

Social Media, Competency Development, and Police Academy Education: Implications for Contemporary Recruit Training

Dr. Clayton H. Hawkins

Associate Professor, Political Economy, Signum Magnum College

Abstract

Dear Editor,

Please consider the enclosed manuscript, "Social Media, Competency Development, and Police Academy Education: Implications for Contemporary Recruit Training," for publication in the International Journal for Multidisciplinary Research.

This conceptual article examines how changing patterns of digital communication and social media use may influence the development of competencies essential to contemporary police training. Drawing upon current research from psychology, communication studies, education, cognitive science, and criminal justice, the manuscript explores how evolving developmental experiences may affect interpersonal communication, decision-making, emotional regulation, professional writing, and professional socialization among police recruits.

Rather than suggesting that social media diminishes the abilities or potential of contemporary recruits, the article advances a competency-centered educational framework. It argues that while the professional competencies required of police officers remain stable, the developmental experiences through which recruits acquire those competencies continue to evolve. Consequently, police academies should adapt instructional methods to develop essential competencies while maintaining rigorous professional standards.

Given the increasing reliance on evidence-based instructional practices within law enforcement education, we believe this interdisciplinary perspective will be of interest to educators, researchers, and practitioners working in criminal justice, education, psychology, and organizational training.

This manuscript is original, has not been published previously, and is not under consideration by any other journal. All authors have reviewed and approved the manuscript and have no conflicts of interest to declare.

Thank you for your time and consideration.

Sincerely,

Clayton Hawkins

Introduction

The rapid expansion of social media has fundamentally reshaped how individuals communicate, acquire information, form relationships, and interpret the social world. Platforms such as Instagram, TikTok, Snapchat, Facebook, and X (formerly Twitter) have become central features of everyday life, particularly among adolescents and young adults who have matured in environments where digital communication is

an increasingly dominant mode of social interaction. Unlike earlier generations, many contemporary adults have developed significant portions of their interpersonal communication, identity development, and social learning within digitally mediated environments rather than through sustained face-to-face interaction. Although these technologies have increased access to information and expanded opportunities for connection, researchers have increasingly questioned how prolonged engagement with digital communication influences attention, emotional regulation, interpersonal competence, and reflective decision-making (Carr, 2020; Turkle, 2015; Twenge et al., 2019). Throughout this article, the term *digital communication* refers broadly to social media platforms and other mobile technologies that facilitate interpersonal interaction, while *social media* refers specifically to online platforms through which users create, share, and engage with digital content.

Although public discussion frequently portrays social media as either beneficial or harmful, the empirical literature presents a considerably more nuanced picture. Recent systematic reviews suggest that the effects of social media depend on the frequency, context, and manner of use rather than the technology itself. Digital platforms can facilitate social connection, information sharing, collaborative learning, and access to educational resources while simultaneously influencing attention, emotional regulation, interpersonal interaction, and well-being when use becomes excessive or displaces meaningful face-to-face experiences (Purba et al., 2023). Consequently, researchers increasingly recommend moving beyond simplistic assumptions regarding social media's effects and instead examining how digitally mediated communication influences specific developmental competencies relevant to education and professional practice. This perspective is particularly important when considering occupations such as policing, where communication, judgment, emotional regulation, and interpersonal effectiveness remain central to professional performance.

Police academy instructors have increasingly observed that some recruits encounter difficulties during the early phases of training in areas including professional writing, face-to-face communication, decision-making under stress, and responding constructively to corrective feedback. These observations should not be interpreted as evidence that recruits possess lower motivation, intelligence, or commitment to public service than previous generations. Rather, they raise an important educational question: How might changing patterns of communication and socialization influence the development of competencies that police training has traditionally assumed recruits already possess? Although numerous studies have examined the psychological and social effects of digital media, comparatively little research has examined how these findings may influence instructional practices within police academy training.

This article addresses that gap by examining research from psychology, communication studies, education, cognitive science, and criminal justice to examine how sustained engagement with social media may influence interpersonal communication, emotional regulation, decision-making, and professional writing among police recruits. Rather than suggesting that social media determines professional competence or diminishes the capabilities of younger generations, the analysis considers how evolving patterns of digital socialization may shape developmental experiences relevant to academy performance. The discussion further examines evidence-based instructional strategies that can help academies strengthen these competencies while maintaining rigorous professional standards.

Ultimately, the article advances a competency-centered perspective on police training. If communication environments have changed substantially over the past two decades, police academies cannot assume that incoming recruits arrive with identical developmental experiences or interpersonal skill sets as previous generations. The professional competencies required of police officers, however, remain unchanged. The

challenge for academy educators is therefore not to reduce standards, but to adapt instructional methods that effectively develop the communication, decision-making, and interpersonal competencies essential for modern policing.

Social Media as a Dominant Communication Environment

Communication has evolved dramatically over the past two decades as digital platforms have become central to everyday social interaction. Social media now functions as far more than a mechanism for exchanging information; it has become an environment in which relationships are established, identities are developed, opinions are reinforced, and social norms are negotiated. For many adolescents and young adults, digital communication represents a substantial portion of daily interpersonal interaction, influencing how social experiences are acquired and interpreted. While these technologies have expanded opportunities for collaboration, they have also altered the frequency, structure, and characteristics of face-to-face communication.

Digital communication differs from in-person interaction in several important ways. Social media exchanges are frequently asynchronous, text- or image-based, and highly curated. Users can edit responses before posting, selectively present aspects of their identity, and disengage from uncomfortable interactions with minimal social consequence. Algorithms further shape communication by prioritizing personalized content and reinforcing existing interests and viewpoints. These characteristics reduce reliance on many of the verbal and nonverbal behaviors that traditionally facilitate effective interpersonal communication, including eye contact, facial expression, tone of voice, conversational timing, and immediate feedback (Turkle, 2015). As a result, digital interactions often require different communication skills than those demanded in face-to-face settings.

While concerns have been raised that digital communication may displace opportunities for face-to-face interaction, recent longitudinal research indicates that the relationship is considerably more complex. In a longitudinal study following participants from ages 10 to 18, Steinsbekk et al. (2024) found that increased social media use predicted more time spent with friends offline but was not associated with subsequent declines in overall social skills. Similarly, Heyman et al. (2022) reported that certain forms of social media use were associated with more positive initial face-to-face interactions among young adults, although these relationships varied according to the nature and purpose of platform use. Collectively, these findings suggest that social media neither uniformly strengthens nor weakens interpersonal competence. Rather, its influence appears to depend on how digital communication supplements—or replaces—meaningful face-to-face interaction. Because policing depends heavily on interpreting nonverbal cues, managing interpersonal conflict, and communicating effectively under stress, academy training should provide deliberate opportunities for recruits to develop these skills through interpersonal experiences.

These distinctions are particularly relevant within law enforcement. Effective policing depends upon the ability to interpret subtle behavioral cues, establish rapport with individuals experiencing crisis, resolve conflict through verbal persuasion, and adjust communication strategies in rapidly changing circumstances. Unlike digital communication, police-citizen encounters occur in real time and frequently involve uncertainty, emotional intensity, and significant legal consequences. Officers must simultaneously evaluate verbal content, body language, environmental conditions, and evolving threats while communicating professionally. These competencies cannot be fully developed through digital interaction alone and instead require repeated practice in interpersonal environments.

From an educational perspective, these observations do not imply that social media diminishes communication ability or reduces professional potential. Rather, they suggest that today's recruits may arrive at police academies with communication experiences that differ from those of previous generations. Recognizing these differences allows academy instructors to design learning experiences that deliberately strengthen interpersonal communication, active listening, emotional awareness, and conflict resolution while preserving the rigorous professional standards expected of police officers.

Cognitive Effects of Social Media Use and Decision-Making

Effective decision-making is among the most critical competencies in law enforcement. Police officers routinely make rapid judgments in situations characterized by incomplete information, uncertainty, emotional intensity, and potential risk. These decisions require sustained attention, situational awareness, cognitive flexibility, and the ability to integrate multiple sources of information while remaining accountable for legal and ethical outcomes. Because these cognitive demands are central to effective policing, researchers have increasingly examined whether digital environments influence the development of attention and higher-order reasoning.

Modern social media platforms are specifically designed to maximize user engagement through rapidly changing content, continuous notifications, and personalized information streams. Users frequently shift attention among multiple tasks, messages, and media sources within short periods of time. Although these environments provide efficient access to information, cognitive psychologists have questioned whether repeated exposure to fragmented information processing may influence sustained attention and reflective thinking (Carr, 2020). Rather than encouraging prolonged concentration, digital media often rewards rapid scanning, immediate responses, and continuous task switching.

Research examining media multitasking has reported associations between extensive engagement with multiple digital media streams and reduced attention control, working memory, and the ability to filter irrelevant information (Ophir et al., 2009). Although subsequent studies have produced mixed findings regarding the magnitude of these effects, researchers generally agree that attentional control and situational awareness are trainable cognitive skills rather than fixed individual characteristics. Supporting this perspective, Heusler and Sutter (2022) demonstrated that targeted visual attention and gaze training significantly improved police cadets' decision-making performance during live-fire scenarios. Rather than suggesting recruits possess diminished decision-making ability, these findings indicate that cognitive competencies essential to policing can be strengthened through structured, evidence-based training that deliberately develops attention, situational awareness, and decision-making under realistic field conditions.

These findings have practical implications for police academy training. Academy instructors frequently observe that some recruits initially struggle to identify relevant information during scenario-based exercises, describe their reasoning for tactical decisions, or justify their actions during post-scenario debriefings. Rather than reflecting deficiencies in intelligence or motivation, these difficulties may indicate limited prior experience engaging in structured decision-making environments that require deliberate analysis, verbal explanation, and accountability for outcomes. Police work demands not only arriving at appropriate decisions but also communicating the reasoning that supports those decisions in reports, testimony, and supervisory review.

Research on judgment and decision-making suggests that reflective reasoning develops through repeated opportunities to evaluate evidence, consider alternatives, explain decisions, and receive corrective

feedback (Kahneman, 2011). Scenario-based learning provides precisely these experiences by requiring recruits to process complex situations, make decisions under realistic conditions, and defend those decisions during structured debriefings. Through repeated practice, recruits gradually develop the analytical habits and cognitive skills necessary for sound professional judgment.

From an instructional perspective, the available evidence does not suggest that today's recruits are less capable of making effective decisions than previous generations. Rather, it suggests that academy training should intentionally cultivate sustained attention, reflective reasoning, and decision justification as core professional competencies. By engaging recruits in increasingly complex decision-making scenarios followed by coaching and debriefing, police academies can strengthen cognitive skills essential for effective field performance while adapting instruction to the realities of contemporary communication environments.

Writing Skills and Digital Communication

Professional writing is among the most important competencies expected of police officers. Police reports serve as legal documents, investigative records, and evidence that may later be scrutinized by supervisors, prosecutors, defense attorneys, judges, and juries. Effective report writing requires far more than grammatical accuracy; it demands logical organization, objective observation, precise language, chronological sequencing, and the ability to communicate complex events clearly and accurately. Consequently, writing represents both a communication skill and a cognitive process that reflects analytical thinking and professional judgment.

National educational assessments have documented ongoing concerns regarding writing proficiency among American students and young adults (National Center for Education Statistics [NCES], 2022). At the same time, communication practices have increasingly shifted toward digital platforms that emphasize brevity, immediacy, and informal expression. Social media posts, text messaging, and other forms of online communication frequently rely on abbreviated language, fragmented sentences, emojis, and context-dependent meaning that differs substantially from the conventions of professional writing. Although these communication styles are appropriate within their intended environments, they provide relatively few opportunities to practice the structured writing required in professional settings.

Research examining digital communication and literacy suggests that the relationship between social media use and writing proficiency is more nuanced than early studies suggested. While frequent reliance on abbreviated digital communication may reduce opportunities to practice formal writing conventions, writing proficiency is primarily developed through structured instruction, repeated practice, feedback, and revision (Wood et al., 2014). Recent research within criminal justice education similarly demonstrates that writing ability improves when formal writing instruction is intentionally integrated throughout the curriculum rather than treated as an isolated academic skill. Students who receive repeated writing assignments accompanied by instructor feedback and opportunities for revision demonstrate measurable improvements in written communication, organization, and analytical reasoning (Goulette et al., 2021). These findings suggest that professional writing should be viewed not as a prerequisite for police academy success but as a competency that can be systematically developed through evidence-based instructional practices.

These distinctions are particularly important within police academy training. Academy instructors frequently report that some recruits initially experience difficulty organizing incident narratives, maintaining chronological sequence, distinguishing factual observations from personal interpretations,

and producing concise yet complete reports. These challenges often become most apparent during scenario-based exercises, where recruits must rapidly transform complex, dynamic events into accurate written reports. Because police reports directly influence criminal investigations, judicial proceedings, and organizational accountability, deficiencies in report writing can have significant professional consequences.

Viewing writing as a trainable professional competency has important instructional implications. Rather than assuming recruits enter the academy with fully developed writing skills, academies can provide explicit instruction in report organization, structured writing exercises, feedback, and revision throughout the training process. Integrating report writing into interactive scenarios further reinforces the relationship between observation, decision-making, and written communication, allowing recruits to develop technical writing skills alongside operational judgment. This competency-centered approach recognizes that professional writing is not an isolated academic exercise but an essential component of effective police performance.

Interpersonal Communication and Emotional Regulation

Interpersonal communication lies at the heart of effective policing. Every encounter between an officer and a member of the public requires the ability to communicate clearly, establish rapport, interpret verbal and nonverbal behavior, regulate emotional responses, and adapt communication strategies to rapidly changing circumstances. Whether conducting interviews, resolving disputes, de-escalating crises, or assisting with emergencies, officers rely on interpersonal competencies that directly influence public cooperation, officer safety, and organizational legitimacy. Research on procedural justice consistently demonstrates that citizens are more likely to perceive police actions as legitimate when officers communicate respectfully, explain their decisions, and treat individuals with dignity, even when enforcement actions take place (Tyler et al., 2015).

The development of these skills depends upon repeated participation in challenging interpersonal situations that require recruits to manage emotion, interpret social cues, resolve conflict, and respond constructively to feedback. Unlike face-to-face interactions, however, digital communication environments often allow users to delay responses, carefully edit messages, limit exposure to disagreement, or disengage from uncomfortable exchanges altogether. While these actions may reduce interpersonal stress, they also reduce the frequency of spontaneous interactions that require immediate emotional regulation and adaptive communication (Turkle, 2015).

Research examining emotional regulation and social behavior suggests that competencies such as empathy, self-awareness, emotional regulation, and interpersonal effectiveness develop through repeated interpersonal experience, reflection, and practice (Goleman, 1995). More recent evidence has reinforced this perspective. In a systematic review of 45 studies involving more than 34,000 participants, San Martín Iñiguez et al. (2024) found that self-regulation, emotional regulation, and self-control were consistently associated with problematic social media use. These findings do not indicate that social media causes emotional difficulties; rather, they suggest that individual differences in self-regulatory processes may influence both patterns of digital media use and the development of interpersonal competencies. Collectively, the literature supports the view that emotional regulation is a learned competency strengthened through repeated practice in stressful situations rather than an inherent personal characteristic.

Within police academies, instructors frequently observe that some recruits initially struggle with constructive criticism, become discouraged following performance evaluations, or withdraw during collaborative problem-solving exercises. Others may hesitate to engage in difficult conversations or experience uncertainty when communicating under stressful conditions. These responses should not be interpreted as evidence of diminished commitment or professionalism. Instead, they may reflect differences in prior developmental experiences that have provided fewer opportunities to practice managing emotionally demanding face-to-face interactions.

These observations have important implications for academy instruction. Communication, emotional regulation, and resilience should be viewed as professional competencies that require intentional development throughout recruit training. Scenario-based learning, structured debriefings, peer collaboration, and instructor feedback provide repeated opportunities for recruits to practice responding to stress, receiving criticism, managing interpersonal conflict, and communicating effectively under realistic policing conditions. As recruits gain experience through progressively challenging scenarios, these interpersonal competencies become increasingly automatic, strengthening both officer performance and public interactions.

Social Media, Identity Formation, and Authority

Emerging adulthood is a critical period for identity development, during which individuals establish personal values, social relationships, and expectations regarding authority, feedback, and professional responsibility. Increasingly, these developmental processes occur within digital environments where communication is personalized, immediate, and highly interactive. Social media platforms encourage individuals to curate personal identities, selectively present experiences, and receive continuous social reinforcement through comments, shares, and engagement metrics. Although these environments offer valuable opportunities for self-expression and community building, they also shape expectations regarding communication, evaluation, and interpersonal interaction (Vaidhyanathan, 2018).

Police academies operate within a markedly different social environment. Academy training emphasizes standardized performance expectations, objective evaluation, personal accountability, and adherence to organizational procedures. Instruction is intentionally structured to expose recruits to corrective feedback, performance review, and increasing levels of responsibility under conditions of accountability. Unlike many digital interactions, academy feedback is immediate, direct, and intended to promote professional growth rather than personal validation. Successfully adapting to this environment represents an important developmental milestone for recruits.

Research on police socialization consistently demonstrates that successful recruits gradually internalize professional norms through repeated interaction with instructors, peers, and realistic scenario experiences (McCarty & Lawrence, 2016). More recently, Hossain (2024) found that police recruits' professional identities continue to evolve throughout academy and field training as they increasingly align personal expectations with the values, responsibilities, and culture of the policing profession. This process involves learning not only technical knowledge and tactical skills but also accepting constructive criticism, developing resilience, exercising self-discipline, and prioritizing organizational standards over personal preferences. For recruits whose previous educational or social experiences have emphasized greater autonomy or individualized communication, this transition may initially require adjustment. These challenges should be understood as part of the professional socialization process rather than evidence of diminished motivation or commitment to policing.

Within academy settings, instructors occasionally observe that some recruits initially respond defensively to corrective feedback, hesitate to acknowledge mistakes publicly, or experience discomfort when evaluated in front of peers. These responses often decline as recruits gain experience within the structured academy environment and develop greater confidence in their abilities. This pattern suggests that many of these challenges are transitional and responsive to effective instruction rather than stable characteristics of contemporary recruits.

From an instructional perspective, these observations reinforce the importance of making academy expectations explicit from the outset of training. Consistent performance standards, transparent evaluation criteria, structured mentoring, and timely, constructive feedback help recruits understand that accountability is a fundamental component of professional policing rather than a form of personal criticism. As recruits progressively adapt to these expectations, they develop the resilience, professionalism, and self-awareness necessary for effective performance in both academy and field training environments.

Trends Among Contemporary Police Recruits

Research from psychology, communication, education, and criminal justice suggests that recruits enter police academies with developmental experiences that differ in important ways from those of previous generations. Although individual backgrounds vary considerably, many recruits have completed much of their education and social development during a period characterized by widespread social media use, mobile technology, and, for many, educational disruptions associated with the COVID-19 pandemic. Together, these experiences have contributed to changing patterns of communication, learning, and social interaction that may influence how recruits initially adapt to the demands of academy training.

Across police academies, instructors have reported that some recruits experience early difficulty with professional writing, sustained attention during classroom instruction, face-to-face communication, decision-making under stress, and responding constructively to corrective feedback. While systematic national data describing these trends remain limited, these observations are consistent with broader educational research documenting changes in writing proficiency, communication practices, and learner readiness among contemporary students. Importantly, these challenges are typically most evident during the initial stages of academy training and often diminish as recruits gain experience through structured instruction, repeated practice, and performance feedback.

Adult learning theory provides a useful framework for interpreting these observations. Adults learn most effectively when instructional expectations are explicit, learning activities are relevant to professional responsibilities, and opportunities exist for active participation, reflection, and timely feedback (Knowles et al., 2015). From this perspective, early training difficulties should not be viewed as evidence of reduced learning capacity but rather as indicators that recruits may require training to develop competencies that previous generations acquired through different developmental experiences.

These observations also reinforce an important principle for police training: academy performance is influenced not only by what recruits know when they arrive but also by the experiences that shaped how they learned to communicate, solve problems, and respond to evaluation before entering the profession. Rather than lowering expectations, police academies should continue to emphasize rigorous standards while providing structured opportunities to develop communication, decision-making, emotional regulation, and professional writing through progressively challenging scenarios and interactive learning activities.

Implications for Police Academy Training

The evidence reviewed in this article does not suggest that today's recruits are less capable of becoming effective police officers than previous generations. Rather, it suggests that many recruits arrive at the academy having developed communication, learning, and interpersonal skills within social environments that differ from those experienced by earlier generations. These differences do not require lowering professional standards; instead, they require implementing competency-based instructional strategies that effectively develop these skills. Police academies, therefore, should view communication, professional writing, emotional regulation, decision-making, and resilience as core professional competencies that require systematic instruction, guided practice, and continuous assessment throughout academy training. Communication skills should be reinforced through repeated opportunities for face-to-face interaction, collaborative problem solving, public speaking, role-playing, and structured debriefings. Similarly, professional writing should extend beyond isolated report-writing blocks and instead be integrated throughout the curriculum as recruits document realistic scenarios, receive instructor feedback, and revise their work based on objective performance standards. These instructional strategies reinforce the relationship between observation, decision-making, and professional communication while promoting increasingly sophisticated analytical thinking.

Scenario-based instruction remains particularly valuable because it integrates multiple professional competencies simultaneously. Well-designed scenarios require recruits to assess rapidly evolving situations, communicate effectively, regulate emotional responses, make legally defensible decisions, and accurately document events under realistic conditions. Structured debriefings following these exercises further strengthen learning by encouraging recruits to explain their reasoning, reflect upon their performance, receive constructive feedback, and identify strategies for improvement. Through repeated participation in progressively complex scenarios, recruits develop the judgment, confidence, and adaptability necessary for successful field performance.

Instructional sequencing is equally important. Foundational concepts introduced through classroom instruction should be progressively reinforced through practical application before recruits are expected to perform independently in increasingly stressful environments. This progression is consistent with adult learning theory, experiential learning theory, and cognitive load theory, each of which emphasizes that complex professional competencies develop most effectively when learning experiences are intentionally scaffolded and progressively increase in complexity (Knowles et al., 2015; Kolb, 1984; Sweller et al., 2019). Rather than viewing lecture-based instruction and experiential learning as competing educational philosophies, police academies should integrate both approaches within a coherent instructional sequence that supports competency development.

Finally, academy instructors should recognize that adaptation is a normal component of professional socialization. Early struggles with communication, writing, decision-making, or receiving corrective feedback should not be interpreted as indicators of long-term professional potential. Instead, they represent opportunities for targeted instruction, coaching, and practice. When recruits receive clear expectations, consistent evaluation, realistic learning experiences, and timely feedback, they typically demonstrate substantial growth.

Ultimately, the changing communication environments experienced by contemporary recruits do not diminish the competencies required of modern police officers. Effective policing continues to depend upon sound judgment, interpersonal communication, emotional regulation, professional writing, and ethical decision-making. As developmental experiences continue to evolve, the challenge for police academies is

to ensure that instructional methods evolve accordingly while preserving the rigorous professional standards upon which effective policing depends.

Conclusion

The widespread adoption of social media has transformed the communication environments in which many contemporary police recruits have developed interpersonal relationships, processed information, and learned to navigate social interaction. Although digital communication offers important benefits in connectivity, collaboration, and access to information, it also differs fundamentally from the face-to-face interactions that characterize professional policing. As a result, today's recruits may enter police academies with developmental experiences that differ from those of previous generations in ways that influence communication, decision-making, emotional regulation, and professional writing during the early stages of training.

The evidence reviewed throughout this article does not support the conclusion that social media diminishes professional potential or predicts police performance. Rather, it suggests that changing patterns of communication and socialization may influence how essential professional competencies develop before recruits enter academy training. These differences should not be interpreted as deficiencies or justification for lowering academic and performance standards. Instead, they highlight the importance of recognizing that the developmental pathways through which recruits acquire professional competencies continue to evolve alongside broader technological and social change.

For police educators, the central implication is clear. Communication, decision-making, emotional regulation, professional writing, and resilience should be viewed as competencies that require intentional instruction rather than assumed prerequisites for academy success. By integrating explicit instruction, structured practice, realistic scenario-based learning, and continuous performance feedback, academies can strengthen these competencies while maintaining the rigorous standards required for effective policing. This approach recognizes that instructional methods must evolve in response to changing learner experiences without compromising the profession's performance expectations.

More broadly, this discussion contributes to an emerging conversation regarding the relationship between social change and professional education. As communication technologies continue to reshape learning, social interaction, and cognitive development, police academies must remain responsive to these changes while preserving the competencies that define professional policing. Future research should examine how digital communication experiences influence academy performance, field training outcomes, and long-term officer effectiveness, thereby providing an empirical foundation for refining instructional practices. Continued investigation will help ensure that police training remains both evidence-based and responsive to the evolving characteristics of those entering the profession.

Ultimately, the competencies required of effective police officers have remained remarkably stable despite profound changes in how individuals communicate and learn. The enduring challenge for police academies is therefore not to redefine professional competency, but to ensure that instructional practices continue to develop those competencies effectively within an evolving social and technological landscape.

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