the individual to think in a different way. Mezirow's model would describe the transformation to be "conscious," "cognitive," and "rational" (Cranton, 2006, p. 51). The extrarational model describes the transformation as "intuitive" and "emotional" (Cranton, 2006, p. 51). According to Dirkx (1997), transformative learning involves the use of the imagination and emotion. Cranton (2006) stated that this approach to understanding transformative learning recognizes the importance of "symbols, images, stories, and myths" (p. 51). For the policing profession, the use of symbols, images, stories and myths to develop the beliefs, values and traditions of the subculture are difficult to ignore as they may be embedded in the identity of the former practitioner.

Transformative Learning, Reflection, and Identity for the Transitioning Practitioner

For the transitioning practitioner, reflection about technical learning is related to the factual knowledge that is used to understand how objects and systems work. It is a fact based scientific approach to addressing a particular problem that requires knowledge about the interplay of the different parts of a system. Kitchenham (2008) described practical learning as rote learning that is specific to a task and is governed by strict rules. Practical learning is related to the state of being knowledgeable about social norms such as knowing where and when to behave in a certain way. For the practitioner who is transitioning into the realm of teaching, both technical and practical learning is required to begin developing a credible reputation and professional confidence. Emancipatory learning is the process of becoming critically aware of the societal circumstances that limit the way that we see ourselves and our social connections

with others (Mezirow, 2000). This awareness allows us to integrate experience and future action. According to Kitchenham (2008) the perspective transformation that characterizes emancipatory learning encompasses the ten phases of adult learning described by Mezirow (1978, 2000). Mezirow (1981) himself suggested that emancipatory learning is “synonymous” with perspective transformation (p. 6).

Of the three types of reflection – technical, practical and critical – it is critical reflection that allows the practitioner to consider the implications of actions against its social context. Kreber (2004) noted that the inexperienced teacher is more likely to focus on the learning the practical skills of teaching while the more experienced teacher is able to focus more on why they are teaching.

The potential discomfort that arises out of seeing ourselves from another’s perspective assists us to inform our own critical self-examination. This endeavor also allows for the examination of our roles as individuals who can act to transform our worlds through critical consciousness (Brookfield, 1995, 2005; Cranton & Carusetta, 2002; Taylor, 2008). At the core of this process of transformative learning is the use of critique and reflection to ask questions about our actions, process and beliefs (Brookfield, 1995). Instructors who begin to see different perspectives about their roles might begin to see alternative solutions to the challenges that confront them.

Brookfield (1995) argued that “critical reflection is an irreducibly social process” (p. 141). While the internal analysis of our daily practice is a personal process, he contends that it is from the sharing of our thoughts in a safe and genuine environment, that we can truly develop a useful critically reflective analysis of our practice. Some well-intentioned administrators or facilitators in academic environments may attempt to make mandatory talking and sharing circles

in an effort to create such an environment of reflective practice but such efforts often fall short of their intended goal. Brookfield (1995) cautioned that such attempts at collegiality in an attempt to produce critical reflection will be useless if such practices have been reprimanded in the past within the particular context.

Administrators and facilitators of professional development opportunities might benefit from examining those conversations, reactions, behaviours, and connections that might prove to be barriers for the creation of a critically reflective environment. Instructors who are not accustomed to engaging in this type of conversation are not suddenly going to engage in the process of publicly expressing their anxieties (Brookfield, 1995). In order to facilitate the success of this approach, Brookfield (1995) suggested that a “reflective inventory” (p. 146) be used as one way of getting the conversations started.

The program context and any subculture values of the staff may also play a part in the manner in which this critical reflection is managed. Certain personal beliefs from past experiences will undoubtedly affect the acceptance and initial success of these critical conversations but those instructors who engage in the process in an authentic way, may experience a form of transformative learning to their benefit. Despite the challenges of creating opportunities for critical reflection of their teaching practice, the potential for an emerging and informed instructor practice is significant.

Conceptualizing and Transforming Identity

Dirkx (2006) raised valid questions that provide clues to our understanding of the transformative process when he came to ask himself, “What am I doing here? How did I get here and what does it mean, if anything?” (p. 131). According to O’Sullivan (2002), transformative learning causes individuals to experience deep changes that affect the mental, emotional and

behavioural aspects of our lives. It is characterized by a change in consciousness that affects how we come to view ourselves and our relationships with others and our environment. Illeris (2009, 2014a, 2014b) was even more specific in his claim that what is actually being transformed through the transformative learning process is identity. While extensions to Mezirow's original rational approach to transformative learning have been made, Illeris claimed that what should be the focus of the discussion is identity. Illeris (2014b) suggested that many individuals in the field of adult education felt that the original theory of transformative learning that was described by Mezirow and related to cognitive perspectives lacked an overall description of the process. In contrast to Dirkx (1997), who referred to the soul as the focus of the transformation, Illeris (2014a, 2014b) argued that the term does not adequately address the focus of transformation because of its unconscious aspects. The terms that have been used to describe what is being transformed in the learning process have included the self, person (Jarvis, 2009), personality, and soul (Dirkx, 1997); for Illeris, though, none of the terms seemed to adequately address the transformative process as well as the term identity.

Erickson (1968) has described identity as the dual concept of both the individual and their response to life situations as well as their interactions with others. It includes how they relate to others and how they would like to be perceived by those they encounter. Identity refers to both the individual as well as their social interactions (Illeris, 2014b). Transformative learning that changes identity occurs at a later stage in life as opposed to the learning that occurs as a child or adolescent (Illeris, 2009, 2014a, 2014b). According to Illeris (2009), cumulative or mechanical learning often occurs in childhood when information is new and isolated. It cannot be connected to prior learning because the learner has no point of reference. Assimilative or additional learning is where new information is added to existing patterns (Illeris, 2009). In

accommodative or transcendent learning, the learner has to breakdown existing patterns of thought and re-organizes them into a new schema (Illeris, 2009).

According to Illeris (2009), learning that is used to accommodate new experiences and ways of thinking requires a substantial amount of mental effort. It can be both challenging and emotionally painful. Transformative learning may include the other forms of learning but it is a distinct form of learning that can change personality and identity. It is likely to only happen in those situations that hold high importance for the individual (Illeris, 2009). It is from situations of crisis that confront the individual which may give rise to a transformation affecting identity. Erikson (1968) theorized that individuals transition through several stages in order to develop a stable identity as an adult. Later psychologists and theorists believed that individuals are more self-directed in the creation of their own identities and that these identities hold the capacity to adapt and evolve (Illeris, 2014a).

From the Field to the Classroom: Research and Application of Theory

While experienced instructors may recognize how their own teaching philosophy has evolved over an extended period of time, new instructors may begin to recognize an accelerated development of a teaching philosophy as a result of the steep learning curve in which they find themselves. As practitioners transition into their new positions as college instructors, they are required to leave their previous role as practitioner and enter a new one. For some individuals, this is a difficult process. Crane, O'Hern, and Lawler (2009) recognized that there is an emotional toll that a career transition to an academic role may take on the individual. Simendinger, Puia, Kraft, and Jaspersen (2000) added to this observation by stating that the transition from business to the academic world of teaching is "painful" (p. 106).

Individuals who have purposely left their positions as practitioners to pursue a new career

such as that of a vocational college instructor may have done so to seek new challenges and opportunities for growth. Brammer (1992) stated that such individuals may be seeking meaning in their lives and the mental challenge of something new. Yet, despite making the choice to transition into a new career, individuals are cognizant that this renewal is characterized by a process that makes them vulnerable to failure and criticism (Brammer, 1992).

In their narrative inquiry, Crane, O'Hern, and Lawler (2009) stated that one of the two participants in their study reported that, despite appearing confident that she had brought years of highly developed skills from her previous job, she was fearful of not being accepted into the university culture and reported that her biggest fear was that of failure. The participant reported that although she felt that she had something to offer in staff discussions and meetings, she was fearful about being too assertive and how this assertiveness would be perceived by others (Crane, O'Hern, & Lawler, 2009). This fear of rejection is a significant concern in work environments where team work and cooperation are valued and it may be a factor in how participants choose to adjust and re-adjust their social position within a particular context.

The transformative learning process is a process that is continually being renewed. For those individuals who have made the transition to becoming an instructor from a previous role of practitioner, the process of learning about their new role is an ongoing one. Even instructors with some experience in the classroom, might have opportunities to progress further in the transformative learning process. Cranton (2007) described a narrative inquiry that she conducted with the transition of tradespeople who had become vocational instructors in a community college. She focused on telling the stories of the experiences of individuals, rather than conducting an in-depth analysis of the programs in which those participants may teach.

Cranton's (2007) interviews revealed that instructors recognized the relevance of the

reflective process. As a practitioner, one might never have had to contemplate the nature of student directed learning. But as the instructors become more aware of the teacher's role within the context of students' learning, instructors might begin to see new responsibilities and opportunities. One instructor, Frank, remarked that it had never occurred to him that he could ask students to take part in the decision-making process of choosing curriculum topics (as cited in Cranton, 2007, p. 96). Cranton's study highlights an important realization of some of the instructors in that they are beginning to realize the possibilities of a more student-centered approach to their teaching.

Gravett's (2004) action research also called for a focus on the transformation of a teacher centered style to a more student-centered style through the process of reflecting on one's practice. In her action research approach, Gravett (2004) enlisted the participation of 60 teachers from three different educational institutions and followed a five-phase process to reflect on the teaching process. Gravett (2004) had participants, define the problem, develop a plan to address the problem, implement the plan, observe and reflect. According to Gravett, even if educators believe in the value of a student-centered approach to learning through dialogue and discussion, other supporting structures and elements needed to be found in the teaching environment in order for it to be successful. Individuals need to act upon the thoughts of change and returning to a state of not knowing is not possible. Once individuals know, they are compelled to act.

Cranton and Carusetta (2002) suggested that the context in which the teaching occurs will have a significant effect on teaching philosophy. Teachers are influenced by the institutional and cultural context in which they teach and instructors undergo transformative learning as they themselves guide the learning of others. If the context of the program in which they teach is

developed out of a particular profession, it is reasonable to assume that the inherent values of the profession will also be found in the program and contribute to the development of the instructor.

Justice studies instructors who have come to reflect on the worthiness of the community policing approach might be called upon to establish and maintain the philosophy in the next generation of police officers. Mezirow (2000) claimed that individuals who have experienced the transformative learning process might look for other individuals who share their desire to challenge the status quo in their social circumstances, such as work, family, politics, clubs, and the general community. Likewise, the individual in transition who undergoes a transformative learning experience and critically reflects on his/her practice might become one of the “active agents of cultural change” (Mezirow, 2000, p. 30).

Further to the discussion about the creation of cultural change in order to develop community policing, Berg (1990) acknowledged that the debate about college educated police recruits is relevant but he emphasized that the selection and development of the police educator that instructs police recruits at the academy level is especially important. Hiring those individuals who can model appropriate skills and attitudes is an important factor in the creation of a culture of positive change. Students who develop the attitudes and necessary perspectives about community policing are likely to do so if they are exposed to these things in their education (Berg, 1990).

In Berg’s (1990) ethnographic study, which was conducted over seven months in three different municipal police academies, he described police instructors as police academics, police careerists, maladaptive generalists, legalists or civilians. Police academics possess education credentials and utilize appropriate student-centered pedagogical techniques to pair real life scenarios to theory. The police careerist may have a post-secondary education but their

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instruction is based primarily on “war stories” or “lessons learned on the street” with little pairing with theoretical underpinnings. They often create notions of “us” versus “them” in relation to police and citizen interactions. Maladaptive generalists almost rely exclusively on “war stories” (Berg, 1990). They are quick to offer advice about what they would do in certain circumstances and often give advice which contradicts department policy or other courses in the training program. They rely primarily on lecturing with little meaningful discussion or analysis of alternatives (Berg, 1990). Legalists instruct courses on law and they may or not may not have a policing background. They utilize some student-centered techniques based primarily on the use of scenarios. Civilian instructors teach support courses based on their own areas of expertise. They may or may not use student-centered techniques based on the subject matter and their training (Berg, 1990).

Berg’s (1990) descriptions can only be viewed as archetypes of individuals found in justice studies programs. It is difficult to fully describe the many different combinations of instructors who might be found but regardless of how instructors might be described; they must be encouraged and supported to utilize student-centered techniques to teach. In order to facilitate a student-centered approach, Berg argued that administrators must be aware of creating environments where this can happen.

Birzer (2003) claimed that instructional styles based on the concept of andragogy are the most appropriate to develop the necessary skills for the advancement of community policing. That is, teaching should emphasize students’ self-directedness and lived experience as a source of knowledge, and teachers should function as facilitators of learning rather than possessors of knowledge. Birzer stated that both experienced police officers and newly hired police officers alike can benefit from an instructional environment where the principles of andragogy are used.

The contemporary police officer must be trained in a way that deviates away from the traditional model where recruits are merely given information then asked to recall the information in some sort of observable outcome (Birzer 2003; Ramirez, 1996). For Birzer, human relations curriculum that include such courses as diversity, community relations, communications, and conflict resolution are best taught through an andragogical approach that is different from the teacher centered lecture style approach of the past.

According to McCoy (2006), if community policing is to be successful, the police organization must develop the approach through a learner-centered style of instruction. In McCoy's mixed methods/descriptive research, 21 policing instructors who were interviewed in relation to their teaching styles were predominantly teacher centered. Surprisingly, the study results indicated that the police instructors did not necessarily feel that the teacher centered style was the best approach. The policing instructors indicated that their reliance on the teacher centered style was the result of constraints of time and curriculum and the difficulty of utilizing other instructional techniques. McCoy observed that many police instructors recognized the faults of the teacher-centered approach. Their desire to change from the teacher-centered approach to a more student-centered approach that was more flexible to student needs was hampered by the lack of background concerning pedagogical approaches. According to McCoy, their lack of experience and training made it difficult to employ the appropriate methods in their instruction.

According to Shipton (2014), police educators develop along pathways before they reach a level where a student-centered approach is realized. From his phenomenographic research of police educators he suggested that instructors hold one or a combination of several conceptions about teaching. Through the use of semi-structured one-hour long interviews of 25

police and non-police teachers, Shipton discovered that some individuals may feel that transmitting police knowledge and developing positive student interaction is central to their role. Other police educators believe that facilitating understanding and learner development are the most important aspects of their job. Sparrow (1998) suggested that many police officers will be offended by any assumption that police culture needs to be changed. For the practitioner coming from as strong a subculture as policing, the implication of making a decision to go outside the boundaries of the approaches to training and preparation of which he/she is familiar, is likely to be characterized by anxiety and discomfort. Despite the suggestion that instructional approaches for the education and training of future police officers might be improved, their position as subject matter experts is not likely to be diminished (McCoy, 2006).

An important factor in the student-centered approach to instruction is the creation of genuine dialogue in the instructor-student relationship. It is this dialogue that can support the concept of authenticity (Brookfield, 1995; Cranton, 2007; Cranton & Roy, 2003). Cranton and Roy (2003) described authenticity as “the expression of the genuine self in the community” (p. 93). Authenticity is a state of being that is reflected in the pairing of speech and action, in the mutual learning in the learner and teacher relationship, and in the dismantling of the masks we wear in our relationship with others. The hierarchical structure of the para-military institution of policing is characterized by this rigidity and those who wish to change its perpetuation may be met with some resistance (Berg, 1990; Birzer, 2003; McCoy, 2006; Sparrow, 1998). The decision to step out of the bounds of traditional police training practices may in fact be one of the disorienting dilemmas facing the college justice studies instructor in transition. The rigidity of the professional relationship between the student and the instructor, the curriculum topics that need to be covered, and the rigid schedules that exist in some police training classrooms make it

difficult to engage in innovative instructional strategies.

Ultimately, one of the justifications for the use of a student-centered approach to instruction in a justice studies program is to support the community policing model. One of the pillars of the community policing model is collaborative problem solving (Alpert, Dunham, & Stroshine, 2006; Goff, 2014; Martin, 2014; Walker & Katz, 2002). This concept of collaboration supports the notion that students can be active participants in their own education by engaging in the decision-making process that affects their learning experience.

In observation about the increasing diversity of police officers, Reiner (1992) stated that the police subculture is not “monolithic, universal nor unchanging” (p. 109). The diversity of police agencies has increased and agencies have made some positive adjustments to their policies in order to accommodate this change (Goff, 2014). Birzer (2003) recognized that officers in the upper levels of management may find that it is much easier to maintain the status quo of traditional training. Legal and civilian oversight groups may also demand certain components be included in the training. Resistance from officers below the upper echelons of management may distrust the new approaches as well.

Even if police leaders mandate some of the student-centered approaches to preparing police recruits, there are ethical concerns about forcing police instructors to engage in practices that might be conducive to transformative learning. Mezirow (2000) warned about attempting to use transformative learning to pursue a particular result. Moore (2005) cautioned about these ethical pitfalls, as well. Moore stated that we must be cautious that transformative learning does not become brainwashing, coercion, or indoctrination. An individual that is forced into a transformative experience would not be given the opportunity to exercise independence. Any such attempts then would negate the ideals of freedom and autonomy that are important

characteristics of learning.

For the former police officer in transition, questions being asked about his/her concept of identity might provide insights into their transformative learning process. After having worked in environments that created strong feelings of division between those within the policing profession and the public, the notion that no one else understands them has been solidified (Sparrow, Moore, & Kennedy, 1990). An identity created within such an environment may evolve as they are now placed in professional relationships where some of their previously held ideas about their professional identity and the preparation of potential police officers, may not be functional in their new situation. Arguably, making sense of the unsettling feelings of discomfort and uneasiness for the former police officer that is making the transition to be a college instructor may be explored through the lens of transformative learning theory. Eventually, many individuals successfully make the transition to find themselves on the other side of a challenging circumstance or event and an examination of these challenges through the lens of transformative learning theory may add to our understanding.

Connecting My Inquiry to the Literature

In my qualitative study, I examined whether the participants in this study had experienced a process of transformative learning that affected their identity. While it was Mezirow (1978) who first described the transformative process, the work of Illeris (2014) introduced the notion that it is identity that has been transformed, an idea that was central in my own inquiry into participants' transformative learning. The former police officers involved in my study were asked to describe their transition to their new roles as instructors and this study was an exploration into their experiences and whether this transition was a form of transformative learning. If participants had experienced transformation of identity, I explored how this

transformation affected the ways that they engaged in their jobs as justice studies instructors.

The adoption of student-centered approaches in the post-secondary work context might have induced a change in participants' perspective, as would an increased emphasis on community policing approaches to problem-solving scenarios in their classes and opportunities for self-reflection in the teaching process.

Summary

Mezirow's (1978, 1994, 1996, 2000, 2003) rational approach to transformative learning has been influential among adult learning theorists and researchers but, over time, has been modified and extended. Although Taylor (1998, 2003, 2007, 2009) supported Mezirow's concept of transformative learning theory, the contributions of the various transformative learning theorists has produced an evolving concept which goes beyond the scope of the original rational approach. The original rational approach to transformative learning now extends to a holistic perspective that includes the important role of emotion as outlined by such theorists as Dirkx (1997, 2006, 2011), Tisdell (2003), and Cranton (2006).

Kegan's (2000) question about what is transformed leads to a further exploration of the transformative learning process. Contemporary transformative learning theory has evolved to include aspects of a change of identity as proposed by Illeris (2007, 2009, 2014a, 2014b). This change of identity from practitioner to instructor though, may not be complete as the novice instructor may continue to evolve and change as a result of a process of critical reflection (Brookfield, 1995; Mezirow, 1978, 2000; Taylor, 2008). While the transformative experience for a practitioner that transitions into novice instructor, includes the desire to know how to teach, an instructor may eventually come to a form of emancipatory learning (Cranton, 1996), where one reflects on why one teaches.

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The transition from practitioner to academic has been explored by researchers such as Anderson (2009), Crane, O'Hern and Lawler (2009), Gravett (2004), and Simendinger, Puia, Kraft, and Jaspersen (2000). Researchers such as Berg (1990), Birzer (2003), and Shipton (2014), have specifically researched the experiences of policing instructors but have not used the theoretical framework of transformative learning in their research. In my own study, I have focused on the experiences of former police instructors teaching in a college justice studies program. By exploring the critical reflections of those individuals who have experienced the transition to a new instructor identity, I have become better informed of the process of transformative learning and explored an opportunity for justice studies instructors to better understand themselves.

CHAPTER THREE: METHODOLOGY AND METHODS

In this chapter I present my methodology and methods used to gather data from the 12 participants in my case study. I justify my research design and choice of methodology. I also describe my research setting and provide reasons for why I chose to use case study methodology.

Rationale for Qualitative Research Design

To begin, I chose a qualitative approach to gather data, which would enable me to explore the unique experiences and perspectives of the participants to surface in my research, to explore “how” and “why” questions rather than “what” questions (Creswell, 2009; Merriam, 2012). Likewise, Glesne (2011) claimed that those researchers who engage in qualitative research might be able to understand the perceptions and attitudes of participants and the processes that allow the participants’ development. In contrast to researchers who use quantitative methodologies and methods to explain phenomena in predictable patterns and often treat special or unusual characteristics found in their research as errors or mistakes, qualitative researchers recognize the importance of analyzing and developing understanding through both the predictable and unpredictable information that they are able to examine in their research (Stake, 1995).

Merriam (2009) suggested that qualitative research design is an emergent process that must flex and adapt to the circumstances. The researcher might not know ahead of time all of the people who might be involved in a study or the specific interaction and dialogue that might occur during data collection. I outlined my methods in greater detail below; however, at this point, I noted that the semistructured format of the interviews that I conducted allowed for flexibility in the process and many of the participants volunteered information of events and experiences that were associated with their transformative learning experience that had not been

specifically addressed in the interview questions. As the interviews progressed, participants often used examples from their personal experiences that supported their statements in ways that I had not anticipated. Following points made by Merriam, I noted that, in a qualitative study, the specific questions that are asked over the length of an interview may have to be modified to pursue a particular point or accommodate participants' experiences and understandings, and the subsequent answers may also lead to new questions.

Research Methodology: Rationale for Case Study Methodology

The methodology that I used in this qualitative research was case study. As Merriam (2009) stated, the case study methodology allows the researcher to examine, analyze and describe a phenomenon in a "bounded system" (p. 40). Because it is limited to a situation that is clearly defined and marked, case study methodology has a greater chance of focusing on a particular group or process. The bounded system here was the justice education program within my institution. All of the participants in the study are former police officers and were in paid teaching positions for courses that were included in the policing program of the justice studies program at this particular college. My choice to explore how transformative learning was implicated in the participants' transition from being a police officer to a justice studies instructor and my eligibility criterion of employment in one selected research site—the justice studies program in the institution where I worked—of people who had been police officers helped me avoid a common problem of case study research: examination of an overly broad question or topic (Baxter & Jack, 2008). The participants' unique work history as police officers allowed me to narrow the scope of my examination by limiting the variables in the study. These variables might have complicated the factors related to transformative learning of my participant group if my interviewees came from a wider variety of work experiences. I purposely invited only those

justice studies instructors who had worked specifically as police officers. Other participants in the program that came from jobs such as court sheriffs, lawyers, educators, correctional officers, probation officers, and parole officers were not invited to participate in the study. Because of the common experience of having worked specifically in the job as a police officer, I felt that I could concentrate on the transition for this specific group.

Participants were drawn from a college justice studies program. As I stated earlier, case study methodology allowed for an exploration of the thoughts of justice studies instructors about the sorts of transformative learning that they have experienced in their transitions from being a police officer to becoming a justice studies instructor. Again, this aim is consistent with the benefits associated with case study methodology including the acknowledgement that “how” and “why” questions are likely to be amenable to case study research (Yin, 2009, p. 10). Yin also noted that it is an appropriate methodology when multiple sources of data are used and a larger number of participants than what might be manageable in a narrative inquiry are involved.

While the richness of description might have been even greater had I decided on using narrative inquiry with a smaller group of participants, I wanted to be able to expand the size of my interview pool in an attempt to find commonalities in their experiences. As I was also interested in how the transition to teaching in justice studies would be for the typical instructor, if there is such a person, I felt that an increased sample size would have increased my opportunity to do that. As I was conducting the interviews, I became more aware of how some insights of narrative inquiry methodology could be used effectively to further explore transformative learning as the methodology allows for the examination of lived experience. In particular, I was interested in taking up narrative inquiry’s emphasis on collaboration between the researcher and participant to explore a phenomenon (Connelly & Clandinin, 1990). Because I was also an

instructor in the justice studies program where the interviews were conducted, narrative inquiry might also have been a relevant form of data collection to examine and analyze common experiences over the course of time. As such, I became interested in using narrative inquiry as a methodology in future research.

Case study is an appropriate methodology to produce knowledge that is real, concrete and context-dependent (Flyvberg, 2006; Yin, 2009). It allowed an exploratory method of creating concrete knowledge about a particular phenomenon (Flyvberg, 2006). Unlike grounded theory methodology, which is a qualitative approach that primarily aims at gathering data in order to generate a theory (Corbin, 1997), case study focuses on a particular phenomenon which has already been described within a theoretical context. In this particular study, I used the lens of transformative learning theory by Mezirow (1978, 1981, 1996, 1997, 2000, 2003) that was also supported by Taylor (1998, 2003, 2007, 2008, 2009) and Illeris (2009, 2014a, 2014b, 2014c) to explore the experiences of justice studies instructors. Yin (2009) stated further that case study is appropriate when the phenomenon and the context are not clearly defined and separate from one another.

In this study of transitioning former police officers into the role of instructor, the context of the police subculture was relevant. As participants were being interviewed, it was important for me to be mindful of the professional context in which the process of transformative learning might have occurred. After having worked with former police officers who had chosen to pursue teaching after they had retired, I was curious about how the transition had altered their perspectives about their interactions with others and how their perceptions about policing had changed. Some of the participants in the study had previously shared with me that their understanding about policing had changed as a result of teaching in the justice studies program.

Some individuals had openly stated that they had actually come to understand more about policing as a result of interacting with others that had previously made the move to teaching. I was cognizant that new instructors were also experiencing a change of perspectives as they had taken the challenge to teach the next generation of police officers but I wanted to explore this phenomenon further. As Yin (2009) suggested, case study can be used to show the relationships between an established theory and context. Case study methodology seemed to be suited for this inquiry as it provided an opportunity to see how the context of transitioning retired police officers is affected by the process of transformative learning.

As mentioned previously, Berg (1990) and Shipton (2014) suggested that former police trainers tend to engage in teacher-centered approaches to learning as a result of numerous factors that limit the possibility of student-centered approaches. The use of student-centered instructional methods appeared to be unevenly distributed throughout the program in which the participants teach. Although I was curious about how student-centered methods might be used to positively affect instruction, I came to the conclusion that the process of transformative learning within the context of the justice studies program needed to be explored further before any assumptions could be made about possible improvements to practice. If my case study informed an understanding of the transformative learning process for transitioning practitioners to instructors, there is a possibility that a subsequent study may include the action research approach.

Case study methodology provided opportunities to deeply explore the experiences of instructors as they have come to understand their own transformative learning process within the context of a particular justice studies program. The instructors provided rich descriptions of their own perspectives about their own transformative learning process, if they had undergone one and

how the process had affected their present perspectives of their new role.

For the reasons outlined above, I concluded that qualitative research using the case study methodology was an appropriate approach for fulfilling my study's purpose and responding to the questions that I posed. While it was necessary to connect participants' experiences to the 10 phases of transformative learning as outlined by Mezirow, in order to suggest that transformative learning had been experienced by them, my study also allowed for the unpredictable, emergent, and holistic opportunities to explore participant experiences as described by Merriam (2009) and Stake (1995). Since I intended to explore the individualized transformative learning experiences of the participants, the semi-structured interview method allowed for the flexibility that enabled unforeseen insights and descriptions. In the following sections, I have provided further details about the research methods, research setting, and participants.

Research Methods

I used a variety of data sources to inform my study but it was the face-to-face interviews that provided the bulk of my data. By focusing on the data collected in the face to face interviews, I had been able to build knowledge about how participants experienced transformative learning, and how that learning was enacted in their teaching practice. Rowley (2002) stated that a variety of different sources of information could be used in case study research but it was the interview that allowed the participants to describe their experiences in detail that provided the richness of the data for this study. Another advantage to case study is apparent here. Because I used interviews and curriculum documents, case study allowed me to gather information that would not have been available through an archival study. The opportunity to ask for clarification of statements and descriptions was an essential part of this study. The rich descriptions of the sometimes-turbulent transition to becoming a college

instructor after having spent many years as a police officer, may have been difficult to do in other forms of data collection in quantitative approaches.

Although I prepared questions for the case study protocol, I realized that my interview questions needed to be revised in order to focus on the intended outcome. I wanted to explore how individual instructors have experienced a transformative learning process through their professional transition from working as a police officer to becoming a justice studies instructor. I also wanted to explore how this transformative learning process was affected by the context of the college justice studies program, which is the site of this study and how critical self-reflection has informed the process of transformation. This qualitative approach provided a divergent process that allowed me to explore these concepts that would not have been possible had I used a quantitative methodology. The interviews provided a richness of information that could not be gleaned through a quantitative method of close-ended survey questions. Instructors had different perspectives on their experiences of transformative learning and thoughts as to how they had been influenced by this process, if in fact they believed that they had been. The face-to-face interviews were characterized by a continuous process of analysis that supported a mutual understanding of participant experience. As the participants described a concept, perspective or experience, the qualitative approach allowed for a clarification of meaning that might have been difficult to express and interpret otherwise (Merriam, 2009).

In approaching potential participants, I used purposeful selection so that participants would be best able to provide perceptions of the phenomenon to be examined (Creswell, 2012). I sought participants who could provide the most useful and accurate information (Merriam, 2009), concentrated on the significant purpose that I had outlined (Patton, 2002). Chein (1981) argued that sampling which is directed with a purpose will get the best information from the

most relevant, appropriate individuals, rather than seeking an overall opinion from a larger number of individuals. Researchers must aim to gather data that serves the intent of the study, responds to the types of questions that are asked, and can be accommodated within any barriers or limitations (Patton, 2002).

Research Setting

The college that was the location of this case study is a vocational training institution in a mid-sized city in Western Canada that focuses on two-year diplomas and certificate programs. Over 4,000 students attended this college and there were approximately 400 students in the justice studies program. Justice studies students accessed instruction in both the face-to-face on campus delivery of the curriculum as well as the online delivery format. The program had been in existence for over 40 years and received students from across the country, although most of the students came from the prairie provinces of Manitoba, Saskatchewan, and Alberta. The program had become increasingly more culturally diverse. The city, in which the college was located, was close to a large First Nations community and the institution has made efforts to project an image of diversity and inclusion.

Of the instructors in the justice studies program at the time of this study, 16 out of 18 instructors were males and two were females. Two instructors were members of visible minorities and the age of the instructors ranged from the late 40s to the mid-60s. The program that is central to this case study was a two-year course of studies with two streams that focused on courses related primarily to the professions of policing and corrections. Students enrolled in the policing side of the program at this college intended to enhance their chances of being hired by a police service even though completion of such a program is not a prerequisite to employment.

The first year of the diploma program offered courses focusing on the introduction to the criminal justice system through ethics, interpersonal skills, communication and diversity education. The second year of the program mainly introduced students to industry specific courses that focus on policing or correctional studies. During the two years of their program, students were exposed to courses such as investigative techniques, crisis intervention, conflict resolution, law, preliminary response and evidence and court.

Participants

The participants in this study were my colleagues, and I did not hold any supervisory authority over them. They were informed that there would be no negative consequence for their participation in the study and that they could choose to leave the study at any time. A form of purposeful sampling (Chein, 1981; Patton, 2002) was used to choose participants who were the most likely to give me perceptions about the development of transformative learning through their transition from police officer to instructor. Although there was a diverse background of experience in the justice studies program as a whole, only those instructors with a work history as police officers were asked to participate in this study.

To develop a greater understanding of the phenomenon of transformative learning opportunities that may exist in the justice studies program, I chose participants who had been teaching courses designated as policing courses in the justice studies program. The transition of individuals from their former roles as police officers to their present roles as college instructors was the phenomenon to be explored. While there were some instructors who taught courses in the justice studies program that do not come with a work history of policing, I specifically chose to interview former police officers only. This form of homogeneous sampling (Patton, 1990) is used to describe a particular subgroup within a larger group. Although all of the participants

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came from the same college justice studies program, they had been invited to participate because of their particular work history. The justice studies program in which they worked also included former teachers, youth workers, probation officers, parole officers, corrections officers and lawyers. The 12 participants in this study were invited because they have worked in the job of policing. While former workers in the other aspects of the justice system may have transformative learning experiences as well, the particular characteristics of the policing subgroup and their subsequent transition to the role of the instructor was the focus of this study.

At the time of this study, there were 13 instructors who had previous work experience as police officers and all 13 of them initially agreed to participate in the study. Initially, I contacted instructors through the college email system asking for possible participation. Once instructors replied to my initial email message and expressed interest to participate in the study, I sent a second email message with a detailed description of the study and written consent form. Instructors were asked to submit a copy of the signed written consent form outlining their understanding and agreement to participate in the study before the commencement of the interviews. I attached a copy of the interview questions to the second email message so that the participants were aware of the questions to be discussed and that the focus of the interview centered on instructors' thoughts about their personal transformation after they were hired to become instructors in the justice studies program. One of the 13 became unavailable to be interviewed and expressed regrets that he was not able to participate.

Participants included both male and female instructors who served in various capacities in municipal police services as well as the Royal Canadian Mounted Police. All of the instructors participating in the study were sworn members of their respective services and either left policing prior to their eligibility for retirement, retired or were recruited directly from their

particular law enforcement agency after being eligible for retirement. The instructors interviewed ranged in rank from constable to a retired chief and their previous experiences in policing included a wide variety of roles such as patrols, school resource officers, training officers, detachment commanders, intelligence, major crimes investigators, human resources, and administrators. Following the established preferences for the hiring of faculty and especially full-time faculty, by the college, all the participants in this study had post-secondary education, having completed at least a Bachelor's degree; most had completed a Master's degree.

Despite participants' varied individual experiences and their wide range of perspectives of policing matters, I anticipated that there would be some common themes that would emerge. These commonalities became the themes in my discussion of how the experiences of former law enforcement officers that chose to enter into an instructional role within a college justice studies program, illustrate identity development and transformative learning.

Data Collection Methods

In this inquiry, I used individual face-to-face semi-structured interviews and a review of curriculum materials to gather my data. In this section, I discuss each of these methods, their implementation, and my incorporation of them in my analysis.

Interviews

I conducted face-to-face semi-structured interviews, during which I asked open-ended questions about participants' thoughts regarding their personal experiences and learning in their process of becoming college instructors. These interviews allowed me to engage with participants in in-depth discussions and interpretations of transformative learning in their changed career contexts. The interviews allowed me to gather data that could not be readily observed and I was able to get a glimpse of how the instructors in the study perceived and

interpreted their surroundings (Merriam, 2009).

During the course of the interview, I had intended to review course-related documents with participants, to explore their opinions about the learning outcomes that are contained in the curriculum but I found that the document examination tended to stifle the conversation. If instructors brought their curriculum documents with them, we decided that the documents would be examined by me outside the interview. The documents were primarily copies of the various course outlines and I was able to access all of them through the program assistant or the instructors themselves after the completion of the interviews. I will discuss the process of review where I examined the course outlines in the next section of the discussion.

As I noted above, my interviews were semi-structured, with a mixture of specific and open-ended questions. I explored the participants' thoughts and ideas about transformative learning; therefore, the structured section of the interview focused on drawing out participants' thoughts about their transformative learning process. A substantial part of the interviews was guided by a flexible list of concepts. Merriam (2009) stated that this type of semi-structured approach provides flexibility that might be required to address topics and ideas as they emerge.

Individual interviews were all conducted in the same small meeting room at the college but in a wing of the building away from the justice studies program administration and instructor offices. The interviews were conducted face to face during the months of May, June, July and August of 2016. The interviews were between 70 minutes and 110 minutes in length. With the participants' permission, all interviews were recorded via a software program called Voice Recorder Pro on a password-protected iPad with an external microphone to ensure voice clarity. I also used a password-protected smartphone with the same Voice Recorder Pro software program as a backup device in case the primary device failed. Participants were reminded that

they could request that the recording be stopped at any time during the interview. I advised participants that their interviews would be transcribed by me, and I would forward the transcription of the interview to each participant within two weeks of the interview, to ensure accuracy of the information.

I transcribed all 12 of the interviews verbatim from the digital audio recordings and edited the transcriptions for typographical errors. I was able to send the respective digital files of the transcripts via email to all of the participants within the given time frame. I also informed the participants in the study that if I had not received any correspondence indicating concern about the content of the transcripts or their continued participation in the study within two weeks of receiving their transcripts, I would assume that they continued to give their consent.

Course Outline Review

As a secondary source of data, I also examined course outlines in an effort to determine whether transformative learning was evident in the participants' instructional practice. The course outlines for the various courses that were taught within the justice studies program where the instructors teach were readily accessible and considered to be college-“owned” documents. The outlines had been vetted through a committee and, in most cases, the courses were taught by more than one instructor over the course of the academic year. The development and evolution of the course outlines over time reflected what topics were taught and how they were to be presented within the capacity of the program.

A relevant component of the transformative learning process is how the instructors came to understand their roles in the presentation of this curriculum. An examination of their interpretation of curriculum materials helped shed light on their transformative learning process. In my analytical process, I found that the course outlines did not provide the information that I

had sought; this might be an example of the unpredictable qualities of the case study methodology (Merriam, 2009; Stake, 1995), including utility of data sources. Without the knowledge of the history behind the development of a course outline, it was difficult to determine the perspectives behind the choice of topics and evaluation methods. Because course outlines are limited in the information that they can include, it was difficult to determine why certain topics and evaluation methods were included while others are not. I am also familiar with how the assortment of people who are involved in the development of a course outline can also influence the inclusion or exclusion of certain perspectives. Because of the size of the program in which the participants teach, there may be up to eight sections of a particular course being presented in one semester. The multiple instructors who are asked to provide input into a course outline as well as the influence of the curriculum designers from an external department that provide technical expertise about learning activities make it difficult to produce a document that represents one individual's perspective. Industry partners from the various police services also expect their views represented in the curriculum.

What I discovered in the research was that transformative learning is a highly individualized and personal process. For many of the participants, curriculum development that reflects a transformative learning process is often restrained by external influences. For example, one participant, Mel (Interview, May 26, 2016) shared that when he tried to incorporate changes in a course, he was met with a resistance that he hadn't anticipated. External pressures to develop curriculum in a particular way, presented challenges but did not totally prevent the transformative learning process for some of the participants. As I will present in the following chapter, participants' experiences still presented other opportunities for transformative learning to occur.

Methods and Tools to Analyze the Data

My primary source of data in this study was the face-to-face interviews. The large amounts of data that was collected in the 12 interviews, which were between 70 and 110 minutes in length, required a system of labelling significant portions of data in a way that would enable a systematic analysis. Initially, I examined the data by listening to the audio recordings and reading the written transcriptions of the interviews to develop summaries for all interviews that were two to three pages in length.

I utilized both hard paper copies as well as the digital copies of the transcripts and I found that physically highlighting and underlining concepts in the coding process allowed an important parallel process for the analysis of the data. I coded the information manually by initially writing the code words in the margins of the hard copy texts of the transcripts then I used numbers, upper case letters, and lower-case letters to indicate codes throughout the transcripts. Each of the letters and numbers were matched to the codes on a menu that I developed for each type of coding. I will describe the four types of coding that I used in the next portion of this chapter.

The process of coding, as described by Miles, Huberman, and Saldana (2013), is a systematic way of identifying chunks of information to be analyzed and interpreted. Coding is not just a process that prepares data to be processed for later high-level analysis. It is a process that requires an interpretation of the data through careful reading and observation. Coding itself is a deeply reflective process (Miles, Huberman, & Saldana, 2013). It requires an understanding of the context in which the data is found and infers accurate meaning from the information that has been collected (Merriam, 2009; Richards, 2005).

For this study, I utilized first cycle and second cycle coding (Miles, Huberman, & Saldana, 2013) to analyze the interview transcripts. In the first cycle, I attached a code to

phrases, sentences or paragraphs that appeared to be significant in the context of both policing and instruction. I did not differentiate which terms were associated with the role of police officer from their new role as college instructor. The line between police officer and college instructor was not drawn at the time when the participants officially started their first day in the new jobs as instructors. Clearly, the participants' transitional period extended beyond the time that they first started teaching at the college.

I had conducted the interviews over a period of several months and I had reviewed the data that was contained in the interview several times before I had attempted to attach codes to the data. Even before I listened to the audio recordings of the interviews that I had conducted, I had remembered specific passages and anecdotes that stood out as being particularly significant. By the time I had transcribed the interviews, I had begun to hear and see common ideas among the participants' answers to the interview questions. When I started the process of coding, I had reviewed the content of the interviews four times. As a result of further analysis through the process of reading and rereading the transcriptions, the first cycle of coding produced a relatively large number of codes. The codes produced during the first cycle included anxiety, camaraderie, challenge, changing approach to people, change in environment, choices, communication, confusion, didn't know, fear of failure, friendships, symbols identity, mistakes, motivations, new skills, new status, not respected, police culture, policing skills, regret, values vulnerability, wanting to know, and worked hard.

As I was assigning codes in this first cycle, certain words and phrases stood out that appeared to illustrate the context of the participants' transition to college instruction and their common experience of policing. Those passages that contained participants' sense of changing identity were prominent in the interviews. The interview questions appeared to be clear to the

participants and all of them were able to share their experiences about their transition.

While the process of coding is described as occurring in separate cycles (Miles, Huberman, & Saldana, 2013), my process of coding in this study might be better described as occurring in a spiral. As the process appears to be moving forward, certain codes appear to be attached to the previous cycle in the process. Some codes that emerged in the first cycle retained their significance in the second cycle as well. Codes related to a changing perspective of their own sense of self appeared prominently. The words “changing identity,” were surprisingly absent from the interviews but their descriptions of their experiences and transition, suggested that the participants were experiencing changes in their identity as described by Illeris (2014a, 2014b, 2014c).

During the second cycle of coding, I also used in vivo and process coding (Miles, Huberman, & Saldana, 2013). As I mentioned above, the coding process did not occur in two neatly separated cycles but common experiences of the participants emerged. As I grouped information together by looking for descriptive phrases in the second coding cycle, I used the process of in vivo coding as a way to capture the experiences of the participants in their own language. The choice of words and the manner in which the participants revealed their experiences, frustrations and successes, added another layer of description regarding their transition to college instruction.

Miles, Huberman, and Saldana (2014) stated that in vivo coding allows for the expression of participants’ experiences in their own manner. In vivo coding is where codes are generated using the terms that the participants use themselves to describe their thoughts, feelings and experiences. It may be particularly appropriate to use this method of coding to reveal vocabulary commonly used in a subculture such as policing in an effort to better understand the participants’

context and experience. I used a word taken directly from participant interviews to identify and label similar thoughts, emotions and experiences. It is an attempt to maintain the subtle inferences and associations that are significant to the participant that I may not have expressed in the same way. Rather than grouping interview elements together using labels that I had constructed, I used a word or phrase from one of the interviews to label similar thoughts or experiences in order to eventually develop themes. For this coding process, I constructed a menu of in vivo codes and assigned a number to each of the terms.

Another form of coding that I used to analyze the interview transcripts after the initial coding cycle was process coding. Process coding refers to coding data that signifies changes occurring over time that may be interpreted as following a pattern (Miles, Huberman, & Saldana, 2014). This form of coding seemed appropriate to the analysis of the events and experiences of the participants as they moved into their new instructional roles. Process code terms included: change in environment, changing views, different, genuine, keeping old identity, learning, new ways of relating, new ways of thinking, old views and transition.

According to Mezirow (2000), there is an emotional element that is experienced by those going through a transformative learning process. These instances of emotion that are revealed in interviews were examined through the use of “emotional coding” (Miles, Huberman, & Saldana, 2014). Negative emotions such as anxiety, bias, confusion, defiance, exclusion, frustration, jealousy, lack of support, loss and self-doubt were labelled along with positive emotions such as confidence, fitting in, knowledgeable, and satisfaction. Emotional coding is appropriate for exploring the relationships between individuals as well as how individuals experience the various conditions in their lives (Miles, Huberman, & Saldana, 2014). This type of coding may allow insights into the worldviews and perspectives that are held by participants and the method may

provide an appropriate way of exploring any changes to these perspectives based on individual transformative learning.

An important note in the coding process is that there is also an intermixing of codes that reflect process and emotion together. This intermixing seemed to be a natural characteristic of the analysis process as it was difficult to separate the cognitive process of identity transformation and the emotions that accompanied the change. As well, in vivo coding was an element in the other forms of coding as it reflected the descriptive terms that reflected both the context and the shared work experiences of the participants in both their policing and instructional roles.

Lastly, I generated main themes from the interviews and sub-themes when they emerged through the coding process. The themes that I developed were the result of my own interpretation of the significance of the different elements that were identified in the interviews. Where quantitative methods seek statistical evidence to support their analysis, qualitative methods seek findings that are significant in that they support meaningful data that supports a particular theory or practice (Bloomberg & Volpe, 2012; Patton, 2002). Other researchers might have taken the data that I had collected and generated other themes. I do not believe that this is a weakness in analysis but a characteristic of the qualitative case study method (Patton, 2002). I used transformative learning specifically as the lens to examine the experiences of the participants in my study, and the findings were useful to inform my understanding of the theory.

As I proceeded through the analysis, I maintained a researcher journal where I discussed and noted significant elements of the process of analysis. I maintained a researcher journal throughout the interview process and the analysis to record my observations and thoughts. The journal enabled me to record relevant observations about the process and for me to record my initial impressions of the interview shortly after they had been conducted. The journal allowed

me to verify my impressions of the interview with my analysis of the transcripts later in the process. The journal also provided a method of acknowledging my own interpretation of the contents of the interview and the nature of the self-reflective process. The crisis of interpretation as described by Denzin (1994) that is associated with qualitative research can be partly addressed with the open recognition of the personal interpretation of the researcher. While I have attempted to engage the data from the interviews through a detached position as a researcher, the bias that is inherent in the professional relationship with my co-workers needs to be acknowledged. Ortlipp (2008) suggested that the maintenance of a researcher journal assists in the creation of increased transparency in the qualitative research process. The researcher journal allowed me to record my interpretations of the data and to attempt to mitigate my bias through a self-reflective process.

Ethical Considerations

I sought permission to access the participants through the chair of the justice studies program being studied as well as through the dean of the school in which the program is located. In order to establish a positive foundation for the study, I ensured that “gatekeepers” (Creswell, 2015) that can grant or deny access to participants depending on their perceived threat or benefit to their work context, were consulted at an early stage in the process.

Prior to any of the interviews, participants were given a consent form to sign which also outlined the ethical guidelines concerning anonymity and protection of their privacy. The privacy of the participants was ensured by maintaining their anonymity. Participants were informed in writing that they would not be identified in the study. To ensure that the participants remain anonymous, none of the statements made in the interview are traceable to any of the participants. Participants were not identified by name and descriptors that were used to identify

them such as the courses that they teach or statements about their work-related histories have been excluded from the transcripts. All participants had been given pseudonyms to hide their identities. Participants were informed verbally, as well as in writing that they could have withdrawn from the research at any time. I have given a digital copy of the interview transcript to each of the instructors who participated in the study. Apart from the delivery of the transcripts to the original interviewee, original transcripts of the interviews have only been viewed by me and my research team.

I received ethics approval from the University of Calgary Conjoint Faculties Research Ethics Board (CFREB) in March of 2016. I applied and received approval to conduct my study from the Research Ethics Board from the college that was the site of my case study research in April of 2016. I informed the participants in the study that their interviews would be electronically recorded and any electronic files, written transcripts and notes would be kept for only a period of two years after the completion of this research project. Digital files containing study information have been kept in a password protected laptop of which I am the only user and all research data has been locked in a file cabinet in my office. Research participants have also been informed of how they can access a copy of the study after its completion. There was an expectation by administrators that the research will be shared within the institution and I intended to have two printed copies of the research paper made for members of the justice studies program to view before those copies are made available to the rest of the college community within four months of a successful dissertation defense.

Trustworthiness

In order to address the trustworthiness of the data, I have explored the issues surrounding the building of trust and rapport between the researcher and the study participants. Miles,

Huberman and Saldana (2014) noted that participants who are not confident about anonymity and give “weak consent” are not likely to provide information about themselves in an open and genuine way if they do not trust the relationship with the researcher. This issue of mistrust is something that I have addressed regarding the development of rapport during the interview process.

Miller (2016) noted that it becomes increasingly difficult to say when the research begins and ends as the interaction and connection with study participants is often unforeseen and may extend beyond the neatly defined boundaries of the digitally recorded interview. Because of the blurring of the lines of the interview relationship where interaction and personal connection extends beyond the time slot of the scheduled interview, I was cognizant of how this might affect the data gathering process.

The ongoing daily professional relationship as co-workers is another layer of complexity that was added to the interviews that were the basis of my study. While I still maintained a professional and friendly working relationship with my colleagues, they were also temporarily changed into research participants and this temporary change in my relationship with the instructors in this study is worth noting.

While the development of rapport is an integral part of the interview process, rapport might be viewed as an artificially constructed quality intended to aid in the gathering of data. Duncombe and Jessop (2012) referred to the process of ‘doing rapport’ as part of the interviewing process and they have pointed out the ethical questions that surround the practice. In my study, this issue is especially relevant as all of the interviewees are former police officers who have been formally trained to conduct interviews. All of the instructors who were interviewed were well aware of the use of developing rapport when interviewing someone in the

context of policing. To the police officer, the development of rapport is something that is considered to be a trainable skill and the establishment of rapport is viewed as an important element in a carefully constructed interview.

When interviewing colleagues in a research study however, the question of developing rapport might be viewed in several different ways. In one way, the interview participant may view it as a characteristic of the existing friendship and collegial relationship that exists but in another way, it may be viewed as part of the process that focuses on the acquiring of information. In the participants' mind, they might have asked whether the friendliness of the interviewer was a sign of continued workplace collegiality or was it an example of a technique to get the most information out of the encounter?

Duncombe and Jessop (2012) warned of the dangers associated with the development of rapport in the professional interest of gathering information, in that it is driven partly by a self-interest in status and not necessarily mutually beneficial. While the semistructured interviews in this case study necessarily focused on the interviewees, I attempted to create dialogue in an effort to share ideas and experiences related to the questions in an effort to create an atmosphere of mutual benefit.

As I mentioned briefly in the previous section, I kept a researcher journal to record my own reflections during the process in order to address issues of credibility. In order to address issues of bias, a discussion of my field experience where I explored the facets of the interview process was included in my researcher journal as well. I have acknowledged that the participants in this study were co-workers. Despite attempts to maintain a neutral and objective position regarding my analysis of the data, I realized that few qualitative studies can be undertaken that is entirely bias free. Transcriptions of the interviews were presented to participants for review and

I engaged in peer consultation to review the research process (Bloomberg & Volpe, 2012), with members of my doctoral program cohort. I had developed detailed explanations that could have been used to audit my research by maintaining a record of the procedures to gather data and I have also invited other researchers, colleagues and peers to review my data while still maintaining the anonymity of the instructors in the study.

As a characteristic of qualitative research, transferability of the results of this case study has been enhanced through the detailed descriptions and perspectives that I have collected. These “thick rich descriptions” (Merriam, 2009, p. 43) that are difficult to collect through a quantitative approach may enable other researchers to apply the results to another circumstance without assumptions of generalizability. My research journal has assisted in this process as well. The collected data may serve as an example, as opposed to a pattern of data that can be used to explain a particular phenomenon.

Limitations and Delimitations

A limitation that may or may not have affected the outcome of the study or constrained the scope of this case study could have been the small number of participants (Bloomberg & Volpe, 2012, p. 8), all drawn from a single program. I conducted interviews of 12 participants; however, the rich description that have come from the interviews will counter the concern about a fairly small participant group somewhat. I sent email invitations to participate in the study to policing instructors in the justice studies program that teach in a variety of capacities from full-time faculty, part-time faculty, and sessional instructors. The participants were also colleagues of mine and the new researcher role that I had taken may have inhibited candid responses. I was conscious of this possibility as I have raised this concern in the preceding section where I discussed trustworthiness.

TRANSITION OF POLICE OFFICER TO INSTRUCTOR

According to Banks (1998) the “external-insider” is someone who has been adopted into the community being examined and I have described myself partly in this way. The courses that I have instructed were not related to police operational practice. Although I have been teaching in the program for more than 18 years, my professional background prior to this current position was not in law enforcement. Full membership in this group, is not an entirely accurate description of my position and thus respondents in the interviews may be guarded with their responses. Consequently, I was an “insider” to the issues related to being an instructor within the program, but an “outsider” related to lived experience in practical matters concerning law enforcement.

In order to address this limitation, I shared my own transformative learning experiences in relation to Mezirow’s ten phases of transformative learning. There was a risk of creating a bias in the type of examples that participants may have provided in the interview but the benefit of creating an atmosphere of trust in the participants was significant. I worked to create an atmosphere where participants were able to recognize that I had also experienced the phases of transformative learning as described by Mezirow, in an effort to have participants share their experiences and explore their thoughts more comfortably.

Delimitations that I set in order to contain the scope of this case study and maintain its manageability and viability included restricting the work history of the participants to a former career in policing. All of the participants taught courses that are found in the justice studies program at the college which has been described. The participants in this case varied widely in the amount of teaching experience that they have had but all participants were former police officers prior to being hired as instructors at the college which was the site of this study.

Summary

In this chapter, I presented my rationale for my choices of methodology and methods. I chose qualitative case study methodology in order to gather the thoughts and experiences of the justice studies instructors who were the participants in my study. Through semi-structured interviews, which were the primary source of data collection, I was able to gather participants' reflections about their transition from their previous jobs and police officers into their new roles as college instructors. Through two cycles of coding where I employed, in vivo, process, and emotional coding, I was able to develop four main themes. The four themes, which I will present in Chapter Four, include developing professional competence, shifts in identity, maintaining core identity and reflective practice. I addressed the issue of trustworthiness by discussing the issues of rapport and researcher bias since the professional relationship I had with the participants extended beyond the scope of this study. Finally, I included a discussion about the limitations and delimitations of my study by addressing sample size and the participants who were invited to participate in the study based on their policing experiences.

CHAPTER FOUR: FINDINGS

Introduction

In this chapter, I present the themes from the interviews that I conducted with the 12 participants in my study. I examined the transcripts of the interviews, as well as the corresponding notes in my research journal and the course outlines, returning to my research questions to link the data whenever possible to my conceptual framework of transformative learning. My analysis led to four key themes, which are tied to the sub-questions outlined in Chapter One and discussed in this chapter. First, I consider how participants negotiated movement into instructional work and developed a sense of instructional competence. Second, picking up on Illeris' (2007, 2009, 2014a, 2014b) emphasis on identity as central in transformative learning, I discuss how participants' career shift involved significant changes in identity. Third, I discuss how they simultaneously maintained a consistent core identity. In other words, participants discussed identity as both dynamic and stable. A fourth theme, related to the importance of reflective practice in instructor development, recalls Mezirow's (1978, 1996, 1997, 2000, 2003) description of the transformative learning process.

Theme One: Developing a Sense of Professional Competence

A central question in the interviews was how learning was evident in participants' processes of curriculum development, curriculum delivery, and instructional practice. Not all of the participants' learning can be characterized as transformative. It was difficult to determine precisely where transformative learning began in their transition to their new roles as college instructors as the development of instructional skills appeared to set the stage for transformative learning to occur later on. In this section, I include evidence about participants' thoughts and experiences regarding the creation of curriculum, their choice of delivery methods, and important

elements of their instructional practice that they developed before their transformative learning experiences.

As I noted earlier, participants came to the study with a variety of policing experiences. A police officer can hold many positions and roles in police work. In addition to the training that all newly hired police officers receive, members can be sent on courses to develop their growing repertoire of specialized skills. Depending on what courses they may need or what skills they are expected to develop, officers may end up in a wide variety of different places after their initial in-house recruit/cadet training.

All but one of the participants shared that the leap to teaching in a vocational college created both excitement and anxiety. The atmosphere and environment of the college campus, which was less formal and rigid than a police-training academy, required many instructors to adjust their perspectives about learning and instruction. Unlike college instructors who have been expected by administrators to assist in the development of the courses that they instructed in the college environment, police trainers were not usually in a position to make significant changes in the police recruit curriculum that they taught or the methods in which it was delivered. Encountering these sorts of differences between the college and police recruit training made entry into their new instructional roles challenging and sometimes even stressful for most participants, even if they also expressed appreciation for the sense of autonomy that they had in adjusting their curriculum.

Kelly shared that, in the beginning of his teaching position, he had to continuously make adjustments to curriculum and classroom delivery of material until he had developed a sense of what would be successful in his classroom. "I was constantly making changes. It was subtle

change in some cases. I changed material because other things weren't working" (Kelly, interview, June 27, 2016).

Like Kelly, Peter struggled to organize his policing experiences into curriculum. As he suggested in the following segment, his initial anxiety when creating his lesson plans was a common experience for many of the participants in this study:

Well, I spent 26 years using a notebook and how to do a report and papers but to convert it over into a delivery and just the structure of the curriculum and the content. That was a huge learning curve for me, to try to figure all that. (Peter, interview, May 25, 2016)

The dilemma of what to include in a course and how it might be delivered was something that all of the participants struggled to address. In some circumstances, instructors delivered an established course syllabus; however, they had a degree of freedom to help develop or adjust course content that might have seemed puzzling at first. This new freedom, which was also a responsibility, was an early indication that they had indeed begun a new role.

Mel knew that there were other student-centered methods that some instructors were using, but because his training as a police officer was characterized by instructor-centered lectures, he felt unprepared to deliver the curriculum in the way to which he aspired. As he explained, "When you start to bring in other types of educational methods that teachers have been using, you're not sure about where you're headed and you aren't sure what to expect for an outcome" (interview, May 26, 2016).

Often, as new instructors, participants entered into an unfamiliar role that required an adjustment of their own ideas about their own skills and attributes. Participants' recognition of their new role had a significant effect on how they have approached both the development and

delivery of curriculum. The participants often recognized that they had to develop new skills to enable them to teach effectively.

One participant, Mike, revealed that, even though he had trained as a police officer to develop lesson plans and present instructional material in a police cadet-training environment, he found himself in a college environment that was different from his previous experience. Unlike his post-secondary teaching, training curriculum in the policing field was more tightly set. He explained this difference in the following passage:

When I was in Depot, I had everything canned. When you were there, there might have been two or three changes but it was a canned course. The theory was that the cadets get all the same information and same instruction. (Mike, interview, May 17, 2016)

Some participants described the development of the necessary skills to become a college instructor as having been acquired through experience. Chris stated that the development of curriculum and its delivery are things that have to be learned once an instructor begins to teach. Even though the college has new instructor skills workshops, the delivery of the curriculum was something that had to be developed through actual classroom experience. As a newer instructor, Chris stated that there were instructional workshops that were helpful to her entry into college teaching: “Yeah, one was about course outlines and one was lesson development. They were good but there was a lot that I didn’t know. I’m learning it as we go along” (Chris, interview, June 30, 2016).

Not only was the freedom to create curriculum a difference in the college environment, the students in the classroom were also different from what the participants had previously experienced. Mike’s ability to adapt to the new type of student that occupied his classroom was evident in his description of the first few weeks of his new role as a college instructor:

I walked in here and I had hats on backwards. I had every manner of dress and hair colour and style. Slouching down in chairs, missing classes, falling asleep... It was a real cultural change. Not that they're bad people or bad students or anything but that it was different. This is completely, I shouldn't say completely unstructured but certainly unstructured compared to Depot. Once I was here for one semester, I was very comfortable. It was just the first little while... Man, it was different. (Mike, interview, May 17, 2016)

Although 10 out of the 12 participants had prior experience teaching in a formal position in their previous roles as police officers, the type of relationship with their college students was new. Many of the participants had to alter their own expectations about their interactions with college students. In police agencies, the division between instructors and recruits was rigid, while the college teaching environment was more relaxed and casual. For example, college students called their instructors by their first name while the police trainer expected to be recognized by rank. That is just one example of the factors that shaped participants' attitudes about their own transition into post-secondary teaching and their development of new, contextually appropriate teaching skills. This learning was not necessarily transformative in itself but it was an important step towards their transformative learning process.

Developing New Instructional Skills

Even though most of the participants had taught prior to being hired as a justice studies instructor, all of the participants reported that they had to learn their new roles in the college environment. These initial efforts to develop a classroom presence appeared to be necessary for the change in perspective that accompanied their transformative learning. For many of the participants, their early experiences as a young police recruit appeared to influence the

development of their own instructional practices. Seven out of the 12 participants recounted that their experiences as recruits or students had influenced their instructional practice. Some participants in the study tried to reproduce positive learning experiences of their past but for others, their early experiences have served as examples of what not to do.

For Kelly, teaching practice and ideas about curriculum delivery developed out of his early experiences in recruit training for a large municipal police agency. In the following comments, he expressed his dissatisfaction with his own training process as a young police officer in his municipal agency:

For so many years in the past, say in the 50s and 60s and even into the 70s, police were very poorly trained. When I went on the street in 1972, it was our field training and it was a joke. So I used to think that in my own mind, lying in bed at night, I could do this better. (Kelly, interview, June 27, 2016)

Those early training experiences made way for critical analysis of what he thought young police recruits needed. Moreover, those thoughts about training of new police officers were important to his eventual decision to become an instructor after his policing career was finished.

In another example of a participant's critical analysis of his own training in relation to the development of instructional style, was Steven's early recollection of his own police training. Steven recalled that his training experience as an RCMP cadet was quite rigid and formal, although that strictness served an ultimate purpose. He stated:

You marched this way. You had your shirt this way. You had your shoes this shiny and all this kind of stuff. And that's what they do. They build that kind of stress on you. But it's done to take orders. It's done for attention to detail. (Steven, interview, July 4, 2016)

TRANSITION OF POLICE OFFICER TO INSTRUCTOR

As an instructor in a college program, Steven had to adjust delivery of his classroom content to reflect the goal of increasing student-centered approaches to instruction. Unlike the rigidity of the training that he received in the RCMP, the college environment was less formal and more democratic. Instructors were in an environment where they viewed and treated the students in a way that was different from the paramilitary rigidity of police training. (It is relevant to note that the training environment in contemporary police agencies may have undergone changes in the time that has elapsed since the participants' experiences when they were newly hired police officers.)

In his role as an instructor in the college justice studies program, which was still fairly new, Steven described the change in curriculum delivery as something that he had to learn. Steven created a friendly atmosphere in his classes but he was still transitioning his teaching style to accommodate this context. Much of the interaction in the justice studies program had evolved to be more student-centered and a wave of interest in learning activities that steer away from the traditional lecture style of instruction had emerged. This direction is consistent with Taylor's (2009) claim that transformative learning requires a student-centered approach to facilitating learning. Although the focus of my study was the transformative learning of instructors, I assert that the use of student-centered approaches to learning serves to create an overall climate where transformative learning might take place. The participants in this study were not necessarily focused on creating transformative learning environments for their students but many of them recognized the benefits of creating a flexible democratic classroom environment. As I have suggested above, both the instructors, as well as students may benefit from an approach that is characterized by more genuine relationships and acknowledges the emotional and cognitive elements of learning. The transition to this type of student-centered

instruction was becoming more pervasive, but Steven's comments revealed that adapting to new forms of delivery and interaction required time and effort. He stated,

I've heard other people talk about the students here as clients and all that kind of stuff. Seriously? I'm a little bit more old school trying to come around to this new way of doing things. Every class has to have a break-out and all these, for a lack of a better term, touchy feely kind of stuff, right? Those things are what I'm kind of getting used to on my end. (Steven, interview, July 4, 2016)

Another participant, Lee, realized that the students he was teaching in the college classroom were different from the police officers whom he was accustomed to teaching when he was still employed as a police officer. As he explained during his interview,

I think in my first transition, I was still full of delivering. I'm the cop and you're the student and I'm going to talk down the tube to you. I think that couple of years made me really think. Hang on a second.... You don't give a shit if I'm a cop or not. They wanted to know, "What's this doing for me?" (Lee, interview, August 16, 2016)

Lee was also perplexed by the realization that the students in his class were not necessarily afraid, anxious, or impressed that he had been a police officer in his previous job. According to Illeris (2009), significant events like this help to create the setting for transformative learning and changes in identity. In Lee's experience, the realization that he could no longer use his police officer role as a backdrop to his interaction with others helped to create the opportunity for transformative learning to occur.

In another interview, Darryl shared his thoughts about becoming open to new ideas about teaching after he discovered new techniques and methods. He recalled a time when he had decided to introduce the concept of "Rich Pictures," which involved asking students to describe a

complex idea through a graphic representation as opposed to a written description. He had seen little value in non-traditional teaching practices when he began teaching at the college, but came to recognize that he needed to be open to new methods and techniques, sharing the following recollection. He stated:

For me now, nothing is garbage. So some instructors, they say, “This is bullshit or that’s bullshit and I’m not going to use it.” I think it’s perhaps somewhere back a year or two, I would discount things and throw things away. Now I don’t throw anything away. It’s like my grandfather. He had jars of nails and bolts and stuff like that. Garbage to a lot of people but in the right situation that bolt saved him, the right size bolt. (interview, May 17, 2016)

Likewise, Brad shared that what he tried to do in his classes as an instructor was different from what he first saw when he was taking his police education as a student:

So there wasn’t a whole lot of participation or interaction. There was a lot of the lecture stuff. They would try to solicit some answers but of course things change over the years. You can tell how you learn better right? Hands on. I’m trying to implement that in my course. (interview, June 28, 2017)

Thinking about my conversations with participants on these points, I made the following observations in my research journal:

The behaviours and the conscious decisions that support the teaching techniques and delivery methods used by the instructors reveal much about their own sense of self. If one feels comfortable in their new role to experiment and attempt new and innovative activities in their classes to promote student learning, there is an assumption that they are at least willing to temporarily adopt a different sense of themselves. As they are trying

new things and promoting learning in ways that they had not thought of before, a gradual change in how they view themselves may happen. As Mezirow (1978) described in his initial study of transformative learning, this confidence to see themselves in a different way opens the gate for an integration of new perspectives and actions. (Researcher's journal, May 27, 2016).

The evolving idea about the different approach to presenting material to the college student as opposed to the police cadet/recruit may have also been dependent on the background experiences of the individual instructor. As the work-related experiences and former positions of the participants vary, so did their ideas about the delivery of the curriculum material. Not all participants thought that they had to alter and adapt their ideas about teaching and the facilitation of learning, though.

Allan had prior experience teaching specialized training to police officers and his experiences teaching in those circumstances have only required him to adapt his approach slightly in the college environment. Allan stated that the students who he teaches are not unlike those police officers whom he has instructed in the past. He stated, "What I'm doing now is really no different than what I was doing in the RCMP when I was training. The difference is minimal, really" (Allan, interview, May 19, 2016).

Allan revealed that creative and innovative forms of learning, as well as more conventional lectures and question-and-answer techniques, existed in his RCMP training, including "bringing in actors, being dispatched to a domestic dispute with actors. All videotaped and watched by our peers and a debriefing immediately thereafter" (Allan, interview, May 19, 2016). Perceptions about curriculum delivery seemed to vary from one participant to another

and it would be incorrect to assume that the learning about how to develop instructional practice and competence has been the same for all of the participants.

Adaptability was evident in the individual personalities of many of the participants. All of the instructors came from supervisory roles in their policing jobs and the role of a college instructor is that of supervising the learning of the college student in the classroom. But being an instructor required an adaptation of these skills that they developed in their previous positions. Chris stated, “It was tough. I mean, I’ve done operational plans and investigational plans, things like that but in terms of transposing that into an actual lesson plan in a classroom that was something totally new for me” (Chris, interview, June 30, 2016).

All but one of the instructors indicated that the development of the skills to be able to present course material and instruct in a college environment was something that had taken time and experience to develop. This experience has also been characterized by an often tumultuous process of trial and error which resulted in both success and failure. For instance, even though Lance was responsible for the training of many police officers in multiple high-profile assignments in the past, a college supervisor humorously warned him that, “This first year for you is going to be a shit show” (Lance, interview, May 30, 2016). Lance also revealed that the learning that is taking place is coinciding with the development of new skills, stating,

I still could use a lot of help with making the lessons more interactive and engaging, but I think I’ve come a long way. I hope that I’ve come a long ways since the first semester.

It’s really exciting to me to really begin to focus more on the student experience. (Lance, interview, May 30, 2016)

So while the initial development of instructional skills was not necessarily transformative learning, this process was a necessary step in setting the stage for a credible transformative

learning process to occur later in their instructional experience. Developing an adequate level of competence in the various instructional skills enabled many of the participants to begin to see themselves in a different way and it appears that this was an important step in recognizing their shift in identity. In the next part of the discussion, I present the process of shifting identity as an indication of transformative learning.

Theme Two: Shifts in Identity

In this part of the discussion, I will present more details about how participants' identities have been affected by their transition into their roles as college instructors. The research question most related to this theme asked how identity – conceptualized as both an individual and a social phenomenon – and self-reflection are implicated in the transformative learning process. The challenges that the participants faced in their transition to their new roles have affected their sense of identity. As they engaged in the face-to-face interviews, participants revealed various positions in the development of an identity that seemed to be altered from that of their previous roles as police officers. Although the participants who were interviewed did not all assert that they had abandoned their previous identity as police officers, their descriptions of their present positions indicated a change in their perspectives and self-identification. This dynamic self-identity is a significant element that participants revealed in the interviews.

Mezirow (2000) stated that individuals who have undergone changes in perspective have the potential to actively change the culture and environment in which they operate. Some participants acknowledged that their change in perspective which is a factor in identity, has affected their interaction with others and they revealed that they had consciously moved from the restrictions that had been placed on them as police officers to a new position that allowed different forms of expression of themselves.

As well, the environment, in which the participants worked, appeared to both enhance and hamper the individual transformative learning experience. While the individual was undergoing his/her own transformative experience, they socially interacted with their peers who may have also been experiencing their own transformation. The direction of the instructors' transformative learning journey did not necessarily end up in a single destination though.

Complex social interactions, including peer influence appeared to affect the transformative learning experiences of the participants in this study. Illeris (2014b) stated that identity also includes social interactions. For the participants, the changes in the manner in which they might have spoken to the students in the class, the delivery of the material, and the relationships that they created with the students, were observable facets of the transformative process. Regarding social relationships, Chris spoke about the new experiences that she encountered in her post-secondary institutions, explaining differences between interactions with students and interactions that she experienced as a police officer:

As a cop, you're kind of used to... people getting in your face or being rude or calling you names or just generally being pissed off with the police. I'm coming into an area now where students are here and they're going to want to listen to what I have to say. It's a weird transition for me, one that I'm really excited about. It's strange. (Chris, interview, June 30, 2016)

Some participants also shared that their transition to their new professional roles also affected how they established social relationships in their personal lives outside of the college environment. In an effort to maintain the integrity of their police identity, many police officers tend to keep themselves away from others that might negatively affect them. Illegal or unethical behaviours of their social contacts place officers in awkward situations and many officers tend to

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avoid such circumstances. Likewise, officers tend to recognize that others feel uncomfortable in their presence. Some of the participants recognized that this tension was changing somewhat. Once again, Chris recalled that the manner in which she entered into new social relationships as an instructor was different than the way that she had entered into such relationships as a police officer. As an instructor, she explained that her encounters with others in the community outside her professional relationship with her students had also changed. She stated that,

I was very guarded meeting new people and I think that when people know that you're a police officer, they're guarded. They're trying to feel you out and most of your guards are up and it takes a long time to sort of break those barriers down and get to know the real person. Now, they see me as an instructor, right? The word cop isn't anywhere in the conversation that I have with people now. It's instructor in the criminal justice program.

(Chris, interview, June 30, 2016)

For those new people who Chris had encountered more lately, the introductions and interaction took a slightly different direction. So, not only did Chris self-identify in a different manner, her social contacts seemed to treat her differently because of the change in circumstances and identity.

While some participants recognized the differences in social interactions, others saw that their transformative learning had provided the opportunity to explore different perspectives and recognize previous biases. For example, Lee took an opportunity to teach outside of the justice studies program on the request of a dean from another program. The students he had in those classes allowed him to recognize his own biases of others that did not fit his own views about dress and appearance. He stated that,

I went from here to the Comm Arts [Communication Arts] guys, really I learned that, wow, this is a really different bunch of kids. Some with their hair down to their ass, you know that kind of ... pre-tattoo days. If it was in the tattoo days, they would be all tattooed too. They were really different people. That really spurred me to change. (Lee, interview, August 16, 2016)

Lee's example revealed that identity also included personal preferences and biases. Preferences about dress, deportment and ornamentation are elements of identity and a shift in the acceptance of such things supported the process of transformative learning.

Sam shared a similar realization about his own biases that were derived from his previous role within policing and the preservice education and training that he had received. In the following passage, Sam recalled how he changed his perspective about the need for students to look like police officers even though they were attending college.

“Get your hair cut.” That was what I went through. They already had you looking like a police officer. If a kid is here with long hair, I don't care anymore. At first I did. I was very frustrated with dealing with first semester students. Now I'm at the point where I'm going, “I don't care.” That's not my motivation. My motivation is people. (Sam, interview, June 22, 2016)

Dress, deportment and appearance were undeniably important aspects of the police subculture. Those students who did not conform were often viewed through a negative lens. Many of the participants have looked at their own attitudes and perceptions and they have come to the other side of the process of critical reflection with a changed perspective.

Kelly also acknowledged that his transformative learning process also included an area of growth concerning his own personal preconceptions. Even though he had experience in the

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recruiting section of the police service in which he worked, his understanding of the community was enhanced after he began to teach at the college. Policing as a service has attempted to open itself to the inclusion of diverse groups that were often underrepresented. This trend which has accelerated during the time that many of the participants have been teaching, also influenced the transition for Kelly. He recalled,

As an instructor, I had a much better understanding of the community than I had before. All these students that we don't have, that we never saw in police recruitment, they're all interested in working where I came from at some point. What I saw was there is a political correctness that has to be followed. That was some growth for me. (Kelly, interview, June 27, 2016)

For participants such as Chris, Lee, Kelly, and Sam, they had changed because of their new roles working in an academic environment. Sam observed that, even his interactions with his supervisors has changed as a result of his new role as an instructor. When interacting with superiors in his past job, there was a win/lose scenario that often developed. He stated, "If someone holds a higher rank than you might, they are automatically right" (Sam, interview, June 22, 2016).

The manner in which police officers interact with each other, also affected Sam's interactions with the public, but this previous way of thinking changed after his transition into teaching. Sam felt that his social interactions with his peers and supervisors in his new setting was different than what he experienced as a police officer. He stated that,

Because as a police officer, you always have to be right on the street. Now you might be proved in court that you were wrong, but at that given time, in that moment, you always are right. I mean that's part of the training that police officers do... is you are above

society. You are expected, you know that kind of stuff which is contrary to an academic institution, whereas everyone is equal in a classroom. A student is entitled to their opinion. (Sam, interview, June 22, 2016)

Further to the idea about barriers to authentic social interaction, Sam shared an interesting example from his past job as a police officer where rank, position and authority hampered meaningful social contact and recognition. He recalled that,

For some police officers that [their rank and position] is their identity. I used to get birthday cards which is a nice personal touch, but signed “Chief.” So that person didn’t even see themselves... they couldn’t even see themselves as their first name... We can’t be human for just birthday recognition? You still have to bring your rank into that?
(Sam, interview, June 22, 2016)

Sam recognized that relationships in his previous role as a police officer were hampered by the rank structure of the organization in which he worked. In his mind, those with a higher rank than his had a difficult time creating the authentic relationships, which Taylor (2009) described as being necessary in transformative learning. His work relationships were somehow lacking a genuine connection to others and he shared that this was a characteristic of the paramilitary structure of the police service. Such relationships have also been found in the traditional educational setting, but as I assert in the upcoming discussion, many of the participants revealed that authentic relationships can exist within the college environment. What I cover first, though, is how participants talked about the process of identity reconstruction and the emergence of their sense of their complex identity.

The Process of Creating a New Identity

While I will address how self-reflection was also a significant element in the development of their instructional practice in the next section, 11 out of the 12 participants interviewed in this case study revealed that the process of self-reflection was an important part of their transition of their identity from a police officer to a college instructor. Eleven out of the 12 participants stated that they made a conscious effort to approach people and situations in a different way than they might have done in the past. Eight of the instructors stated that the change in their police persona has come as a natural consequence of working in their new role as a college instructor.

For Allan, the transition to becoming an instructor created a dimension of his identity that was not a focus for him when he was a police officer. As an instructor, he was motivated by the desire to see that others could benefit from the wealth of accumulated knowledge of a previous generation of police officers. The fear of the potential loss of accumulated knowledge if police officers do not share what they have learned with others, was something that motivated Allan, as he noted in the following comment:

I've worked with some of the best investigators in the country who have simply retired to their cottage. The knowledge they have, the investigations they've done and it's dead. No one is ever going to get it. They're not writing a book. They're not writing a manual. They're not shooting a movie. They're not shooting a training video. It's done. That is extremely sad. (Allan, interview, May 19, 2016)

Allan's motivation to pass on valuable information to a new generation of potential police officers was only one response to his new position as a college justice studies instructor. The other participants had various reactions to the fact that they were no longer police officers.

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For some individuals, their new role as justice studies instructors was an extension to their identification with the law enforcement field. For others, instructing was a new venture, removed from their former lives even though the topics were related to what they had done in their past roles as police officers. Seven out of the 12 participants stated overtly that they made conscious efforts to remind themselves that they are no longer police officers. This recognition affected the way that they perceived others who were still holding onto that former sense of self, even in retirement.

In offering an example of how he encountered ex-police officers who continued to self-identify with their former occupation, Lee talked about how his father and brother still used the collective “we” when describing the police and how they were quick to tell others they met that they were retired police officers:

My dad is a retired policeman. My brother is a retired policeman. My brother is still living the cop world ... and he's not passed it. Maybe you should move on. His identity... is “I'm a cop, I'm cop, I'm a cop.” You might as well have a big sign right here. I mean I don't tell anybody that I'm a retired cop. (Lee, interview, August 16, 2016)

Unlike Lee's father and brother that had attempted to maintain their identities as police officers, Mel consciously tried to separate from his previous role:

For some police officers they walk out of the building and right away they join the retired veterans' association and they participate in all those things. They go to the police station. They continue to use the gym. They go to the police barbecues. They continue to function around the organization they worked for. I don't do that. I don't feel the need to continue that type of a connection. (Mel, interview, May 26, 2016)

For some participants, there was a degree of tension between their former and present occupational identities. Mike shared his thoughts about the contradictory nature of the transition that some justice studies instructors have faced as they moved away from their previous jobs.

According to him, it was important not to be recognized as a police officer. In his words,

People will say that, “Well you’re a cop...” I haven’t been a cop for 19 years. People still identify you with that. Sometimes I get my back up over that because I’m not.

(interview, May 17, 2016)

The Role of Emotion

In the segments above, the participants frequently referred to their changing way of thinking, but participants also suggested that their transition was more than an intellectual process. Many individuals described that their transition had an emotional dimension as well. The emotional aspects of the participants’ transition revealed the multidimensional process of transformative learning (Dirkx, 1997, 2008; O’Sullivan, 2002; Taylor, 2009). It appeared that the participants’ transformative learning process was supported by an emotional change in how they came to view themselves and this emotional aspect of their transformation accompanied the conscious change in how the participants came to identify with their new role.

Fear of failure, lack of confidence, isolation, guilt, inadequacy and anxiety characterized the transformative learning process of many of the participants in this study. These emotions appeared to reflect Mezirow’s (1978, 1996, 1997, 2000, 2003) description of the disorienting dilemma and the self-examination in the transformative learning process. As Mezirow (1981, 2000) described, the early stages of transformative learning are often characterized by negative feelings of guilt and shame until one gains competence and self-confidence in their new roles.

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The lack of confidence that the participants felt, was supported in the finding that, 11 out of the 12 participants reported feeling tension and anxiety during their transitions. During his interview, Peter shared his frustration about the lack of direct guidance and institutional support when he was first hired to teach a course. He was directed to prepare to teach a course that “wasn’t even on paper” (Peter, interview, May 25, 2016) and he was given broad learning objectives with very little else and essentially told, “See you at the end of the semester.” According to him, he was not given enough guidance and “had to basically, go week to week, building information” (Peter, interview, May 25, 2016).

For Lance, the initial instructional experiences were accompanied by feelings of embarrassment even though he came through the experience, ultimately developing the competencies to teach. He described his early experiences as a college instructor by stating that, “I wasn’t very proud of quite a few presentations that I did. Oh, my gosh. I don’t know how I kept my job [laughing]” (Lance, interview, May 30, 2016).

Both the positive emotion of feeling independent and the negative emotion of feeling isolated characterized the transition to the new role of instructor when many of the participants first began to teach in the program. Instructors had freedom to personalize their courses within boundaries agreed upon by the program and other instructors, but Peter shared that instruction is often an isolated and sometimes lonely endeavor: “From start to finish, there was a big void.” (Peter, interview, May 25, 2016).

Despite the usefulness of the instructional workshops that were offered to new instructors when they were first hired, Chris revealed that instructors often felt unsettled about going into a classroom and delivering curriculum. She wondered, “How was I going to bring in my personal experiences to be impactful? I didn’t know that yet. Maybe that’s another part of the anxiety”

(Chris, interview, June 30, 2016). Encountering new challenges and moments of apprehension did not mean that new occupational processes and learning could not also be rewarding, though. Beyond the initial challenges of learning to teach, some participants revealed that they had experienced unfamiliar yet satisfying changes to their perspectives about dealing with others.

Authenticity (Brookfield, 1995; Cranton, 2007; Cranton & Roy, 2003) and honesty appeared to be important aspects of their new roles, qualities that were not manifest in the same way in their past roles as police officers. To be authentic and honest in one's dealing with others required emotional risk while the potential consequence of such risk could be criticism, embarrassment, ridicule and social rejection. While those outside the police identity might have allowed themselves to be perceived differently, the police officer often recognized the importance of projecting a calm, confident demeanour and the emotions that accompanied the transition to teaching, challenged their efforts to project this outward façade. This pressure to maintain a professional persona may have affected the authenticity which was a significant part of the transformative learning process.

Lee illustrated that point when he emphasized that the manner in which a police officer was expected to behave was not always going to allow a genuine show of emotion. He recalled an incident from his policing experience when a 10-year veteran was at a scene of a serious collision involving an overturned car and general chaos. The police officer in charge of the scene until Lee arrived as the supervisor did not know what to do. As the supervisor, Lee was critical of this officer's visible expression of helplessness and lack of control. He stated, "In the policing world you just make it work. You just have to be in control. Sometimes you just have to fake it" (Lee, interview, August 16, 2016). He went on to explain that "the persona to be a good street cop" is necessary even when an officer does not understand everything about the

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scene of an incident. It was important to pretend to know the basic facts and appropriate response. This facade gave off the air of confidence and this confidence was something that the public often expected and wanted. Juxtaposed to this position was Lee's view that, as an instructor, he needed to be humble. In his words, in the classroom, "I'm not a know it all" (Lee, interview, August 16, 2016). As an instructor, Lee acknowledged that it is acceptable to admit that one does not know. By admitting that he does not always know, he acknowledged the importance of honesty and the importance of being genuine.

Allan also described how he made an effort to be genuine by showing a side to himself that he would not have shown as a police officer:

I'll say that I've had lots of growth here... There's been a lot... I'm also very vulnerable to them. I show vulnerability to them. I make fun of myself and show funny pictures of myself in younger days as a police officer, etc. I tell stories of things that I've done that, just humorous, but [I] shouldn't have done it that way. (Allan, interview, May 19, 2016)

Indeed, eight out of the 12 participants shared that they felt more comfortable showing their vulnerability in an effort to connect with students.

Lee also shared that his role as a college instructor had allowed him to reveal more about his own life and to be more open with the students in his class. His openness and vulnerability in exposing aspects of his personal life was another example of his changing perspective. Lee talked about sharing with his students and explaining why he was tired in class one morning. He revealed to his class that his father had gotten sick and that he had had to attend the hospital with him the previous night. Lee stated that he was comfortable about opening up to his students and revealing aspects of his own life as a form of connection to his students. As he did this, he was essentially realizing theoretical claims about the importance of establishing a mutual relationship

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of respect with his students so that they could see him as a real human being instead of the persona of a college instructor or of a police officer. Lee also alluded that this outlook was something that he had developed over time: “I wouldn’t have done that 20 years ago. You didn’t do that in the policing world... ever” (Lee, interview, August 16, 2016).

Just as Lee recognized that his transition had allowed him to reveal his vulnerability to others, Sam began to recognize that others have not reached a point where they could be more honest in their social connections. Sam related the behaviour of a retired police officer with whom he had worked, that had gone into another line of work. In Sam’s observation, that individual had not made that transition to be more authentic and genuine with others in his new role:

I find it so funny that he’s not willing to lose that bravado and toughness. Like that’s such a... again, in some cases that’s a shtick. That’s your shtick. It’s kind of like a hockey player or any sport. Your game face versus your personal face... It’s nice to see their personal face once in a while, but they have a hard time disassociating their personal and professional face. (Sam, interview, June 22, 2016)

Sam’s comment hinted that there is a possibility of changing perspectives if individuals are willing to reveal aspects of themselves behind their facade.

Given the social interactions that police officers tended to have with citizens, vulnerability and trust were not freely given. The need for police officers to protect themselves mentally and emotionally is obvious and the demands of the work often required police officers to hide their vulnerabilities. Some of the participants in this study, however, shared that they had developed new perspectives about how they interacted with others. Many of the participants in this study revealed they had become able to expose their vulnerabilities to develop relationships

with others that they would not have developed otherwise. This change in perspective revealed the multidimensional nature of transformative learning. Developing more open and honest interactions with others speaks to the complexity of the transformative process as being more than just a cognitive process (Dirkx, 1997, 2008; O'Sullivan, 2002; Taylor, 2009) and the participants in this study revealed that the change in the emotional and social, as well as the intellectual, facets of their identities developed over time.

Dirkx (2008) stated that the feelings of discomfort that can accompany the transformative learning process are intense in adults because they have already formed their core beliefs. Former police officers who have spent many years in policing have developed strong beliefs as a result of their work. Expectedly, those beliefs were not easily changed. The participants' change in perspective about revealing emotions when interacting with others was an indication of both the complexity and intensity of transformative learning. It spoke to the multifaceted nature of the transformation that extended beyond the cognitive domain and the importance of the emotional aspect of this change. In the next portion of this discussion, I will present how I explored transformative learning and how it affected participants' understanding of their own complex and changing identities.

Self-Recognition of Complex Identity

In this section, I will discuss how participants acknowledged that certain facets of their identities were changing as a result of adopting their roles as college instructors. Some participants shared that they self-recognized the complex nature of their own identities before they became college instructors and I have included this section in the discussion to acknowledge the possible connection to their transformative learning experience. As I will present, one's

previous self-recognition of their complex identity may have paved the way for the ability to see oneself in a different way and to acknowledge one's changing identity.

Concerning the nature of identity, Brad observed that some police officers had a difficult time separating their police identity from other aspects of their identity. Brad realized many years ago that his police identity affected his behaviour and this realization had served him positively in his new role as a college instructor. When Brad was a serving police officer, he revealed that he tried to retain a sense that he actually had another identity, one that accompanied his position in a uniform and one that accompanied him when he was not.

So I'm dating my future wife, at the time I got hired on [as a police officer]. I didn't see any change in myself, in my personal identity however I had my family and my wife tell me. "You've changed. Your cockiness, your arrogance is starting to come through."

I guess I had that inflated ego that I'm a police officer now, right? I had one of my best friends tell me the same thing. So there was that change. I carry that with me throughout my career. You have to separate your professional and personal life and I always tried to do that. (Brad, interview, June 28, 2016)

Steven also recalled that he had recognized early in his policing career that it was important to maintain a sense of identity outside of the job. Steven recounted others that he has worked with as a police officer and he talked about the negative aspects of having nothing else as part of one's identity. Policing was all that made up their identities and Steven warned of the danger of that. Having a limited view of one's personality may have made it difficult for some former officers to see themselves in a different role that is outside of policing. He stated that:

The biggest thing that I noticed with my supervisors back in the day, when they were 24-, 25-, 26-year members was they had no other interests, it seemed like. Their whole

identity was wrapped up into being an RCMP officer or the sergeant in charge of whatever detachment they were in. Well, I never really had that. I had lots of interests outside of policing. (Steven, interview, July 4, 2016)

Like Steven, Lee stated that it was important for former police officers to acknowledge that their identity could change. Lee explained that the maintenance of the police identity might negatively affect classroom presence if the instructor was not conscious of how they perceived themselves. Lee described what could happen in a classroom if former police officers still viewed themselves according to their previous jobs.

War stories are credible when they're used properly. They're not credible when ... you become a hero or become whatever. I've heard and seen too many people that try... to relive the police experience in the classroom. That transition... is not there for them. Their identity is still a cop. (Lee, interview, August 16, 2016)

For Lee, police officers sometimes saw themselves in a limited capacity and this affected their transition into their roles after they retired. Eight of the participants shared that the two-dimensional description of the police officer suppressed the expression of the multifaceted identity of the individual and this limited expression of their complex identity might also have affected the successful transition of the individual through the transformative learning process. The changing expressions of their identities also seemed to affect other external elements of how participants wanted to be perceived by others. In the next section of the discussion, I present how physical symbols of identity have also changed for some of the participants in this study.

Changing Symbols of Identity

While the transition from one role to another can be marked by self-reflection of the way that one interacts with others, the affinity for certain important symbols of their identity and

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former status has been subject to a process of transition as well. This change in the symbols associated with their role was another element to support the multidimensional process of transformation. The dilemma about their identification with physical symbols of their identity has characterized their transition to become a college instructor. Six out of the 12 participants remarked that they now think differently about the symbols that reflect aspects of their identity.

Mike revealed how the badge was an important part of his life even though he has not had one since he became an instructor. He recalled the time where he first realized that he had left a position that had been his identity for many years.

I had retired... and I stopped for gas... I got my wallet out to pay and that was where my badge would be. That was Saturday and I retired Friday. Now my badge wasn't there.

So it was a bit of a realization. (Mike, interview, May 17, 2016)

Sam used to decorate his office with his old police hat and the plaque that held his badge, but he did not display those symbols any longer. They were an important part of his identity, but now he has chosen not to decorate his office with these symbols of his previous role. "I don't identify with that person anymore. That was me, but that's not me" (Sam, interview, June 22, 2016).

Not all participants revealed this conscious effort to exclude the physical symbols of their former professional roles. Sam observed that some instructors still decorated their offices with police memorabilia. The importance of the symbols has been revealed in some of the participant interviews, but neither their inclusion nor exclusion could reliably be interpreted as an indication of transformative learning though. The presence or absence of the symbols of their former roles is perhaps another facet of the complexity of their identities.

Although shedding the physical symbols of policing was a factor in the transformative learning of some of the instructors, others had different perspectives about how their transformative learning progressed. Steven felt that his identity was not necessarily tied into the uniform or to that of the rigid idea of what a police officer is thought to be. This was because he worked undercover or in investigative positions that did not require him to wear a uniform like a regular member for much of his time as a police officer. Even outside of the work, he did not wear the RCMP t-shirts or belt buckle and “that sort of stuff” that some other members displayed (Steven, interview, July 4, 2016).

It appeared that the symbols of the participants’ previous jobs are viewed in different ways. Some of their perspectives appeared to be dependent on such factors such as the previous position that they might have had, the length of time that they have been teaching and how they had perceived their identity when they were employed as police officers. In the next section, I present some of the barriers that affected participants’ transformative learning by exploring co-worker interaction and established program practices.

Barriers to Transformation in Co-worker Interactions

Although learning was an individual process that was the result of experience and self-reflection, the process occurred in a setting where other instructors surrounded them. Even though I had not anticipated this issue prior to the interviews being conducted, the information that I received adds to the understanding of the complex nature of the transformative learning process. While Darryl shared that he discovered new ideas and ways of positively engaging his students, some participants in this study have unfortunately had negative experiences because they were the ones to suggest the use of new learning activities to other instructors. Mel’s

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description of an early experience with differing instructional practices and strategies highlights a situation where others can sometimes hamper one's transformative learning.

Mel recalled when he first became an instructor in the college justice studies program. He wanted to introduce new material to a course, but he received a negative reaction from some of the other instructors who had already been teaching that course. As he was undergoing the transition of becoming a college instructor after having had a respected career as a police officer working in multiple roles and positions, he also had to deal with the challenge of dealing with the new relationships that he had to make in his new working environment. He was eager to contribute to his new career, but he experienced considerable challenges in his transformative process.

Mel stated that he wanted to change the curriculum in the course that he was preparing to teach and he met with resistance.

It didn't go over well. It didn't go over well because all of a sudden it was like, "Who is this guy wanting to come in here and wanting to change my course?" I realize that now, but at the time, clueless. Yeah, totally blindsided. (Mel, interview, May 26, 2016)

Kelly also experienced a similar impediment to his transitional experience. Although Kelly had considerable experience in instruction and in the development of police training curriculum, he acknowledged that he was still learning and adjusting his teaching style and instructional practice. As he was making the transition to his new role as a college instructor, he met some resistance to his evolving teaching style and curriculum delivery.

Like Mel, Kelly felt that some fellow faculty members did not accept him when he first came to the college. He did acknowledge that perhaps he perceived it this way, but he felt that there was tension when he first arrived. He knew that there was opposition to his developing

teaching style and his demeanor. He was determined not to change his evolving teaching style even though he was advised to change his delivery by the chair of the program at the time.

Kelly shared that, “If you want a robot... put it on video. I’m not going to change. You gotta make it fun. You gotta make it interesting” (Kelly, interview, June 27, 2016).

Kelly’s decision to move ahead with his own instructional methods and techniques despite challenges and criticism from others, allowed him to continue his professional development. As he was developing his own teaching style and trying to incorporate different methods and practices, he was subject to comments such as “You just want to be popular” or “You can’t do that in the classroom,” or “You’re straying from the curriculum” (Kelly, interview, June 27, 2016).

Almost all of the participants indicated that their entrance into college instruction was challenging. The newfound freedom to create aspects of course curriculum, working in an academic institution, and developing the initial skills to be able to present material to their students were obstacles that they had to overcome.

A clue to the transformative learning process of the participants in this study is the evolution of courses within the program. My position as an experienced instructor in this program has given me an insight in the development of curriculum objectives for many of the courses. I have been a member of program review committees where I was partly responsible for the development of curriculum objectives. For this study, I looked at course outlines for the various courses taught by each of the participants in an effort to determine whether a transformative learning process has informed the development of content, delivery techniques and student evaluation. I examined a total of 26 versions of course outlines from 11 different courses to determine whether they contained evidence of transformative learning of participants.

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My analysis of the general descriptions of the courses and the assessments used to formulate student grades failed to determine whether transformative learning had influenced the course delivery.

An overview of the different editions of a course outline within the justice program revealed that changes to curriculum, instructional methods and evaluation of student performance appears to correspond somewhat to the instructors' transformative learning experiences. Gradual changes to curriculum appeared to reflect aspects of the transformative learning experiences of the participants in the study. Because the course outlines are brief overviews of the content of the course without descriptions of the day to day delivery of the material it was difficult to determine whether the course has been affected by instructors' transformative learning. These changes to curriculum cannot be attributed to the transformative learning experience of an individual instructor though.

There appeared to be hints of instructors' transformative learning, but one cannot make definitive statements about the process because of the course outlines. There were other factors that affected the development of a course outline and I made note of this in my own research journal in this excerpt:

As I'm looking at the course outlines to determine whether participant courses have evolved over time in line with transformative learning experienced by the instructor, I am struck with another thought. Transformation of the individual and its effect on the curriculum of the college instructor is also subject to the program direction and the administrative decisions that surround the whole process of curriculum review. Even though an instructor has freedom to change some elements of a course, he/she is subject to the external influences surrounding the content and delivery of the material. Other

instructors and the wishes of the advisory board that help to guide the program direction, affect the transformative learning process of individual instructors. (Researcher's journal, May 8, 2016)

The course outlines did not necessarily reveal that instructors had experienced transformative learning and instructors' wishes may not have been reflected in any of the courses that they taught. External factors such as tradition, administrative pressure, industry partners, public perception and co-worker influence may have affected the development and delivery of many of the courses in the program, but participants' responses to the interview questions indicated that transformative learning still may have occurred.

In the previous section of the discussion I presented how participants' identities were changing as a result of their transformative learning. The process of self-reflection enabled them to begin to see themselves in new ways and this transition was supported by the credible development of new skills. While many participants had experience in various training capacities as police officers, their new positions supported the development of new perspectives. In the next section of the discussion, I will address how many of the participants acknowledged that even though they had developed new ways of self-identification, they were also able to retain elements of their previous identities as well. The participants' transition into their new roles as college instructors and their simultaneous maintenance of their core identity will be explored in the next section of the discussion.

Theme Three: Maintaining Core Identity

In this section, I will present the theme of core identity. While there are changing aspects of their identity as a result of their transformative learning, participants revealed that there were certain aspects of their identity that had not changed. Some of the participants overtly stated that

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they no longer view themselves as police officers, but they indicated that their identities still included elements of their past roles. From the face-to-face interviews, I discovered that the theme of core identity emerged. Despite the change in perspective that may come from taking on the role of a college instructor, eight out of the 12 participants in the study reported that they have managed to maintain their core identities.

Six of the participants revealed that both policing and instruction were vocational callings that had developed out of a common core identity. Seven of the participants shared that service to others and preserving a legacy of that service are things that had motivated them. In one case, a participant revealed that teaching has allowed him to express his support for causes that he was reluctant to openly support in his previous role as a police officer because of a fear of reprisal.

Core identity was something that stood out as a significant element in the transformative learning process. While perspectives may have changed and these new perspectives helped to interpret subsequent experiences in a new way, the core identity for many of the participants seemed to be static. This retention of a core identity appeared to be supported by the work of Illeris (2014c). Illeris described the core identity as the steadfast distinction of being an individual throughout one's life despite all of the life experiences, developments or change. He went further to describe the core as "the centre of the identity" and that it is this centre that draws in and structures the multiple facets that make up identity (Illeris, 2014c). While this retention of core identity may have appeared to be a contradiction to the concept of transformation, it added to the understanding of the complexity of the identity change.

For some of the participants in the study, instructing was another method, among many, of helping others. Although the job was different, they were still committed to the goals that they had when they were police officers. All of the participants revealed a sense of commitment

to both the community and to the job of policing. It appeared that the elements that made up their core identity remained strong.

Lance's process of transition had moved him away from his previous job, but he was still cognizant that much of what he held to be important in his previous job had not changed significantly. He had now directed his service at a new audience. Although the core value remained the same, the way in which they addressed their core value had changed, as he suggested in this comment:

I still think that although I'm not a police officer, I still draw some identity from my past career on a fairly regular basis in terms of talking with students about service to community. Client service. Communication. It hasn't just completely disappeared. Commitment in the RCMP was about communities they serve, but here it's about our students. (Lance, interview, May 30, 2016)

For Chris, the decision to become a college instructor was a change in roles, but it was not something that was out of line with the motivation that goes along with the previous role of being a police officer. For Chris, the job had now changed, but the core identity that accompanied the previous job remained the same. Chris was motivated to carry on the work that was done by police officers in their communities and she revealed that there may be certain core elements of identity and motivation that remained through the changes in jobs.

That's how I grew up, sort of making sure that everybody was okay. Taking care of everybody and making sure that things were good. It's one of my core values. You do it because of the experiences that you've had and you want to impart those experiences on students that are going into the field. (Chris, interview, June 30, 2016)

Many of the participants had a strong sense of service to the community through policing and seven participants felt that they were able to maintain this role of service by preparing young people for potential entry into the helping professions such as policing. Although the core identity and its accompanying values have remained constant, seven participants mentioned that their transition was a process of significant change in how they viewed themselves. This change in their own self-identification has also affected their behaviour and how they want to be perceived by others.

Eight of the participants in this study expressed a desire to continue to pursue their goal of service and protection of others. Alongside this desire was an opportunity to express their values and perspectives in ways that they could not before. For four participants, the transition to becoming an instructor allowed them to support causes for which they have always felt strongly. Their new positions allowed the revelation of views and perspectives that they would not have openly supported previously and by supporting students through some difficult situations, some instructors found an opportunity to express such views. This new opportunity appeared to be another form of protecting others and it was another product of the transformative process.

For Darryl, his teaching practice and his thoughts about certain subjects in policing became known outside of his classroom. Although he is not gay, Darryl put up a rainbow flag in his office window in an effort to create opportunities to connect with any students whether they were policing students or not, that may have been having a difficult time dealing with issues of sexual identity. He spoke publicly at a student association organized event where he shared his experiences of having a son that is gay and he agreed to act as a faculty advisor to the LGBTQ

alliance on the college campus. His motivation to publicly show his support for the alliance was described in the following quotation:

I put up the gay flag. A lot of the new students refer to me as that gay instructor right? They all think I'm gay. Some people have suggested to me, "Why don't you take that flag down? Everybody thinks you're gay." But I don't really care what they think right? It never bothered me. It could have years ago. I don't think that I would have had the strength in my forties to do that. Thirties definitely not. To have the gay flag and have people talk to me about it... I didn't have the tendency to nor the desire to ... I'm not gay. Now I'm thinking what if I was? I don't care what others think and this means saying that I'm more apt to stand up. (Darryl, interview, May 17, 2016)

So, while it might have appeared that Darryl was expressing a new sentiment in his public support for the LGBTQ student alliance, he was actually revealing something that he felt all along.

For Steven, using humour as a police officer had been a way of coping with the stress of his policing job and connecting with other police officers. It appeared that his use of humour was a characteristic of his core identity and something that he felt was important to preserve. As an instructor, he used humour as a way of connecting to his students in a more personal way. He described his use of humour in the classroom in the following comment:

I always try to use humour. I use a lot of humour if I can. The other fella I worked with... we used to always say, especially when we were on GIS [General Investigation Section] and homicide for seven years together. We had a lot of fun because you had to. You're dealing with shitty stuff you know? (Steven, interview, July 4, 2016)

He further explained that his use of humour was a way of showing that he cared about the students in his classroom. “I joke around with them all the time. If I’m joking with you and making fun of you within the parameters of decorum in class, that means that I like you” (Steven, interview, July 4, 2016).

Despite the change in identity that occurred as a result of the transformative learning process, many of the participants revealed that there were elements of their previous identities that they had retained. Mike’s quote about his identity revealed a sentiment that seemed to be shared by several of the participants. He stated that,

I think that I lost that law enforcement identity, but I don’t think you can ever throw it away forever... I think it’s tough to leave behind. I’ve moved on, but I think that there’s always that little bit there. (Mike, interview, May 17, 2016)

For eight of the participants, it appeared that two significant parts of their previous identity was their concern for others and their commitment to assist those who may need it. This assistance was not necessarily part of their formalized professional role, but through some of their personal connections with their co-workers and their students. A kind word or a show of support and actions to accompany that support, for someone that may have needed it, were examples of their continued commitment to serve others. In the next section of the discussion, I move from an exploration of how self-reflection has been used to examine identity to an examination of how reflection has been used by the participants to develop their instructional practice.

Theme Four: Reflective Practice

In this section, I discuss the theme of reflective practice. During the face-to-face interviews, all 12 of the participants spoke about the need to reflect critically about their

instructional practice. The theme of reflective practice emerged from the data through participants' sharing of their thoughts about various matters related to their work in post-secondary institutions: informed instructional practice, curriculum content, participation in a teaching community, recruitment of new instructors, mentorship and student success.

Informed Instructional Practice

Even though most of the instructors in the study were permanent faculty members with several years of experience, none of the participants in the study overtly claimed that their process of learning was complete and final. Seven of the participants acknowledged that they were still learning new things about teaching. Their critical reflection has led some of the participants to think differently about the content of the courses that they teach and to question their own preconceptions.

Darryl stated that applied research is how instructors can learn about what is working and this realization has come from his experiences as an instructor in the college environment. He stated that,

There is something that drives me for sure. Research. Strangely enough, I would never have said that before. I see such a need for research to see if what we are doing... I like to see if that's working or that's working. Quite frankly I think that many of us think the way that I thought when I first started. "I'm right. I'm the subject matter expert and I have what we need, right? I came out of the field. I know what's needed out there."

(Darryl, interview, May 17, 2016)

According to Darryl, instructors are only relying on personal experience if they do not acknowledge the importance of research. His comment reminds me of a conversation that I had with some instructors a number of years ago regarding research. From my own educational

background, I was familiar with the rationale for research. The development of theory came from good research and the practical application of certain kinds of research can be beneficial to ongoing instructional practice. I was aware though, that not all instructors in the program felt the same way. The following excerpt from my research journal recounts that encounter:

I'm reminded of the insider/outsider position when I think about the conversation that I had with several instructors over coffee a few years ago. The subject of the conversation was a climate survey that was being conducted throughout the institution by an external consultant that had previously taught in the post-secondary system in the province. An instructor that has since retired made the following comment: "I don't trust academics. They take credit for ideas by gathering up what other people have said, fuck it up and then present it as research. I don't trust them." I don't necessarily consider myself an academic and I don't think he had directed the comment at me. Despite this, his comments are ironic given that he was an instructor in a college program. That instructor has since retired several years ago after having taught for almost a decade in the program, but it is a significant reminder that not all instructors may be in agreement about the nature of their roles nor of the value of research. (Researcher's journal, May 27, 2016)

Traditionally, most programs in this vocational college have not emphasized research as a strong foundation for the creation and development of curriculum. In years past, curriculum for the various programs has been the result of former police officers, nurses, mechanics, electricians and other industry people coming to the college to teach what they had done in their previous jobs. In this particular vocational college, there was a recent trend to emphasize the value and importance of applied research and this direction has caused mixed reactions within the institution partly because some instructors viewed applied research as the realm of universities.

This new perspective of the value of research extended beyond just the classroom for instructors like Darryl. Over time, he had come to see the need for critical analysis and questioning of curriculum choices. He questioned, “All my life I’ve been in organizations where so-called leaders were making decisions, but why are they right?” (Darryl, interview, May 17, 2016). As in Darryl’s example, the ability to critique established practice appears to have been informed by new perspectives and these new perspectives had in turn created a willingness to engage in new ways of delivering instruction.

Former police officers have come from paramilitary organizations where the chain of command is an important component in the function of the organization. Being too critical of orders from upper levels of management were regarded as detriments to one’s position within the organization and future promotion. While it was a goal of the justice studies program to develop critical thinking skills, there were potential consequences to developing these skills. As Darryl shared his views about the importance of critical thinking skills, he had not ignored the potentially negative consequences of questioning authority and the hierarchical system in which it was found.

Sam also believed in the development of critical thinking skills and the value of education, but he reiterated the importance of realizing the police environment in which many of the students will eventually work in the following comment:

They say that people with higher education are more cynical and I think it’s because people with higher education question those actions more. I think that can end a person’s career if you question actions too much in a paramilitary organization. Since I’ve been here I’m not a huge fan of policy. Policy can hurt your creativity. It hurts your critical thinking. It hurts all kinds of stuff, but I think our students will need to be able to

critically think and yet keep their mouth shut and do what they're told. (Sam, interview, June 22, 2016)

Perspectives About Curriculum

All participants felt strongly about the need to convey police-specific information to their students but four participants concluded that, since all the students were not going to become police officers, their curriculum needed to be useful to a wider range of students. Their change in perspective about the direction of the curriculum may have related directly to their own self-identification. Did they identify more with the role of a retired police officer or that of a college instructor? It appeared that the roles could be intertwined and appeared in context to the course that they were presenting at the time. Participants' reflections about their role as a college instructor appeared to be a significant part of their transformative learning. This observation is supported by research done by others such as Brookfield (1995), Cranton and King (2003), and Mezirow (1978, 1996, 1997, 2000, 2003), who supported the idea that self-reflection is an important part of professional development.

Lee shared his thoughts about the learning that he tried to facilitate in his classes. Lee had been a college instructor for many years and served in various training roles as a police officer. Based on his experience, he has concluded that students in the program will need to be adaptable in their desire to obtain employment. Other statements made by instructors in this study have supported his thoughts here. He stated,

I used to teach the first semester students. I used to tell them the most important classes that you take the first year are interpersonal skills and leadership. Anyone can learn about a fingerprint. Anyone can learn about what the law looks like. We're going to make you better people. I don't care if you ever become a cop. When you leave here in

two years you're going to leave here better people. Those two classes will give you your key. Don't just learn about fingerprints and firearms and all those neat ... those are wonderful things, but they're not going to make you a better person. My goal is to make you a better person no matter where you go. (Lee, interview, August 16, 2016)

Sam shared that his thoughts about curriculum topics have changed in the time that he has become an instructor in the program and this realization has come after a process of reflecting on his role. He stated,

I think that I've come to the realization that I'm not teaching police officers. My motivation is that I'm teaching people and I hope they become better people. Even interpersonal skills, building rapport, they can use that in any vocation and any aspect they have so that's kind of what I'm excited about it... being able to help people get better. Become better people I guess. I think I had been so goal focused in my life that I expected they would have the same focus, but they don't. (Sam, interview, June 22, 2016)

The goal articulated by some of the participants was to be able to help students develop general skills that would be valuable in their lives regardless of their future jobs. It is clear that the accomplishment of assisting students get jobs in the field of law enforcement was significant as well. Although I did not ask whether instructors felt that it was a primary responsibility to assist students to get jobs in policing, seven out of the 12 participants mentioned that it was an important part of their responsibility. Peter exemplified this point of view during his interview, when he commented, "There's a real sense of accomplishment in the RCMP, but one of the things that I've seen more of is the sense of accomplishment, in getting those people jobs... To me that's probably one of the most rewarding things" (interview, May 25, 2016).

Kelly also shared that he had developed a great deal of self-satisfaction from his job as an instructor. His passion for the value of his work at the college was evident when he shared that:

I loved being a police officer and now I have a chance to take all my ideas up from policing and help students. I want to be a part of their dream in a successful way. I look at students that are coming out that I had worked with that were getting great jobs in policing, in security, going on to get degrees, you know? I had a part in their education. I have an opportunity to touch on some people's lives. (Kelly, interview, June 27, 2016)

The self-reflective process appeared to have had a significant influence on some participants' opinions about curriculum, but it also seemed to focus attention on the factors that affected their work environment. The creation and maintenance of a work environment that allowed the sharing of opinions and experiences appeared to be an important factor in the transformative learning process. In the next portion of the discussion, I present findings related to participants' experiences concerning the building of a positive context where transformative learning might occur.

Developing and Maintaining a Supportive Working Environment

Reflecting on one's role as a college instructor has allowed some of the participants to consider the importance of creating a supportive working environment. While instruction is often a solitary endeavour, the need to build curriculum and develop instructional activities collaboratively is something that emerged from the interview data.

Peter described how the emotional support and camaraderie that developed with other instructors made his transition easier. While the instructor is developing new work-related skills in their new role, their need to share their experiences with each other seemed to come to the surface. The social process of sharing their anxieties and vulnerabilities appeared to be another

characteristic of the multidimensional nature of the participants' transformative experience. In his experience, he felt that he gained acceptance as a member of a group of other like-minded individuals who were also experiencing similar things. This experience is consistent with Mezirow (1981, 1997) who found that individuals undergoing a transformative learning experience recognize that one's discontent and transformation is shared with others and that others have been able to navigate through a similar change.

Peter shared his thoughts about the importance of making and maintaining connections with his co-workers and to emphasize that they were experiencing similar changes and frustrations. He commented,

If you did something totally wrong, you would sit at lunch and talk about it and say, "Holy shit. This is what I did today." And that was okay. There were reassurances from your peers and the chair, that that was part of the learning process. It wasn't going to be fatal. You could validate each other's feelings. That was one of the pillars that kind of helped us to get through. (Peter, interview, May 25, 2016)

Along with the importance of teamwork comes the creation of a common direction for the goals of the program. Ideas about objectives, course content, teaching strategies, and the overall vision of the program were some of the concerns that arose in the descriptions of the transition to becoming a college instructor in this justice studies program. Four participants shared that part of their transition to becoming a college instructor allowed them to reflect on the importance of choosing the appropriate person as an instructor within the program. Darryl thought that:

We need to look at instructors more closely. We need to figure out how to orient them.
We need to figure out what the message is that we're selling and how to get it across

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properly. I don't think we're there yet. We don't know if what we are giving students is working. What motivates me is just that leap. I can be better. I need instruction. I need training. I need to know. (Darryl, interview, May 17, 2016)

On the same matter, Lee stated that, during his time as an instructor, he had thought about some of the necessary characteristics of a college instructor. He offered these thoughts:

When they're recruiting instructors, they need to hire from people that have diverse backgrounds. Did they show interest in learning in their police or correctional role? They have to look for people that showed an interest and not the people that did a job for 27 years. The people that showed that interest because they're going to bring that motivation and interest to learn to this institution. (Lee, interview, August 16, 2016)

Lance shared that it was vital that the instructor acted as a role model for the college student in the program. Instructors must also ensure that students see the real aspects of the job of policing. Lance stated that instructors have to be role models. In his words,

It's not about what they see on TV. It's not about puffing out your chest and being authoritative or anything like that. It's just a day by day job that requires... a lot of skills, a lot of different competencies. It's really about serving the public, the citizens of that community. (Lance, interview, May 30, 2016)

Brad reflected on the necessary qualifications concerning the recruitment of college instructors. Does an instructor need to have a graduate university degree credential to teach in a justice studies program? Brad recalled a situation where one's academic credentials did not necessarily support good instruction. He argued,

You're talking about people being able to instruct. Just because you have the letters behind your name doesn't mean you're an instructor. I remember taking my economics

course, the 1000 course at the university and I wanted to poke my eyes out. It was absolutely horrendous and that was an experience that I'll always remember and hope that I never repeat. It was absolutely terrible. Very knowledgeable guy, absolutely, but not an instructor at all. (Brad, interview, June 28, 2017)

This is a relevant question in the ongoing search for new instructors. Although it is not something that was mentioned in other participant interviews, it is as relevant question that contributes to a discussion about instructor recruitment and development. Is it necessary for instructors to have a university degree to teach in a justice studies program? Should their experience carry more weight than the academic credential or should they be recruited according to their ability to convey course material? I will address this question further in the following chapter.

While the self-reflections and the ideas that have come from these reflections are relevant to their job as a college justice studies instructor, it was the role of self-reflection in their transformative learning that was important within the context of this study. It has been the self-reflective process that has helped to guide their transition. By thoughtfully analyzing the subjects that they taught, the students who were in their classrooms and their role as a college instructor, the participants in this study have engaged in transformative learning.

Summary

The 12 participants interviewed in this case study shared various aspects of their transformative learning experiences. My interviews with participants were my primary source of data for this case study, but my researcher's journal and document review of the course outlines were used to extend the interview data collected. The interviews revealed four key themes: the development of instructional competence is challenging, individuals experience a significant

change in identity when becoming college instructors, core identity can remain consistent, and reflective practice can be a significant factor in transformative learning.

In relation to identity, the participants in this study have undergone a change in identity as a result of their transformative learning experience. They saw themselves differently in their new roles as instructors, characterized notably by their new perceptions of their relationships with others and their work. Many of the participants revealed that they had developed a particular set of skills that enabled them to be able to instruct their students, but more than just the development of new teaching skills characterized their change in identity. Many participants in the study also indicated that their transition from their previous work in policing and associated identity shifts were associated with changes in how they formed relationships with others.

Interestingly, despite the shifts in identity and examples of transformative learning that participants raised, their comments also suggested that some sort of core identity remained stable. Some of the participants in the study indicated that special attention needs to be placed on the careful selection of individuals in the recruitment process. They also shared their thoughts about important instructor qualities such as diverse policing backgrounds, analytic skills, and being a role model.

The process of critical self-reflection supported this change in identity. Many of the participants in this study revealed that a process of analysis and reflection about their altered identity influenced their decisions about curriculum and its delivery. While a central focus of their current positions as college instructors is to prepare students for entry into the job of policing, some participants indicated that their motivations included goals of personal

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development for their students as well. In the following and final chapter, I move from this analysis of findings to implications of and recommendations associated with them.

CHAPTER FIVE: DISCUSSION

Introduction

In this chapter I revisit the results of the primary source of data, the instructor interviews, to frame a discussion of implications and recommendations. In order to do this, I use my theoretical framework of multidimensional transformative learning to centre my discussion. By way of a reminder, in my study I addressed my main research question: How is a shift from a career in policing to teaching in a justice education program associated with a personally transformative education process? Sub-questions associated with that over-arching question asked about participants' transformative learning as a multidimensional, holistic process; transformative learning's appearance in instructors' curriculum development, curriculum delivery and in institutional practice; the functions of identity and self-reflection in participants' transformative learning; and the practice-based, institutional, and theoretical implications of this research. There were four themes that emerged from the data: development of instructional competence, development of a new identity, stability of core identity, and the importance of reflective practice in participants' development and transformative learning.

As I explain in this closing chapter, my findings contribute to the scholarship on and theorization of transformative learning. As well, I outline implications related to pedagogical and institutional practice in vocational programs, and to success in transitioning from the field to the classroom. Before moving into a discussion about implications, I begin by recognizing some of the study's limitations.

Limitations

This case study was conducted in the summer and fall of 2016 and it relied on the opinions and experiences of 12 justice studies instructors in a medium sized vocational college in

Western Canada. While the number of participants in this study was relatively small, the amount of data gathered in the approximately 90-minute face-to-face interviews produced a significant amount of data. All of the participants in the study had made the transition from a previous job in policing and had been employed as instructors in the policing program for various lengths of time. Because of the characteristics of the study, the results are likely not generalizable to any other justice studies program in another location. The nature of the program which was characterized by a combination of both academic and practical work-related skill development has evolved over the 40 years that the program has been in existence. The influences of the many individuals who have developed the unique curriculum topics, methods of delivery and course activities have created a context that would be difficult to replicate in another study. Despite these limitations, my study offers both learning about transformative learning theory and points of interest for people who move from positions in the field to positions in the classroom and the institutions that employ them.

Theoretical Implications

In this section I present some of the theoretical implications of my data analysis. First, I will discuss that transformative learning may occur after an individual develops the necessary pre-transformative learning to make their transition credible. After the development of basic instructional skills, the participants' transformative learning experiences appear to have developed out of a genuine sense that a transition was possible and that they were capable of such a transformation. Secondly, I will discuss that participants' transformative learning included the development of new perspectives. These new perspectives were characterized by new relationships and the accompanying new behaviours within those new ways of dealing with others. Thirdly, I will discuss how transformative learning is implicated in the possibility of a

new identity while retaining and perhaps enhancing participants' core identity. Within this process of developing a new identity, I will present transformative learning as a non-linear, holistic process that should be explored within the context in which it occurs. Lastly, I will discuss how reflective practice might create the possibility of cooperative and collaborative relationships within the context of teaching as well as present opportunities for positive police-citizen interactions in the future.

Readiness for Transformation and Pre-Transformative Learning

Not all learning that participants discussed was transformative in nature, in the sense developed by Mezirow. To be considered transformative, participants' learning had to illustrate transformation of previously set biases, habits of thinking, and perspectives. For the participants in this study, transformative learning seemed to be experienced after an initial development of teaching-related skills and it was used to make lesson plans and plan the progression of learning activities in their courses. Such learning was not easy though, and was characterized by much anxiety and effort. Those feelings were evident in Mike's interview comment about feeling "really intimidated" (interview, May 17, 2016) or Peter's comment about curriculum development and revision feeling like "a lot of work at the very beginning" (interview, May 25, 2017). Likewise, Chris noted that she had to learn many of the teaching skills through her own independent efforts, so that she could feel competent in tasks such as "lesson planning, course planning, classroom management, discipline, all of those types of things" (Interview, June 30, 2016).

The anxiety that appeared to be felt by the participants at the start of their new jobs as justice studies instructors suggested that they did not feel confident that they had mastered the necessary day-to-day skills required by an instructor. Some participants revealed that their views

on some of the instructional activities and curriculum topics that they had dismissed early in their teaching jobs changed as a result of their on-the-job learning. Other participants indicated that they saw themselves as instructors, only once they were confident that they understood their students and gained confidence in their new roles. Many participants shared that, although they felt comfortable with the subject matter, they felt anxiety about how the material needed to be presented to students. The need to adjust their demeanor and to be cognizant about their new role added to the pressures of developing the day-to-day instructional skills. As Darryl realized, knowing the subject was only part of the requirement for teaching; in his words, “There are so many influences, so many things that you take into account that you can’t just come in here and deliver the information” (Interview, May 17, 2016). The development of these skills provided a sense for participants that they fit into their new positions as instructors and set the stage for transformative learning to occur later in their transition. While there appeared to be a preliminary stage where the participants had developed the necessary skills for college instruction prior to their transformative learning experience, the line between pre-transformative learning and transformative learning was not clear.

Transformative Learning and Development of New Perspectives

In seven of the 12 interviews, there were indications that there was a difference between a police officer that was delivering prescribed curriculum and a justice instructor that had reflected on the nature of the instructional topics and the appropriate methods to deliver the curriculum. Participants’ relationships with other instructors and their students and their analysis of police practices appeared to be viewed from new perspectives. Now they felt confident enough to experiment and immerse themselves in their new instructional role. Some participants shared that

they became more willing to employ new methods and activities in their teaching that they had not been willing nor confident enough to practice in the past.

Darryl's comment that "nothing is garbage" (interview, May 17, 2016) supports the notion that the development of instructional skills is a continuous process of experimentation and analysis. The process of experimentation also hints that participants felt confident in their sense of identity to open themselves up to critique and suggestions. In their previous position as police officers, they may have been less willing to appear as if they were not always in control. Lee's comment that he would not have voluntarily revealed his vulnerabilities when he was a police officer, but that he had become more open to revealing these things, hints at a change in sense of self or identity as emphasized by Illeris (2014a, 2014b, 2014c).

Some participants revealed their acceptance of different instructional approaches and this provided a sense of the new perspectives that developed as a result of their transformative learning. The student-centered approach is a considerably different concept than what had been used in traditional approaches to the training and education of potential police officers. In many respects, participants' inclination to use this approach was influenced by previous training experiences that had utilized the traditional instructor-centered approach to teaching. The student-centered approach to police education as described by Birzer (2003), McCoy (2006), and Ramirez (1996) may be more likely associated with a perspective that reflects a role beyond that of a former police officer. Even so, such an approach is more likely to occur if the structures are in place that support it (Gravett, 2004). Mezirow (1978, 2000, 2003) described individuals' provisional trying of new roles during the transformative learning process. In support of this claim, if individuals see themselves as college instructors rather than solely as retired police officers, they may see the possibility of using new approaches to instruction as a result of their

newly acquired role. Along with their new sense of identity as college instructors, some participants came to adopt new perspectives that allowed their social interactions to be conducted in different ways. In the next portion of the discussion, I discuss how their transformative learning opened opportunities for creating new relationships.

Transformative Learning and Creating New Relationships

According to Illeris (2009, 2014a, 2014b), identity is what is transformed in Mezirow's concept of transformative learning. For Illeris, identity is the inner experience of individuals that remains steadfast through life situations, the sum of how people relate and connect to others and how they would like to be perceived by others. Further to the connection between identity and perspective that becomes apparent in transformative learning, discussed in the previous section, a change in identity marks a significant point in one's life and, for many of the participants in this study, this change in identity occurred as they began to expand their social circle and were able to envision new relationships that could be created and maintained. Identity, then, is not only internal, individual or a matter of professional designation; it is also an expression of relations with others.

For participants, this new way of identifying decreased the tendency to employ an "us" and "them" perspective that was more common in their experiences of their previous jobs. For example, in their interview comments nine of the participants indicated a willingness to see others in a less suspicious way that permitted an expansion of their social circle. As the participants developed the skills to make them credible instructors, new opportunities emerged and this pattern resembles what was described by Mezirow (1978, 1997, 2000), who claimed that the building of competence and corresponding self-confidence allows for the creation of new roles and relationships.

Chris had indicated that her social circle had expanded beyond the policing community in a way that she had not experienced before. For her, the uneasiness that often characterized prior relationships with those outside of the policing community had changed. Lee and Kelly indicated that their relationships with their students developed out of a change in the way that they had begun to view others outside of the role of policing. They admitted that they had developed biases from the decades that they had spent as police officers, but they both shared that they were able to shed some of these biases as a result of teaching a diverse group of students. This was an example of the change in meaning schemes described by Mezirow (1981) which allows a new interpretation of an event, object, circumstance or person based on “concept, belief, judgment and feeling” (p. 24). This is also an example of the significance of authenticity and the creation of genuine relationships (Brookfield, 1995; Cranton, 2007; Cranton & Roy, 2003).

Mezirow (1978, 1997, 2000) discovered that individuals undergo negative feelings of guilt or shame with the self-examination that characterizes transformative learning. Feelings of anxiety and discontent were reported in the interviews that were conducted in this study and the realizations that these feelings were also being shared by others in similar circumstances, created a sense of camaraderie and connection. Although there were certainly many examples of incremental success, the feelings of unsettledness shared by those undergoing transformative learning in this study allowed the creation of new relationships.

Eight participants acknowledged that they might have been using similar relationship-building strategies in the past, but six participants indicated that they had since chosen to be more inclusive of who would be the recipients of these actions. For example, Steven revealed that he used humour as a vehicle to create stronger social bonds with others. The relationships

that he created with his students is a strong indication of the importance of humour as part of his social interactions. We might assume that encounters between police and citizens are generally conducted without humour, but several of the instructors specifically stated that humour was used in their new connections with others as an indication of acceptance and mutual respect. Even though his use of humour is not new, the group of people with whom he now purposely chooses to interact and connect, has gotten larger. Being more inclusive of those with whom he interacts may be a clue to his changing identity. In the next section, I will further discuss how transformative learning has been implicated in participants' changing identities.

Transformative Learning and Identity as Dynamic

As I discussed earlier, some of the participants in this study indicated that their identities had undergone a significant change once they successfully navigated the first few semesters as justice studies instructors. The often anxiety ridden and turbulent transition to college instructor hinted that identity change is not linear and progressive, but gradual and fragmented. In some instances, participants' past perspectives would emerge when dealing with others, but they also recognized that their perspectives had changed in other situations. Perhaps the term identity change is a limited description of the process. A better description of the phenomenon might be identity layering. Metaphorically, I relate this process to the growth of a tree: As a tree grows, certain branches develop while others become stunted or purposefully self-pruned in response and adaptation to conditions. Of course, a human adult incorporates something in the transformative learning and identity-reconstruction process that a tree does not: reflection.

According to Gee (1990), identity can change from "context to context" and can be "ambiguous or unstable" (p. 99). Moreover, in that view, all people have multiple identities connected to their performances in society. As the interviews conducted with participants in this

study suggest, identity is dynamic and unstable (Akkerman & Meijer, 2011; Rodgers & Scott, 2008). Extending the ideas about identity even further, Akkerman and Meijer go on to describe identity's development through an internal dialogical approach. The self-reflective process that appeared to influence the transformative learning process for the participants in this study suggests that this internal dialogue was a significant factor in their identity change as many of the participants in the study alluded to a continual process of self-reflection and self-dialogue to navigate their transition. Finally, Geijsel and Meijers (2005) referred to changes in identity as changes in learning processes. Identity is a continuous reconfiguration of perspectives of one's self that is associated with the activities in which they might engage.

Mike, Lee, Sam, Chris, and Darryl revealed in their interviews that their own self-concept had been altered and they openly acknowledged that they now perceive themselves in a different way. Through a process of self-reflection, many of the participants in this study acknowledged that they had also altered their interactions with others and the transition to becoming an instructor included new values and standards of behaviour, as Anderson (2009) would project. An example of this changed way of dealing with others was when Sam revealed that he had reflected on why police officers behave the way that they do in certain circumstances when dealing with the public. He shared that the ever-present concern about safety is "an awful way to deal with people" (Interview, June 22, 2016). His position as an instructor has now allowed him to develop social relationships in ways that might not have been possible in his previous role as a police officer. Other participants also revealed that they were now more open with others and the guardedness that they had as police officers has lessened. Lee, Chris, Peter, Darryl, Allan, Steven, Lance, Kelly and Mike revealed that they were much more willing to allow others to see their vulnerabilities and emotions. This revelation is complicated by the retention of previously

held characteristics of their police identities. As an extension of the discussion about the complicated manner in which identities develop, in the next section, I will discuss how participants' newly developed perspectives can co-exist with previously developed inner identities.

Core Identity

Even with the possibility of multiple identities, Gee (1990) stated that a "core identity" can exist and the theme of core identity was important in many of the participant interviews in this study. Illeris (2009, p. 16) referred to the concepts of "identity defence" and "mental resistance" as possible reasons for learning or non-learning and these two phenomena might be implicated in the concept of core identity. Identity defence and mental resistance might be possible explanations for the maintenance of core identity. An adherence to a previously held police identity and the mental resistance to perspectives, behaviours and activities associated with a new instructional role may affect the transition of individuals who attempt to make the switch.

Participants indicated that elements of their core identities were retained during their transitions to their role as college instructors, even as professional identity, perspectives about policing, interactions with others, and their ideas about pedagogy changed. My analysis suggested that, as one's roles change, certain elements of identity can be accentuated; at the same time, elements that seem core can be discerned. As I noted in the previous chapter, Mike summarized this part of the transformative learning process, stating, "I've moved on, but I think that there's always that little bit there" (Interview, May 17, 2016). Being protective of others, wanting to see justice maintained, providing a service to assist others, and being inquisitive were part of the core identities of the participants in this study. For some participants, their new roles

gave even them an opportunity to express their core identities in ways that they had not in the past. This point seems to be in line with O'Sullivan's (2002) idea that a new way of expressing internal thoughts and emotions is the visible behavioural change that may be a characteristic of transformative learning.

An example of where a participant outwardly expressed his internal thoughts in a new way was when Darryl stated in his interview that it was not his views about the value of inclusiveness of the LGBTQ community that changed because of his position at the college; rather, it was his choice to outwardly display his openness and acceptance that changed. While he was a police officer, Darryl wanted to show his support for the LGBTQ community, but he felt the impact on his professional identity would have been too great a risk. His decision to overtly show his support for the LGBTQ students at the college indicated a transformation of perspective. His efforts to critically reflect allowed the reassessment of the consequences and the origin of his meaning structures. Taylor (2008) suggested that this process influences individuals to re-examine their previous reactions to their life circumstances. As Courtenay, Merriam, and Reeves (1998) suggested, the transformation of perspective that comes from critical reflection cannot be easily reversed. This raised an interesting question about the permanency of the transformative learning process. Although I have suggested that the participants' actions were subject to various external factors, one's meaning schemes (Mezirow, 1981) appear to be characterized by a greater permanency based on the interviews that were conducted.

In support of the idea that meaning schemes can be stable, I point out that participants' past experiences were not lost with the acquisition of new roles. If circumstances required a reversion back to previous roles or skills, some of the participants revealed that they had done or

at least could do this. This reversion should not be mistaken that transformative learning had not taken place, given Illeris' (2014a) conceptualization of core identity. Perhaps change can be viewed from the perspective that it is not necessarily an exchange of identity characteristics, but an addition to identity and the learning perspectives that enable more combinations and adaptability.

When new perspectives are developed, does it necessarily mean that previous roles and skills will be eliminated from one's repertoire? I would suggest that the answer is, no. A related question that arises in the exploration of transformative learning theory is whether the transformation is permanent. Could there be instances where some people revert back to a previous perspective? Without the ability to see where people will be in the future, it is difficult, if not impossible, to speculate whether their transformative learning will result in a permanent change in their way of thinking and feeling. Any change that is supported by self-reflection and characterized by Mezirow's description of transformative learning reveals the significance of the process and, for some individuals, the ongoing process of learning may be more important to them than permanency.

It is important to note that transformation is not taking place in a static environment. As the individual is experiencing change in identity, the social or political environment is changing as well. Rodgers and Scott (2008) point out that identity is affected by the politics, history and social relationships that surround the individual. Darryl's motivation to reveal his support of the LGBTQ community may have also been influenced by the changing political climate for his support to be expressed. It is also perhaps an indication of the changing climate of policing, the justice studies program and educational institutions in general. In Darryl's circumstance, the

strengthening awareness of diversity issues in Canadian society perhaps has laid the foundation of his previously held views to be more easily expressed now.

For other participants, their core identities were revealed in other ways. Service to the community was something that repeatedly surfaced in the interviews and this value appeared to remain constant for many of the instructors. For example, Peter shared that service is something that he will continue to pursue even after he retires from teaching in the future. As Peter revealed in his interview, “I was hugely involved in volunteering and that’s an area that I’ll probably get back into” (interview, May 26, 2016).

In a similar example of the desire to contribute to the community, Allan used the term “servant leader” (interview, May 19, 2017) to describe his time with the RCMP and clarified that he was “not on the job” as a police officer, but that he had “served.” So, the core identity as both a servant as well as a leader in the role of a police officer was something that some of the participants wanted to express in their interviews. Teaching in their eyes was partially an extension of this. Chris described the change from being a police officer to becoming a college justice instructor as “transitioning from helping people to teaching people to help people” (interview, June 30, 2016).

Chris further described the steadfast desire to help others, stating, “That will never change. It is one of my core values, right? It comes from circumstances in my life. It’s ingrained in me and it will never change” (interview, June 30, 2016). Despite the change to the new job of college teaching, many of the participants indicated that elements of their core identities continued to motivate them in their interactions with their co-workers and their students. Further inquiries into the development of elements of participants’ core identities might be able to explore whether these core identity values existed even prior to participants’

entry into police work. The complex, fragmented and non-linear process of transformative learning that allows for the retention of core identity while providing opportunities for new perspectives suggested a holistic process. In the next section, I discuss the importance of acknowledging the emotional aspects of transformative learning that supports the notion of the holistic process.

The Multidimensionality of Transformative Learning

While Mezirow's (1978) early research focused on the cognitive elements of the transformative process, the work of later researchers such as Taylor (2008) suggested that the process was holistic. Not only did the process involve the mental elements of change, but it also included a substantial change in the emotional domain for individuals. Mezirow (2000) stated that transformative learning can be a "threatening emotional experience" (p. 6). Almost all of the participants in this research study shared that their initial experiences as a college instructor was characterized by anxiety, fear, nervousness, or embarrassment. These negative emotions were eventually replaced by the confidence of experience. Mezirow (1978, 1997, 2000) suggested that those who have experienced transformative learning gain a sense of personal satisfaction. In support of Mezirow's claim, all of the participants in the study indicated that they felt more comfortable after their initial experiences and that they felt positive about the skills that they had developed.

The turbulence and anxiety that accompanied the process appeared to lessen even though there appeared to be perpetual change and reforming of the college workplace. While they still felt that police work was a large part of their past and still connected to their present, many of the participants shared that they had settled into their new roles. The anxiety had declined and most participants shared that they had embraced their present role as college justice studies instructor

with a greater understanding of their work. Four of the participants also viewed their previous jobs as police officers in a different way and that had allowed them to approach their instruction from multiple perspectives.

The Non-linearity of Transformative Learning

As I presented earlier in this discussion, Mezirow (1981) stated that individuals experience 10 phases in the transformative learning process, during which meaning becomes clarified. As Mezirow (1981, 1996) further suggested, not everyone will experience the various phases of the transformative learning process in order. These 10 phases of the transformative learning process were not experienced in the same way for all of the participants in this study. This is also supported by Geijsel and Meijers (2005) who stated that instructor identity construction is a complex process that cannot be explained in a linear way. The participant interviews revealed that the process is multidimensional and, for many of the participants, directed by the individuals themselves. Not surprisingly, many of the participants expressed that they were aware of the possibility of change and had used the process of self-reflection to support this change. True to Mezirow's statements about the sequence of the transformative process, participants appeared to be at different stages in the process and, in some cases, may have also temporarily reverted back to previous stages. The participants in this study also revealed that their transformative learning process affected how they thought about themselves, how they thought about teaching and how they thought about the role of police in society. Consequently, their change in perspectives has been the result of their new work environment, new social contacts, and new duties.

Taylor (2008) suggested that the transformative learning process can be initiated by a significant life event. Retirement from police work and for many of the participants, an abrupt

entry into the role of college instructor, was the catalyst for the transformative learning process. For many of the instructors, there was very little time in between their two roles. As Brammer (1992) suggested, change in one's life is problematic for most people and the abruptness of the change to a new role seemed to amplify this change for many of the participants in this study. The new role as a college justice studies instructor and the accompanying behaviours that are associated with it were things that the participants were able to develop through experience though. While the participants were transitioning from their previous jobs as police officers, the anxiety and uneasiness that they felt was creating the basis for a change in meaning. In support of this observation, Cranton and Roy (2003) stated that new meaning can result from the disruption and anxiety that accompanies the transformative learning process. And as the participants in this study attached new meanings to the relationships that they have with others, they also reframed their own experiences.

According to Mezirow (1996), revised interpretations of life experiences can guide future actions and this form of self-reflection has been an important element in the transformative learning process for many of the participants in this study. As they have had to examine their previous experiences and behaviours in a different light, nine of the participants have revealed that this has influenced the way that they began to approach their jobs. Their entry into new roles as college instructors and their development of new workplace relationships also hint that new perspectives may have been formed.

As these new perspectives were being formed, the process was also affecting the formation of a new identity for seven of the participants. Illeris (2009, 2014a, 2014b) also supported the idea that identity is transformed in the transformative learning process. As I mentioned earlier in the discussion, identity refers to both the individual and the individual's

social interactions (Illeris, 2014b). In significant examples, Sam, Lee, Brad, Allan and Chris referred to the professional image that police officers project, often hides the authentic personality of the individual. Their willingness to expose their authentic selves is an indication of a change in perspective. As well, eight of the participants indicated that they were more comfortable revealing details about their lives to co-workers and students in ways that they had not done in the past and the participants' change in the way that they interacted with others is a possible indication that they have undergone a change in perspective.

The creation of genuine social interactions as described by some of the participants such as Sam, indicate the importance of authenticity. Authenticity as described by Cranton and Roy (2003) is "the expression of the genuine self in the community" (p. 93) and it is a state of being that is reflected in the pairing of speech and action, in the mutual respect, and in the dismantling of the masks one wears in relationship with others. As was included in the findings presented in the previous chapter, many of the participants who had engaged in the process of self-reflection and critical analysis required for authenticity, shared that they were mostly satisfied with the relationships with their co-workers and students.

The rigid roles that many of the participants filled as police officers in their past positions often made it difficult to engage in authentic interactions. But despite the risks that are inherent in engaging in authentic interactions with others, eight participants stated that they actively did so in their new role as college instructor. For example, Lee shared that he had even apologized to his students when things didn't go well in his classroom because he had been preoccupied with concern about a family member. He also revealed that he would never have done that in his days as a police officer. Exposing one's vulnerability was something that was not done in his previous role as a police officer. It might also be argued that the efforts to engage in authentic

relationships with students must also be conducted in an atmosphere that permits it. Brookfield (1995) noted that such attempts to create genuine interactions are more likely to occur in situations where these efforts have not been negatively reprimanded in the past. The importance of emotions in the transformative learning process was also observed by Illeris (2014b) who suggested that transformative learning cannot be adequately described without acknowledging the emotions that accompany identity change.

Almost all of the participants in this study revealed that their process of transformative learning was accompanied by a combination of changes in the cognitive and emotional elements of their identity. The participants indicated that how they came to think about certain things and how they reacted emotionally to certain circumstances had changed as a result of their transformative learning process. For them, the transformative learning process appears to have been consistent with Illeris' statement that transformative learning "comprises all learning that implies change in the identity of the learner" (2014, p. 40).

The Importance of Context

The discussion of identity creation might also be supported by acknowledging the importance of the context in which the change occurs. Identity is formed in environments shared with others and in the relationships created within these environments (Rodgers & Scott, 2008). Thus, instructor identities are partly formed through the interactions with their co-workers and their students. While an individual may have been experiencing a personally transformative experience, he/she is also affecting and being affected by others. While some participants were supported in the process of transformative learning, others were hampered by resistance from others. This may have caused them to seek others that had similar ways of thinking and

behaving, another example of the exploration of new roles, relationships, and actions that Mezirow (1981, 1997, 2000) described.

The provisional trying of new roles described by Mezirow (1978, 2000, 2003) is an integral part of the transformative learning experience. Ten of the participants in this case study indicated that their transformative learning had affected their views about curriculum topics, delivery methods and how they perceived their students. And while some instructors were reluctant to accept changes that were being brought to the program by new instructors or new perspectives, there is the possibility that they were still affected by this exposure. As a result of their own critical reflection, they might have chosen to accept or reject new perspectives into their own practices.

Implications for and Contributions to Practice, Recruitment, and Mentorship

Although justice studies students may benefit from acquiring generic skills related to communication and personal interaction, employers are often influenced by various internal and external pressures, to hire students possessing current industry-related knowledge. College instructors therefore need to maintain knowledge of current trends in their field in order to facilitate student learning effectively and the participants in this study would likely benefit by keeping their connections to their former occupations in an effort to maintain current industry related knowledge. This connection is strong when a police officer first leaves the job, but fades as they spend more time in their new instructional roles. It may be worthwhile to note that instructors who are relying solely on their experiences as police officers 10 to 15 years ago may not have the credibility with their former peers and their current students.

The maintenance of the role of subject matter expert might lend credibility to the participant and the program itself, but there may be a danger in that too strong of a connection to

their professional police identity may hinder the possibility of transformative learning for the participants in this study. The transition to the position of a college instructor may need to be balanced between the two different roles. Students are likely to look toward their instructors as role models and the value placed on knowledge, skills and attitudes by policing instructors towards certain topics are likely to be reflected in their students (Berg, 1990). On one hand, instructors are presenting a persona of the retired police officer, but on the other hand they are also presenting the equally important identity of the college instructor to their students.

Many of the participants in this study indicated that they had become more comfortable showing their emotions in their encounters with others in an effort to create more honest and genuine relationships. As was revealed in this study by Lee, Sam, Chris, Peter, Darryl, Allan, Steven, and Lance, displaying their genuine emotions assisted them to make strong connections with others. Keeping this in mind, transformative learning might be supported by the creation of honest respectful interaction and the communication of genuine emotions. This context may then assist in the creation of authentic relationships between those individuals in that environment. These characteristics may also in turn, support the development of community policing which requires the creation of positive cooperative relationships between the police and citizens.

Earlier in this study, I outlined the nature of the community policing model and how this model reveals promising changes in how citizens and the police might develop mutually beneficial relationships (Kappeler & Gaines, 2011). Based on the data gathered in this study, seven participants perceived a change in their own identity as a result of critical self-reflection. Nine of the participants in the study also revealed a positive change in how they engaged in

relationships with others and these changes might also positively affect the manner in which the community policing model might be supported.

The examination of one's own biases and preconceptions through a process of "reflective discourse" (Mezirow, 2000, p. 10) may allow for the critical analysis of the bias, assumptions and prejudgments that hinder effective and productive dialogue. By dismantling the barriers that have prevented genuine and truthful dialogue between the various stakeholders in the community policing model, citizen groups and the police might better proceed with the actions necessary for successful implementation of the model. As such, the participants have the potential to be the "active agents of cultural change" that was described by Mezirow (2000, p. 30).

In order to better prepare future agents that can go into the community and initiate positive citizen-police relationships, the preparation of policing students and the context in which they are taught needs to be analyzed. The process of instructor development is a key component in the long term development and maintenance of the type of skills, characteristics and attributes that future police officers will need to support positive dialogue between the public and the police. The transformative learning of the justice studies instructor was occurring in a dynamic environment that is constantly evolving. The skills, techniques, and knowledge of the past are constantly in need of revision. Instructors might be better able to deliver these components if they are adaptable and the instructor that attempts to only present what he/she learned in their own training may find unresponsive students and co-workers in disagreement.

Instructor development in support of the goals of positive student-centered instruction and the overall goals of community policing, is a complex process. It does not appear that the participants in this study were fully prepared for their roles when they were first employed, but they were able to develop the necessary skills and attributes through experience and

perseverance. Being a former police officer may have allowed initial entry into the role of justice studies instructor for many of the participants, but informed and relevant instructional practice have allowed them to stay. Darryl shared,

You don't have it coming in, I can tell you that. You have subject matter knowledge.

There are so many influences, so many things that you take into account that you can't just come in here and deliver the information. It takes some planning and involvement.

(Darryl, interview, May 17, 2016)

Fejes and Kopsen (2014) support Darryl's observation when they claimed that vocational instructors must be competent in the modern practice of the specific occupation, but must also develop the knowledge of how to teach. The skills that one develops as an instructor are often influenced by the overall vision of what it is that they want to accomplish. While many of the traditional training goals are worthwhile, they should be balanced against other skills and attributes.

The participants in this study have undergone a period of transition that was supported by transformative learning. Mike, Darryl, Sam, Lance, Kelly, Steven, Lee, Peter and Brad revealed that, prior to their transition into teaching, their experiences as police officers had influenced their understanding of what they thought police education should be. Their experiences as instructors however, have changed their perspectives about what police education could be. As they spent more time in the classroom, their thoughts about policing were changing and as their perspectives had changed as a result of their exposure to others views about police preparation, so did their understanding of their roles as instructors.

Policing as a job is changing. Increasingly, education is becoming more of a requirement for advancement and promotion. Mel shared that historically, police officers have not been

willing to learn from educators and in his opinion, serving police officers have not often valued the possible ways in which people from outside of policing might contribute to the education of officers. Mel stated that this view was rapidly changing, though and this might be an example where the prevailing social conditions have affected the perspectives of the participants in this study to become more inclusive of others that may contribute to the goals of police education.

Understanding the Process of Transition: Mentorship and Guidance

Managers may need to be aware of the transition that is taking place when a former police officer becomes a college justice studies instructor. The pull of their previous position and the call of their new instructional role is marked by a transformative learning process. As I have presented in the findings, their perspectives were changing and their previous assumptions and reactions were being tested. While the end stage of the process of transformation is the reintegration of new ways of thinking, new skills and new types of relationships, the process can be a challenging one (Mezirow, 1978, 1981, 2003). But despite this challenge, mentors and managers have an opportunity to make the process a little less tumultuous if they understand the transition.

The transition to teaching was a difficult one for many of the participants in the study. The tension, anxiety and lack of confidence in their abilities that marked the beginning of their teaching might be an important focal point for those interested in assisting new instructors into a successful entry into teaching. Many of the participants' initial experiences as instructors could have been made smoother had they had more supportive structures in place.

Individuals require a supportive environment in which to work and formalized mentorship positions may be an effective way for new instructors to begin their new roles. Peter felt that it was important to have the support of other instructors to be able to successfully engage

their new role and get set on the right path. In support of this opinion, McCoy (2006) suggested, instructors must be given the guidance and instruction to be able to develop the type of classroom and teaching style that they desire. It also follows that the necessary structures must be in place for instructors to begin their new roles successfully. Unfortunately, the necessary factors that might support a smoother transition have not always been there. For example, even if instructors wanted to employ the concept of student-centered instruction in their policing related courses, external constraints such as lack of time, lack of experience and lack of insight often prevent them from doing so (McCoy, 2006).

Some of the participants offered suggestions about the necessary components of a satisfying transition. There is a strong indication that the emotional aspect of the transition needs to be addressed. The transition to becoming an instructor is characterized by anxiety, fear of failure, regret, confusion, guilt, and embarrassment and it is a transition that includes a multidimensional change. Not only are the participants experiencing a cognitive transformation, they are also experiencing the emotions that accompany a transition to unfamiliar circumstances. While the past response to unfamiliar conditions required a facade of quite calm and control to others, instructors might benefit from a social environment where their genuine emotions can be expressed. Peter's statements about the need to share their experiences and lend support to each other is relevant (Interview, May 25, 2016). Based on this study, further exploratory research regarding the potential implementation of a formal instructor mentoring and peer program may be worthwhile.

Supporting Reflective Practice

Many of the participants in this study shared that the process of self-reflection was an important part of their transition. For many of the participants, the anxiety that accompanied

their transition to become a college instructor forced them to analyze and reflect deeply about what they needed to be successful. The majority of the participants in this study revealed that they had benefited from self-reflection. The participants shared that their ability to self-analyze was a significant part of their transformative process. By thinking deeply about their experience and transition to becoming justice studies instructors, the participants revealed that their personal behaviours as well as their professional practice had been positively affected. As such, managers and hiring committees might take note of whether candidates are positioned to effectively use self-reflection in their transition to become a college instructor. An initiative that might be worthy of consideration is the creation of a group of newly hired instructors from various programs at the college may allow new perspectives and sense of belonging. Creating a group of likeminded people who are undergoing the same transition from their previous job to that of a college instructor, may enhance the transformative learning process for the new instructor to realize that they need not struggle through the process on their own.

Academic Credentials

An unforeseen yet significant issue that arose from the study was the question about academic credentials. Is it vital that potential college instructors in a policing program have Bachelor's or Master's degrees? Many of the instructors are coming into their new positions at an entry level, but they left their previous roles in supervisory roles of influence. This situation leads to an interesting situation where the social capital attached to their previous roles in policing is somewhat devalued, but still readily acknowledged. Despite the rank that might have been held by a potential instructor in the past or their previous training experiences, academic credentials are valued in the college environment. Those who do not have academic credentials may not get an opportunity to teach in the program despite having the ability to teach effectively.

TRANSITION OF POLICE OFFICER TO INSTRUCTOR

Because of the external pressures to employ instructors with academic credentials, the requirement for having at least an undergraduate degree to teach full-time in the justice studies program is unlikely to change soon.

Some instructors and prospective instructors are challenged by this dilemma because they already have the enhanced status of rank and position in their previous roles as police officers. To illustrate this point, Brad made reference to someone from his past policing experience. He stated,

I've worked with people and they're still there... very knowledgeable very personable and although they may not have letters behind their name, they have so much training and experience in these other matters that we're trying to educate our students in here. I've seen them teach the recruits or be field training officers and it's phenomenal how they can present material. They don't have that master's degree, but holy smokes, they have the training and expertise, the background and knowledge. They would be a great benefit in a post-secondary institution as an instructor. I've always felt that. (Brad, interview, June 28, 2017)

This is an interesting topic for discussion with regard to the future of the program in which this case study occurred. Roberg and Bonn (2004) acknowledge that there is an ongoing debate about whether post-secondary education should be a requirement for police officers. While it is beyond this study to imply a link between post-secondary education and transformative learning, many of the same arguments about the benefits of post-secondary education for police officers might apply to the college justice studies instructor as well. The ability to see situations from a different perspective might assist in the process of understanding

and exposure to different perspectives in a formal learning setting may provide opportunities to relate to others in multiple settings.

The Need to Maintain Both Subject Matter and Instructional Expertise

Both instructional expertise and subject matter expertise are likely important factors for the participants in this study. It is likely important to draw from the experiences of those who have it. While it might be argued that generic skills regarding communication and community awareness are the raw building blocks of starting police work, individuals who have policing experience can help to guide the way.

It may not be that the participants in this study need to teach the latest police techniques and strategies. Nevertheless, an awareness of the emerging trends in the job might enable them to decide what curriculum will be necessary to develop the skills that students will need when they present themselves to potential police employers. Thus, it is important to further develop an understanding of how vocational instructors develop an identity that encompasses the dual role of instructor and subject matter expert (Fejes & Kopsen, 2014). Fejes and Kopsen also referred to the concept of boundary crossing between the practitioners' former occupation, instructional skills training and their current occupation as educators. They believed that those who teach must be able to have a co-existing identity that allows them to possess both roles.

The participants in this study might benefit from developing and maintaining their connections to the job of policing by attending professional development opportunities to enhance their policing expertise. The participants in this study might also benefit from maintaining their connections to contemporary industry topics and challenges by forging professional relationships with other police educators beyond the local institution. By reflecting on what one needs to know in order to develop the competencies that have been put forth by

organizations such as the Canadian Police Sector Council (2013), instructors can further enhance their knowledge as subject matter experts, but also continue to develop their understanding of their roles as educators.

Many of the participants in this study revealed that they had developed a greater awareness of their positions as educators as a result of their experiences in the classroom. They are no longer police officers and thus their relationships with their students will be different than the relationships that might be forged in a professional environment with other police officers. Beijaard, Verloop, and Vermunt (2000) also supported the idea that teacher identity is made up of more than just the role of subject matter expert. In order to further develop their instructional abilities, participants might also be encouraged to add to their skills to develop outcome-based curriculum and evaluation methods.

Future Research

At the beginning of this study and in discussion about the implications of this research, I have indicated that I became interested in the concept of transformative learning as it related to some of the goals of community-based policing. I continue to believe that community policing is dependent on the ability of police officers to forge positive relationships with others and college justice studies instructors can support the creation of community policing attitudes through student-centered instruction (McCoy, 2006). Self-reflection, authenticity (Brookfield, 1995; Cranton, 2007; Cranton & Roy, 2003) and critical analysis may be relevant factors in the development of the positive relationships which are also necessary for community policing to thrive. As a future study, I would like to explore the transformative learning that might occur when an individual first becomes a police officer. I am interested to study the process for an individual that experiences the change from being a citizen, to one that has been given the

responsibility and authority to provide policing services to the public. A study of the change in identity from being a citizen to a police officer may provide further insights into the transformative learning process.

Researchers such as Illeris (2014c) have indicated that core identity can remain despite a transformative learning experience. I would like to explore how individuals who have undergone the transition to becoming police officers view the nature of their transition. What identity changes did they experience when they first became police officers? How do they interpret how their police identity developed? Have they still retained elements of their previous identity after they become police officers? What were the significant life experiences that led to the formation of their identities? By studying the transition process of new police officers, I seek to examine whether transformative learning might affect the creation of a new identity for them.

Conclusion

As a result of working alongside former police officers who had made the transition into becoming college instructors, I became curious about their process of change. I was curious about the possibility of transformative learning as described by Mezirow (1978, 1997, 2000, 2003) and how their identity (Illeris, 2009, 2014a, 2014b, 2014c) might have been affected by their change in roles.

Many of the participants indicated that the development of their instructional skills was a significant challenge in their transformative learning experience. While the development of the day to day skills needed by an instructor was not necessarily transformative, the development and acquisition of these skills enabled many of the participants to begin to see themselves as instructors and no longer as police officers.

Not all of the participants in the study have experienced transformative learning. Seeing one's self from the perspective of a college instructor as opposed to their previous position as a police officer was not something that all participants had expressed. To a small minority of participants in the study, providing instruction in policing related topics was an extension of their previous roles as police officers. For those participants in the study that did not show significant signs of transformative learning, their strong association with their previous identity may have prevented the development of new perspectives. The recentness of their transition may have also been a factor in their lack of significant identity change. While there is no guarantee, an increase in the amount of time in their new position as college instructors, may have an effect on the possibility of transformative learning in the future.

Many of the participants shared that they had undergone an experience that changed their perspectives about their own identities. Their new roles as college instructors enabled them to see themselves from a different perspective. I have discovered their change in role could also be accompanied by a change in perspective. The participants in the study all had previous jobs as police officers. Their perspectives and their self-identities were formed through their experiences enforcing the law and providing policing services to their communities and their efforts to present a persona of confidence and control may have prevented authentic interactions with members of the public. In their experiences as police officers, their encounters with the public helped to form their perspectives about interacting with others. Their previous roles as police officers were developed because of public and professional considerations that enabled them to hide their vulnerabilities and the requirement that they conduct their jobs in an objective manner. Their new job as college justice studies instructors has now given many of the participants an opportunity to explore new perspectives while their social interactions are also

characterized by opportunities to reveal genuine emotion and create authentic relationships within their work environment.

As I have stated, many of the participants in the study have undergone a transformative learning experience that has changed their identities. As I have discovered in this case study, the participants' changes in identity were characterized by change in perspective and a layering of another identity onto their core identity. Many of the participants reflected that although they had experienced new perspectives, elements of their core identity had remained.

Although my position prior to this one was teaching, my experience teaching in a policing program presented an opportunity to explore the changes in my own identity. I have also undergone a transformative learning experience where my own learning schemes have changed and my perspectives have been altered. My understanding of the pressures that my co-workers faced as police officers has altered my perspectives about the nature of police training and education. Because of the multiple demands made of them, police officers are often placed in contradictory positions of law enforcer and service provider. While it is beyond the scope of this study to determine the best components of police officer preparation, I am grateful to have gained knowledge in the transformative learning experiences of former police officers who have been employed to teach policing related subjects at the college level.

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APPENDIX A: Recruitment Material



April 30, 2016

Dear

I am currently a candidate in the Doctor of Education program in the Werklund School of Education at the University of Calgary. A requirement in this program is that I design and conduct a research study in order to develop a dissertation. To meet this outcome, I would like to invite you to participate in a study about your experiences as a Justice Studies instructor. The short title of my study is “The Transition of the Practitioner to the Instructor.” I have received ethics approval for my study from the Conjoint Faculties Research Ethics Board of the University of Calgary and the Research Ethics Board of Lethbridge College and I am currently, seeking participants from the Policing Program of the School of Justice Studies to engage in a study to investigate the process of transition from a career in policing to that of a college instructor.

The successful transition of former police officers into their new roles as college instructors is an important aspect in the delivery of college curriculum. By participating in this research, you will assist me in studying the experiences of former police officers and what factors have contributed to their transition as instructors. The transition of professional practitioners to instructors is a relevant topic of discussion as a successful transition will contribute to the goal of providing opportunities for student learning from individuals with relevant industry and professional expertise.

Participants will be invited to complete a brief questionnaire, and to engage in an individual face-to-face semi-structured interview of approximately 90 minutes in length which includes a review of course outlines of courses that they instruct. I will also ask that participants permit me to audio record the interviews. Transcriptions of the interview will be made available in order for participants to review for accuracy.

During or following an interview, a participant can withdraw from the research study. Participants need not indicate their reasons for withdrawal. Any interview and questionnaire data collected from a participant who asks to withdraw from the study will be destroyed immediately. I will provide written transcripts of the interviews for participants to review for

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accuracy; a two-week review period will be provided. Withdrawal will be possible any time up until the end of that review period or when a participant has confirmed acceptability of his/her transcript (whichever occurs earlier). Since participants will not be obtaining any incentives or inducements for their participation, there will not be any disadvantage or reprisal for withdrawing from the study.

Confidentiality of participants will be maintained at all times. Directly identifying information about participants, notably names, will be masked.

If you decide to accept this invitation to participate, I will provide a detailed letter of consent outlining the process in more detail.

Jim M. Urasaki,
Doctoral Candidate,
Werklund School of Education,
University of Calgary

Short Title of Research Study: The Transition of the Practitioner to the Instructor
REB Certification - REB16-0354

APPENDIX B: Letter of Consent



Consent to Participate in Research

Name of Researcher, Faculty, Department, Telephone & Email:

Mr. Jim Urasaki, Doctoral Candidate, Werklund School of Education.

Supervisor:

Dr. Kaela Jubas, Associate Professor, Werklund School of Education.

Title of Project:

The Transition of the Practitioner to the Instructor: Exploring the Possibility of Transformative Learning of Former Police Officers Who Have Become College Justice Studies Instructors

Sponsor:

Not Applicable

This consent form, a copy of which has been given to you, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.

Purpose of the Study

Vocational colleges rely on recruiting and developing professionals from industry to teach their students. The transition of professional practitioners to instructors is a relevant topic of discussion as a successful transition will contribute to the goal of providing opportunities for student. The transition from being a practitioner to becoming an instructor is characterized by challenges to identity, anxiety about status, the need to develop new skills and questions about their instructional role. Transformative learning theory as described by Mezirow (1978, 1996, 1997, 2000, 2003) is a paradigm to explore the experience of individuals going through this period of transition. As an individual makes the transition from being a professional practitioner to an instructor, their experience may provide insights into the

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development of new perspectives and roles that characterize the transformative process. In this study, the transition of police officers into their new roles as college instructors will be used as a case of the process of transformative learning.

What Will I Be Asked To Do?

All participants will remain anonymous. Your real name will not be revealed and you will be asked to provide a pseudonym that will be used in the study. For participants who decline to choose a pseudonym, one will be assigned.

Should you wish to participate in the study, you will be asked to provide your gender, age, years of policing experience, a description of your areas of expertise, years of teaching experience, and subject areas in which you instruct.

Participants will be asked to participate in a digitally recorded interview of approximately 90 minutes. Interviews will be audio recorded to ensure that the details of the interview are included in the data transcription process. During this interview, participants will be asked to describe in detail their experiences of their transition from being a police officer to becoming a college justice studies instructor.

Participants will be asked the following questions:

1. How would you describe your initial motivations to become a justice studies instructor? Can you recall a time when you began to think of the possibilities of this new role?
2. What sorts of challenges have you faced in your new role as an instructor? Can you recall any incidents or experiences that reflect those challenges?
3. How would you describe your personal and professional growth as it applies to the content and the delivery of curriculum? For example, why have you chosen to include some topics and learning activities in your courses but not others?
4. How has your new role as a justice studies instructor affected your professional identity and your sense of purpose? How would you describe your motivations for continuing in this professional role?

Participants will also be asked to bring with them copies of both current and previous versions of their course outlines to help them answer the questions in the interview. Course outlines will be examined for any changes to curriculum content and delivery.

The interviews will be digitally audio recorded. Only the researcher, members of his supervisory committee, and the transcriber will have access to the recordings. At no time will the audio recordings be revealed to the public.

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Participation in this study is completely voluntary. Participants may refuse to participate altogether or refuse to participate in parts of the study. Participants may decline to answer any or all questions that are asked during the study. The transcriptions of the interviews will be available within a period of three weeks. Once the transcript of their interview has been compiled, participants will have the opportunity to review the transcripts for accuracy. Participants will be offered two weeks to review their transcripts. After that review period or when participants have confirmed acceptability of their transcripts (whichever occurs earlier), interview data will be considered final. Any data that has been gathered will be removed and destroyed based upon a participant's withdrawal from the study. If a participant chooses to withdraw from the study, they will not incur any penalty or loss of benefits such as the access to counselling assistance if needed.

What Type of Personal Information Will Be Collected?

Should you agree to participate in this study you will be asked to provide your gender, age, number of years of policing experience, number of years of instructional experience and subject areas taught. Your real name will not be included in the study.

Participants will be asked to describe their transition from their work experience as a police officer to their new role as a college instructor.

Please review the question below and choose Yes or No:

I grant permission to be audio recorded. Yes: ___ No: ___

I wish to remain anonymous, but you may refer to me and my comments with a pseudonym.

Yes: ___ No: ___

The pseudonym I choose for myself is:

Are there Risks or Benefits if I Participate?

Participants will be asked about their personal experiences. If participants do feel distressed as a result of discussing the nature of their transition, a handout describing the steps to access free counselling will be made available to them and a verbal description of the process to access counselling will be provided.

Participants will not receive any payment for their interviews.

What Happens to the Information I Provide?

Participation is completely voluntary, anonymous and confidential. You are free to discontinue participation at any time during the study. Real names will not be used in the study. Participants will be referred by the pseudonyms that

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they have chosen or have been assigned to them. Pseudonyms will be used to mask the identities of participants in any presentations or reports produced from the study.

The researcher and the supervisor have been trained and certified according to the Tri-Council Policy Statement: Ethical Conduct for Research involving Humans Course on Research Ethics. The transcriber of the audio recording will be required to sign a statement of confidentiality prior to the transcription process. No one except the researcher, his supervisory committee and the transcriber will be allowed to see or hear any of the answers to the questionnaire or the interview recordings/transcripts. Typed transcriptions of the interviews will be made available to the participant once they are completed.

The questionnaires, the transcribed interviews and a backup of the digital data stored on a flash-drive will be kept in a locked cabinet only accessible by the researcher. The anonymous data will be stored on a password protected computer hard drive and backed up on a password-protected flash-drive that will also be locked in cabinet. Within five years of the completion of the study, all digital data will be permanently erased and all hard copies of transcribed data will be destroyed.

Participants may access results of the study by contacting the researcher at the email address found in this document.

Signatures

Your signature on this form indicates that 1) you understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in the research project.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

Participant's Name: _____

Participant's Signature: _____ Date: _____

Researcher's Name: _____

Researcher's Signature: _____ Date: _____

Questions/Concerns

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Mr. Jim M. Urasaki, Doctoral Candidate, Werklund School of Education,
Dr. Kaela Jubas, Associate Professor, Werklund School of Education,

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If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary

A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.

REB Certification - REB16-0354