

EFFECTS OF TECHNOLOGY ON CRIMINOLOGY STUDENTS' ENTHUSIASM FOR LEARNING

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Introduction

Enthusiasm for learning criminology subjects can be defined as the students' eagerness to participate in practical exercises in all major subjects in criminology in the classroom, as well as in the outdoor activities. The researchers' motivation for using technology in teaching criminology subjects has two objectives. First, for the criminology students to be interested in integrating technology into their studies. Secondly, for the criminology students to explore other resources in learning not only spoon feeding teaching.

Today, students have grown up in a technological world with television, electronic devices and gadgets like cellular phones and tablets, video games, and more. They are accustomed for receiving and processing information through multi-sensory sources. The researchers wanted to bring technology inside the classroom and incorporate it into classroom discussions.

Learning is an extremely complex human process. For several years of teaching, the researchers have used many strategies to enhance students' learning and to teach new concepts. Yet, the researchers are not convinced that they thoroughly understand how criminology students learn. The researchers believe that criminology students learn through experiences. Criminology students build on past experiences and previous knowledge to process new concepts. As students redefine old understandings of concepts and integrate new experiences into their old concepts, they mature in their knowledge and understanding.

In their early experiences of the world, criminology students developed ideas which enable them to make sense of the things that happened around them. They brought these informal ideas inside the classroom, based from the aim of criminal justice education which is to give more explanatory power so that their ideas can become useful concepts.

As criminology instructors, the researchers cannot assume that they are the giver of knowledge. The researchers are only confident in knowing that they are the facilitator of understanding, the presenter of an opportunity to explore, discover, and compile knowledge. Criminology students' willingness to learn and their enthusiasm for discovering knowledge and developing understanding will dictate the level of their learning.

Students need to be actively involved in their education. Interested and enthusiastic students are more willing learners, and the researchers believe that willing learners become active participants in their own instruction. As students become more actively involved in their learning, they develop interest and enthusiasm for the content and/or the process that is conduit for acquiring new knowledge.

Through this study, the researchers hope to find that multimedia technology would be the conduit that criminology students need in order to acquire new knowledge, develop new concepts, and express strong understanding. Through the integration of multimedia computer software the researchers desire to tap the enthusiasm of criminology students towards learning criminology subjects and make them active participants on instructors' instruction.

Statement of the Problem

This study attempts to find out the Effects of Technology on Criminology Students' Enthusiasm for Learning in the College of Criminal Justice Education of University of Saint Anthony. Specifically, this seeks answers to the following questions:

1. What are the ways and means used by the instructors' in incorporating technology suited in teaching criminology subjects?
2. What are the effects of technology on criminology students' enthusiasm for learning?
3. What recommendations may be formulated to improve application of technology in teaching criminology students in the College of Criminal Justice Education of USANT?

Research Methodology

The descriptive-survey method was used in this study. Descriptive means that surveys are made in order to discover some effects of technology on criminology students' enthusiasm to learn and the word survey denotes an investigation of a field to ascertain the typical condition is obtained. The researchers used observations, interviews, students' class work and other student outputs for this study. Observation refers to what he/she sees taking place in the classroom based on student's daily participation. Student interviews were done informally before, during, and after classes. Several categories affecting motivation were included in the questionnaire.

Findings

1. Majority of the criminology instructors in the College of Criminal Justice Education of University of Saint Anthony applied their own ways and means in applying technology in teaching their students.
2. It was proven that once technology is applied in teaching, the enthusiasm of the criminology students' increase.

3. It is necessary to increase available technological facilities used in teaching to improve the present status in relation to application of technology in teaching in the department.

Conclusions

1. Criminology instructors are using technology in teaching their criminology students.

2. Learning was achieved by the students when the criminology students incorporated technology in discussing the topic.

3. The use of technology is beneficial to students' learning outcome of the learners.

Recommendations

1. Criminology instructors should be keen observant when the students are using technology especially in the internet because sometimes the content of the website they are browsing are not useful.

2. Criminology instructors should not be contented on the knowledge acquired by the students through internet but they need to elaborate and discuss further the topic or information gathered to ensure its relevance to the course.

Criminology Instructors should undergo trainings and seminars to improve their skills and how in using technology not only for the benefit of the students but for their benefit as well.