



Teaching Research Methods Course with Experiential Learning

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What is experiential learning?

- Maxfield and Babbie (2015) state that the things we learn are from direct experience. The social reality is a product of our own experience.
 - According to David Kolb (2015), the theory posits that experience is the primary source of educational learning and intellectual growth in daily life.
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Experiential learning propositions

Experiential learning can be characterized by the following propositions (Kolb, 2015):

“Learning is best conceived as a process, not in terms of outcomes” (p. 37)

“Learning is a continuous process grounded in experience. (p.38)

“Learning is a holistic process of adaptation to the world” (p. 43)

“Learning involves transactions between the person and the environment” (p. 45)

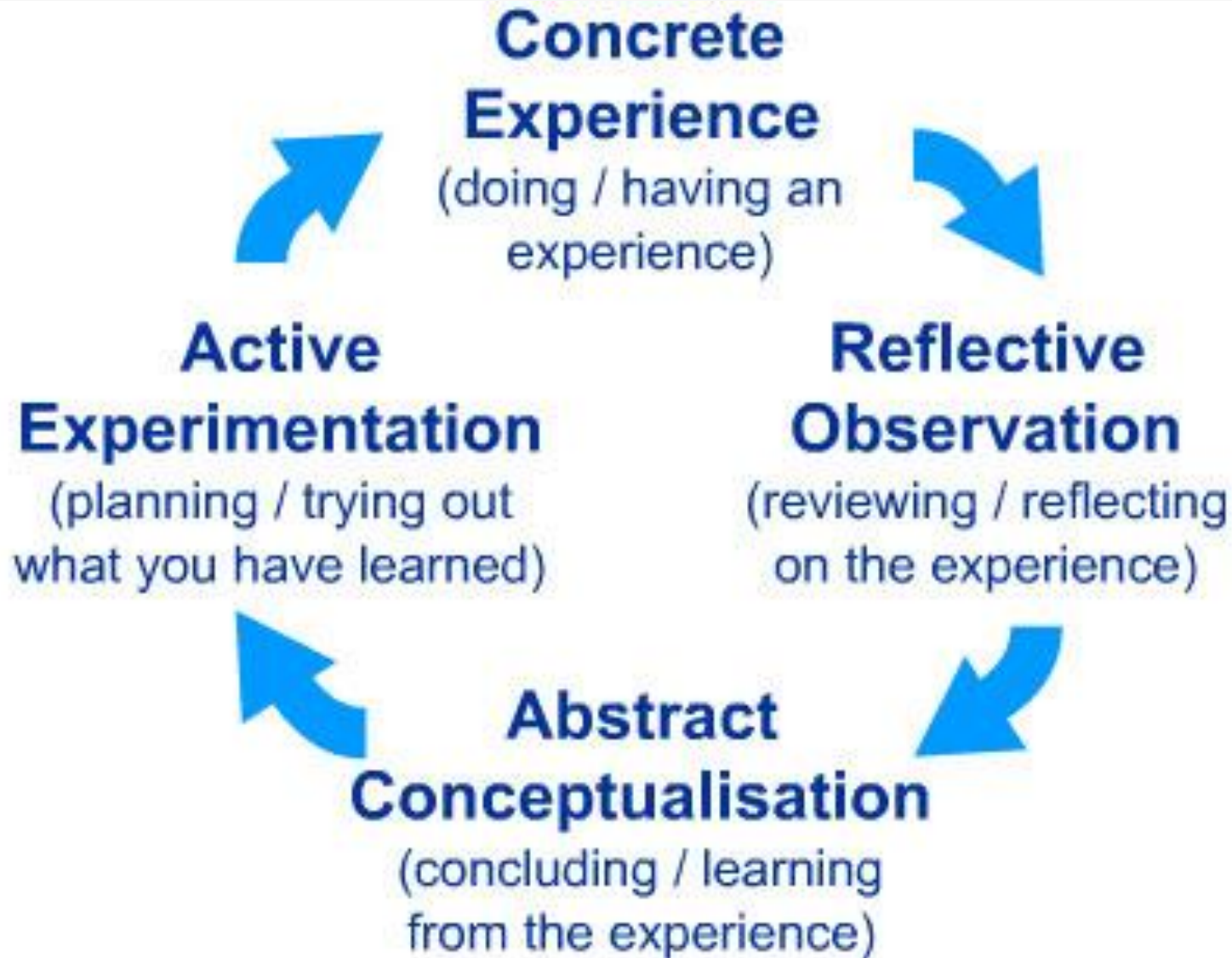
“Learning is the process of creating knowledge”. (p. 48)

Experiential learning is a “process whereby knowledge is created through the transformation of experience.” (p. 49)

What is the process in transforming experience to educational knowledge for a research methods course?

- A course in research methods can fit particularly well in the framework of experiential learning because an empirical research environment is new to criminal justice students, this fresh interest motivates students to actively engage in class activities and enable students to acquire learning experience from direct participation, observation and visualization. This experiential acquisition can thereby amplify and accelerate student learning.
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Experiential Learning Cycle



Experiential Learning Cycle in Teaching Research Methods

- **Concrete experience**

- doing/ involving direct sensory experience via visualization

- **Reflective observation**

- reviewing and thinking about what has been learned

- **Abstract conceptualization**

- situating one's experience and applying experience to observations for a research project

- **Active experimentation**

- planning and fulfilling ideas in new situations/ putting all together

Experiential Learning Cycle

1. Concrete Experience (involving sensory experience)

(a) Critical Thinking

Whom to be rescued first?



Experiential Learning Cycle

**1. Concrete Experience (involving sensory experience)
(b) Concepts, Conceptualization, Operationalization**

Fall?



Experiential Learning Cycle

1. Concrete Experience (involving sensory experience) (b) Concepts, Conceptualization, Operationalization

Same object but in different angles!



Experiential Learning Cycle

1. Concrete Experience (involving sensory experience)
(b) Concepts, Conceptualization, Operationalization



What is crime?

What is recidivism?

1. Draw a picture to reflect your conception of crime
2. Draw one picture for recidivism

Experiential Learning Cycle

1. Concrete Experience

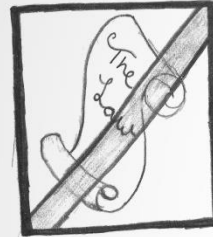
(involving sensory experience)

(b) Concepts, Conceptualization, Operationalization

– Hand drawing 1

- 1) dot meaning: blue dot at the top of the page in the middle
- LOOKS like a blueberry
 - made from a thick marker

- 2) crime: an act that violates the law



- 3) recidivism: the tendency to reoffend



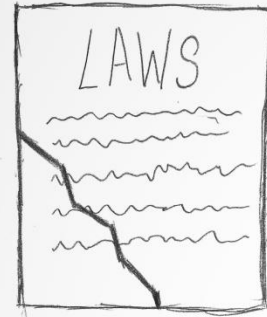
Experiential Learning Cycle

1. Concrete Experience

(involving sensory experience)

(b) Concepts, Conceptualization, Operationalization

– Hand drawing 2



• What is Crime?
= I would say that a crime could be defined as breaking an established law on your own free will.

• Blue for the Men & Women who go out and do their duties everyday. In the middle because it must be balanced with morality & duty.



X? How many times will they return?

• What is Recidivism?
– This could be defined as the rate a person who had been released from would end up returning to Prison/Jail.

Experiential Learning Cycle

1. Concrete Experience

(involving sensory experience)

(b) Concepts, Conceptualization, Operationalization

– Hand drawing 3

✱

● (point of your focus)

The blue dot is in the middle of the paper. This represents imperfection. Though there is a blue dot on the paper it still can be used and compared to other works.

- a crime is an any act deemed unlawful in criminal codes.
- recidivism is when a person reoffends.

crime

CRIME SCENE DO NOT ENTER

Recidivism

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graph TD; Offender((Offender)); Offender -- murder --> A1(( )); A1 -- arson --> A2(( )); A2 -- child abuse --> A3(( )); A3 -- stays --> A4(( )); A4 --> Offender;
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Experiential Learning Cycle

1. Concrete Experience

(involving sensory experience)

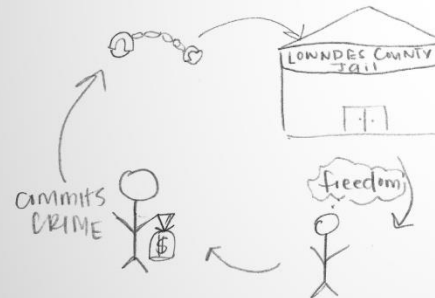
(b) Concepts, Conceptualization, Operationalization

– Hand drawing 4

Blue, imperfect arc towards the middle, right of the paper.



CRIME: someone completing or being involved in an illegal act that goes against our written laws

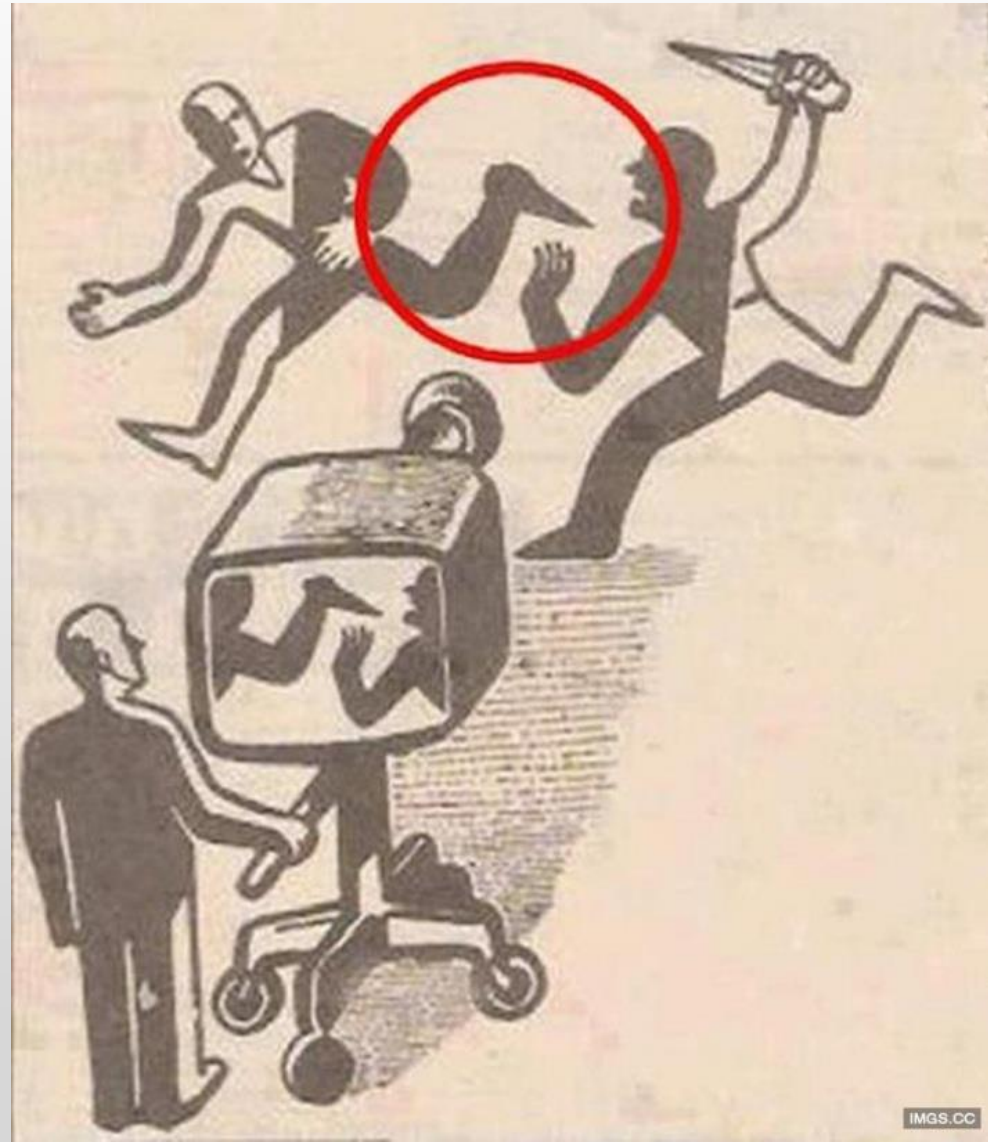


RECIDIVISM: someone who commits crime and continues after they are sentenced

Experiential Learning Cycle

2. Reflective Observation (reviewing / reflecting on the experience)

- **Media bias**



Experiential Learning Cycle

2. Reflective Observation

(reviewing / reflecting on the experience)

- **Street crime & white collar crime**

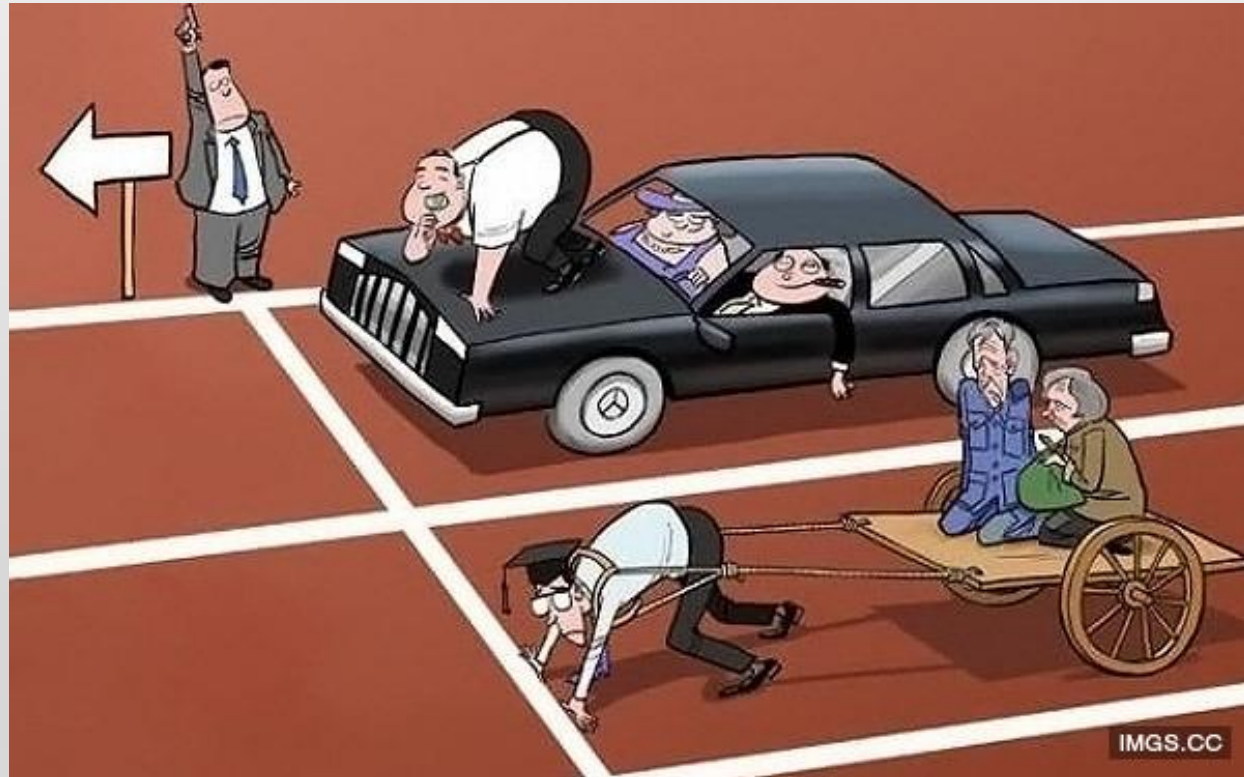


Experiential Learning Cycle

2. Reflective Observation

(reviewing / reflecting on the experience)

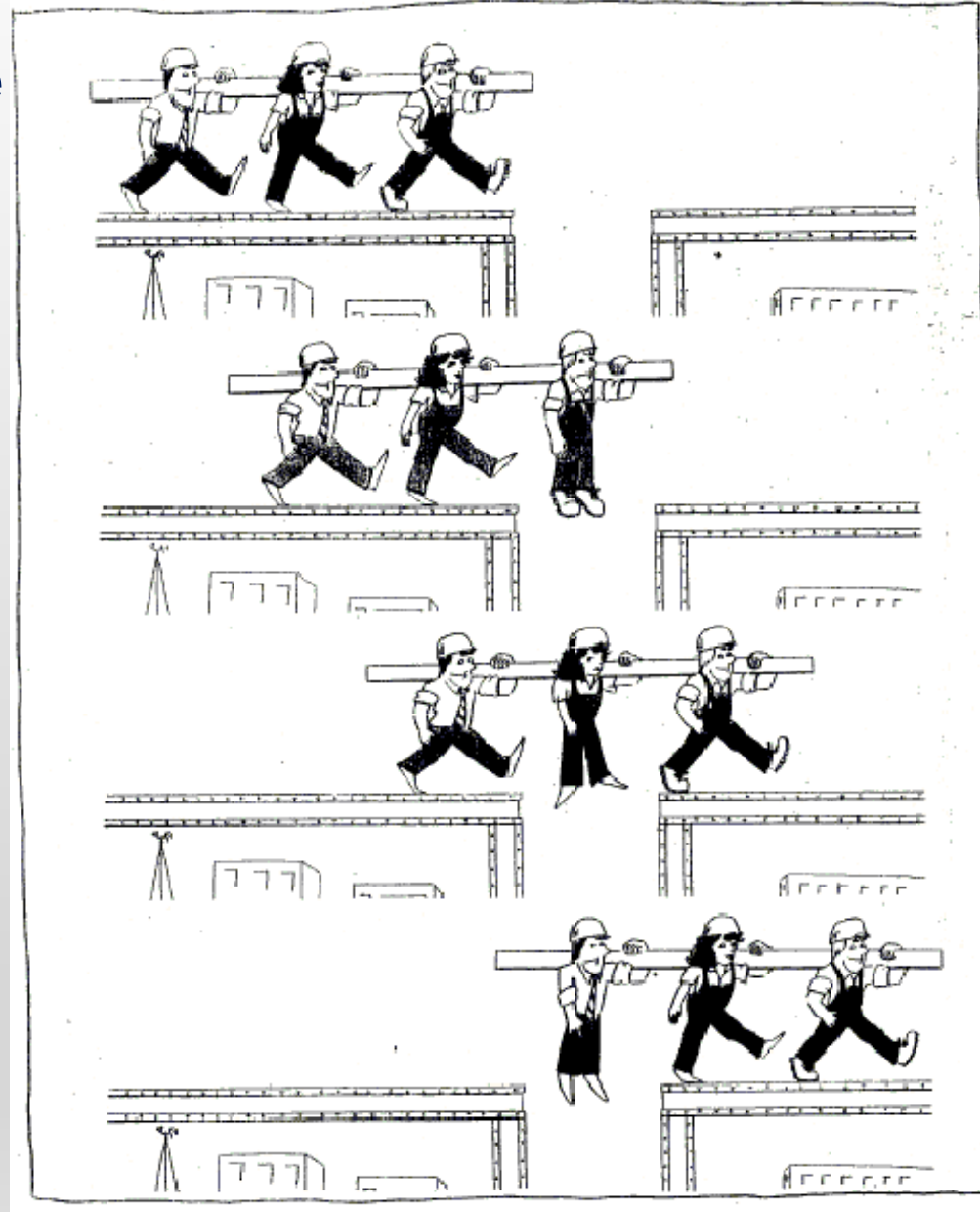
- **Social inequality**



Experiential Learning Cycle

2. Reflective Observation (reviewing / reflecting on the experience)

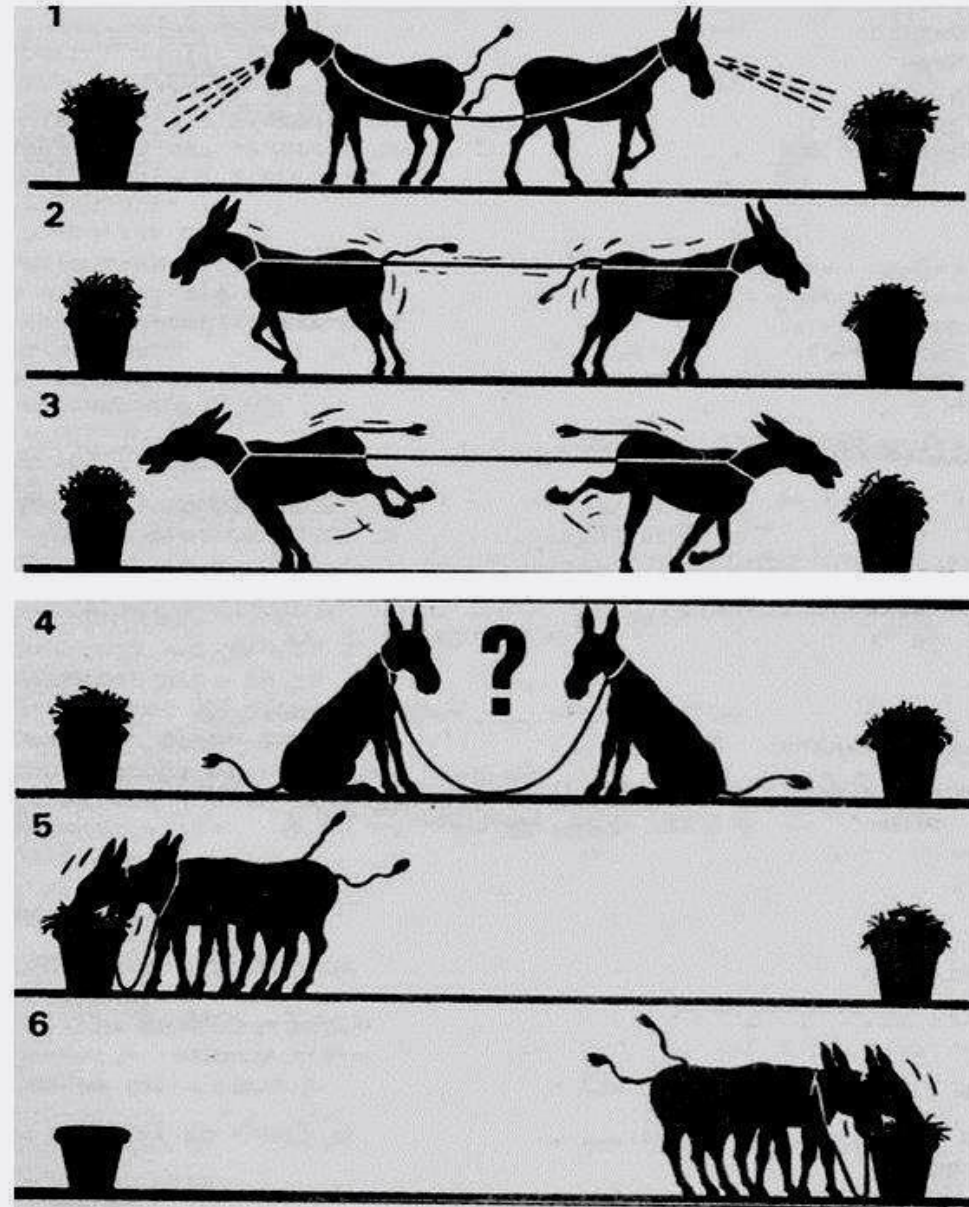
- Problem Solving 1



Experiential Learning Cycle

2. Reflective Observation (reviewing / reflecting on the experience)

- Problem Solving 2



Experiential Learning Cycle

3. Abstract Conceptualization

(situating one's experience, applying to observations for a research project)

(a) Choosing a research topic

Sample of research topics from prior classes

*Be creative in generating a new, specific research title for a topic.

Homicide involving youth gangs and gun violence

Homicide: Victim and offender relationships

Juvenile delinquency: A focus on gender differences

Streets of rage: The true story behind video game violence

Domestic violence: Are children affected by witnessing the abuse

The importance of youth courts in the criminal justice system

School-based Mentoring and after-school programs: Effects on juvenile delinquency prevention

Ecstasy: Trends of a growing problem

Anabolic steroid use at different levels of collegiate competition

Alcohol and college students: Destructive effects of marketing strategies

Drug courts and recidivism

Mexican drugs for American guns: A vicious cycle of death

Being pursued: Are stalking laws effective for college students?

Does sexual assault lead to Post-traumatic stress disorder?

Property foreclosures and crime rates

Police posing as juvenile online to catch sex offenders: Is it working?

Identify theft: A case study of the American Express

Copyright violations on the Internet

Public attitudes toward the death penalty

Prolonged death row sentences, the death sentence, and their effects on the inmate's family

Attorney-client privilege: Post- Mortem rights

Environmental crime: The killing of wild animals, what can be done to reduce poaching?

Experiential Learning Cycle

3. Abstract Conceptualization

(situating one's experience, applying to observations for a research project)

(b) Searching library resources and performing literature review

I. Searching full-text articles on VSU's Galileo

A. Online Resources at the VSU Odum Library

To access the virtual library Georgia Library Learning Online (GALILEO), click on <http://www.valdosta.edu/academics/library/>, and select Galileo in the resources box.

Another easy way to search GALILEO articles is to log into your course page at BlazeView, and select GALILEO from the drop-down list in the Library tab.

(a). Two commonly used Galileo databases in criminal justice are **ProQuest** and **EBSCOhost**. Galileo searches can be performed in relevant databases using keyword, date range, document types etc. to reduce the number of hits in a search.

(b). To search for newspaper articles, federal case law, U.S. Code, Federal Regulations, Congressional Testimony, etc. select the database for **LexisNexis Academic**. ProQuest also has a database for global Newsstream including US Newsstream and International Newsstream.

B. GALILEO Interconnected Libraries (GIL) for the University System of Georgia (USG)

This link at <http://gilfinduc.usg.edu/> or the GIL Express at the Library tab in BlazeView enables you to find books available at all USG institutions. Students can check out a book through GIL Express for a short period of time via interlibrary loan. Search guides can be found at: <http://libguides.valdosta.edu/using-library/gil-find>.

II. Web resources for research or statistics

<http://www.ncjrs.gov/> (National Criminal Justice Reference Service has many criminal justice web links)

<http://www.fbi.gov> (Uniform Crime Reports and other research resources for crime rates)

<http://www.bjs.gov/> (homepage of the US Bureau of Justice Statistics, many reports are available)

<http://scholar.google.com> (search engine for articles & reports, use exact titles to search full-text article)

Experiential Learning Cycle

3. Abstract Conceptualization

(situating one's experience, applying to observations for a research project)

(c) Completing a research project with written assignment

Major written requirements of the research project (details can be found on the full syllabus)

- A. At least eight full pages with minimum 3,000 words (double spaces, font size 12) in substance
- B. Required sections and subheadings described below
- C. All listed references should be cited in the body of the discussions
- D. Reviews of at least six references
- E. The writing style must be conformed to the APA manual.

The required sections with pertinent subheadings

- A. **Introduction** – nature of the problem, research objectives and questions to be addressed
- B. **Methodology** – online search procedures. Descriptions include the keywords and specific databases you have searched, date range, publication types, number of hits, major characteristics of those hits
- C. **Literature Review** – an integrated synthesis of recent studies and their results, or a synopsis for each article reviewed one-by-one
- D. **Analysis of the Literature** - a critique of prior research or discussions of limitations in prior studies, personal comprehension of the subject matter, or personal position on the issue
- E. **Conclusion** – a summary of your research, policy implications, suggestions for future research
- F. **References** – a list of at least six articles reviewed and cited in the paper

Grading criteria of written assignments (details can be found on the syllabus)

All written works are graded based on the degree of fulfillments of the requirements (i.e., minimum number of pages and references, spelling check, due date, APA style, required subheadings), and the quality and substance demonstrated in the written products. A grade of 80% of points (equivalent to B minus) will be given when the minimum requirements are met. **This 80% is considered as a baseline**, percentages above or below the baseline are given at a 5% interval, e.g., 85% or 75%. A 90% point or higher is given based on merits. This type of paper has to not only be consistent fully with the required format, but also demonstrate a cohesive integration of literatures with substantive discussions. A guide used to evaluate writings of a research paper can be found in the [BlazeVIEW](#)'s "[Written Assignments](#)" folder under the name "**Written Assignment Guide**".

Experiential Learning Cycle

4. Active Experimentation (planning, fulfilling, and trying out what you have learned)

(a) Conducting individual research project

Last Name	First	Topics
		Research Title by Tuesday Session, 12:30- 1:45pm 3 presenters per session
		April 13, Tuesday, 12:30 - 1:45pm
Billeyh	Agustin	Sexual Assault: Official Reports vs. Surveys on Men, Women, and Children
Chappell	April	Racial Disparity: Is there a racial bias in police use of force?
Clay	Colton	Juvenile Delinquency: Exposure to Harsh Toxins
		April 20, Tuesday, 12:30 - 1:45pm
Davis	Kennedy	Domestic Violence: Are children affected by witnessing the abuse?
Davis	Tyra	Juvenile Delinquency: Can it be Controlled?
De Oleo	Gregory	Sexual Assault Against inmates, is it more common than we thought?
		April 27, Tuesday, 12:30 - 1:45pm
Delaney	Hannah	Incarceration of Parental Figures: Effects on rate of Juvenile Delinquency
Holmes	Janara	Domestic Violence: Are Children Affected by Witnessing the Abuse
Hood	Destiny	Male Sexual Victimization: Underlying Stigmatization and Suppression
		Research Title by Thursday Session, 4 or 3 presenters per session
		April 8, Thursday, 12:30 - 1:45pm
Jackson	Skielor	Family physical, psychological and sexual abuse and deviant behavior in serial killers
Miller	Dominique	Domestic Violence and the effects it has on children
Ray	Ricky	Capital Punishment: Its Acceptability versus Effectiveness
		April 15, Thursday (VSU Wellness Day)
		April 22, Thursday, 12:30 - 1:45pm
Roach	Grayson	Mass Incarceration in the United States
Roe	Ariel	Domestic violence: Are children affected by Domestic violence at home?
Simmons	Paradise	Sexual Assault: The Mental Effects on Survivors
Smith	Lyndsey	Correlation Between Sexual Assault and Post Traumatic Stress Disorder
		April 29, Thursday, 12:30- 1:45pm
Thorne	Taylor	Homicide: Gang Youth and Gun Violence
Weyrich	Stuart	Juvenile Delinquency: What Causes a Juvenile to Resort to a Life of Crime?
Wilson	Isaiah	Sexual Assault: Does sexual assault lead to Post-traumatic stress disorder?
Wilson	Nadia	Beyond Closed Doors: Are Resident Assistants Effective Supporters for Sexual Assault Survivors On College Campuses?

Experiential Learning Cycle

4. Active Experimentation (planning, fulfilling, and trying out what you have learned)

(b) Presenting pre-scheduled project to show reflective thoughts in class presentation

Factors to be considered in the construction of slides for class presentation:

1. Preparation and engagement - Demonstration of preparation for the presentation, allowing time for audience to reflect and ask questions after the presentation completed
2. Slide layout and visual aids – presentation aids were effective, appealing, and in proper amounts (e.g., the use of graphs, figures, tables, and bullet points associated with findings), the color and background of the themes are harmonized with the research topic and proper font size, the contrast between background and color text is distinctive
3. Consistency – the slide style including design, color, font size are consistent throughout the presentation
4. Content - Comprehension of literatures presented with substance and prior findings
5. Organization - The presentation of knowledge had a clear & cohesive order from the beginning to ending (e.g., slides are sequential and consistent in style, use of subheadings to lead discussion of content in a slide)
6. Creativity - Topic and idea were innovative and interesting (e.g., a current topic in news)
7. Critical thinking – Discussions of learned materials were thought-provoking (e.g., analyses include strengths and weaknesses of prior research)
8. Articulation - Arguments were effectively and persuasively communicated with the audience (e.g., voices and words can be clearly heard, arguments are tied and elaborated with a focus point)
9. Mannerism – The presenter acts professionally and is dressed appropriately (e.g., no sport caps, no flip flop shoes)
10. Length - Presentation completed in ____ minutes (10 minutes as minimum)

Experiential Learning Cycle

4. Active Experimentation (planning, fulfilling, and trying out what you have learned)

(c) Providing feedback by peers at the presentation

CRJU3402A Presentation List and Feedback

Your VSU student number: ~~XXXXXXXX~~

Note: Each presenter prepares slides for a 10 minutes talk (without video) with at least 10 slides in substance and a list of references. A presentation handout, presentation guide, & sample slides are available on BlazeView. The following order is listed according to the selection completed in class.

Last Name	First Name	Research Title	Questions/Comments/Suggestions	point out of 100
Oct. 31, Wednesday				
Kelly	Joshua	Steroid abuse at the colligate level	Powerpoint looked organized, clear, and concise. knew about the topic of steroids very well. Had good facts about steroids in general.	90/100
Turner	Quiane	Why is Recidivism so High in Black Communities?	Very creative powerpoint. Provided topics pertaining to the topic that was not on the slide. Was very intelligent on the specific topic. knew research of what was in the powerpoint	95/100
Petty	Kristina	Police Brutality: Are Minorities The Primary Victims of Police Brutality?	Provided in-depth information on the subject. Provided detailed answers and research to provide credible info on the subject. Provided research using cases to support research	100/100
Nov. 5, Monday				
Davis	Shamaiyah	Traumatization of child sexual abuse	knew details of notes on powerpoint very thoroughly. Had good research on notes	95/100
Forrester	Quinton	School Shootings in the United States: Ways to help identify and prevent future occurrences	Provided key research on topic by providing creditational information on school shootings and the prevention of them	100/100
Mainor	Jayme	Juvenile Prostitution: Why is that the first thing they go to?	Provided in-depth info to support the Topic of Juvenile Prostitution. Made several research points on the facts provided.	85/100
Nov. 7, Wednesday				
Hawkins	Jasmine	Sexual Homicide Involving Youth	Had detailed information regarding sexual homicide involving youth. knew the research well.	95/100
Fern	Travis	The Effects of Campus Carry Legislation on Campus Violent Crime Rates	Could not read slide regarding stats when campus decide. Did not feel confident in the information that he shared with class	75/100
Lee	Barbara	Homicide: Why Do Mothers Kill Their Children?	She knew the topic regarding the topic and research very well. ideas very specific and concise in the powerpoint, and the wording of the powerpoint	100/100

Experiential Learning Cycle

4. Active Experimentation (planning, fulfilling, and trying out what you have learned)

(c) Providing feedback by peers at the presentation

Nov. 12, Monday				
Stock	Rachel	Caught by Deception: How effective is online posing?	Powerpoint presentation was very effective	95/100
Fletcher	Laura	Human Trafficking: A Growing Concern in the United States	Human Trafficking info was very detailed and was well planned and organized	100/100
McNair	Ashlee	Domestic Violence: Are children affected by witnessing the abuse?	Did well on Powerpoint. Had very good info to back up subject	95/100
Nov. 14, Wednesday				
Gruben	Tyler	Juvenile Recidivism: Can We Pinpoint Factors that Contribute to the Recidivism Rate?	Detailed information regarding topic. Good summary of info for topic.	100/100
Sheppard	Leah	Sexual Victimization Within Inmates: Is this a problem and should something be done about it?	Had helpful info regarding topic. Provided detailed facts on topic. knew info well. Presentation was clear and concise.	100/100
Coons	Stephon	Why Are Mass Shootings So Prevalent in the United States?	Provided statistics on mass shootings in the U.S. Had good detailed information regarding mass shootings	100/100
Nov. 19, Monday				
Casey	Hunter	Teen Suicide: The Truth and Research behind It	_____	—
Harris	Keosha	Homicide-Transphobic Murders	Had good information to back up the topic of homicide-transphobic murders. knew what she was talking about	100/100

Conclusion

The framework of experiential learning cycle can be applied in not only research methods course but also other core courses.

The integration of elements of the experiential learning cycle help students to acquire comprehensive, experienced knowledge beneficial to their educational development and academic accomplishment.
