<div align="center">**Resources Related to the Academy Innovations Project**</div>

Integrative Curriculum Design

Atta, I., El-Hag, M., Shafek, S., Al-Ghamdi, H., and Al-Ghamdi, T. (2020). Drawbacks in the implementation of an integrated medical curriculum at medical schools and their potential solutions. *Education in Medicine Journal. 2020, 12(1*), 29–42. https://doi.org/10.21315/eimj2020.12.1.4

Brauer, D., & Ferguson, K. (2015). The integrated curriculum in medical education: AMEE Guide No. 96. Medical Teacher, 37, 312-322.

Costley, K. (2015). Research supporting integrated curriculum: Evidence for using this method of instruction in public school classrooms. Unpublished Manuscript.

Drake, S. & Reid, J. (2018). Integrated curriculum as an effective way to teach 21st century capabilities. *Asia Pacific Journal of Educational Research; 1(1),* 31-50.

Fogarty, R. (1991). *The mindful school. How to integrate the curriculum.* Pallantine, IL: Skylight Publishing.

Harden, R., Sowden, S., and Dunn, W. (1984). Some educational strategies in curriculum development: The SPICES model. ASME Medical Education Booklet number 18. *Medical Education; 18*, p. 284–297.

Harden, R. (2000). The integration ladder: A tool for curriculum planning and evaluation. *Medical Education; 34*, 551–557.

Hatch, T. (1998). 'The differences in theory that matter in the practice of school improvement.' American Educational Research Journal 35(1): 3–31.

Kysilka, M. (1998). Understanding integrated curriculum. *The Curriculum Journal; 9(2)*, 197-209.

Loepp, F. (1999). Models of curriculum integration*. The Journal of Technology Studies, 25(2),* 21-25.

Malik, A. & Malik, R. (2011). Twelve tips for developing an integrated curriculum. *Medical Trainer, 33,* 99-104.

Muthukrishnan, R., Peraman, R., Palaian, S., Parasuraman, S., and Zakirul, M. (2016). Challenges and opportunities in integrated curriculum of health professions education – A critical view. *Indian Journal of Pharmaceutical Education and Research. 50,* 502-503. 10.5530/ijper.50.3.26.

Panitz, B. (1997). The integrated curriculum. *ASEE Prism, 7*(1), 24-29.

Quintero, G. A., Vergel, J., Arredondo, M., Ariza, M.-C., Gómez, P., and Pinzon-Barrios, A.-M. (2016). Integrated Medical Curriculum: Advantages and Disadvantages. *Journal of Medical Education and Curricular Development, 3.* https://doi.org/10.4137/JMECD.S18920

Shoemaker, B. (1989). Integrative education: A curriculum for the twenty-first century. *OSSC Bulletin, 33(2).*

Snyder, S. (2001). Connection, Correlation, and Integration. *Music Educators Journal, 87*(5), 32-70. doi:10.2307/3399706

Tarr, J., Grouws, D., Chavez, O., and Soria, V. (2013). The effects of content organization and curriculum implementation on students' mathematics learning in second-year high school courses. *Journal for Research in Mathematics Education, 44(4),* 683-729.

Retention Interval

Cepeda, Coburn, Rohrer, Wixted, Mozer & Pashler (2009). Optimizing distributed practice: Theoretical analysis and practical implications. *Experimental Psychology; 56(4)*, 236-246.

Compton, M. and Chien, V. (2008). Factors related to knowledge retention after crisis intervention team training for police officers. *Psychiatric Services, 59(9),* 1049-1051.

Conway, M., Cohen, G., and Stanhope, N. (1991). On the very long-term memory of knowledge acquired at school and university. *Applied Cognitive Psychology, 6*, 467-482.

Cotterman, T. and Wood, M. (April 1967). *Retention of simulated lunar landing mission skill: A test of pilot reliability* (AMRL-TR-66-222). Wright-Patterson Air Force Base, Ohio: Aerospace Medical Research Laboratories.

Deatz, R. and Trippe, D. (2012). Assessing knowledge retention for online and classroom boating safety courses. Grant report produced under a grant from the Sport Fish Restoration and Boating Trust Fund.

Driskell, J., Copper, C., and Willis, R. (1992). Effects of overlearning on retention. *Journal of Applied Psychology, 77(5)*, 615-622).

Edwards, C., Rule, A., & Boody, R. (2017). Middle School Students' Mathematics Knowledge Retention: Online or Face-to-Face Environments. *Journal of Educational Technology & Society, 20*(4), 1-10.

Glasnapp, D., Poggio, J., and Ory, J. (1978). End-of-course and long-term retention outcomes for mastery and nonmastery learning paradigms. *Psychology in the Schools, 15*, 595-603.

Goldberg, S., Drillings, M. and Dressel, D. (1981). Mastery training: Effect on skill retention. U.S. Army Research Institute for the Behavioral and Social Sciences, Technical Report 513.

Halpin, G. and Halpin, G. (1982). Experimental investigation of the effects of study and testing on student learning, retention, and ratings of instruction. *Journal of Educational Psychology, 74*, 32-38.

Kratzig, G. (2016). Skill retention: A test of the effects of overlearning and skill retention interval on maintenance of infrequently used complex skills [Unpublished doctoral dissertation]. University of Regina.

Leonard, R., Wheaton, G., and Cohen, F (October 1976). *Transfer of training and skill retention* (TR-76-A3). Washington, DC: American Institute for Research.

MacKenzie, A. and White, R. (1982). Fieldwork in geography and long-term memory. *American Educational Research Journal, 19,* 623-632.

Naidr, J., Adla, T., Janda, A., Feberova, J., Kasal, P., and Hladikova, M. (2004). Long-term retention of knowledge after a distance course in medical informatics at Charles University Prague. *Teaching and Learning in Medicine, 16(3)*, 255-259.

Schendel, J. and Hagman, J. (1980). On sustaining procedural skills over prolonged retention intervals. U.S. Army Research Institute for the Behavioral and Social Sciences, Research Report 1298.

Semb, G., & Ellis, J. (1994). Knowledge Taught in School: What Is Remembered? *Review of Educational Research, 64*(2), 253-286. doi:10.2307/1170695

Semb, G., Ellis, J., and Araujo, J. (1993). Long-term retention of knowledge learned in school. *Journal of Educational Psychology, 85*, 305-316.

Specht, L. and Sandlin, P. (1991). The differential effects of experiential learning activities and traditional lecture classes in accounting. *Simulation and Gaming, 22*, 196-210.

Van Dusen, F. and Schlosberg, H. (1948). Further study of the retention of verbal and motor skills. *Journal of Experimental Psychology, 38*, 526–534.

Wolf, P. and Brandt, R. (1998). What do we know from brain research? Educational Leadership, 49(2), 14-15.

Youngling, E. W., Sharpe, E. N., Ricketson, B. S., & McGee, D. W. (December 1968). Crew skill retention for space mission up to 200 days (F7666). McDonnell-Douglas Astronautics, Eastern Division.

Online Training

Brand, M. & Mahlke, K. (2017, September 20-22). *DNR and the use of blended learning methodology in German police education* [Paper Presentation]. Advances in Web-Based Learning - ICWL 2017: 16th International Conference, Cape Town, South Africa.

Chimusoro, E. (2019). Effectiveness of e-learning in enhancing police performance: Case of criminal investigation department headquarters. (Thesis, Bindura University of Science Education, Zimbabwe).

Compound annual growth rate of the fastest-growing e-learning segments worldwide from 2012 to 2017. (2021). Retrieved from https://www.statista.com/statistics/273946/cagr-of-the-fastest-growing-e-learning-segments-worldwide/

Donavant, B. (2007). Efficacy of distance learning for professional development of police officers. Unpublished doctoral dissertation, University of Southern Mississippi, Hattiesburg.

Donavant, B. (2009). The new, modern practice of adult education: Online instruction in a continuing professional education setting. *Adult Education Quarterly, 59(3),* 227-245.

Donavant, B. (2009). To internet or not?: Assessing the efficacy of online police training. *American Journal of Criminal Justice, 34,* 224-237.

Lepatski, C. (2011). The study of blended learning and teaching officers investigative skills. (Master's Thesis, University of Alberta, Canada).

Rozman, B. (2015). E-learning in police training: The case of the Slovenian police. European Police Science and Research Bulletin, 12.

Seth, V. (2013). The role of ICT: A case of the police force of India. *International Journal of Advanced Research in Computer Science and Software Engineering, 3(ii),* p. 778-781.

Yuniawati, E., Fakhruddin, Rusdarti & Kardoyo. (2021). Development of e-learning management model for teaching system at the police academy. *Turkish Journal of Computer and Mathematics Education, 12(5),* p. 188-196.

General Resources

Hyland, S. and Davis, E. (2019). *Local Police Departments, 2016: Personnel* (NCJ 252835). U.S. Department of Justice Office of Justice Programs Bureau of Justice Statistics.

Reaves, B. (2013). *State and Local Law Enforcement Training Academies, 2013* (NCJ 249784). U.S. Department of Justice Office of Justice Programs Bureau of Justice Statistics.