

Examining the Preferred Teaching Strategies for Criminology Program in the 21st Century at Cavite State University – Bacoor City Campus: Basis for Proposed Pedagogical Training Program

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Abstract: The researcher aims to explain the preferred teaching strategies of the criminal justice faculty of Cavite State University – Bacoor City Campus, in which the result of the study will be able to produce a pedagogical training program to address the challenges on the teaching strategies of every faculty. The study employed descriptive survey method research design since its purpose is to obtain and present facts regarding the preferred teaching strategies for criminology program in the 21st century at Cavite State University Bacoor City Campus. The researchers employed a descriptive method using the survey approach, frequency, percentage, weighted mean, four – point Likert scale, and T-test to assess relevant information that served the purpose of the study. As a result, there is a significant difference on the assessments of the two groups of respondents on the preferred teaching strategies for criminology program in the 21st century at Cavite State University Bacoor City Campus in terms of Community Engagement, Technology Integration, Collaborative Learning and Case Studies and Real-world Example. Thus, the null hypothesis is rejected. As recommended by the researcher; To support the integration of interdisciplinary approach, it is necessary to generate extra resources for faculty development, course restructuring, and collaborative research initiatives; A specialized unit must be created to ensure meticulous planning and coordination when developing an interdisciplinary curriculum that seamlessly incorporates concepts and methodologies from multiple disciplines; Academic institutions must acquire additional financial resources, allocate staff time, and receive logistical support to prevent budget constraints or a lack of dedicated staff for effectively coordinating community engagement activities, as community engagement initiatives often necessitate.

Keywords: 21st Century Teaching Strategies for Criminology Program, Pedagogical Training Program for Criminal Justice Faculty, Teaching Strategies.

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I. INTRODUCTION

Criminal justice education plays an important role in training future professionals to deal with the difficulties of the criminal justice system. Faculty members' teaching practices have a significant impact on students' knowledge, abilities, and attitudes. Understanding criminal justice faculty's preferred teaching tactics might give insights into educational practices that improve learning results, student engagement, and professional readiness.

Considering criminal justice education is broad, including law enforcement, prisons, legal studies, and criminology, effective teaching methodologies are required. Faculty members must strike a balance between theoretical knowledge and practical abilities, ensuring that students are not only familiar with criminal justice ideas but also capable of applying them in real-world circumstances. This needs a wide range of teaching approaches, from standard lectures and case studies to hands-on learning experiences like simulations, internships, and service learning.

While criminal justice faculty's preferred teaching strategies can considerably assist student learning, a variety of issues and obstacles must be addressed to maximize their efficacy. Ensuring alignment with learning objectives, encouraging openness to innovative methods, providing adequate resources, accommodating diverse student needs, developing robust assessment tools, balancing theory and practice, staying current with industry changes, and encouraging faculty collaboration are all critical steps towards overcoming these challenges. Addressing these concerns allows criminal justice programmes to improve their instructional procedures and better prepare students for successful careers in the sector.

The 21st century has seen tremendous technological breakthroughs that have an influence on crime and criminal behavior. Teaching strategies must combine the most recent tools and approaches for examining, analyzing, and comprehending these developments. Effective teaching tactics should use knowledge from various domains to give a thorough understanding of crime and its causes. In today's information-rich environment, it is crucial to teach students how to critically analyses evidence, ideas, and research findings in criminal justice. To assist students in making informed judgements and decisions, teaching methodologies should emphasize analytical abilities.

The researcher aims to explain the preferred teaching strategies of the criminal justice faculty of Cavite State University – Bacoar City Campus, in which the result of the study will be able to produce a pedagogical training program to address the challenges on the teaching strategies of every faculty and will serves as a professional development for every criminal justice education faculty since most of the faculties in this research locale are newly registered criminologist and neophyte in terms of teaching.

II. METHODOLOGY

The study employed descriptive survey method research design since its purpose is to obtain and present facts regarding the preferred teaching strategies for criminology program in the 21st century at Cavite State University Bacoar City Campus.

The population of the study will be composed of faculty members and students in Cavite State University – Bacoar City Campus Department of Criminology. The sampling used for the faculty members is purposive sampling while for the criminology students simple random sampling will be utilized.

III. DISCUSSION

This portion of the study is composed of presentation of data that had been gathered by the researcher to assess “Examining the Preferred Teaching Strategies for Criminology Program in the 21st Century at Cavite State University – Bacoar City Campus: Basis for Proposed Pedagogical Training Program”. The study aims to determine the Preferred Teaching Strategies for Criminology Program in the 21st Century at Cavite State University – Bacoar City Campus: Basis for Proposed Pedagogical Training Program. This includes their interpretation and analysis in order to come up with answers to questions in the statement of the problem. These are:

- *The Preferred Teaching Strategies for Criminology Program in the 21st Century at Cavite State University Bacoar City Campus.*

Table 1 Evaluation of the preferred teaching strategies for Criminology Program in the 21st Century at Cavite State University Bacoar City Campus in terms of Interdisciplinary Approach

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	WM	VI
1. Exploring the practical aspects of law enforcement, corrections, and the court system, including crime prevention strategies, investigative techniques, sentencing practices, and rehabilitation programs. This may involve case studies, simulations, and guest lectures from criminal justice professionals.	3.56	HP	3.76	HP	3.58	HP
2. Integrating legal principles, case law, and judicial processes to examine the legal framework governing criminal behavior and the administration of justice.	3.49	P	3.71	HP	3.51	HP
3. Incorporating psychological theories and research to explore the cognitive, emotional, and developmental factors that influence criminal behavior.	3.43	P	3.48	P	3.44	P
4. Drawing on sociological perspectives to analyze the social structures, institutions, and cultural factors that contribute to crime and shape responses to it.	3.39	P	3.52	HP	3.40	P
5. Utilizing anthropological perspectives to study the cultural, historical, and cross-cultural dimensions of crime and justice.	3.32	P	3.52	HP	3.34	P
Overall	3.44	P	3.6	HP	3.45	P

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):
 3.50 – 4.00 = Highly Preferred (HP) 1.50 – 2.49 = Less Preferred (LP)
 2.50 – 3.49 = Preferred (P) 1.00 – 1.49 = Not Preferred (NP)

Table 1 shows the evaluation of the preferred teaching strategies for Criminology Program in the 21st Century at Cavite State University Bacoor City Campus in terms of Interdisciplinary Approach. According to two groups of respondents it is Preferred with an Overall weighted mean of 3.45. It is Highly Preferred for the CvSU Criminology Faculty Member that have a mean of 3.6 and Preferred for the Criminology Student that has a 3.44. These are the following indicators with their corresponding mean: “Exploring the practical aspects of law enforcement, corrections, and the court system, including crime prevention strategies, investigative techniques, sentencing practices, and rehabilitation programs. This may involve case studies, simulations, and guest lectures from criminal justice professionals.” have a mean of 3.58; “Integrating legal principles, case law, and judicial processes to examine the legal framework governing criminal behavior and the administration of justice.” has 3.51; “Incorporating psychological theories and research to explore the cognitive, emotional, and developmental factors that influence criminal behavior.” has 3.44; “Drawing on sociological perspectives to analyze the social structures, institutions, and cultural

factors that contribute to crime and shape responses to it.” has 3.40; and “Utilizing anthropological perspectives to study the cultural, historical, and cross-cultural dimensions of crime and justice.” that have a mean of 3.34

Macassar and McGrath, (2022). Public health and criminology share similar current and future challenges, mostly related to crime and health causation, prevention, and sustainable development. Interdisciplinary and transdisciplinary approaches to education at the intersection of public health and criminology can be an integral part of future training in areas of mutual interest. Based on reflections on teaching criminology students, this viewpoint discusses the main interconnections between public health and criminology teaching through the public health lens. The paper discusses potential challenges associated with interdisciplinarity and trans-disciplinarity. Among these challenges is communication across the different fields and their perspectives to be able to achieve the desired complementarity at the intersection of the two disciplines.

Table 2 Evaluation of the Preferred Teaching Strategies for Criminology Program in the 21st Century at Cavite State University Bacoor City Campus in Terms of Community Engagement

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	WM	VI
Facilitating community forums, town hall meetings, or dialogues where students can engage in meaningful discussions with community members about crime, safety, and justice concerns.	3.42	P	3.62	HP	3.44	P
2. Establish partnerships with community organizations, grassroots groups, or governmental agencies to create internship opportunities for students.	3.44	P	3.67	HP	3.46	P
3. Designing service-learning projects that allow students to apply criminological concepts and theories to address community needs.	3.38	P	3.67	HP	3.41	P
Collaborating with community organizations, law enforcement agencies, or local governments to conduct research on crime and justice issues relevant to the community.	3.45	P	3.86	HP	3.50	HP
Organize field trips, site visits, or experiential learning activities that allow students to observe firsthand the workings of the criminal justice system and engage with community stakeholders.	3.40	P	3.62	HP	3.43	P
OVERALL	3.42	P	3.69	P	3.45	P

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):

3.50 – 4.00 = Highly Preferred (HP) 1.50 – 2.49 = Less Preferred (LP)

2.50 – 3.49 = Preferred (P) 1.00 – 1.49 = Not Preferred (NP)

Table 2 illustrates the evaluation of the preferred teaching strategies for Criminology Program in the 21st Century at Cavite State University Bacoor City Campus in terms of Community Engagement collected by two sets of respondents. According to the two groups of respondent it is Preferred with an weighted mean of 3.45 wherein it is Preferred for both the CvSU Criminology Faculty Member that have a mean of 3.69 and for Criminology Student that has 3.42 these are the following with the corresponding mean: “Collaborating with community organizations, law enforcement agencies, or local governments to conduct research on crime and justice issues relevant to the community.” that have a mean of 3.50; “Establish partnerships with community organizations, grassroots groups, or governmental agencies to create internship

opportunities for students.” that has 3.46; “Facilitating community forums, town hall meetings, or dialogues where students can engage in meaningful discussions with community members about crime, safety, and justice concerns.” that has 3.44; “Organize field trips, site visits, or experiential learning activities that allow students to observe firsthand the workings of the criminal justice system and engage with community stakeholders.” that 3.43; “Designing service-learning projects that allow students to apply criminological concepts and theories to address community needs.” that have a mean of 3.41.

Nubani, et. Al., (2023), Violent crimes in the United States rose for the first time in four years in 2020 (FBI, 2020). The typical and seeming logical response by

communities and their police departments is to dispatch more officers to areas of criminal activity. But crime data tracked over the years shows that ‘over-policing’ isn’t an effective tool at lessening crime rates, can be a strain on budgets, and can heighten tense relationships between police and community members. In this research, we test a community-engaged participatory research approach that

combines crime data, design, and engagement in developing the needed policies, tools, and strategies for crime prevention in three medium-sized cities in Michigan. This innovative approach enabled action-oriented recommendations for neighborhood improvements that were grounded in the needs, issues, and concerns of each city.

Table 3 Evaluation of the Preferred Teaching Strategies for Criminology Program in the 21st Century at Cavite State University Bacoar City Campus in terms of Technology Integration

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	WM	VI
Using Geographic Information System (GIS) software to analyze spatial patterns of crime, identify hotspots, and visualize crime data on maps.	3.30	P	3.71	HP	3.35	P
Utilizing simulation software and virtual reality tools to recreate crime scenes, forensic investigations, and courtroom proceedings.	3.39	P	3.71	HP	3.43	P
Teaching students how to use crime analysis software and predictive analytics tools to analyze crime patterns, forecast future trends, and allocate resources more effectively.	3.48	P	3.81	HP	3.52	HP
4. Teaching students how to create visually compelling charts, graphs, and infographics to communicate complex crime data and research findings effectively.	3.39	P	3.76	HP	3.43	P
5. Exploring the use of mobile apps and technology-based tools for crime prevention, community policing, and citizen engagement.	3.40	P	3.67	HP	3.43	P
OVERALL	3.39	P	3.73	HP	3.43	P

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):

3.50 – 4.00 = Highly Preferred (HP) 1.50 – 2.49 = Less Preferred (LP)

2.50 – 3.49 = Preferred (P) 1.00 – 1.49 = Not Preferred (NP)

Table 3 displays the evaluation of the preferred teaching strategies for Criminology Program in the 21st Century at Cavite State University Bacoar City Campus in terms of Technology Integration gathered by the two sets of respondents. According to the two sets of respondents it is Preferred with an Weighted Average of 3.43. It is Highly Preferred for the CvSU Criminology Faculty Member that have a mean of 3.73 while it is Preferred for the Criminology Student that has 3.39 This are the following with their corresponding mean : “Teaching students how to use crime analysis software and predictive analytics tools to analyze crime patterns, forecast future trends, and allocate resources more effectively.” that have a mean of 3.52; “Utilizing simulation software and virtual reality tools to recreate crime scenes, forensic investigations, and courtroom proceedings.” “Teaching students how to create visually compelling charts, graphs, and infographics to communicate complex crime data and research findings effectively.” and “Exploring the use of mobile apps and technology-based tools for crime prevention, community policing, and citizen engagement.” all have the same mean of 3.43; and “Using Geographic Information System (GIS)

software to analyze spatial patterns of crime, identify hotspots, and visualize crime data on maps.” have a mean of 3.35.

Asquero and Pascual, (2023). Technology integration in education became prevalent during the pandemic. This study aims to determine the knowledge of criminal justice educators' Technological Pedagogical and Content Knowledge (TPACK) and to investigate how their attributes affect the former. With this, a survey tool was administered to faculty members from three private universities in Baguio City. The findings show that they are highly knowledgeable on the content they are teaching (CK); know how to interpret the subject matter and find various methods to represent it (PCK); and finally, know about the methods of teaching and learning (PK). Further, only age and teaching experience emerged to have a significant difference on their level of knowledge. Nevertheless, educators in criminal justice have moderate TPACK knowledge where age and teaching experience are a factor that contribute to their level of knowledge in the successful integration of technology in teaching.

Table 4 Evaluation of the Preferred Teaching Strategies for Criminology Program in the 21st Century at Cavite State University Bacoar City Campus in Terms of Collaborative Learning

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	WM	VI
Assigning group projects that require students to research, analyze, and present on a particular criminology topic or issue.	3.34	P	3.71	HP	3.39	P
2. Incorporating peer review activities into the research and writing process, where students provide constructive feedback on each other's work.	3.25	P	3.71	HP	3.31	P
Organizing group discussions and debates on criminological theories, case studies, and controversial topics in criminal justice.	3.25	P	3.62	HP	3.30	P
Allowing students to share their expertise and collaborate to develop a comprehensive understanding of the topic.	3.37	P	3.71	HP	3.41	P
Dividing students into small groups and assign each group a specific topic or aspect of criminology to research and explore in-depth.	3.22	P	3.76	HP	3.29	P
OVERALL	3.29	P	3.7	HP	3.34	P

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):

3.50 – 4.00 = Highly Preferred (HP) 1.50 – 2.49 = Less Preferred (LP)

2.50 – 3.49 = Preferred (P) 1.00 – 1.49 = Not Preferred (NP)

Table 4 exhibits the evaluation of the preferred teaching strategies for Criminology Program in the 21st Century at Cavite State University Bacoar City Campus in terms of Collaborative Learning collected by two groups of respondents. It is Highly Preferred with an Overall Mean of 3.34. It is Highly Preferred for the CvSU Criminology Faculty Members that have a mean of 3.7 and Preferred for the Criminology Student that has 3.29. These are the following with their corresponding mean: “Allowing students to share their expertise and collaborate to develop a comprehensive understanding of the topic.” have a mean of 3.41; “Assigning group projects that require students to research, analyze, and present on a particular criminology topic or issue.” has 3.39; “Incorporating peer review activities into the research and writing process, where students provide constructive feedback on each other's work.” has 3.31; “Organizing group discussions and debates on criminological theories, case studies, and controversial topics in criminal justice.” has 3.30; “Dividing students into small groups and assign each group a specific topic or aspect of criminology to research and explore in-depth.” have a mean of 3.29.

Fowlin, et. al., (2020). This design case describes the creation and implementation of a 4-week, online, and collaborative learning experience between criminology students and faculty at two universities: one in the United States and one in Sweden. Both universities have a diverse student body that includes first-generation college students and underrepresented students. The collaboration gave students an opportunity to explore criminology in an authentic global context and harness similar benefits to a study abroad program without the financial burden. The project was grounded in instructional design theories of computer-supported collaborative learning (CSCL) and best practices for cross-cultural team collaboration. The design involved the creation of an engaging learning environment where learners worked together to accomplish a shared goal and co-create knowledge. The design offered students a unique learning experience that broadened their understanding of criminology theories in two distinct national contexts. We present the case through design decisions, implementation outcomes, a rich description of the context, and a holistic reflective view from the designer, faculty, and learner perspectives.

Table 5 Evaluation of the Preferred Teaching Strategies for Criminology Program in the 21st Century at Cavite State University Bacoar City Campus in Terms of Case Studies and Real – World Examples

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	WM	VI
Choosing case studies that cover a range of topics, including different types of crime, various stages of the criminal justice process, and different contexts.	3.28	P	3.67	HP	3.33	P
2. Making the subject matter more engaging and relatable to students.	3.39	P	3.62	HP	3.42	P
Prompting students to critically analyze case studies by asking thought-provoking questions that encourage them to consider multiple perspectives, evaluate evidence, and apply theoretical concepts to real-world situations.	3.32	P	3.71	HP	3.37	P
4. Providing students with relevant background information about the crime, the individuals involved, and the broader social, economic, and cultural context in which it occurred.	3.35	P	3.62	HP	3.38	P
Integrating case studies into the lectures, discussions, and assignments in a way that reinforces the core concepts and theories covered in your criminology course.	3.34	P	3.76	HP	3.39	P
OVERALL	3.34	P	3.68	HP	3.38	P

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):

3.50 – 4.00 = Highly Preferred (HP) 1.50 – 2.49 = Less Preferred (LP)
2.50 – 3.49 = Preferred (P) 1.00 – 1.49 = Not Preferred (NP)

Table 5 shows the evaluation of the preferred teaching strategies for Criminology Program in the 21st Century at Cavite State University Bacoor City Campus in terms of Case Studies and Real – World Examples discern by two groups of respondents. According to the two groups of respondents it is Preferred that have a mean of 3.38. It is Highly Preferred for the CvSU Criminology Faculty Member that have a mean of 3.68 and Preferred for Criminology Student that has 3.34. These are the following with their corresponding mean: “Making the subject matter more engaging and relatable to students.” have a mean of 3.42; “Integrating case studies into the lectures, discussions, and assignments in a way that reinforces the core concepts and theories covered in your criminology course.” has 3.39; “Providing students with relevant background information about the crime, the individuals involved, and the broader social, economic, and cultural context in which it occurred.” has 3.38; “Prompting students to critically analyze case studies by asking thought-provoking questions that encourage them to consider multiple perspectives, evaluate evidence, and apply theoretical concepts to real-world situations.” has 3.37; “ has 3.33.

Abdurahman, (2022). Case studies are important in criminal justice research for several reasons: In-depth understanding: Case studies allow researchers to delve deeply into specific cases, providing a detailed understanding of the circumstances surrounding a crime, the actions of the individuals involved, and the outcomes of the case. This depth of understanding can uncover nuances and complexities that may not be apparent in broader quantitative studies. Insight into real-world scenarios: By examining real cases, researchers can gain insight into how

criminal justice policies and procedures are applied in practice. This can help identify strengths and weaknesses in the system and suggest areas for improvement. Illustration of concepts: Case studies can be used to illustrate theoretical concepts and frameworks in a real-world context. They can help bridge the gap between abstract theories and practical applications, making complex ideas more tangible and relatable. Identification of patterns and trends: Analyzing multiple case studies can help identify patterns, trends, and recurring themes in criminal behavior, investigative techniques, legal proceedings, and outcomes. This can inform broader research questions and hypotheses. Inform policy and practice: Findings from case studies can inform policy decisions and improve criminal justice practices. By highlighting successes and failures in individual cases, researchers can offer recommendations for enhancing the effectiveness and fairness of the criminal justice system. Ethical considerations: Case studies can shed light on ethical dilemmas and challenges faced by criminal justice professionals. By examining how these dilemmas are navigated in practice, researchers can contribute to discussions on ethics and accountability in the field. Overall, case studies play a valuable role in criminal justice research by providing rich, context-specific data that can deepen our understanding of the complexities of crime, law enforcement, and the legal system.

➤ *Significant Difference on the Assessments of the Two Groups of Respondents on the Preferred Teaching Strategies for Criminology Program in the 21st Century at Cavite State University Bacoor City Campus in Terms of the Abovementioned Variables*

Table 6 SPSS T-Test p-Value Table at $\alpha = 0.05$

Variables	Mean	t-value	P-Value	Remarks on t-value	Interpret-ation	Analysis
Interdisciplinary Approach	3.45	1.567	0.119	Greater Than α	Accept Ho	Not Significant
Community Engagement	3.45	2.621	0.010	Less Than α	Reject Ho	Significant
Technology Integration	3.42	3.138	0.009	Less Than α	Reject Ho	Significant
Collaborative Learning	3.34	4.204	0.000	Less Than α	Reject Ho	Significant
Case Studies and Real-world Example	3.38	3.204	0.002	Less Than α	Reject Ho	Significant

If p-value is less than α (0.05), reject null hypothesis

If p-value is greater than α (0.05), accept null hypothesis

Table 6 states the significant difference on the assessments of the two groups of respondents on the preferred teaching strategies for criminology program in the 21st century at Cavite State University Bacoor City Campus in terms of the interdisciplinary approach, Community Engagement, Technology Integration, Collaborative Learning and Case Studies and Real-world Example. The p-

value of most variables (Community Engagement = 0.010, Technology Integration = 0.009, Collaborative Learning 0.000 and Case Studies and Real-world Example = 0.002) are all less than the level of significance of 0.05. This is to reject null hypothesis. This implies that these are not consistently highly preferred. However, in terms of Interdisciplinary Approach with p-value of 0.119 which is greater than 0.05, this is to accept null hypothesis. Interdisciplinary Approach is consistently preferred teaching strategies.

➤ *Challenges Encountered on Preferred Teaching Strategies for Criminology Program in the 21st Century*Table 7 Assessment on the Challenges Encountered on Preferred Teaching Strategies for Criminology Programs in the 21st Century in Terms of Interdisciplinary Approach

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	WM	VI
Lack of faculty members expertise in multiple disciplines which may utilize in the implementation of the interdisciplinary approach.	2.82	S	3.00	S	2.85	S
Absence of careful planning and coordination in designing an interdisciplinary curriculum that seamlessly integrates concepts and methodologies from multiple disciplines.	2.90	S	2.86	S	2.89	S
Complex assessment on student learning and performance in interdisciplinary courses, as traditional assessment methods may not adequately capture the breadth and depth of interdisciplinary knowledge and skills.	2.86	S	2.76	S	2.84	S
4. Inability to adopt with the integration of interdisciplinary approaches into criminology education which results to resistance from traditional departments or disciplinary structures within universities.	2.86	S	2.62	S	2.83	S
Lack of additional resources in the implementation of interdisciplinary approach including funding for faculty development, course redesign, and interdisciplinary research initiatives.	2.91	S	3.00	S	2.92	S
OVERALL	2.87	S	2.85	S	2.87	S

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):

3.50 – 4.00 = Very Serious (VS) 1.50 – 2.49 = Less Serious (LS)

2.50 – 3.49 = Serious (S) 1.00 – 1.49 = Not Serious (NS)

Table 7 displays the assessment on the challenges encountered on preferred teaching strategies for criminology programs in the 21st century in terms of Interdisciplinary Approach perceived by to set of respondents. According to the two sets of respondents it is Serious. It is Serious with a weighted mean of 2.87. It is Serious fro both Criminology Student that have a mean of 2.87 and the CvSU Criminology Faculty Member that has 2.85. These are the following indicators with their corresponding mean: “Lack of additional resources in the implementation of interdisciplinary approach including funding for faculty development, course redesign, and interdisciplinary research initiatives.” have a mean of 2.92; “Absence of careful planning and coordination in designing an interdisciplinary curriculum that seamlessly integrates concepts and methodologies from multiple disciplines.” has 2.89; “Lack of faculty members expertise in multiple disciplines which may utilize in the implementation of the interdisciplinary approach.” has 2.85; “Complex assessment on student learning and performance in interdisciplinary courses, as traditional assessment methods may not adequately capture

the breadth and depth of interdisciplinary knowledge and skills.” has 2.84; and “Inability to adopt with the integration of interdisciplinary approaches into criminology education which results to resistance from traditional departments or disciplinary structures within universities.” that have a mean of 2.83.

Russell, (2022). Interdisciplinarity is widely promulgated as beneficial to science and society. However, there are three quite serious problems which can limit the success of any interdisciplinary research collaboration. The first problem is expertise (it takes years of effort to cultivate a deep knowledge of even one discipline). The second problem is comprehensibility (experts in different disciplines do not reliably understand each other). The third problem is service (in a given interdisciplinary endeavor, it often occurs that one discipline benefits and the other discipline does not benefit). This essay is an elaboration of these three problems. Parallels are drawn between translation between languages and translation between disciplines

Table 8 Assessment on the Challenges Encountered on Preferred Teaching Strategies for Criminology Programs in the 21st Century in Terms of Community Engagement

Indicators	Student		Faculty		Overall	
	WM	VI	WM	VI	WM	VI
1. Challenging in the maintenance of partnerships with community organizations, law enforcement agencies, and other stakeholders.	3.00	S	3.00	S	3	S
2. Different expectations regarding the goals, outcomes, and timelines of community engagement projects of the community partners and academic institution.	2.99	S	2.81	S	2.97	S
3. Lack of financial resources, staff time, and logistical support. Academic institutions may face budgetary constraints or lack dedicated staff to coordinate community engagement activities effectively in which community engagement initiatives often require.	3.10	S	3.48	S	3.14	S

Community engagement initiatives require time and commitment from both faculty members and students.	3.00	S	2.86	S	2.98	S
Inability to maintain long-term community engagement initiatives, particularly if they rely on short-term funding or external grants. Ensuring the sustainability of community partnerships and initiatives requires ongoing investment and support from both academic institutions and community stakeholders.	3.00	S	3.19	S	3.03	S
OVERALL	3.02	S	3.07	S	3.02	S

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):

3.50 – 4.00 = Very Serious (VS) 1.50 – 2.49 = Less Serious (LS)

2.50 – 3.49 = Serious (S) 1.00 – 1.49 = Not Serious (NS)

Table 8 demonstrates the assessment on the challenges encountered on preferred teaching strategies for criminology programs in the 21st century in terms of Community Engagement gathered by two sets of respondents. According to the two sets of respondents it is Serious with an Overall Weighted means of 3.02. It is Serious for both the CvSU Criminology Faculty Member that have a mean of 3.07 while the Criminology Students has 3.02. These are the following indicators with their corresponding mean: “Lack of financial resources, staff time, and logistical support. Academic institutions may face budgetary constraints or lack dedicated staff to coordinate community engagement activities effectively in which community engagement initiatives often require.” that have a mean of 3.14; “Inability to maintain long-term community engagement initiatives, particularly if they rely on short-term funding or external grants. Ensuring the sustainability of community partnerships and initiatives requires ongoing investment and support from both academic institutions and community stakeholders.” has 3.03; “Challenging in the maintenance of partnerships with community organizations, law enforcement agencies, and other stakeholders.” has 3.0; “Community engagement initiatives require time and commitment from both faculty members and students.” has 2.98 and “Different expectations regarding the goals,

outcomes, and timelines of community engagement projects of the community partners and academic institution.” have a mean of 2.97.

Bessusi and Owen, (2020). Community-engaged learning, also known as service learning, is often lauded by us advocates for its potential benefits to students and communities, yet we are guilty of not fully acknowledging the challenges associated with such approaches. As practitioners, seen first-hand the positive impact on student’s critical thinking skills, understanding of their subject, personal and professional development, and civic and social growth. Yet, facilitating these modules usually takes so much more in terms of time and input, and as tutors, we often find ourselves saying it’s about double the amount of work compared to a “normal” module. Key challenges encountered include logistical issues, community partner engagement, assessment and evaluation methods, teaching staff engagement and training, ethical considerations, and sustainable and mutually beneficial partnerships between universities and communities. However, we, like many of our colleagues, have learned to juggle the potential challenges and complexities that come from working in partnership with communities and use these as opportunities for learning.

Table 9 Assessment on the Challenges Encountered on Preferred Teaching Strategies for Criminology Programs in the 21st Century in Terms of Technology Integration

Indicators	Student		Faculty		Overall	
	WM	VI	WM	VI	WM	VI
Inability to adopt the access on technology required for online learning or digital research which the students from low-income backgrounds or underserved communities may face.	2.99	S	3.14	S	3	S
2. Some students may lack the necessary digital literacy skills to effectively navigate technology tools and resources used in criminology education.	2.95	S	3.05	S	2.96	S
Academic institutions may face challenges related to technological infrastructure, including outdated equipment, insufficient bandwidth, or unreliable internet connectivity.	3.03	S	3.33	S	3.06	S
Resistant to incorporation of technology into teaching and learning processes, preferring traditional methods, or feeling intimidated by new technologies.	2.90	S	2.90	S	2.90	S
5. Overloading of information from the online resources and digital content available to students may become a challenge to assess the quality and reliability of sources.	2.95	S	3.19	S	2.98	S
OVERALL	2.96	S	3.12	S	2.98	S

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):

3.50 – 4.00 = Very Serious (VS) 1.50 – 2.49 = Less Serious (LS)

2.50 – 3.49 = Serious (S) 1.00 – 1.49 = Not Serious (NS)

Table 9 illustrates the assessment on the challenges encountered on preferred teaching strategies for criminology programs in the 21st century in terms of Technology Integration perceived by two sets of respondents. According to two sets of respondents it is Serious with an Overall Weighted Mean of 2.98.. It is Serious for both the CvSU Criminology Faculty Member that have a mean of 3.12 while Criminology Students has 2.96. These are the following indicator with their corresponding mean: “Academic institutions may face challenges related to technological infrastructure, including outdated equipment, insufficient bandwidth, or unreliable internet connectivity.” that have a mean of 3.06; “Inability to adopt the access on technology required for online learning or digital research which the students from low-income backgrounds or underserved communities may face.” has 3.0; “Overloading of information from the online resources and digital content available to students may become a challenge to assess the

quality and reliability of sources.” has 2.98; “Some students may lack the necessary digital literacy skills to effectively navigate technology tools and resources used in criminology education.” has 2.96; “Resistant to incorporation of technology into teaching and learning processes, preferring traditional methods, or feeling intimidated by new technologies.” have a mean of 2.90.

Djoub, (2023). Technology has become a major tool through which education can be accessed within and beyond the classroom learning context. With the wide variety of educational technologies and students’ interest in using them, instructional technologies are becoming a necessary component of teachers’ practices. But, are teachers integrating these tools effectively into their teaching, thus supporting their students’ learning? What are the most common issues about technology integration among teachers?

Table 10 Assessment on the Challenges Encountered on Preferred Teaching Strategies for Criminology Programs in the 21st Century in Terms of Collaborative Learning

Indicators	Student		Faculty		Overall	
	WM	VI	WM	VI	WM	VI
Some students may dominate discussions or take on a disproportionate share of the workload, while others may be passive or disengaged.	2.92	S	2.95	S	2.92	S
2. Group dynamics can be complex and may lead to interpersonal conflicts, cliques, or communication breakdowns within student groups.	2.90	S	3.00	S	2.91	S
3. Assessing individual contributions to group projects or activities can be challenging, particularly if grading criteria are not clearly defined or if there is disagreement among group members about individual contributions.	2.90	S	3.00	S	2.91	S
In some cases, students may engage in free-riding behavior, where they rely on their peers to do the work while contributing little or no effort themselves.	2.95	S	3.00	S	2.95	S
4. Disorganization of size and composition of student groups can impact the effectiveness of collaborative learning activities.	2.92	S	3.00	S	2.93	S
OVERALL	2.92	S	2.99	S	2.92	S

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):

3.50 – 4.00 = Very Serious (VS) 1.50 – 2.49 = Less Serious (LS)

2.50 – 3.49 = Serious (S) 1.00 – 1.49 = Not Serious (NS)

Table 10 shows the assessment on the challenges encountered on preferred teaching strategies for criminology programs in the 21st century in terms of Collaborative Learning. Perceived by two groups of respondents. According to the two groups of respondents it is Serious with Weighted Mean of 2.92. It is Serious for both CvSU Criminology Faculty Member that have a mean of 2.99 while the Criminology Students has 2.92. These are the following indicators with their corresponding mean: “In some cases, students may engage in free-riding behavior, where they rely on their peers to do the work while contributing little or no effort themselves.” have a mean of 2.95; “Disorganization of size and composition of student groups can impact the effectiveness of collaborative learning activities.” has 2.93; “Some students may dominate discussions or take on a disproportionate share of the workload, while others may be passive or disengaged.” has 2.92; and “Group dynamics can be complex and may lead to interpersonal conflicts, cliques, or communication breakdowns within student groups.” and “Assessing

individual contributions to group projects or activities can be challenging, particularly if grading criteria are not clearly defined or if there is disagreement among group members about individual contributions.” both have the same mean of 2.91.

Shea, (2018). Although collaborative-learning techniques show a great deal of promise, it is important that these techniques not be accepted uncritically but that they be carefully tested for their effect on student learning, which is, after all, the ultimate objective of our teaching. I have used both collaborative-learning and active-learning techniques for at least twenty-five years and have encountered a number of significant problems, including the following: 1) many students strongly prefer to work alone and actively dislike dealing with the problems created by having to work in groups; 2) commuter students often have difficulty finding mutually acceptable times for group meetings; 3) some students are simply irresponsible, fail to do their share of the assigned work, and leave the rest of the group to deal

with the irresponsibility; 4) groups tend to have dominant members who often do the work, monopolize the group discussion, and carry less assertive members along with them; 5) superior students often resent having to carry weak or lazy students and worry that their grades will be lowered by having to work with such students; 6) some students fail to participate in the group work at all but pressure their peers to put their names on the group report; 7) partition of the work among team members means that no one does

every step of the assignment, so no one completely understands the entire exercise; and 8) student comprehension of collaborative exercises has been poor. All of this suggests to me that it is crucial that we not allow our enthusiasm for active, collaborative learning to blind us to its limitations. My own opinion is that the problems many of us are experiencing with student comprehension are much deeper than can be dealt with by merely changing our teaching styles.

Table 11 Assessment on the Challenges Encountered on Preferred Teaching Strategies for Criminology Programs in the 21st Century in Terms of Case Studies and Real – World Examples

Indicators	Student		Faculty		Overall	
	WM	VI	WM	VI	WM	VI
1. Lack of clear assessment criteria and rubrics to evaluate students' analysis, critical thinking, and application of criminological concepts to real-world examples.	2.95	S	3	S	2.95	S
Lack of activities to actively engage students and help them make connections between the theoretical concepts covered in class and the real-world examples presented in case studies.	2.86	S	2.90	S	2.86	S
3. Unavailability of the resources to be utilized in finding case studies that are relevant, up-to-date, and applicable to the topics being covered in criminology courses.	2.96	S	2.90	S	2.95	S
Lack of awareness of the teacher and students in terms involve complex social, cultural, and political contexts that may be difficult for students to fully understand or analyze.	2.97	S	2.57	S	2.92	S
5. Lack of balance between breadth and depth, selecting case studies that are representative of key themes and concepts while providing sufficient detail and analysis to facilitate meaningful learning.	2.94	S	2.81	S	2.92	S
OVERALL	2.94	S	2.84	S	2.92	S

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):

3.50 – 4.00 = Very Serious (VS) 1.50 – 2.49 = Less Serious (LS)

2.50 – 3.49 = Serious (S) 1.00 – 1.49 = Not Serious (NS)

Table 11 demonstrate the assessment on the challenges encountered on preferred teaching strategies for criminology programs in the 21st century in terms of Case Studies and Real – World Examples discerned by two sets of respondents. According to the two sets of respondents it Serious. It is Serious with weighted mean of 2.92. It is both Serious for both the Criminology Students that have a mean of 2.94 and for the CvSU Criminology Faculty Member that has 2.84. These are the following with their corresponding mean: “Lack of clear assessment criteria and rubrics to evaluate students' analysis, critical thinking, and application of criminological concepts to real-world examples.” and “Unavailability of the resources to be utilized in finding case studies that are relevant, up-to-date, and applicable to the topics being covered in criminology courses.” both have the same mean of 2.95; “Lack of awareness of the teacher and students in terms involve complex social, cultural, and political contexts that may be difficult for students to fully understand or analyze.” and “Lack of balance between breadth and depth, selecting case studies that are representative of key themes and concepts while providing sufficient detail and analysis to facilitate meaningful learning.” has 2.92; and “Lack of activities to actively engage students and help them make connections between the theoretical concepts covered in class and the real-world examples presented in case studies.” have a mean of 2.86.

Maamari and El-Nakla, (2023). To make case studies an effective form of assessment, instructors and tutors need to be familiar with their use in both teaching and assessment. This applies whether teachers are developing the case studies for their courses themselves or using those developed by others. Case studies reach their highest effectiveness as a teaching and assessment tool when they are authentic; ensuring that case studies accurately reflect the circumstances in which a student will eventually be practising professionally can require a considerable amount of research, as well as the potential involvement of industry professionals. Students may need scaffolding as they learn how to problem-solve in the context of case studies; using case studies as low-stakes, formative assessments can prepare them for summative assessment by case study at the end of the course. Learning outcomes, course outlines, and marking rubrics need to be entirely clear about how case studies will be used in the course and how students will be expected to demonstrate their learning through the way they analyse and problem-solve in the context of case studies.

IV. CONCLUSION

A. On the above Findings, the Following Conclusions were Drawn:

➤ The Researcher Posts the Following after the Investigations:

- The Preferred teaching strategies for Criminology Program in the 21st Century at Cavite State University Bacoar City Campus are Interdisciplinary Approach, Community Engagement, Technology Integration, Collaborative Learning and Case Studies and Real – World Examples.
- There is a significant difference on the assessments of the two groups of respondents on the preferred teaching strategies for criminology program in the 21st century at Cavite State University Bacoar City Campus in terms of Community Engagement, Technology Integration, Collaborative Learning and Case Studies and Real-world Example. Thus, the null hypothesis is rejected. This implies that these are not consistently highly preferred. However, in terms of Interdisciplinary Approach, the null hypothesis is accepted. Interdisciplinary Approach is consistently preferred teaching strategies.
- Challenges Encountered on Preferred Teaching Strategies For Criminology Program In The 21st Century Interdisciplinary Approach, Community Engagement, Technology Integration, Collaborative Learning and Case Studies and Real – World Examples are serious.
- The lack of additional resources is a major obstacle in the execution of an interdisciplinary approach, particularly in terms of funding for faculty development, course redesign, and interdisciplinary research initiatives.
- There is lack of thorough planning and coordination is evident in the design of the interdisciplinary curriculum, which fails to effectively blend concepts and methodologies from different disciplines.
- Academic institutions often encounter budgetary constraints or a lack of dedicated staff to effectively coordinate community engagement activities due to limited financial resources, staff time, and logistical support.
- Long-term community engagement initiatives may struggle to be sustained when they depend on short-term funding or external grants. Ensuring the longevity of community partnerships and initiatives necessitates continuous investment and support from academic institutions and community stakeholders.
- Academic schools might face issues related to technological infrastructure, including outdated equipment, limited bandwidth, or unreliable internet connectivity.
- The lack of access to the technology needed for online learning or digital research can pose a challenge for students coming from low-income backgrounds or underserved communities.
- Students have the tendency to engage in free-riding behavior, wherein they depend on their classmates to

complete the tasks while making minimal or no contribution themselves.

- The effectiveness of collaborative learning activities are affected by the disorganization of student group size and composition.
- The evaluation of students' analysis, critical thinking, and application of criminological concepts to real-world examples is impeded by the lack of clear assessment criteria and rubrics.
- The lack of resources hinders the search for relevant, current, and applicable case studies in criminology courses.

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