Teaching Crime Prevention with Chinese Learners: a Journey of Discovery and Enrichment

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Despite a large number of studies with Western samples on activity-based learning approach (Pay, Sumter, & Sun, 2003; Rockell, 2009) have supported the positive outcome in tertiary education. Specifically, criminology is one of the ideal disciplines for this approach. In spite of this, it remains uncertain if this learning approach is applicable to the Chinese learners in criminology discipline. This presentation describes and provides evidence of the benefits of using active learning approach in a criminology class in a public-funded university in a Chinese city - Hong Kong. Using quantitative and qualitative data collected from five cohorts of student (N=180) enrolled in the course over five years (2008-2012) through structured questionnaire, focus group meetings, and students’ self-reflection, it was evident that activity-based learning could not only enable Chinese learners to achieve the course intended outcomes but also could advance their competence in knowledge discovery and transfer from classroom, through online platform, to the community.
Active learner

Knowledge creator

Serving the community
Skype meeting with e-Mentors from Australia
WATCH! PHONE

Strong formal surveillance: The alarm can increase the risk of......

MORE

你偷我唔到電話套
Super Lockable Phone Case

Crime Prevention Techniques: Target Hardening Disrupt Markets......

MORE

神奇面膜
The Magic Mask

Crime Prevention Techniques: Remove Target Reduce Emotional Arousal......

MORE
e-Expert Seminars

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e-Exercises
Knowledge Sharing

Chung Cheng University, Taiwan

UCL, London

TDG Institutional visit to CityU
Evaluation Methods

- Pre-test/post-test method
- Focus group meeting
- Online survey
## Participants

### Gender

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>66</td>
<td>36.7</td>
</tr>
<tr>
<td>Female</td>
<td>114</td>
<td>63.3</td>
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<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
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### Year

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>2008</td>
<td>32</td>
<td>17.8</td>
</tr>
<tr>
<td>2009</td>
<td>39</td>
<td>21.7</td>
</tr>
<tr>
<td>2010</td>
<td>35</td>
<td>19.4</td>
</tr>
<tr>
<td>2011</td>
<td>40</td>
<td>22.2</td>
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<tr>
<td>2012</td>
<td>34</td>
<td>18.9</td>
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<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
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Objectives

ILO1: Describing nature and implication of crime issues

ILO2: Articulating the factors that underlie crime issues

ILO3: Demonstrating an advanced knowledge of crime issues

ILO4: Communicating and debating crime issues through oral presentation

ILO5: Communicating and debating crime issues in writing
## Results

Table 3: Descriptive Statistics for Pre-test and Post-test (N=180)

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th></th>
<th>Post-test</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
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<tr>
<td>ILO1</td>
<td>6.77</td>
<td>1.32</td>
<td>7.87</td>
<td>.988</td>
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<tr>
<td>ILO2</td>
<td>6.83</td>
<td>1.39</td>
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<td>6.44</td>
<td>1.47</td>
<td>7.79</td>
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<tr>
<td>ILO4</td>
<td>6.47</td>
<td>1.41</td>
<td>7.59</td>
<td>1.171</td>
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<tr>
<td>ILO5</td>
<td>6.62</td>
<td>1.48</td>
<td>7.67</td>
<td>1.153</td>
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</tbody>
</table>

(10 = the highest, 1 = the lowest)
Conclusions

From DEC to CIS/ DOC
From TDG to GRF/ PPR
From ‘Teaching’ & ‘Research’ to ‘Teaching & Research’ Nexus
From “myself” to “other colleagues”
From CityU to other Institutions (U of Technology, Sydney)
From Local to Global (HK, Taiwan, AU)
From “Classroom-learning,”, “out-of-classroom learning” to “e-Learning”
From “Students” to “Citizens”
From “Campus” to “Community”
From “Take” and “Give”
Acknowledgement

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Further information


- [http://www.designoutcrime.hk/](http://www.designoutcrime.hk/)
Thank You