

**DYNAMIC EXPERIENCES AND EMBODIED PERSPECTIVE IN
RELATION TO CAREER AWARENESS TOWARDS
CRIMINOLOGY EDUCATIONAL TOUR**

Presented to
the Faculty of the College of Criminology
Misamis University
Ozamiz City

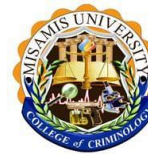
In Partial Fulfillment
of the Requirements for the Degree
BACHELOR OF SCIENCE IN CRIMINOLOGY

**NICOLE C. DANAOTO
JOBELLE A. SALVAN
ARIEL JOHN C. MACARATE
LEE R. REDOBLADO**

January 2026



Misamis University
Ozamiz City
COLLEGE OF CRIMINOLOGY



CERTIFICATE OF PANEL APPROVAL

The research paper attached hereto, entitled **“DYNAMIC EXPERIENCES, AND EMBODIED PERSPECTIVE, IN RELATION TO CAREER AWARENESS TOWARDS CRIMINOLOGY EDUCATIONAL TOUR”**, prepared and submitted by **NICOLE C. DANAOTO, JOBELLE SALVAN, ARIEL JOHN MACARATE, and LEE REDOBLADO**, in partial fulfilment of the requirements for the degree **BACHELOR OF SCIENCE IN CRIMINOLOGY**, is hereby recommended for approval.

ELMIE A. ALLANIC, MSCrim

Adviser

January 7, 2026

Date

ELMA FE E. GUPIT, MSCJ

Member

January 7, 2026

Date

KRISTAL MAY V. MALDEPEÑA, MSCJ

Member

January 7, 2026

Date

JOSE F. CUEVAS JR., PhD

Chairman

January 7, 2026

Date

This research paper is approved in partial fulfillment of the requirements for the degree of **BACHELOR OF SCIENCE IN CRIMINOLOGY**.

JOSE F. CUEVAS JR., PhD

Dean, College of Criminology

January 7, 2026

Date

ABSTRACT

Educational tours serve as experiential learning activities that provide criminology students with practical insights into the criminal justice system and related career opportunities. The study aimed to determine the perceived effects of the tours in increasing students' career awareness, embodied views, and interactive learning experiences. A quantitative descriptive-correlational research design was employed in this study. Mean and standard deviation were utilized to determine the respondents' perceived level of dynamic experiences, embodied perspective, and career awareness among criminology students who have participated in educational tours. The respondents consisted of 31 randomly selected fourth- year criminology students in one of the higher education institutions in Misamis Occidental. The findings revealed that students experienced significant improvements in their understanding of criminology careers, increased emotional engagement, and personal reflections that helped clarify their career goals. Additionally, the tours contributed to their embodied perspectives and fostered critical thinking, motivation, and empathy toward offenders. The study concluded that educational tours effectively supported criminology students' career preparedness and personal development, advocating for the integration of such experiential activities in criminology education. It may be recommended that future programs incorporate more diverse experiential opportunities to further enhance student engagement and readiness for real-world criminology professions.

Keywords: *career awareness, criminology, educational tours, experiential learning, personal development*

DEDICATION

*This research is dedicated first to God Almighty, whose wisdom
and quiet guidance carried us through
every step of this journey.*

And

*To our parents and families, whose love, sacrifice, and steady belief
in us gave strength when our own
was running low.*

and also

*To our friends and loved ones, who offered encouragement and
reminded us that progress is built
one small step at a time.*

The Researchers

ACKNOWLEDGMENT

The researchers would like to express their sincerest appreciation to all those who helped them in bringing this research to a realization;

Above all, to Almighty God, for granting the researchers the strength, wisdom, and perseverance to carry on in the face of challenges. His blessings and guidance were our light throughout this journey.

To Dr. Jose F. Cuevas, Dean of the College of Criminology and Chairman of the Research Committee, for his support and valuable suggestions;

To the research adviser, Elmie A. Allanic, for her untiring guidance, insightful feedback, and encouragement. His mentorship sharpened the researchers' ideas and helped improve the quality of this study.

To Dr. Markdy Y. Orong, professor in research, for his patience, constructive criticisms, and scholarly advice. His commitment to teaching inspired the researchers to persevere in the pursuit of academic excellence.

To Ms. Elma Fe E. Gupit, and Ms. Kristal May V. Maldepeña, panel members, for their professional insights and scholarly suggestions;

To all the research respondents, for their time and cooperation in answering the survey questionnaires, which provided the essential data for this study.

Finally, to every individual who, in one way or another, extended a helping hand, offered guidance, or shared words of encouragement, The Researchers express their deepest gratitude.

The Researchers

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ABSTRACT	iii
DEDICATION	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENTS	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
 INTRODUCTION	
Background of the Study	1
Theoretical Framework	6
Conceptual Framework	9
Objectives of the Study	19
Significance of the Study	20
 RESEARCH METHODOLOGY	
Design	21
Setting	21
Participants	22
Instrument	22
Data Gathering Procedure	23
Ethical Considerations	24
Data Analysis	25
 RESULTS AND DISCUSSION	27
 CONCLUSION AND RECOMMENDATION	47
 REFERENCES CITED	50
APPENDICES	57
CURRICULUM VITAE	79

LIST OF FIGURES

Figure No.	Title	Page
Figure 1	Schematic Diagram of the Study	18

LIST OF TABLES

Table No.	Title	Page
Table 1	Level of satisfaction of PUV drivers to the newly implemented traffic lights	25
Table 2	Level of perception of traffic signal effectiveness of PUV drivers to the newly implemented traffic lights	29
Table 3	Level of perceived safety of PUV drivers to the newly implemented traffic lights	32
Table 4	Significant relationship between the satisfaction and perceived safety of PUV drivers to the newly implemented traffic lights	34
Table 5	Significant relationship between the perception of traffic signal effectiveness and perceived safety of PUV drivers to the newly implemented traffic lights	36

LIST OF APPENDICES

Appendix	Title	Page
APPENDIX A	Interview Guide	57
APPENDIX B	Transmittal Letter	60
APPENDIX C	Transcripts of the Interview	62
APPENDIX D	Research Data Gathering Approval Form	68
APPENDIX E	Informed Consent	69
APPENDIX F	Parent's Consent	74
APPENDIX G	Documentation	75
APPENDIX H	Certificate of Publication	76
APPENDIX I	Turnitin Result	78

INTRODUCTION

Background of the Study

Educational tours, as structured visits to destinations of educational value, play an essential role in educational environments by offering students experiential learning opportunities beyond those found in the classroom (Arcodia et al., 2021; Tomasi et al., 2020; Jones & Washiko, 2020). Educational tours augment the learning process by enabling students to experience and learn from actual applications of theoretical ideas, further solidifying understanding and recall of course material (Bender, 2023; Song et al., 2023; Brewer & Cunningham, 2023). Historically, educational tours have developed from straightforward field trips to more organized and educationally driven excursions, as pedagogical methods have changed over the years (Smyth, 2021; Jerowsky, 2024; Ho, 2020). At first centered on exposure to historical and cultural locations, contemporary educational tours now cover a broad range of subjects, such as sciences, arts, and social studies, incorporating hands-on experiences and interactive activities intended to promote critical thinking, cooperation, and personal development among students. This transformation highlights the increasing awareness of experiential learning as a crucial element of quality education, especially in equipping students for fast-paced and dynamic career environments (Swargiary, 2024; Roa et al., 2024; Ranczakowska & KuznetsovaBogdanovitsh, 2025).

Dynamic experiences engage students actively in actual applications and emotional engagement, thus inducing more profound comprehension, critical thinking, problem solving abilities, compassion, and moral consciousness in criminology education. These experiences help to promote students' motivation and reflection thinking, both of which are central facets of fruitful learning (Silver, et al., 2023; Doyle, 2023). In addition, dynamic

learning environments provide the means to build practical competencies required to prepare students to become professional and responsible workers in the criminal justice sector (Tad-awan et al., 2024; Li, M, 2024). Experience of real-life situations allows students to narrow the gap between abstract knowledge and real-world application and ensure a more holistic learning experience. Such engagement also supports the construction of a professional identity and profound commitment to ethics (Swargiary, 2024; Boss, & Krauss, 2022). Consequently, the incorporation of dynamic experiences into criminology programs possesses great promise for enhancing students' readiness to confront the challenges of their prospective careers and promote long-term professional achievement (Boss, & Krauss, 2022; Robinos et al., 2023).

Embodied perspectives are particularly important for learning and the construction of professional identity since they highlight the role of experiences and bodily interactions in helping a person understand their profession (Fitzgerald, 2020; Christensen et al., 2022; Tomlinson & Jackson, 2021). For students of criminology, learning tours are a revolutionary means of developing embodied learning, as they enable students to interact with physical environments in order to make theoretical concepts concrete (Bereiter, 2021; Tilak & Glassman, 2022; Olsen, 2024). These tours place students into the realities of criminology, ranging from law enforcement practice observation to encounter with professionals, which not only enhances their understanding of criminal justice but also impacts how they see their future career. As students move through these experiential activities, they start to synthesize theoretical understanding with practical application, which gives them a deeper sense of professional identity and clearer sense of purpose within the criminal justice system (Baird & Mollen, 2023; Capulong et al., 2021; McKay & Sappa, 2021). Finally, educational tours instill a more refined view that informs students'

ambitions, encouraging them to seek careers that align with their everyday lives and informed knowledge of criminology (Dorsey, 2024; Richard, 2024; Vander et al., 2020).

Career awareness is also a central element in the development of students in higher education since it empowers individuals with information and understanding needed to make intelligent choices regarding their future careers (Lent & Brown, 2020; AbuKhoua et al., 2023; Yursan et al., 2021). Knowledge of diverse career opportunities and the relevant skills helps students coordinate their studies with their individual interests and demands in the market, thus boosting their motivation and commitment to studies (Markova et al., 2020; Pardo & Barac, 2020; Quinlan & Renninger, 2022). In addition, experiential learning through internships, workshops, and educational tours becomes a vital element in making students career-ready (Eckhardt, 2024; McQuinn, 2023; McDermott, 2024). Experiential learning enables students to practice theoretical knowledge in the field, hone key soft skills, and develop first-hand experience in their preferred domains by engaging them in actual work environments (Bowering et al., 2020; Strand & Jager, 2024; Patiar et al., 2021). This experiential involvement not only enhances their knowledge of the workplace environment but also builds confidence and flexibility, ultimately leading them to successful job market transitions (Ibarra, 2023; Burns, 2020; Monteiro et al., 2021).

In the context of criminology education, while academic literature has increasingly acknowledged the value of interactive and field-based activities such as educational tours, there remains a limited exploration of their long-term impact on students' professional development. Most existing studies focus on immediate outcomes including increased motivation, enhanced academic engagement, and short-term skill acquisition (Khan et al., 2024; Shabbir et al., 2021). Yet, how such dynamic activities are involved in the development of students' career awareness, decision-making, and professional identity over

time is yet to be investigated (Lent, & Brown, S. D. 2020; Kvasková et al., 2023). This gap specifies the lack of research exploring how experiential learning activities influence criminology students in terms of long-term career readiness, embodied learning, and internalization of professional roles. Understanding these long-term effects provides clearer insights into how students link field experiences with their future roles as criminologists. This knowledge gap needs to be addressed in order to guide the development of academic programs that foster not just academic knowledge but realistic professional orientation and long-term readiness among criminology students as well. (Malbuyo et al., 2024; Robinos et al., 2023).

The purpose of this study is to examine the impact of experiential learning activities, such as educational tours and internships, on criminology students' emotional engagement, empathy development, and career readiness. Through these active learning methods, students are able to move out of the confines of the typical classroom and engage directly with actual environments associated with criminal justice (Harm, & Bell, 2021). Through direct contact with real institutions, professional practice, and community-based environments, students are provided with opportunity to link theoretical knowledge with practical application (Lambrev, 2023; Hartman et al. 2023). In particular, the present study seeks to examine the impact of such practical experiences on students' attitudes towards the criminal justice system, their perceptions of different roles within the field, and their intentions to follow particular career paths.

Additionally, the research aims to determine the underlying factors that support or compromise the general effectiveness of such activities when applied in various educational and cultural environments (Van den Berg, & Du Plessis, 2023). They could be institutional support, student preparation, cultural sensitivity, accessibility, and the

activity's relevance to intended future career aspirations (Cress et al., 2023; Tull et al., 2023). By examining these elements, the study hopes to make meaningful contributions to the understanding of how organized, field-based learning may advance the personal and professional growth of criminology students (Tannenbaum, & Wolfson, 2022).

The study can benefit a diverse group of stakeholders involved in criminology education and the criminal justice system. Criminology students are likely to gain valuable insights into how experiential learning activities influence their emotional engagement, empathy, and readiness for future careers, thereby enhancing their overall learning experience (Belisle et al., 2020 ; Sanchez, et al., 2020). The results can be applied by educators and schools to guide curriculum and teaching practices, especially in planning experiential activities that enhance the motivational and understanding level of students (Caulfield, 2023; Lo, et al., 2022). Professionals in the field of criminal justice can also gain from the research since it may identify how such educational experience influences future practitioners' attitude, perception, and work skills, with the potential to result in a competent and more empathetic workforce (Lajante, et al., 2023; Bratina, et al., 2024).

Moreover, policymakers and higher education administrators can use the findings to encourage and facilitate experiential learning programs on college campuses to better align with the needs of the workforce. Education and criminology scholars will benefit from the research adding to the body of knowledge on experiential learning's efficacy and serving as the basis for further study and theoretical development (Dezember, et al., 2021; Hallinger, & Narong, 2024). Finally, society at large stands to gain from the creation of well-trained, compassionate criminal justice practitioners that are more able to serve their roles with professionalism and sensitivity, and ultimately result in a more humane and effective criminal justice system (Leyderman, 2020; Vartkessian et al., 2022).

Theoretical Framework

This study was anchored on Experiential Learning Theory (1984) by David A. Kolb and Constructivist Learning Theory by Jean Piaget (1950) and Lev Vygotsky (1920).

Experiential Learning Theory (ELT), emphasizes the importance of learning through experience. According to ELT, learning is a process whereby knowledge is created through the transformation of experience. Experiential learning has the potential to be beneficial in that it can help individuals discover their own strengths when they learn something new (Naz, et al., 2021; Bell, & Bell, 2020). The theory explains how students can work to their own strengths and areas of weakness in which they are most deficient. Learning is not a passive activity (Alahmad, 2020; Gradito Dubord, & Forest, 2023).

Learning is also not merely memorizing facts it's an activity that engages our experiences, reflection, and capacity to apply what we have learned in a new context (Murphy, et al., 2023; Stewart, 2021). A related study emphasizes the increasing importance of integrating soft skills into Software Engineering (SE) education, recognizing that such skills cannot be effectively developed through passive, knowledge-based instruction alone. In response, hackathons have been explored as an educational strategy due to their experiential, collaborative, and intensive nature, which often mirrors real-world software development (Sajja, et al., 2024; Towhidi, & Pridmore, 2022). The study reviews literature on soft skills and hackathons in SE education and presents preliminary evidence from a seven-day hybrid hackathon involving 40 students. Through a structured self-assessment questionnaire, the research assessed how the hackathon fostered creative thinking, collaboration, and knowledge application among participants (Mubaraz, et al., 2021; Adinda, et al., 2024).

Analyzed through the lens of Self-Determination Theory (SDT), the study offers psychological insights into student motivation and behavior, highlighting hackathons as a promising approach to soft skill development (Garcia, 2022; Bustamante-Mora, et al., 2023). It contributes to the academic field by advocating for hackathons as a viable instructional method and suggests directions for further research within SDT, while also offering implications for industry by reinforcing the value of soft skills in enhancing the employability of future SE professionals (Miličević, et al., 2024; Oyetade, et al., 2024).

In criminology, it is important to understand the real world. Experiential learning opportunities, such as visits to crime laboratories, courts, or correctional facilities, provide students with direct exposure to professional environments (Oyetade, et al. 2024; Surendran, et al., 2023). Such exposure enhances their ability to connect theoretical knowledge with practical application (Surendran, 2023; McSharry, et al. 2024). Educational tours encourage the development of practical skills such as observation, communication, and critical thinking (Foo, 2022).

These are fundamental to criminology students for preparing to handle investigative, analytical, and enforcement tasks. The high level of engagement that experiential learning encourages boosts student motivation and enhances retention of knowledge (Al-Billeh, et al., 2024; Crandalla, et al., 2023). Educational tours also match adult learning principles by catering to different learning styles, which are characteristic of students. For example, visual learners learn by watching real-life situations, while the kinesthetic ones learn through experiences that involve active involvement in activities, such as workshops or simulations (Bryant, 2023; Avni, 2023)

Constructivist theory emphasizes that learners actively build their own understanding by connecting new information with their prior knowledge, experiences, and

social interactions. Instead of considering learning simply as the absorption of facts, constructivism purports to position students engaged in interpreting and conceptualizing the meaning of ideas through practice, reflection, and collaboration. In this concept, learning environments should provide authentic tasks, real-world contexts, and opportunities for exploration; learning can be constructed through hands-on experiences and problem-solving activities. Social interaction also plays a crucial role, as discussions with peers and guidance from instructors help learners refine their ideas and develop deeper comprehension. Overall, constructivist theory highlights that meaningful learning occurs when students are actively participating in the learning process, integrating new insights into existing frameworks, and applying their understanding to real-life situations.

A related study examines constructivist teaching strategies tailored for first-year criminal justice students, grounded in constructivist learning theory which posits that learners build knowledge by integrating new information with preexisting experience and social interaction (Currie, 2023; Aysel, 2023). Drawing on influential theorists such as Vygotsky, Dewey, and Piaget, the study highlights how constructivist approaches create a supportive learning environment conducive to early college students (Zajda, 2021; Njai, 2021). Key strategies include active guidance through modeling, coaching, and scaffolding by instructors, who foster student autonomy and interaction within collaborative group activities (Han, 2021; Mesquita, et al., 2023). These practices aim to cultivate critical thinking and promote lifelong learning by encouraging students to explore authentic problems, negotiate meaning, and share responsibility for knowledge construction (Adeoye, et al., 2024; Vaghela, & Parsana, 2024).

Knowledge construction is through social interaction and experiences, according to constructivist learning theory. The theory is beneficial in the educational tour of

criminology students. Educational tours expose students to the practical world related to their areas of study they can, for instance, visit law enforcement agencies, correctional facilities, or even examine crime scenes. Additionally, educational tours can create critical thinking and problem-solving abilities because students analyze actual-life scenarios, relating theoretical knowledge to real-life scenarios (Bunt & Gouws, 2020; Ergin, 2024). Through interaction with the community and professionals, students can also develop a sense of social responsibility and ethical awareness, which are crucial in the field of criminology (Coelho, & Menezes, 2021).

Exposure to such settings is vital in developing practical skills essential in the study of criminology. Through active engagement in educational tours, students are able to develop necessary skills such as critical thinking, problem-solving, and ethical decisionmaking (Foo2022; Miao& Sriwisathiyakun, 2024). Such skills are essential in their future career as criminologists and law enforcement officers. Educational tours provide an opportunity for students to interact with professionals and each other, promoting a sense of belonging and mutual learning (Fielding, 2023; Averhoff, 2023). Such interaction improves the learning process and stimulates students to form professional networks (Prenger, et al., 2021; Garcia-Martinez, et al., 2022). The efficiency of educational tours in developing practical skills among criminology students can be explained through the application of Constructivist Learning Theory (Zajda, 2021; Currie, 2023). Through active learning, socialization, and experiential learning, students are able to construct significant knowledge and develop the necessary practical skills essential in their future career as criminologists (Shumba, & Hussaini, 2023). Such a theoretical perspective will inform the research in investigating how educational tours support the development of criminology students' skills (Belisle, et al., 2020; Lamoreaux, & Sulkowski, 2020).

Conceptual Framework

Educational tours are also essential in raising the career awareness of criminology students through first-hand experience of real-life environments (Belisle et al., 2020; Murdoch, 2020). Through these visits, students are able to learn about career prospects in the criminal justice environment, enabling them to learn about different careers in law enforcement, forensic science, and legal careers (Cheng et al., 2021; Blanka et al., 2023).

Through visits to police stations, forensic labs, and correctional facilities, the students acquire hands-on experience that exceeds classroom education (McDaniel, 2023; Bracewell & Jones, 2022). This exposure promotes a greater appreciation of the various career options in criminology (Kakar, 2025). A dynamic experience is one that is constantly changing, interactive, and engaging, driven by forces that promote activity, growth, and adaptation (Morris, & König, 2020). In education, especially within criminology, such experiences transform traditional learning into immersive, real-world encounters where students apply theoretical concepts through activities like educational tours, internships, role-playing, and simulations (Gerard, et al. 2024). This hands-on approach bridges the gap between abstract knowledge and practical application, enhancing critical thinking, problem-solving, and analytical skills necessary to address complex criminal justice issues (Kakar, 2025).

Participation in dynamic experiential activities also enhances students' readiness for professional careers by providing firsthand insights into the realities of criminology work environments (Kakar, 2025). These experiences enable learners to observe workplace behaviors, develop technical and soft skills such as communication, teamwork, adaptability, and resilience, and engage directly with professionals through authentic scenarios (Upadhyay, & Malik, 2024). As a result, students gain confidence, clarify their

career goals, and align their academic learning with industry expectations, thereby narrowing the gap between education and employment and improving their competitiveness in the job market. (Naseer, et al. 2025).

Enhanced learning refers to the meaningful improvement in students' understanding, critical thinking, and application of criminology concepts due to educational tours (Kakar, 2025). These dynamic experiences expose students to real environments like police stations, forensic labs, courts, and correctional facilities (Smith, 2021). They allow students to observe real procedures and compare them with what they learn in class (Zhang et al. 2025). With hands-on experiences, students become more engaged and motivated (Iyamuremye, et al. 2023). They connect abstract knowledge with real-world situations, which improves retention and deepens comprehension (Huang, et al. 2024). This immersion also encourages analytical thinking, problem-solving, and reflective inquiry, helping learners process complex criminology scenarios more effectively (Kakar, 2025). Overall, enhanced learning is a vital result of experiential activities (TrullDominguez, et al. 2024). It enriches academic understanding and fosters a more complete grasp of criminology practices (Kakar, 2025).

Career readiness reflects students' preparedness to enter criminology-related professions as a result of their participation in educational tours that simulate or reveal real work environments (Robinos, & Camilon, 2024). Through direct encounters with practitioners, institutional processes, and operational protocols, students gain clearer insights into workplace expectations, ethical responsibilities, and the competencies required in careers such as law enforcement, forensic science, corrections, and public safety (Baird, B. N., & Mollen 2023). These experiences help students build confidence, develop professional attitudes, and identify skills they need to strengthen as future criminologists

(Kakar, 2025). Educational tours also promote networking, mentorship opportunities, and goal clarification, enabling students to align academic learning with their desired career paths. (Okolie, et al. 2020). Ultimately, career readiness emerges as a critical component of dynamic experiences, bridging the gap between academic preparation and the practical demands of criminology professions. (Malbuyo, et al. 2024).

The embodied perspective posits that human understanding, knowledge, and experiences are intrinsically linked to and shaped by bodily sensations, physical presence, and actions, rather than solely by cognitive processes (Popova, & Rączaszek-Leonardi, 2020). This perspective emphasizes that individuals perceive and engage with the world through their bodies, which in turn influence their thoughts, emotions, and learning processes (Araújo, et al. 2020). Simply put, it acknowledges that learning and knowing are holistic experiences involving not only the mind but the entire body, encompassing physical sensations, movements, and environmental interactions (Kersting, et al. 2021).

Personal reflection is a core component of experiential learning that encourages learners to internalize their experiences, fostering deeper self-awareness and moral development (Barrette, 2002). Engaging in reflective practices, such as journaling, group discussions, or self-assessment, enables students to critically evaluate their emotional responses, decision-making processes, and ethical considerations encountered during activities (Luștrea, et al., 2024). This introspective process helps learners identify areas for improvement, recognize their values, and develop a sense of personal growth (Adeoye, & Omiwole, 2024). Furthermore, reflection supports moral reasoning, empathy, and ethical judgment, which are vital qualities in criminology and criminal justice professions that often involve sensitive and morally complex situations (Sanchez, et al. 2020).

Emotional engagement heightens students' motivation and connection to their learning experiences, transforming passive participants into active, invested learners (Tadjibaeva, 2025). When students experience emotions such as compassion, empathy, or excitement during activities like site visits or interactions with professionals, they develop a genuine interest and sense of personal relevance (Zaky, 2024). This emotional involvement deepens their understanding of social issues, humanizes the challenges faced by individuals within the criminal justice system, and fosters a sense of moral responsibility (Jia, et al. 2025).

Empathy is a vital skill that enables individuals to understand and share the feelings and experiences of others, fostering more humane and ethical practices in the criminal justice field (Sanchez et al. 2020). Experiential activities such as tours of correctional facilities, victim impact simulations, or interactions with marginalized populations create opportunities for learners to step into the shoes of affected individuals (Belisle, et al., 2020). Developing empathy enhances students' capacity to judge situations with sensitivity and respond appropriately to the needs and emotions of diverse populations (Aldrup et al. 2022). It also encourages ethical decision-making and reinforces the importance of rehabilitation and restorative justice approaches (Kirkwood, 2022). In a broader context, fostering empathy contributes to building more equitable, respectful, and socially responsible professionals who can influence systemic change in criminal justice institutions (Birch, 2024).

Career awareness plays a significant role in shaping students' academic motivation, career planning, and overall professional development in the field of criminology and criminal justice (Robinos & Camilon 2024). Understanding the range of career opportunities such as law enforcement officers, forensic analysts, probation officers,

policymakers, and victim advocates helps broaden students' perspectives on the scope and relevance of the profession (Stratton, et al. 2024). Exposure to these roles through guest lectures, field visits, and professional networking provides meaningful insights into the responsibilities, challenges, and rewards associated with each career path (Tull, et al. 2023). This type of engagement allows students to align their academic interests and individual capabilities with real-world demands, thereby fostering purpose, direction, and preparedness for advanced training or specialization (Xayrullo o'g, & Rajabboyovna, 2024).

Career awareness also involves gaining a clear understanding of the expectations, ethical responsibilities, and professional standards required in specific criminology roles (Robinos, & Camilon, 2024). Through interaction with practitioners and participation in experiential learning activities, students are introduced to the operational duties and decision-making processes that define various positions within the criminal justice system (Pivaty, et al. 2020). This understanding promotes early development of relevant skills, encourages the pursuit of appropriate qualifications, and supports ongoing professional growth (Robinos, & Camilon, 2024). Exploring potential career trajectories, leadership opportunities, and areas for specialization allows students to set realistic goals and plan for long-term advancement (Kayyali, 2024). With a comprehensive view of the field, students are more likely to remain motivated, engage in lifelong learning, and adapt effectively to the evolving demands of criminology and criminal justice professions (Kakar, 2025).

Understanding career opportunities means the awareness of students regarding the wide range of professions available within the criminology and criminal justice system, which is acquired by way of exposure during educational tours (Kakar, 2025). These field experiences expose students to numerous agencies such as law enforcement units, forensic

laboratories, correctional institutions, and judicial offices, allowing them to have a clearer view of career prospects (Fox, 2020). Observing actual work activities and interacting with professionals expose students to the specific role, demands, and requirements of each career, thus creating a more realistic and accurate understanding of that area of practice (Chan, 2021). Career advancement insights provide students with an understanding of how skills, experience, and professional development contribute to upward mobility (Mellors, & Vicencio, 2025). Such awareness will make them set clear goals for themselves and actively prepare to assume leadership and specialized roles in the future (Guzmán, et al. 2020).

The active learning experiences that are acquired through study tours are a vital addition to learning, as students are introduced to interactive and situation learning (Lombradi et al., 2021; Budhai & Skipwith, 2021). By observing directly and doing things with their own hands, they enhance their thinking skills and ability to analyze critically, important for criminal justice careers (Sanchez, et al. 2020). Exposure to different environments and case studies makes them realize the intricacies of law enforcement, corrections, and forensic science. These encounters fill the theory-practice gap and make learning more effective and effective (Phillips, & Condy, 2023)

These tours assist significantly in preparing students for their careers by giving them tangible insights into the working world (Hains-Wesson, 2020; Pennings et al., 2020). Interaction with the practitioners and experts in the area provides students with valuable mentorship, career counseling, and professional networking (Okolie et al., 2020; Badoer et al., 2021). Through this interaction, their professional confidence and career ambitions to become criminology graduates in specific professions are increased (Lynch et al., 2024; Clinkinbeard et al., 2020). Finally, incorporation of experiential experiences within

educational tours brings about a complete criminology graduate, one who is informed by theory and skilled by experience for the work environment (Coleman, 2022; Kratcoski, 2021).

Clarification of Professional Roles involved an improved understanding by the students of the specific functions, responsibilities, and ethical expectations linked with different careers associated with criminology (Robinos, Camilon, 2024). Guided exposure through observation on educational tours helps students appreciate how police officers, forensic examiners, correctional staff, investigators, and legal personnel perform unique tasks (Salim, 2023). This kind of learning allows them to perceive how those roles cooperate within the criminal justice system and how each uniquely contributes to public safety, investigation, rehabilitation, and the delivery of justice (Loeffler & Bovaird, 2020). In essence, by observing actual processes in the workplace, the students develop a clearer perception of the requirement of each profession in terms of skills, attitudes, and competencies (Byrne, et al. 2020). This means that it is through these educational tours that the ambiguity of roles is eliminated, and in its place, a better awareness of the professional identity and purpose for each criminology career is enhanced among students (Baird, & Mollen, 2023).

Insights into Career Growth and Advancement refer to students' understanding of how professionals in the criminology field progress, develop expertise, and move toward higher-level positions within the criminal justice system (Nayoyos-Refugia, et al. 2024). Through educational tours, students gain firsthand exposure to real work settings, allowing them to observe the pathways, qualifications, and competencies required for advancement in careers such as law enforcement, forensic science, corrections, and investigative services (Averhoff, 2024). These experiences help students recognize the importance of continuous

training, specialization, and professional discipline in achieving long-term career success (Stephen, 2024). Interacting with practitioners helps students understand career paths and motivates them to align their studies with future advancement in criminology (Robinos, & Camilon, 2024).

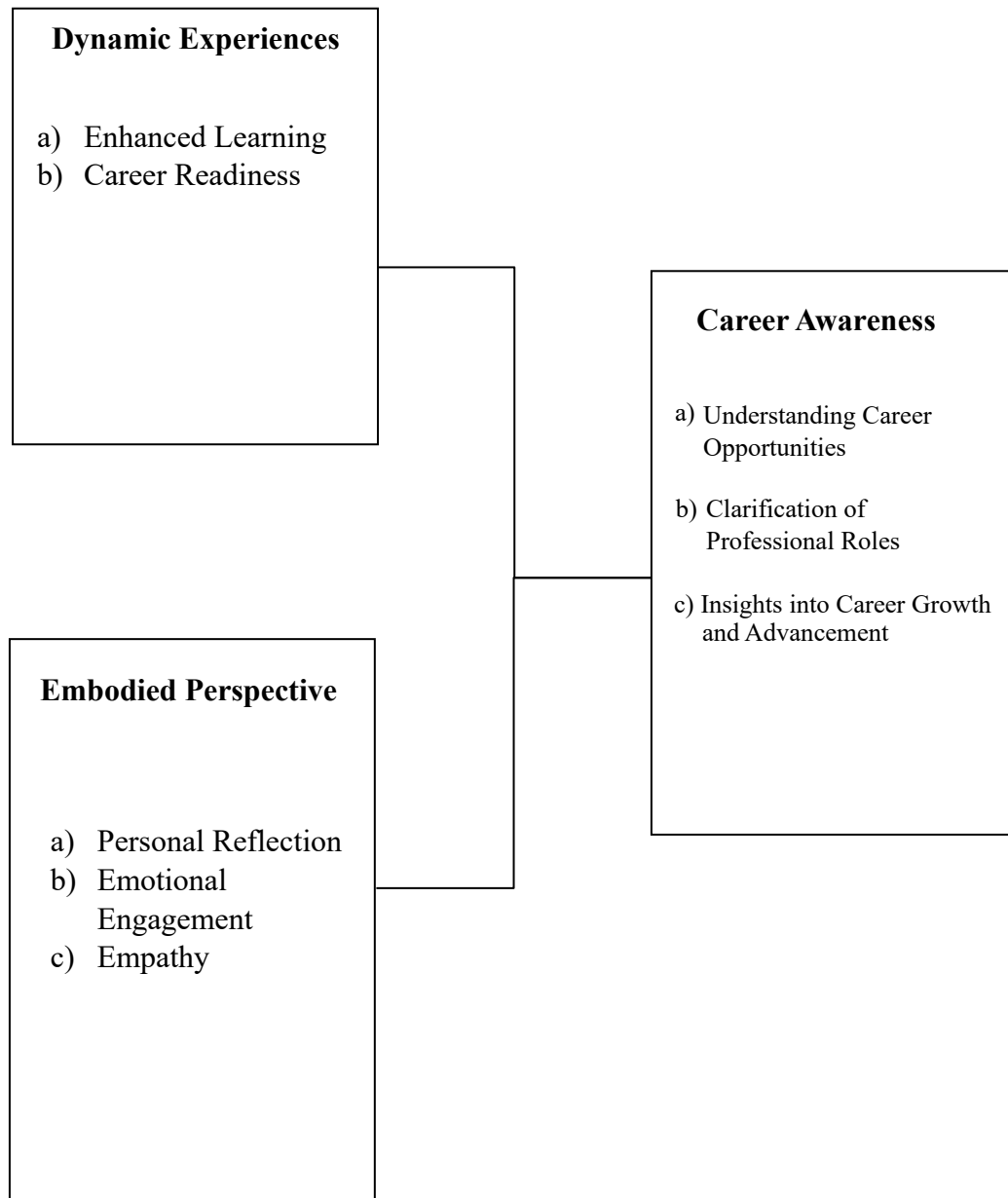


Figure 1. Schematic Diagram of the Study

..

Objectives of the Study

This study aimed to assess the impact of educational tours on criminology students' career awareness, including their understanding of career opportunities, clarification of professional roles, and insights into career growth and advancement.

Specifically, it sought to answer the following:

1. Determine how educational tours influence the development of embodied perspectives among criminology students, particularly in terms of personal reflection, emotional engagement, and empathy.
2. Examine the perceived dynamic experiences of criminology students during educational tours and how these experiences contribute to enhanced learning and career readiness.
3. Determine the significant relationship between career awareness and dynamic experiences among criminology students.
4. Explore the significant relationship between embodied perspectives and career awareness among criminology students.

Null Hypotheses

H₀: There is no significant relationship between career awareness and dynamic experiences

H₁: There is no significant relationship between career awareness and embodied perspective

Significance of the Study

This research is important because it placed significance on educational tours in criminology studies as a connecting link between theoretical studies in the classroom and practical application. Through increased career awareness, embodied understandings, and interactive learning experiences, these tours facilitated clarifying professional roles, cultivating empathy, reflection, and critical thinking, and enhanced career preparation. The results offered students rich insights, teachers' guidance on how to enhance curricula, and policymaker's direction for the promotion of experiential learning programs. Finally, the research helped in developing skilled, empathetic, and ethically sound criminology graduates who made a difference in the criminal justice system and society at large.

RESEARCH METHODOLOGY

Design

This study employed a quantitative descriptive-correlational research design to examine the perceived benefits of educational tours among criminology students. This approach is appropriate because it focuses on understanding and analyzing students' perceptions of career awareness, embodied perspectives, and dynamic experiences. It provides a clear picture of how educational tours contribute to students' academic and professional development based on their experiences and insights.

Setting

This study was conducted in one of the higher educational institutions in Misamis Occidental. The chosen location is strategically situated in a growing urban community in the province, providing an accessible and relevant setting for the study. This area was selected due to the presence of criminology students who actively participate in educational tours as part of their academic curriculum. These tours offer students the opportunity to explore various law enforcement institutions and criminology-related sites. By examining the perceived benefits of these educational tours, particularly in terms of career awareness, embodied perspectives, and dynamic experiences, the study aims to uncover key insights into how these tours influence students' understanding of the criminology profession and their future career paths.

Respondents

The study included all 31 fourth-year criminology students, who participated in educational tours as part of their academic curriculum. The participants were selected using

a random sampling method, ensuring that only fourth-year students who have experienced these tours will be included in the study. This method is appropriate for capturing insights from students who are at a more advanced stage in their program and can provide informed perspectives on the benefits of the educational tours.

Instruments

A. *Career Awareness Questionnaire*. It is a questionnaire derived from Career Awareness. It includes 5 statements measuring understanding Career Opportunities, 5 statements measuring Clarification of Professional Roles, 5 statements measuring Insights into Career Growth Advancement. The instrument was pilot tested to the students who will not be included as respondents of the study to determine the validity and reliability of the instrument. The scale below is used for analysis.

Scale	Responses	Range	Interpretation
5	Strongly Agree	4.24 - 5.00	Very Highly Aware
4	Moderately Agree	3.43 – 4.23	Highly Aware
3	Neither Disagree nor Agree	2.62 – 3.42	Fairly Aware
2	Slightly Disagree	1.81 – 2.61	Less Aware
1	Disagree	1.00 – 1.80	Not Aware

B. *Embodied Perspectives Questionnaire*. It is a questionnaire derived from Embodied Perspective. It includes 5 statements measuring Personal Reflection, 85 statements measuring Emotional Engagement and 5 statements measuring Empathy. The instrument was pilot tested to the students who will not be included as respondents of the study to determine the validity and reliability of the instrument. The scale below is used for analysis.

Scale	Responses	Range	Interpretation
5	Very Satisfied	4.24 - 5.00	Very Good Experience
4	Satisfied	3.43 – 4.23	Good Experience
3	Neutral	2.62 – 3.42	Fair Experience
2	Dissatisfied	1.81 – 2.61	Poor Experience
1	Very Dissatisfied	1.00 – 1.80	Very Poor Experience

C. Dynamic Experiences Questionnaire. It is a questionnaire derived from Dynamic Experiences. It includes 7 statements measuring Enhanced Learning, 8 statements measuring Career Readiness. The instrument was pilot tested to the students who will not be included as respondents of the study to determine the validity and reliability of the instrument. The scale below is used for analysis.

Scale	Responses	Range	Interpretation
5	Strongly Agree	4.24 - 5.00	Extensively Engaged
4	Moderately Agree	3.43 – 4.23	Consistently Engaged
3	Neither Disagree Nor Agree	2.62 – 3.42	Moderately Engaged
2	Slightly Disagree	1.81 – 2.61	Minimally Engaged
1	Strongly Disagree	1.00 – 1.80	Not Engaged

Data Gathering Procedure

The researchers obtained approval from the Dean of the College of Criminology at Misamis University and secured the necessary permissions to conduct the study on "Perceived Benefits of Educational Tours: Career Awareness, Embodied Perspectives, and Dynamic Experiences among Criminology Students." Survey questionnaires were distributed to fourth-year criminology students at Misamis University who had participated

in educational tours as part of their academic curriculum. Participants were selected using purposive sampling to ensure that only students who had experienced the educational tours were included. Each student was informed of the study's purpose, assured that their participation was voluntary, and that their responses would remain confidential. The survey aimed to assess the perceived benefits of the educational tours in terms of career awareness, embodied perspectives, and dynamic experiences.

Ethical Consideration

The researchers ensured that they could conduct this study by first seeking approval from the Dean of the College of Criminology at Misamis University. After obtaining the dean's consent, the researchers then proceeded to seek permission from the appropriate authorities within the university to distribute survey questionnaires to third-year criminology students who had participated in the educational tours. The participants were selected through purposive sampling, ensuring that only students who had experienced these tours were included in the study. Each participant was informed about the purpose of the study, and they were assured that their participation was voluntary. The researchers emphasized that their responses would remain confidential and anonymous, with no personal identifiers being linked to the data. In addition, the participants were informed that they had the right to withdraw from the study at any time without facing any consequences. Ethical guidelines were reviewed and approved by the College Research Committee to ensure the study adhered to ethical standards.

Data Analysis

The following statistical instruments are applied in the study:

Mean and standard deviation are utilized to determine the respondents' perceived level of career awareness, embodied perspectives, and dynamic experiences among criminology students who have participated in educational tours.

RESULTS AND DISCUSSION

Impact of educational tours on career awareness among criminology students

The educational tours allow for learning based on experience, enabling students to connect theoretical knowledge with practices in the field. In criminology studies, exposure through such tours may relate to law enforcement agencies, correctional facilities, and forensic laboratories, among other criminal justice institutions, providing insights into day-to-day activities, challenges, and career paths followed in the profession. These experiences do not only reinforce learning at the classroom level but enable the students to gain a clear view of roles, responsibilities, and skills necessary in various careers related to criminology. Students can thus observe practices and interact with practitioners to better evaluate their interests, aspirations, and suitability regarding career options and develop increased career awareness for better informed decisions.

Results across Table 1 illustrate the impact of educational tours on the career awareness of criminology students along three particular dimensions: understanding career opportunities, clarification of professional roles, and insights into career growth and advancement. Data obtained from 31 respondents indicate that such students perceive educational tours as significantly helpful in enhancing their awareness of career opportunities likely to be available within the field of criminology. The mean scores range between 4.52 and 4.58 points, while the standard deviation falls between 0.03 and 0.08 points. These results reflect very high levels of agreement among the participants that such tours have positive impacts on their awareness of career options. The very low variation in standard deviation suggests that students' experiences and perceptions were consistent and that, across the sampled group, educational tours were uniformly effective.

In particular, the dimension of understanding career opportunities obtained a mean rating of 4.55 ($SD = 0.03$), indicating that students acquired extensive exposure to the various career tracks available in criminology. This includes knowledge of the job and responsibilities entailed by law enforcement officers, forensic experts, correctional administrators, and other related careers. The high rating indicates that the tours presented students with concrete, real-life contexts through which students may relate academic learning to practical applications and thus better understand the field. Such exposure is of particular importance for early career decision-making, where students are able to identify areas of interest, consider the specializations, and relate their academic preparation to career ambitions.

The other dimensions—clarification of professional roles, $M = 4.52$, $SD = 0.05$; and insights into career growth and advancement, $M = 4.58$, $SD = 0.08$ —further emphasize the importance of educational tours in developing informed career awareness. Clarification of professional roles would mean that students have gained a greater sense of differentiation of the jobs, expectations, and skill sets that are needed in various careers in criminology, and this will reduce confusion and prepare students better for their prospective employments. On the other hand, insights into career growth and advancement mean that the students have learned career paths they may take, their promotion routes, and other long-term professional developments within the field. Taken together, these results indicate that the educational tour is an effective pedagogical method not only in increasing the students' awareness of career options but also in providing them with the necessary knowledge in order to make appropriate choices regarding their future professional careers.

A considerable volume of literature presents evidence that educational tours alone significantly raise the career awareness of students (Mehra et al., 2025; Tomasi et al., 2020).

Career development and experiential learning studies have stated that exposure to professional environments helps students contextualize theoretical knowledge, appreciate workplace dynamics, and comprehend practical applications of their field (Bowering et al., 2020; Chukwuedo&Ementa, 2022). For example, Kolb's research on experiential learning (1984) enumerates that immersive experiences like site visits and educational tours allow deeper comprehension and long-term retention by anchoring concepts to real-world practice.

Studies in criminology education also suggest that visits to police departments, correctional facilities, and forensic labs enable students to gain clarity about professional functions, standard operating procedures, and career prospects while dispelling ambiguity over future career paths. Another study evidences that these interactive classroom experiences improve motivation, increase student engagement, and promote better decision-making on grounds of specialization and career planning (Kaspi & Venkatraman, 2023; Khazen & Venkatraman, 2023). Altogether, these studies complement this result by stating that an educational tour is one of the best ways to enhance the awareness of students about career options, explain professional responsibilities, and describe avenues of career growth for students studying criminology.

The results on the effects of educational tours on career awareness have significant implications for educators and students in criminology programs. For educators, the findings indicate that the integration of structured experiential learning such as visits to law enforcement agencies, forensic laboratories, and correctional facilities can greatly enhance students' perceptions concerning career options, professional roles, and growth opportunities within the profession. This approach not only supports classroom learning but also connects theory to practice, aiding students in making informed decisions about

their future careers. For students, the high levels of career awareness signify that educational tour participation will provide them with increased confidence, motivation, and clarity regarding career choices, thus allowing them to identify specific career paths that suit their interests and skills.

Overall, these implications point out the importance of integrating experiential learning strategies into curricula in criminology in order to eventually prepare students for successful and well-informed entry into the workforce

Table 1. Impact of Educational Tours on Career Awareness among Criminology Students (N=31)

Variable	Career Awareness		
	<i>Mean</i>	<i>SD</i>	Remark
Understanding Career Opportunities	4.55	0.03	Very High
Clarification of Professional Roles	4.52	0.05	Very High
Insights into Career Growth and Advancement	4.58	0.08	Very High

Note: Career Awareness Scale: 4.24-5.00 (Very Highly Aware); 3.43-4.23 (Highly Aware); 2.623-4.2 (Fairly Aware); 1.81-2.61 (Less Aware); 1.00-1.80(Not Aware)

Level of educational tours influence the development of embodied perspectives

The influence of educational tours on the development of embodied perspectives is measured by the extent to which experiential learning activities, such as site visits and hands-on field experiences, contribute to students' understanding, internalization, and personal engagement with the concepts and practices of their field. In criminology education, embodied perspective encompasses cognitive comprehension and develops practical, sensory, and empathetic insights that form ways in which students view and

interpret real-life situations and respond. The examination of the extent to which educational tours foster such embodied perspectives yields important insight into how well experiential learning supports students in developing a holistic understanding and professional competencies for reflection that eventually shapes their preparedness for eventual careers. Table 2 presents the extent of police community engagement in their area.

Table 2 presents the results from 31 respondents, indicating the level of influence that educational tours have on developing embodied perspectives among criminology students. The mean scores for Personal Reflection ($M = 4.54$, $SD = 0.03$), Emotional Engagement ($M = 4.54$, $SD = 0.03$), and Empathy ($M = 4.55$, $SD = 0.06$) all fall into the category of "Very Good Experience" as per the Embodied Perspectives Scale. These high mean scores indicate that students perceive the educational tour as consistently very influential in fostering self-awareness, emotional connection, and empathetic understanding of real-world criminology contexts. The low standard deviations, particularly for Personal Reflection and Emotional Engagement, suggest strong consensus among participants and thus point to the fact that most students have similar positive experiences. A slightly higher standard deviation for Empathy, 0.06, indicates minor variability in responses, while the overall trend remains strongly positive. These findings collectively suggest that an educational tour is an effective pedagogical tool that can engage students to a deeper and more experiential level, allowing them to internalize and reflect upon the roles, challenges, and human dimensions of criminology and, therefore, promote holistic learning above and beyond traditional classroom instruction.

These findings on the impact of educational tours on developing embodied perspectives among students of criminology are supported by an increasing number of related works in the literature, which emphasize experiential learning as a prime driver of

deeper understanding and personal growth. Research into criminology education indicates that field experiences provide students with opportunities to link theoretical learning and real-world practice, developing reflection, emotional involvement, and empathy towards the individuals affected by crime and the criminal justice system (Kakar, 2025; Thurgood, 2020). Kolb's Experiential Learning Theory (1984) specifies that learning from direct experience develops critical thinking and self-awareness, and this corresponds to the high scores of personal reflections (Morris, 2020; Chan, 2023).

Similarly, research into the role of Dewey (1938) and other more contemporary studies in higher education suggests that emotional engagement in real-life settings develops empathy and moral reasoning that enables students to consider multiple perspectives and understand the human consequences of criminal behavior. In criminology-specific contexts, it has been demonstrated that the educational visitation of court, correctional, and law enforcement agencies enhances the student understanding of professional roles, ethical responsibilities, and social consequences, accordingly reinforcing the development of embodied perspectives. These collected studies support present findings in terms of suggesting that clearly designed educational tours create meaningful, engaging experiences to develop student reflection, empathy, and involvement (Cacciattolo & Aronson, 2023; Karn, 2024).

Results signaling a very good experience in developing embodied perspectives through educational tours have important implications for criminology education and the design of curricula. They hint that integrated experiential learning opportunities within educational tours to law enforcement agencies, correctional facilities, and other relevant institutions may substantially enhance students' ability to contextualize real-world practice, professional roles, and human dimensions associated with criminal justice. To instructors,

this means that learning activities need to be created to move beyond mainstream class instruction in order to actively stimulate students' emotions and reflection for deeper cognitive-affective development. To students, these will not only enhance career awareness but also develop critical thinking, ethical reasoning, and interpersonal skills necessary in any future criminology professional. In the end, what these findings really suggest is that educational tours are an added value pedagogical method that can enrich learning outcomes, foster holistic student development, and better prepare students for navigating the complexities of the criminology field with insight, empathy, and professionalism.

Table 2. Level of Educational Tours Influence the Development of Embodied Perspectives (N=31)

Variable	Embodied Perspectives		
	<i>Mean</i>	<i>SD</i>	Remark
Personal Reflection	4.54	0.03	Very Good Experience
Emotional Engagement	4.54	0.03	Very Good Experience
Empathy	4.55	0.06	Very Good Experience

Note: 4.24-5.00 (Very Good Experience); 3.43-4.23 (Good Experience); 2.62-3.42 (Fair Experience); 1.81-2.61 (Poor Experience); 1.00-1.80 (Very Poor Experience)

Perceived dynamic experiences of criminology students during educational tours

Dynamic experiences refer to all forms of interactive activities that students experience through the various available field-based learning opportunities (Fedesco et al., 2020; Tannenbaum & Wolfson, 2022). These include observations, demonstrations, and direct participation in professional activities that allow students to associate theory with practice. By gauging students' perceptions into the dynamism of these experiences, educators may develop an understanding of how well educational tours inspire critical

thinking, improve engagement, and facilitate more authentic learning. It is important to understand these experiences, as they are likely to influence and mold students' overall education, professional development, and career preparedness in criminology. Table 3 shows the perceived dynamic experiences of criminology students during educational tours.

Table 3 presents the perceived dynamic experiences of criminology students during educational tours, focusing on Enhanced Learning and Career Readiness. Results show that students rated both variables very highly, with mean scores of 4.51 (SD = 0.05) for Enhanced Learning and 4.60 (SD = 0.03) for Career Readiness, putting both into the category of "Extensively Engaged" according to the Dynamic Experiences Scale. The low standard deviations reflect strong consensus among the 31 participants, suggesting that most students consistently shared similar positive experiences. These results would support the belief that an educational tour offers many opportunities for active learning, enabling students to link theoretical knowledge with applied examples, while at the same time enhancing their preparedness for eventual careers in criminology. Overall, the results indicate that this type of experiential learning is effective at promoting high levels of engagement, practical understanding, and professional insight for criminology students.

These findings are corroborated by a wide body of literature that emphasizes the importance of experiential learning in higher education. Consistently, studies have shown that active and participatory experiences in the form of site visits, field trips, and practical demonstrations facilitate increased student engagement, retention, and application of theoretical knowledge in practice (Jones & Washko, 2022; Alabi, 2024). Scholars such as Kolb (1984) and Dewey (1938) have documented that learning occurs most optimally when students are actively engaged and reflect upon their experience, leading to a deeper level

of understanding and critical thinking (Salama & Holgate, 2025; Quinsay, 20224). For instance, in criminology and allied fields, educational tours offer students an opportunity to familiarize themselves with professional contexts, police operations, and a number of practical challenges that raise awareness of careers, decision-making capacity, and career preparedness for the future. Other studies have described how such learning experiences do not only strengthen academic learning but also motivation, self-efficacy, and professional identity, thereby aligning closely with the results of this study, which suggest that students felt highly engaged and prepared for criminology careers. Overall, the literature confirms that an educational tour can be a very helpful pedagogical means for connecting in-class theory to practice, thus responding to the high level of engagement and preparedness for a future career expressed by the participants.

The high levels of perceived dynamic experiences among criminology students during educational tours have important implications both for curriculum design and professional development. These findings support the integration of experiential learning activities, such as site visits, practical demonstrations, and field interactions, as crucial to boosting student engagement, further developing a deeper understanding of theoretical concepts, and enabling readiness in their future careers. For educators, this paper underlines the importance of providing structured, hands-on activities for students to learn from observing real-life applications of criminology principles, which enhance critical thinking, reflection, and professional growth.

In return, for the students, active learning from educational tours improves self-confidence, practical skills, and even increases one's knowledge about possible career prospects, thus enabling informed decisions to be made regarding their future in their selected profession. Overall, the findings suggest that this constitutes something more than

supplementary activities but as an integral part of a complete course in criminology that will better prepare students for the challenges posed by the profession.

Table 3. Perceived Dynamic Experiences of Criminology Students During Educational Tours (N=31)

Variable	Dynamic Experiences		
	<i>Mean</i>	<i>SD</i>	Remark
Enhanced Learning	4.51	0.05	Extensively Engaged
Career Readiness	4.60	0.03	Extensively Engaged

Note: 4.20-5.00 (Extensively Engaged); 3.40-4.19 (Consistently Engaged); 2.60-3.39 (Moderately Engaged); 1.80-2.59 (Minimally Engaged); 1.00-1.79 (Not Engaged)

Significant relationship between career awareness and dynamic experiences

This will examine the significant relationship between career awareness and dynamic experiences of criminology students, whether such career opportunities, understanding of professional roles, and possible growth in the field depend on the level of learning and engagement during educational tours. Career awareness relates to the knowledge and clarity of a student regarding future professional pathways, while dynamic experiences relate to the degree of students' active engagement, motivation, and exposure to real-life learning situations (Swargiary, 2024; Yap et al., 2024). Establishing this relationship is core to determining whether immersive and interactive educational activities, such as field visits and practical demonstrations, provide meaningful learning contributions to student preparedness, professional insight, and general career development within the field of criminology.

As shown in Table 4, career awareness and dynamic experiences among criminology students on educational tours have a weak to moderate positive correlation (r

= 0.37). However, it is not significant ($p = 0.18$). The implication of this is that while students who show higher levels of career awareness may express somewhat more dynamic and engaging experiences during the tour, the association is small and cannot be considered meaningful within this sample. Lack of statistical significance shows that career awareness does not predict reliable variance in students perceived dynamic experiences. This may result from a number of factors, such as the relatively small sample size, individual differences in learning styles and prior exposure to criminology concepts, or the nature and structure of the educational tour, which for some students may affect their engagement regardless of career awareness. What the findings underline is that although conceptually career awareness and dynamic experiences are related, in this context, the direct effect of career awareness on the way students perceive and take part in dynamic learning activities during tours is limited.

Several studies indicate that although experiential learning and engagement often enhance students' skills and motivation, their impact on career awareness or long-term career outcomes might be more complex and less direct than assumed (Kong, 2024; Fitrianto & Saif, 2024). Studies investigating the experiential learning process suggest that high levels of student engagement in practical or active-learning activities enhance students' interest and motivation and their immediate learning gains (Kong, 2024; Putri & Dewi, 2025). Likewise, research into career engagement and adaptability during higher education indicates that career-related activities, such as internships and career planning, may support outcomes such as employability, career adaptability, and life satisfaction (Carkit, 2022; Ameliah & Jatnika, 2024).

However, other empirical work has found only weak or inconsistent correlations between engagement/experiences and deeper constructs such as career awareness or long-

term career clarity, suggesting that prior self-concept, personal motivation, background, and context also play important roles. In a nutshell, the literature supports the view that while dynamic experiences are valuable in terms of engagement and skill development, they do not always translate into stronger career awareness-a point that helps explain why the correlation between dynamic experiences and career awareness was weak and not significant.

The weak, non-significant relationship of career awareness with dynamic experiences suggests that while educational tours and interactive learning activities effectively engage students and enhance immediate learning experiences, such activities per se are not sufficient to influence the overall understanding of career opportunities or professional pathways. This calls upon educators and program organizers to complement experiential activities with structured career guidance, reflection sessions, mentorship, and follow-up discussions to enable students to link experiences with tangible career insights. For students, this calls for active reflection and contextualization of experiences to translate engagement into relevant career awareness. Overall, career awareness would have to be nurtured through a multidimensional process that integrates dynamic, hands-on experiences with conscious educational support and guidance.

Table 4. Test Of Significant Relationship Between Career Awareness and Dynamic Experiences

Variables	<i>r</i> value	<i>p</i> value	Remarks
Career Awareness and Dynamic Experiences	0.37	0.18	Not Significant

*Note: * $p < 0.05$ (significant); ** $p < 0.01$ (highly significant)*

Significant relationship between career awareness and embodied perspective

This relation explores how career awareness-that is, students' understanding of professional opportunities and their corresponding roles-relates to embodied perspectives on personal, emotional, and empathetic experiences gathered through educational activities. By its very nature, an embodied perspective requires reflective thinking, emotional engagement, and the capacity for internalization of experiences that may influence how students view and relate to their future careers (Botelho, 2021; Faella et al.,2025). This is important to examine because it will help determine whether greater career awareness is accompanied by deeper and more personally meaningful learning experiences and whether or not experiential learning activities contribute to integrating knowledge with self-awareness, empathy, and professional understanding in students. In turn, this can make a valuable contribution to developing educational programs, such as tours and practical exposures, for enhancing both career insight and holistic personal development in students.

The results in Table 5 show that there is a moderate positive correlation, $r = 0.47$, between career awareness and embodied perspective for the 15 criminology students, suggesting that higher levels of career awareness somewhat correspond to higher magnitudes of development of embodied perspectives in educational tours. However, the corresponding p-value of 0.08 is greater than the conventional level of significance of 0.05, which implies that the mentioned relationship is not statistically significant. This means that while it seems there is a tendency for students who show greater awareness of career opportunities, professional roles, and pathways to advancement to also reflect more on personal inputs, emotional involvement, and empathy, this cannot be said with confidence to apply beyond the sample observed. This moderate correlation could reflect variations in

other intervening factors such as learning styles, previous experiences, or even specific contents of their educational tour that influence how career awareness translates into embodied knowledge. Overall, these findings point to a potential basis for predicting embodied perspective based on career awareness; however, since the statistical analysis lacked significance, further research with an increased sample size or diversification of experience might be needed to fully understand the relationship.

Various studies confirm that career awareness may affect the development of the embodied perspective, although the effect is not always statistically significant (Rodriguez et al., 2022; Jiang et al., 2024). Investigations into experiential learning stress that when learners develop clarity about professional roles, career pathways, and growth prospects, they are most likely to engage in intensive hands-on experiences, reflecting on their competencies, values, and emotional reactions. Field trips, simulations, and practical experience have been shown to enhance personal reflection, empathetic understanding, and emotional involvement, thus connecting cognitive comprehension of careers with embodied learning (Wang et al., 2023; Faella et al., 2025). Researchers also note that even though career awareness provides a framework for interpreting experiences, the actual translation into embodied perspective depends upon the quality, context, and relevance of the learning activity, as well as on individual differences in reflection and engagement. These findings corroborate the results of this study, represented by a moderate but statistically insignificant association, which suggests that although awareness of career opportunities can underpin embodied learning, it cannot solely account for the depth of students' experiential understanding.

The findings of a moderate but not statistically significant relation between career awareness and embodied perspective have important implications for educational practice

and curriculum design. They suggest that while increasing students' knowledge of career opportunities and professional roles is valuable, it does not necessarily automatically translate into deeper personal reflection, emotional engagement, or the development of empathy that are at the core of embodied perspectives. Educators and program coordinators should, therefore, supplement career-focused learning with experiential, hands-on activities, reflective exercises, and immersive experiences that actively engage students on cognitive, emotional, and practical levels. Such blending of career awareness and embodied learning opportunities will better position criminology students not only with knowledge about their future profession but also with self-awareness, empathy, and a professional mindset that enables them to act effectively in complex real-life scenarios (Swargiary, 2024; Zaportiza & Cuevas, 2025).

Table 5. Test of Significant Relationship Between Career Awareness and Embodied Perspective

Variables	<i>r</i> value	<i>p</i> value	Remark
Career Awareness and Embodied Perspective	0.47	0.08	Not Significant

*Note: * $p < 0.05$ (significant); ** $p < 0.01$ (highly significant)*

CONCLUSION AND RECOMMENDATION

The findings of this study have shown that educational tours have generally positively influenced the criminology students in developing career awareness, dynamic experiences, and embodied perspectives. Besides, students expressed very high levels of understanding in career opportunities, clarification of professional roles, and insights into career growth, alongside strong engagement in personal reflection, emotional involvement, and empathy development. However, from a statistical point of view, while there are positive trends, the relationships between career awareness and both dynamic experiences and embodied perspectives are not significant, which may imply that educational tours alone, though highly beneficial, cannot fully determine how career knowledge will translate into experiential learning and personal growth, hence the need for complementary learning strategies that will maximize such outcomes.

These benefits can be optimized if the criminology programs are able to integrate specific reflective activities, guided discussions, and hands-on exercises that explicitly connect career knowledge to experiential and embodied learning. Such educators design pre- and post-tour activities where critical reflection of experiences, identification of real-world learning applications, and the practice of empathy and professional decision-making would be fostered. Increasingly diverse educational tours with more frequency, possibly combined with mentorship and career guidance, would contribute to a stronger connection between career awareness and dynamic, embodied competencies. It would make sure that the educational tour serves not only to build knowledge but also the integral professional development of the student

DECLARATION OF THE USE OF AI TOOLS

I acknowledge the use of Grammarly in assisting me to review the spelling, grammar, spacing and sentence construction in my whole paper during the final stage of writing. I used the following prompt: "Suggest ways to improve the flow of words, clarity and concision. Provide suggestions with examples."

I used the output to correct the grammar and sentences, and revised the writing to improve my whole paper.

I also acknowledge the use of QuillBot for rephrasing and paraphrasing sections of the text to improve clarity, coherence, and conciseness throughout the paper.

I acknowledge the use of AI tools to rephrase my abstract, enhancing clarity and readability while preserving the original meaning

I acknowledge the use of AI to identify my keywords or to suggest relevant keywords for my research

I used the following prompt: "Suggest keywords for my abstract."

I acknowledge the use of ChatGPT [<https://chat.openai.com/>] to help create the schematic diagram subconstructs of my study.

I entered the following prompt: "Identify the possible sub-constructs of my variables."

I used the output as a starting point for generating ideas in my schematic diagram.

I acknowledge the usage of the tool, ChatPDF [<https://www.chatpdf.com/>] to analyze and summarize research materials related to my research.

I acknowledge the use of Humanize AI [<https://www.humanize.ai>] to refine and improve

I acknowledge the use of AI tools, such as ChatPDF, in analyzing and summarizing relevant research materials to identify the most appropriate theoretical framework for this

study. Based on the insights provided by AI analysis, Experiential Learning Theory by David A. Kolb and Constructivist Learning Theory by Jean Piaget and Lev Vygotsky were identified as the foundational theories underpinning this research the clarity and readability of my writing while preserving my original ideas.

I acknowledge that the efficiency, accuracy, and quality of this research manuscript were much improved by the use of AI technologies in literature synthesis, theoretical development, language editing, visual modeling, data interpretation, and maintaining academic integrity.

REFERENCES CITED

- AbuKhoussa, El-Tahawy, & Atif, (2023). *Envisioning architecture of metaverse intensive learning experience (MiLEx): Career readiness in the 21st century and collective intelligence development scenario*. *Future Internet*, 15(2), 53. Retrieved from <https://tinyurl.com/dw6a6pmc>
- Adeoye, Prastikawati, & Abimbowo, (2024). Empowering learning: Pedagogical strategies for advancing 21st century skills and quality education. *Journal of Nonformal Education*, 10(1), 10-21. Retrieved from <https://tinyurl.com/yckfetaw>
- Adinda, Gettliffe, & Mohib, N. (2024). *Educational hackathon: preparing students for collaborative competency*. *Educational Studies*, 1-19. Retrieved from <https://tinyurl.com/38bee3mn>
- Alahmad, (2020). Strengths and weaknesses of cognitive theory. *Budapest International Research and Critics Institute-Journal*, 3(3), 1584-1593. Retrieved from <https://tinyurl.com/3pmbhw62>
- Al-Billeh, AL-Khalaileh, Al-Hammouri, Khashashneh, & Almamari, A. (2024). *Exploring the Psychological Dimensions in Teaching Criminal Administrative Law in Legal Education*. *Pakistan Journal of Criminology*, 16(1). Retrieved from <https://tinyurl.com/34ve78be>
- Aldrup, K., Carstensen, B., & Klusmann, U. (2022). Is empathy the key to effective teaching? A systematic review of its association with teacher-student interactions and student outcomes. *Educational Psychology Review*, 34(3), 1177-1216. Retrieved from: <https://tinyurl.com/2mk94p4v>
- Ansari, (2025). Enhancing Real-World Skills Through Internships: *A Qualitative Exploration*. In *Innovative Educational Frameworks for Future Skills and Competencies* (pp. 211-236). IGI Global Scientific Publishing. Retrieved from <https://tinyurl.com/342az7hj>
- Araújo, D., Davids, K., & Renshaw, I. (2020). Cognition, emotion and action in sport: an ecological dynamics perspective. *Handbook of sport psychology*, 535-555. Retrieved from: <https://tinyurl.com/fs657uka>
- Arcodia,, Abreu Novais, Cavlek, & Humpe, (2021). *Educational tourism and experiential learning: Students' perceptions of field trips*. *Tourism Review*, 76(1), 241-254. Retrieved from <https://tinyurl.com/4bptz8fw>
- Asad, Naz, A., Churi & Tahanzadeh, (2021). *Virtual reality as pedagogical tool to enhance experiential learning: a systematic literature review*. *Education Research International*, 2021(1), 7061623. Retrieved from <https://tinyurl.com/4syrcbks>

- Averhoff, (2023). *Pathways to Success: Unleashing Experiential Learning in Higher Education for Aspiring Law Enforcement Professionals* (Doctoral dissertation, Seton Hall University). Retrieved from <https://tinyurl.com/sme9aaup>
- Avni, (2023). *Primary school pupils' responses to lessons that combine different teaching styles* (Visual, Auditory, Reading/writing and Kinaesthetic) according to their own personal learning styles (Doctoral dissertation, Anglia Ruskin Research Online (ARRO)). Retrieved from <https://tinyurl.com/2tjfdne>
- Aysel, (2023). *Cross-Course Alignment for Skill Acquisition and Knowledge Transfer in Novice Industrial Design Students* (Doctoral dissertation, Middle East Technical University (Turkey)). Retrieved from <https://tinyurl.com/5asc36c7>
- Badoer, Hollings, & Chester, (2021). Professional networking for undergraduate students: A scaffolded approach. *Journal of further and Higher Education*, 45(2), 197-210. Retrieved from <https://tinyurl.com/5n7wdnnp>
- Baird, B. N., & Mollen, D. (2023). The internship, practicum, and field placement handbook: *A guide for the helping professions*. Routledge. Retrieved from: <https://tinyurl.com/3xbvnaf>
- Bauzon, & Moyao, Ready for Duty: *A Study on the Preparedness of Licensed Criminology Graduates for Law Enforcement Careers*. Retrieved from <https://tinyurl.com/564pz3e2>
- Belisle, Boppre, Keen, & Salisbury, (2020). Bringing course material to life through experiential learning: Impacts on students' learning and perceptions in a corrections course. *Journal of Criminal Justice Education*, 31(2), 161-186. Retrieved from <https://tinyurl.com/yxab3as5>
- Bell, & Bell, (2020). Applying educational theory to develop a framework to support the delivery of experiential entrepreneurship education. *Journal of Small Business and Enterprise Development*, 27(6), 987-1004. Retrieved from <https://tinyurl.com/53jrhcqv>
- Bell, (2020). "Maybe if they let us tell the story I wouldn't have gotten suspended": *Understanding Black students' and parents' perceptions of school discipline*. Children and youth services review, 110, 104757. Retrieved from <https://tinyurl.com/2rk22avc>
- Bender, (2023). Discussion-based online teaching to enhance student learning: *Theory, practice and assessment*. Taylor & Francis. Retrieved from <https://tinyurl.com/49rpwmjb>
- Bereiter, (2021). *Situated cognition and how to overcome it*. In *Situated cognition* (pp. 281-300). Routledge. Retrieved from <https://tinyurl.com/yc7cjeph>

- Birch, P. (2024). Trauma-informed policing: Enhancing law enforcement practices through empathy and sensitivity. *Abuse: An International Impact Journal*, 5(2), 1-21. Retrieved from: <https://tinyurl.com/4w7rkuu9>
- Blanka, Goldberg-Glena, R. S., Simonsa, L., Scharfettera, N., & Grandea, D. (2023). Lessons learned from an undergraduate criminal justice internship: The student experience. *Journal of Qualitative Criminal Justice & Criminology*. Retrieved from <https://tinyurl.com/2v28f99m>
- Bolin, Whelehan, Vernon, & Antoine, (2021). Human sexuality: *Biological, psychological, and cultural perspectives*. Routledge. Retrieved from <https://tinyurl.com/ykmu7upz>
- Boss, & Krauss, (2022). Reinventing project-based learning: Your field guide to real-world projects in the digital age. *International Society for Technology in Education*. Retrieved from <https://tinyurl.com/vv8feyy4>
- Bowden, (2024). The Security Field: *Crime Control, Power and Symbolic Capital*. Taylor & Francis. Retrieved from <https://tinyurl.com/5n8fkd3d>
- Bowering, Frigault, & Yue, (2020). Preparing Undergraduate Students for Tomorrow's Workplace: *Core Competency Development Through Experiential Learning Opportunities*. Canadian Journal of Career Development, 19(1), 56-68. Retrieved from <https://tinyurl.com/4spe7bva>
- Bracewell, & Jones, (2022). The use of simulated crime scenes in teaching undergraduate forensic sciences: *Implementing an active learning approach to forensics*. Science & Justice, 62(6), 758-767. Retrieved from <https://tinyurl.com/mtb3tae9>
- Bratina, Chesnik, & Antonio, (2024). Experiential learning with criminal justice students: Demonstrating knowledge and showing empathy toward persons with serious mental illness. *Journal of Criminal Justice Education*, 35(3), 547-563. Retrieved from <https://tinyurl.com/3c4yhbwt>
- Brewer, & Cunningham, (Eds.). (2023). Integrating study abroad into the curriculum: *Theory and practice across the disciplines*. Taylor & Francis. Retrieved from <https://tinyurl.com/y9hmx5xx>
- Bringle, Hatcher, & Jones, (Eds.). (2023). International service learning: *Conceptual frameworks and research*. Taylor & Francis. Retrieved from <https://tinyurl.com/aap8nu4d>
- Bryant, (2023). *Primary Teacher Experiences with Kinesthetic and Tactile Learning in Virtual Settings* (Doctoral dissertation, Walden University). Retrieved from <https://tinyurl.com/53cn4vn3>

- Budhai, & Skipwith, (2021). *Best practices in engaging online learners through active and experiential learning strategies*. Routledge.). Retrieved from <https://tinyurl.com/yzajaeje>
- Buheji, (2024). How Is Gaza Inspiring Gen-Z And Changing Their Mindsets?. *International Journal of Social Sciences Research And Development (IJSSRD)*, 6(01), 1-22. Retrieved from <https://tinyurl.com/24b3y5c2>
- Bunt, & Gouws, G. (2020). Using an artificial life simulation to enhance reflective critical thinking among student teachers. *Smart Learning Environments*, 7(1), 12. Retrieved from <https://tinyurl.com/236xwfk>
- Byrne, Z. S., Weston, J. W., & Cave, K. (2020). Development of a scale for measuring students' attitudes towards learning professional (ie, soft) skills. *Research in Science Education*, 50(4), 1417-1433. Retrieved from: <https://tinyurl.com/f6j4dwfm>
- Burns, (2020). *Adult Learner at Work: The challenges of lifelong education in the new millenium*. Routledge. Retrieved from <https://tinyurl.com/mry8dd5s>
- Bustamante-Mora, Dieguez-Rebolledo, M., Hormazabal, Valdes, & Cadena, (2023). Learning models for higher education in engineering: *Motivation, self-determination, and the role of information and communication technologies*. *Sustainability*, 15(17), 12869. Retrieved from <https://tinyurl.com/msehm5sw>
- Caldarini, Jaf, & McGarry, (2022). *A literature survey of recent advances in chatbots*. *Information*, 13(1), 41. Retrieved from <https://tinyurl.com/3dps755b>
- Campbell, & Fehler-Cabral, (2022). "Just bring us the real ones": *The role of forensic crime laboratories in guarding the gateway to justice for sexual assault victims*. *Journal of interpersonal violence*, 37(7-8), NP3675-NP3702. Retrieved from <https://tinyurl.com/3r8upb5m>
- Capulong, King-Ries, & Mills, M. (2021). *Antiracism, reflection, and professional identity*. *Hastings Race & Poverty LJ*, 18, 3. Retrieved from <https://tinyurl.com/4fx6zna7>
- Castro, & Shelton-Strong, (2024). Exploring emotions in language learning: *Learners' selfawareness, personal growth, and transformation on a CLIL course*. *Language Teaching Research*, 13621688241267366. Retrieved from <https://tinyurl.com/ytwnb6wv>
- Caulfield, (2023). How to design and teach a hybrid course: *Achieving student-centered learning through blended classroom, online and experiential activities*. Taylor & Francis. Retrieved from <https://tinyurl.com/37rn9nsy>
- Chan, (2023). *Assessment for experiential learning* (p. 379). Taylor & Francis. Retrieved from <https://tinyurl.com/mv4nmtnt>

- Chan, C. S. (2021). Helping university students discover their workplace communication needs: An eclectic and interdisciplinary approach to facilitating on-the-job learning of workplace communication. *English for Specific Purposes*, 64, 55-71. Retrieved from: <https://tinyurl.com/47a9926e>
- Cheng, Chae, & Feng, (2021). Stem education-career pathway for emerging forensic analytics: *Innovative professional development in multimodal environments. Journal of higher education theory and practice*, 21(8). Retrieved from <https://tinyurl.com/2tmwymc3>
- Chukwuedo, Mbagwu, & Ogbuanya, (2021). *Motivating academic engagement and lifelong learning among vocational and adult education students via self-direction in learning*. *Learning and Motivation*, 74, 101729. Retrieved from <https://tinyurl.com/5n6b27me>
- Ciolan, Manasia, (2024). Picturing innovation in higher education: *A photovoice study of innovative pedagogies*. *Active Learning in Higher Education*, 14697874241245350. Retrieved from <https://tinyurl.com/4222kdec>
- Clinkinbeard, Solomon, & Rief, R. M. (2020). Who dreams of badges? *Gendered self-concept and policing career aspirations*. *Feminist Criminology*, 15(5), 567-592. Retrieved from
- Coelho, & Menezes,(2021). *University social responsibility, service learning, and students' personal, professional, and civic education*. *Frontiers in psychology*, 12, 617300. Retrieved from <https://tinyurl.com/ywcfbd67>
- Coleman, (2022). *Experiential learning on undergraduate Criminology degree programmes: 'skilling up' students and increasing employability*. *Blended Learning in Practice* Spring 2022, 20. Retrieved from <https://tinyurl.com/bdc72ef4>
- Crandalla, Buckwalterb, & Witkoskic, (2021). Show and tell: *An examination of experiential learning*. Retrieved from <https://tinyurl.com/4yjtewf>.
- Crawford, (2022). A cultural account of “health”: Control, release, and the social body. *In Issues in the political economy of health care* (pp. 60-104). Routledge. Retrieved from <https://tinyurl.com/583w349y>
- Cress, Collier, & Reitenauer, (2023). *Learning through serving: A student guidebook for servicelearning and civic engagement across academic disciplines and cultural communities*. Taylor & Francis. Retrieved from
- Currie, (2023). *Accessing the Authentic Psychiatric Experience: Using Psychiatric Artefacts and Archival Documents to Facilitate Object-Based Learning in the Law and Criminology Classroom* (Doctoral dissertation, University of Wales Trinity Saint David (United Kingdom)). Retrieved from <https://tinyurl.com/w2cf8pcu>

- Curry, Milsom, & DEd, (2021). *Career and college readiness counseling in P-12 schools*. Springer Publishing Company. Retrieved from <https://tinyurl.com/4kxpnx4t> de
- Jesús Cardona-Isaza, Jiménez, & Montoya-Castilla, (2022). Decision-making styles in adolescent offenders and non-offenders: *Effects of emotional intelligence and empathy*. *Anuario de Psicología Jurídica*, 32(1), 51-60. Retrieved from <https://tinyurl.com/5hdpfund>
- Dean, Wright, & Forray, (2020). *Experiential learning and the moral duty of business schools*. *Academy of Management Learning & Education*, 19(4), 569-583. Retrieved from <https://tinyurl.com/2ra4h67s>
- Dezember, Stoltz, Marmolejo, Kanewske, Feingold, Wire, & Maupin, (2021). *The lack of experimental research in criminology—evidence from Criminology and Justice Quarterly*. *Journal of Experimental Criminology*, 17(4), 677-712. Retrieved from <https://tinyurl.com/ye22ns8n>
- Dilmaç, (2020). *Students' Opinions about the Distance Education to Art and Design Courses in the Pandemic Process*. *World Journal of Education*, 10(3), 113-126. Retrieved from <https://tinyurl.com/24n94ewp>
- Doglietto, (2025). *Crime Scene Processing in Correctional Facilities and Prisons*. CRC Press. Retrieved from <https://tinyurl.com/yzpdjrbd>
- Dorsey, (2024). *A Qualitative Examination of Higher Education's Transformative Impact on Incarcerated Students* (Doctoral dissertation, Franklin University). Retrieved from <https://tinyurl.com/j2kbua8z>
- Doyle, (2023). *Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education*. Taylor & Francis. Retrieved from <https://tinyurl.com/4kfsj2nh>
- Duchatelet, Cornelissen, & Volman, (2024). Features of experiential learning environments in relation to generic learning outcomes in higher education: A scoping review. *Journal of Experiential Education*, 47(3), 400-423. Retrieved from <https://tinyurl.com/35zzje7p>
- Dwivedi, Hughes, Baabdullah, M., Ribeiro-Navarrete, Giannakis, Al-Debei, & Wamba, (2022). Metaverse beyond the hype: Multidisciplinary perspectives on emerging challenges, opportunities, and agenda for research, practice and policy. *International journal of information management*, 66, 102542. Retrieved from <https://tinyurl.com/ycxra97n>
- Eckhardt, (2024). *The Role of Experiential Learning in Developing Career Preparedness for Employment: A Qualitative Study of College Students' Perspectives and Experiences* (Doctoral dissertation, Middle Tennessee State University). Retrieved from <https://tinyurl.com/4mwcb8x3>

- Edwards, & Goussios, (2021). Who is responsible for compassion satisfaction? *Shifting ethical responsibility for compassion fatigue from the individual to the ecological*. Ethics and Social Welfare, 15(3), 246-262. Retrieved from <https://tinyurl.com/2nxrr9ke>
- Elghazali, & El Allame, (2025). Evaluating the Intrapersonal Components of Self-Awareness in Students: *Mohammed V University as a Case Study*. In Qualitative Approaches to Pedagogical Engineering (pp. 23-50). IGI Global. Retrieved from <https://tinyurl.com/2v6cp42s>
- Ergin, (2024). *A model for the predictive power of university students' design thinking and digital literacy skills on intellectual experience skills*. Retrieved from <https://tinyurl.com/y58y6fba>
- Escrig-EspuigMartí-Vilar,& González-Sala, (2023). Criminal thinking: *Exploring its relationship with prosocial behavior, emotional intelligence, and cultural dimensions*. Anuario de psicología jurídica, 33(1), 9-15. Retrieved from <https://tinyurl.com/ym24fbxu>
- Evanovich, Martinez, Kern, & Haynes Jr, D. (2020). Proactive circles: *A practical guide to the implementation of a restorative practice*. Preventing school failure: Alternative education for children and youth, 64(1), 28-36. Retrieved from <https://tinyurl.com/y3nzuhh3>
- Farley, & Herrera, (2023). Unlocking empathy and preparedness: *Enhancing criminal justice education with virtual reality*. ASCILITE Publications, 393-397.). Retrieved from <https://tinyurl.com/yc2h489u>
- Felden, (2024). *Do adventure educational elements support a better outdoor experience in tourism?* Retrieved from <https://www.theseus.fi/handle/10024/873357>
- Fielding, (2023). Joining forces: *Police training, socialization and occupational competence*. Routledge. Retrieved from <https://tinyurl.com/y7cryku8>
- Fitzgerald, (2020, July). Professional identity: *A concept analysis*. In Nursing forum (Vol. 55, No. 3, pp. 447-472). Retrieved from <https://tinyurl.com/5dubr3dx>
- Foo, (2022). Purposeful field trip: Impact on experiential learning opportunities and critical thinking skills. *Pertanika Journal of Social Sciences & Humanities*, 30(1), 1-30. Retrieved from <https://tinyurl.com/3pendnhv>
- Fox, B., Miley, L. N., Allen, S., Boness, J., Dodge, C., Khachatryan, N., ... & Rozo, M. (2020). Law enforcement and academics working together on cold case investigations: lessons learned and paths forward. *Journal of Criminal Psychology*, 10(2), 93-111. Retrieved from: <https://tinyurl.com/3x2vw9dw>

- Freilich, J. D., Chermak, S. M., Arietti, R. A., & Turner, N. D. (2024). *Terrorism, political extremism, and crime and criminal justice*. *Annual Review of Criminology*, 7(1), 187-209. Retrieved from <https://tinyurl.com/3x38h4ss>
- Garcia, B. (2022). Hackathons as extracurricular activities: *Unraveling the motivational orientation behind student participation*. *Computer Applications in Engineering Education*, 30(6), 1903-1918. Retrieved from <https://tinyurl.com/y6n24bn9>
- Garcia-Martinez, Tadeu, Montenegro-Rueda, & Fernandez-Batanero, (2022). Networking for online teacher collaboration. *Interactive Learning Environments*, 30(9), 1736-1750. Retrieved from <https://tinyurl.com/5ae8y4n5>
- Gati, & Kulcsár, (2021). Making better career decisions: From challenges to opportunities. *Journal of Vocational Behavior*, 126, 103545. Retrieved from <https://tinyurl.com/3t3z52e9>
- Gerard, Ammerer, Mentzelopoulos, & Economou, (2024). Exploring students' experiences in using virtual simulation and gamification principles for authentic learning and assessment in criminal psychology. *Journal of Criminal Justice Education*, 1-19.). Retrieved from <https://tinyurl.com/3ft2ttt8>
- Gilbertson, Ewert, Siklander, & Bates, (2022). Outdoor education: *Methods and strategies*. *Human Kinetics*. Retrieved from <https://tinyurl.com/4zu9b9zk>
- Gordin, (2021). On the fringe: *Where science meets pseudoscience*. Oxford University Press. Retrieved from <https://tinyurl.com/yv3rhcxw>
- Gradito Dubord, & Forest, (2023). Focusing on strengths or weaknesses? Using self-determination theory to explain why a strengths-based approach has more impact on optimal functioning than deficit correction. *International Journal of Applied Positive Psychology*, 8(1), 87-113. Retrieved from <https://tinyurl.com/bw9ysr2r>
- Guzmán, V. E., Muschard, B., Gerolamo, M., Kohl, H., & Rozenfeld, H. (2020). *Characteristics and Skills of Leadership in the Context of Industry 4.0*. *Procedia Manufacturing*, 43, 543550. Retrieved from: <https://tinyurl.com/4446hw84>
- Hains-Wesson, & Ji, (2020). *Students' perceptions of an interdisciplinary global study tour: uncovering inexplicit employability skills*. *Higher Education Research & Development*, 39(4), 657-671.). Retrieved from <https://tinyurl.com/4746b77c>
- Hallinger, & Narong, (2024). A bibliometric review of service learning research, 1950–2022. *Journal of Experiential Education*, 47(4), 566-590. Retrieved from <https://tinyurl.com/mtnnhedm>
- Han, (2021). Fostering students' autonomy and engagement in EFL classroom through proximal classroom factors: *autonomy-supportive behaviors and student-teacher relationships*. *Frontiers in Psychology*, 12, 767079. Retrieved from <https://tinyurl.com/2be6c2je>

- Haritha, & Rao, (2024). A Holistic Approach to Professional Development: Integrating Kolb's Experiential Learning Theory for Soft Skills Mastery. *Journal of Engineering Education Transformations*, 37(2), 415-424. Retrieved from <https://tinyurl.com/yk2muxyb>
- Harm, & Bell, (2021). Teaching beyond the textbook: Integrating formerly incarcerated individuals into criminal justice learning environments. *Journal of Criminal Justice Education*, 32(1), 126-142. Retrieved from <https://tinyurl.com/2j52mevt>
- Hartman, Kiely, Friedrichs, & Boettcher, (2023). Community-based global learning: *The theory and practice of ethical engagement at home and abroad*. Taylor & Francis. Retrieved from <https://tinyurl.com/3uz4vt4z>
- Ho, (2020). Teachers' Perception of Virtual Field Trips: *Exploring the Factors Teachers Consider When Deciding to Use a Virtual Field Trip*. Retrieved from <https://tinyurl.com/3mu9a76n>
- Hoel, (2020). 'Police students' experience of participation and relationship during in-field training'. *Police Practice and Research*, 21(6), 576-590. Retrieved from <https://tinyurl.com/ykmcfdxh>
- Huang, Y. M., Wang, W. S., Lee, H. Y., Lin, C. J., & Wu, T. T. (2024). Empowering virtual reality with feedback and reflection in hands-on learning: Effect of learning engagement and higher-order thinking. *Journal of Computer Assisted Learning*, 40(4), 1413-1427. Retrieved from: <https://tinyurl.com/4ssadvn9>
- Ibarra, H. (2023). *Working identity, updated edition, with a new preface: Unconventional strategies for reinventing your career*. Harvard Business Press. Retrieved from <https://tinyurl.com/5n7c5rfn>
- Ioannou, & Ioannou, (2020). Technology-enhanced embodied learning. *Educational Technology & Society*, 23(3), 81-94. Retrieved from <https://www.jstor.org/stable/26926428>
- Iyamuremye, A., Nsabaye, E., Ngendabanga, C., & Hagenimana, F. (2023). Effectiveness of hands-on practical activities in teaching and learning chemistry: *An exploration of students' engagement, experience, and academic performance*. *African Journal of Educational Studies in Mathematics and Sciences*, 19(1), 97-107. Retrieved from: <https://tinyurl.com/3jfkjuzr>
- Jefferson, (2021). Stuart Hall, conjunctural analysis and cultural criminology: *A missed moment*. *Springer Nature*. Retrieved from <https://tinyurl.com/2umebsnc>
- Jerowsky, (2024). *Comparing the use of virtual, augmented, and outdoor field trips in the environmental education of children* (Doctoral dissertation, University of British Columbia). Retrieved from <https://tinyurl.com/56eweavu>

- Jia, K., Kang, R., Wang, Y., Ma, L., & Liu, X. (2025). Constructing an empathy education system: Values, principles, and approaches. *Journal of Moral Education*, 1-29. Retrieved from: <https://tinyurl.com/3nf27w99>
- Jones, & Washko, (2022). More than fun in the sun: *The pedagogy of field trips improves student learning in higher education*. *Journal of Geoscience Education*, 70(3), 292-305. Retrieved from <https://tinyurl.com/8whxnunp>
- Joshi, Chapagain, Kharel, Poudyal, Murray, & Mehmood, (2022). Benefits and challenges of online instruction in agriculture and natural resource education. *Interactive Learning Environments*, 30(8), 1402-1413. Retrieved from <https://tinyurl.com/knn58kt6>
- Joyce, & Laverick, (2022). *Criminal justice: An introduction*. Routledge. Retrieve from <https://tinyurl.com/22khsbx5>
- Jutila, (2024). From Classroom to Forest: *An Analysis of Outdoor Learning Environments and Nature-Centric Pedagogical Approaches at Idaho Natural Resources Camp* (Doctoral dissertation, University of Idaho). Retrieved from <https://tinyurl.com/4h545t58>
- Kakar, S. (2025). Enhancing Criminology and Criminal Justice Education Through Experiential Learning: Insights and Implications. *Journal of Criminal Justice Education*, 1-16. Retrieved from: <https://tinyurl.com/4v2xyhar>
- Karunarathna, Gunasena, Hapuarachchi, & Gunathilake, (2024). The crucial role of data collection in research: *Techniques, challenges, and best practices*. Uva Clinical Research, 1-24. Retrieved from <https://tinyurl.com/usfw4sc3>
- Kersting, M., Haglund, J., & Steier, R. (2021). A growing body of knowledge: On four different senses of embodiment in science education. *Science & Education*, 30(5), 1183-1210. Retrieved from: <https://tinyurl.com/2v5bm9zy>
- Khan, & MacEachen, (2022). An alternative method of interviewing: Critical reflections on videoconference interviews for qualitative data collection. *International journal of qualitative methods*, 21, 16094069221090063. Retrieved from <https://tinyurl.com/bdez6fcr>
- Khan, Marwat, A., & Asghar, (2024). *Investigating The Long-Term Effects Of Small-Scale Pedagogical Interventions On Student Motivation And Engagement Tracking Small-Scale Pedagogical Investigating The Long-Term Effects Of Small-Scale Pedagogical Interventions On Student Motivation And Engag*. Migration Letters, 21(S10), 147-164. Retrieved from <https://tinyurl.com/ywy9tu66>
- Kirkwood, S. (2022). A practice framework for restorative justice. *Aggression and Violent Behavior*, 63, 101688. Retrieved from: <https://tinyurl.com/y5bdewrs>

- Kirschner, & Stoyanov, (2020). *Educating youth for nonexistent/not yet existing professions*. *Educational Policy*, 34(3), 477-517. Retrieved from <https://tinyurl.com/yntak6vp>
- Koohang, Nord, Ooi, Tan, Al-Emran, , & Wong, (2023). Shaping the metaverse into reality: a holistic multidisciplinary understanding of opportunities, challenges, and avenues for future investigation. *Journal of Computer Information Systems*, 63(3), 735-765. Retrieved from <https://tinyurl.com/5n7u7kdz>
- Kooli, (2023). Chatbots in education and research: *A critical examination of ethical implications and solutions*. *Sustainability*, 15(7), 5614. Retrieved from <https://tinyurl.com/4a4yx8yr>
- Kotsis, (2024). ChatGPT in teaching physics hands-on experiments in primary school. *European Journal of Education Studies*, 11(10). Retrieved from <https://tinyurl.com/5ast6nux>
- Kraska, Brent, & Neuman, W. L. (2020). *Criminal justice and criminology research methods*. Routledge. Retrieved from <https://tinyurl.com/35vpapu2>
- Kratcoski, & Kratcoski, (2021). *Experiential education and training for employment in justice occupations*. Springer International Publishing. Retrieved from <https://tinyurl.com/3z3xr5fp>
- Kvasková, Hlado, Palíšek, Šašinka, Hirschi, Ježek, & Macek, (2023). A longitudinal study of relationships between vocational graduates' career adaptability, career decision-making self-efficacy, vocational identity clarity, and life satisfaction. *Journal of Career Assessment*, 31(1), 27-49. Retrieved from <https://tinyurl.com/24wnr79c>
- Lajante, Del Prete, Sasseville, Rouleau, Gagnon, & Pelletier, (2023). Empathy training for service employees: *A mixed-methods systematic review*. *Plos one*, 18(8), e0289793. Retrieved from <https://tinyurl.com/js8hzu9n>
- Lambrev, (2023). Exploring the value of community-based learning in a professional doctorate: A practice theory perspective. *Studies in Continuing Education*, 45(1), 37-53. Retrieved from <https://tinyurl.com/5a26kca3>
- Lamoreaux, & Sulkowski, (2020). An alternative to fortified schools: Using crime prevention through environmental design (CPTED) to balance student safety and psychological well- being. *Psychology in the Schools*, 57(1), 152-165. Retrieved from <https://tinyurl.com/pmwpt83b>
- Lehmann, (2022). Authenticity, Care, and Relationships: *Ethical Decision-Making in Criminal Justice Education*. Retrieved from <https://tinyurl.com/3h2z3745>
- Lent, & Brown, (2020). Career decision making, fast and slow: *Toward an integrative model of intervention for sustainable career choice*. *Journal of Vocational Behavior*, 120, 103448. Retrieved from <https://tinyurl.com/mpd4pk6a>

- Leslie, (2020). Trifecta of student engagement: A framework for an online teaching professional development course for faculty in higher education. *Journal of Research in Innovative Teaching & Learning*, 13(2), 149-173. Retrieved from <https://tinyurl.com/3bzexr7p>
- Leyderman, (2020). Human Service and Organizational Principles: *A Three-Day Training for Correctional Officers* (Doctoral dissertation, Spalding University). Retrieved from <https://tinyurl.com/4k739ma9>
- Li, (2024). Adapting legal education for the changing landscape of regional emerging economies: *A dynamic framework for law majors*. *Journal of the Knowledge Economy*, 15(3), 1022710256. Retrieved from <https://tinyurl.com/4nr6fpsd>
- Libradilla, Daig, Mosquiter, & Apolinario, (2023). The criminology internship: Its influence towards knowledge and skills development of criminology interns. *Journal of criminal justice education*, 1-19.). Retrieved from <https://tinyurl.com/36j99rp3>
- Liebling, Maruna, & McAra, (Eds.). (2023). The Oxford handbook of criminology. *Oxford University Press*. Retrieved from <https://tinyurl.com/23jzbzn5>
- Limberg, Starrett, Ohrt, Irvin, Lotter, & Roy, (2021). *School counselor and teacher collaboration to enhance students' career development using project-based learning*. *Professional School Counseling*, 24(1_part_3), 2156759X211011908. Retrieved from <https://tinyurl.com/2th3ef7p>
- Liu, Huang, & Wang, (2024). The effect of augmented reality applied to learning process with different learning styles in structural engineering education. *Engineering, Construction and Architectural Management*. Retrieved from <https://tinyurl.com/ycx4z8sb>
- Loeffler, E., & Bovaird, T. (2020). *Assessing the impact of co-production on pathways to outcomes in public services: The case of policing and criminal justice*. *International Public Management Journal*, 23(2), 205-223. Retrieved from: <https://tinyurl.com/2y8r8wmp>
- Lo, Ngai, Chan, & Kwan,. (2022). How students' motivation and learning experience affect their service-learning outcomes: *A structural equation modeling analysis*. *Frontiers in psychology*, 13, 825902. Retrieved from <https://tinyurl.com/2cj26s2c>
- Lombardi, Shipley, & Astronomy Team, Biology Team, Chemistry Team, Engineering Team, Geography Team, Geoscience Team, and Physics Team. (2021). The curious construct of active learning. *Psychological Science in the Public Interest*, 22(1), 8-43.). Retrieved from <https://tinyurl.com/bdfrrzny>
- Lumingkit, Ramientos, Calimpong PescadorDaniel, & Cuevas Jr (2024). Challenges of the Criminology Students during the Internship Program: A Qualitative Study.

- Mediterranean Journal of Basic and Applied Sciences* (MJBAS), 8(4), 01-14. Retrieved from <https://tinyurl.com/2pb29d86>
- Lynch, Young, & Danner, (2024). Teaching preparation and professional development coursework in doctoral programs: *The example of criminology and criminal justice*. *College Teaching*, 72(2), 90-97. Retrieved from <https://tinyurl.com/4e56bf4r>
- Malbuyo, E. J. P., Catubig, J. E. N., Maratas, R. M., Carzo, L. D. C., Cabilan, W. M. C., & Cuevas Jr, J. F. (2024). Assessing the Impact of Internship Experiences on Skills Development and Career Readiness among Employed Criminology Graduates. *Mediterranean Journal of Basic and Applied Sciences* (MJBAS), 8(2), 195-207. Retrieved from: <https://tinyurl.com/3rcwm3ek>
- Mellors, J., & Vicencio, A. (2025). *Widening participation in outward student mobility: Successes, challenges and opportunities*. *British Educational Research Journal*. Retrieved from: <https://tinyurl.com/yw7weub4>
- Magolda, (2023). Making their own way: *Narratives for transforming higher education to promote self-development*. Routledge. Retrieved from <https://tinyurl.com/57sxtth2>
- Mahmood, Hashim, & Zakuan, (2024). *Utilizing Experiential Learning Methods to Teach Substantive Law Courses to Undergraduate Students*. *Asian Journal of Legal Education*, 11(1), 97-113. Retrieved from <https://tinyurl.com/3fexn77j>
- Makri, Vlachopoulos, & Martina, (2021). *Digital escape rooms as innovative pedagogical tools in education: A systematic literature review*. *Sustainability*, 13(8), 4587. Retrieved from <https://www.mdpi.com/2071-1050/13/8/4587>
- Malbuyo, Catubig, J. Maratas, Carzo, Cabilan, & Cuevas. (2024). *Assessing the Impact of Internship Experiences on Skills Development and Career Readiness among Employed Criminology Graduates*. *Mediterranean Journal of Basic and Applied Sciences* (MJBAS), 8(2), 195-207. Retrieved from <https://tinyurl.com/mry6w946>
- Markova, Modliński, & Pinto, (2020). *Creative or analitical way for career development? Relationship marketing in the field of international business education*. *Creativity Studies*, 13(1), 99-113. Retrieved from <https://tinyurl.com/muwzku37>
- Maziriri, Mabuyana, Nyagadza, & Chuchu, (2025). From Whistleblowing to Action: Students' narratives on Combating White-Collar Crime in South Africa. *Journal of Economic Criminology*, 100141. Retrieved from <https://tinyurl.com/34ftcawu>
- McDaniel, (2023). "Worst Thief Ever"--*The Use of a Storyline to Engage Students in a Traditional Hands-On Lab Experience*. *HAPS Educator*, 27(1), 53-68. Retrieved from <https://eric.ed.gov/?id=EJ1390188>

- McDermott, (2024). *Exploring the Perceptions of Home-Educated Students About Experiential Learning and College and Career Readiness* (Doctoral dissertation, St. Thomas University). Retrieved from <https://tinyurl.com/3jxeendf>
- McKay, & Sappa, (2020). Harnessing creativity through arts-based research to support teachers' identity development. *Journal of adult and continuing education*, 26(1), 25-42. Retrieved from <https://tinyurl.com/3zrz8yf>
- McQuinn, (2023). The impact of high school professional internships on college and career readiness. *University of Missouri-Kansas City*. Retrieved from <https://tinyurl.com/yc5zrbm9>
- Meechan, McCann, & Cooper, (2022). The importance of empathy and compassion in organizations: Why there is so little, and why we need more. *In Research handbook on the sociology of organizations* (pp. 145-163). Edward Elgar Publishing. Retrieved from <https://tinyurl.com/4x7275zc>
- Mesquita, Farias, De Martin Silva, Afonso, ,& Coutinho, (2023). How can learner-oriented scaffolding strategies be implemented in coach education? A case study. *Research Quarterly for Exercise and Sport*, 94(1), 216-225. Retrieved from <https://tinyurl.com/22jh7cx2>
- Miao, & Sriwisathiyakun, (2024). Enhancing Tourism Student Decision-Making Skills: A Needs Assessment for Developing a Virtual Tourism Integrated Experiential-Based Learning Model. *Eurasian Journal of Educational Research (EJER)*, (109). Retrieved from <https://tinyurl.com/yzp54n9f>
- Miličević, Despotović-Zrakić, Stojanović, Suvajžić, & Labus, (2024). Academic performance indicators for the hackathon learning approach–The case of the blockchain hackathon. *Journal of Innovation & Knowledge*, 9(3), 100501. Retrieved from <https://tinyurl.com/334zwnt4>
- Milner, (2021). Start where you are, but don't stay there: *Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Harvard Education Press. Retrieved from <https://tinyurl.com/4utvs3j4>
- Moghadam, Narafshan, & Tajadini, (2023). *The effect of implementing a critical thinking intervention program on English language learners' critical thinking, reading comprehension, and classroom climate*. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 15. Retrieved from <https://tinyurl.com/52fy8sxf>
- Monteiro, Almeida, & Garcia-Aracil, (2021). "It's a very different world": work transition and employability of higher education graduates. *Higher Education, Skills and Work-Based Learning*, 11(1), 164-181. Retrieved from <https://tinyurl.com/2zf86pae>

- Morris, T. H., & König, P. D. (2020). Self-directed experiential learning to meet ever-changing entrepreneurship demands. *Education+ Training*, 63(1), 23-49. Retrieved from: <https://tinyurl.com/54sxuf2t>
- Mubaraz, Heikkilä, Luomakoski, & Khan, (2021). STUDENTS'SELF AND PEER ASSESSMENT PRACTICES: A CASE OF HYBRID ENTREPRENEURIAL HACKATHON. In *15th International Technology, Education and Development Conference. International Academy of Technology Education and Development*. Retrieved from <https://tinyurl.com/3cf6jznf>
- Murdoch, (2020). Examining Student Participation in Pedagogical Correctional Tours: "Educational and a Lesson for the Soul and Humanity"? *Criminology, Crim. Just. L & Soc'y*, 21, Retrieve from <https://tinyurl.com/bd87vz3a>
- Murphy, Little, & Bjork. (2023). *The value of using tests in education as tools for learning—not just for assessment*. *Educational Psychology Review*, 35(3), 89. Retrieved from <https://tinyurl.com/7srhpwt4>
- Mutanga, Piyose, & Ndovela. (2023). Factors Affecting Career Preferences and Pathways: *Insights from IT Students. Journal of Information Systems and Informatics*, 5(3), 1111-1122. Retrieved from <https://tinyurl.com/r2be3rum>
- Nayoyos-Refugia, J., Dalugdog, W. D., Dausan, A. F., & Villa, E. B. (2024). Unveiling the Confidence of Criminology Practitioners: Delving on Research Knowledge and Attitude. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(6), 2209-2222. Retrieved from: <https://tinyurl.com/59w7eexk>
- Naseer, F., Tariq, R., Alshahrani, H. M., Alruwais, N., & Al-Wesabi, F. N. (2025). Project based learning framework integrating industry collaboration to enhance student future readiness in higher education. *Scientific Reports*, 15(1), 24985. Retrieved from: <https://tinyurl.com/ys67mtw6>
- Nicolaides, Lim, Herr, & Barefield, (Eds.). (2024). Reimagining adult education as world building: *Creating learning ecologies for transformation*. Taylor & Francis. Retrieved from <https://tinyurl.com/3cyste2t>
- Njai, (2021). Constructivist Pedagogical Approaches in Higher Education: *A Qualitative Case Study of Students and their Learning Experiences in a Collaborative Learning Space*. Ohio University. Retrieved from <https://tinyurl.com/3vzhbrzx>
- Oates, Crichton, Cranor, BudwigWeston, Bernagozzi & Pagaduan, (2022). *Audio, video, chat, email, or survey: How much does online interview mode matter?*. *PloS one*, 17(2), e0263876. Retrieved from <https://tinyurl.com/3txhsr3u>

- Okolie, Nwajiuba, Binuomote, Ehiobuche, Igu, & Ajoke, (2020). Career training with mentoring programs in higher education: *Facilitating career development and employability of graduates. Education+ training*, 62(3), 214-234.). Retrieved from <https://tinyurl.com/yrkcf625>
- Olsen, (2024). Media Arts Education: *Transforming Education Through Multimodal Cognition, Holistic Learning, and Techno-embodiment*. Taylor & Francis. Retrieved from <https://tinyurl.com/rk464wu4>
- Oropeza, (2024). *Decision-Making Processes of Undergraduate Students Pursuing a Career in Criminology* (Master's thesis, California State University, Fresno). Retrieved from <https://tinyurl.com/4scaassv>
- Oyetade, Harmse, & Zuva, (2024). Review of hackathon adoption factors in education. *International Journal of Research in Business & Social Science*, 13(2).
- Padda,(2024). Bridging theory and practice: Teaching qualitative field research methods in sociology and criminology. *Journal of Homeland Security Education*, 18, 1-9. Retrieved from <https://tinyurl.com/y9svumrf>
- Pardo-Garcia, & Barac, (2020). Promoting employability in higher education: *A case study on boosting entrepreneurship skills*. *Sustainability*, 12(10), 4004. Retrieved from <https://www.mdpi.com/2071-1050/12/10/4004>
- Parrello, & Valentine, (2022). Exploring the Educational Impact of Academic Field Trips over Time. *Experiential Learning and Teaching in Higher Education*, 5(1), 44-54. Retrieved from <https://eric.ed.gov/?id=EJ1422734>
- Passarelli, & Kolb, (2023). Experiential Learning Theory. Student Learning Abroad: *What Our Students Are Learning*. What They're Not, and What We Can Do About It. Retrieved from <https://tinyurl.com/rv59vptz>
- Patiar, Kensbock, Benckendorff, Robinson, Richardson, Wang, & Lee. (2021). Hospitality students' acquisition of knowledge and skills through a virtual field trip experience. *Journal of Hospitality & Tourism Education*, 33(1), 14-28. Retrieved from <https://tinyurl.com/38uv9hpj>
- Pennings, Cushing, Gomez, & Dyson, (2020). Making the intangible, tangible: *Assessment design that fosters curiosity, confidence and collaboration during international short-term study tours for Australian students*. *Australian Journal of Adult Learning*, 60(1), 113-137) Retrieved from <https://tinyurl.com/3rfkf5bs>
- Philippon, Wright, Telep, & Shaw, (2024). Learning with the others: *Perspective-taking and the future of criminal justice in the Inside-Out Prison Exchange Program*. *Journal of Criminal Justice Education*, 35(1), 136-155. Retrieved from <https://tinyurl.com/muz384k8>

- Phillips, H. N., & Condry, J. (2023). Pedagogical dilemma in teacher education: Bridging the theory practice gap. *South African Journal of Higher Education*, 37(2), 201-217. Retrieved from: <https://tinyurl.com/3bn8p2vh>
- Pivaty, A., Vanderhallen, M., Daly, Y., & Conway, V. (2020). Contemporary criminal defence practice: importance of active involvement at the investigative stage and related training requirements. *International Journal of the Legal Profession*, 27(1), 25-44. Retrieved from: <https://tinyurl.com/497cs2d3>
- Popova, Y. B., & Rączaszek-Leonardi, J. (2020). Enactivism and ecological psychology: The role of bodily experience in agency. *Frontiers in psychology*, 11, 539841. Retrieved from: <https://tinyurl.com/4zvuy2yc>
- Pourgharib, & Shakki, (2024). *The interplay between English teachers' rapport and immediacy and the students' academic motivation*. *Learning and Motivation*, 87, 101991. Retrieved from <https://tinyurl.com/mujdthtx>
- Prenger, Poortman, & Handelzalts, A. (2021). Professional learning networks: From teacher learning to school improvement?. *Journal of educational change*, 22(1), 13-52. Retrieved from <https://tinyurl.com/2cz5jdjd>
- Quinlan, & Renninger, (2022). Rethinking employability: *How students build on interest in a subject to plan a career*. *Higher Education*, 84(4), 863-883. Retrieved from <https://tinyurl.com/4mm8h6c3>
- Ranczakowska, & Kuznetsova-Bogdanovitsh, (2025). The future is now: *pioneering transformative approaches in higher education within creative fields*. *European Journal of Cultural Management and Policy*, 14, 13171. Retrieved from <https://tinyurl.com/523vc6ta>
- Rao, Sekhar, Yadav, Kumar, & Haran, (2024). Implementing Experiential Learning Strategies for Enhanced Business Education in India: Challenges and Opportunities. *Journal of Informatics Education and Research*, 4(3). Retrieved from <https://tinyurl.com/5n6bkm89>
- Rennison, & Hart, (2022). *Research methods in criminal justice and criminology*. Sage Publications. Retrieved from <https://tinyurl.com/3a2fuyzk>
- Rhee, & Sigler, (2024). Can you develop self-awareness? Only if you are willing. *Journal of Leadership Education*. Retrieved from <https://tinyurl.com/drpn73f7>
- Robinos, Camilon, & Sagudo Jr, (2023). Career Trajectory: *A Longitudinal Analysis of Criminology Graduates' Attributes and Professional Success in a Private HEI*. *Journal of Interdisciplinary Perspectives*, 17(2), 45-63. Retrieved from <https://tinyurl.com/nhejshsc>

- Robinos, J. R., & Camilon, R. B. (2024). Career trajectory: A longitudinal analysis of criminology graduates' attributes and professional success in a private HEI. *Journal of Interdisciplinary Perspectives*, 2(8), 630-636. Retrieved from: <https://tinyurl.com/yk73hh8r>
- Salim, P. D. (2023). The Effect of on-the-job Training on Employees Job Satisfaction in Tanzanian Public Institutions: A Case of Police Criminal Investigation Unit in Morogoro Region (Doctoral dissertation, The Open University of Tanzania). Retrieved from: <https://tinyurl.com/n8rdnrma>
- Smith, H. P. (2021). The role of virtual reality in criminal justice pedagogy: An examination of mental illness occurring in corrections. *Journal of Criminal Justice Education*, 32(2), 252-271. Retrieved from: <https://tinyurl.com/38f5nnd7>
- Stephen, J. S. (2024). Career Planning, Professional Development, and Lifelong Learning. In *Academic Success in Online Programs: A Resource for College Students* (pp. 199-212). Cham: Springer Nature Switzerland. Retrieved from: <https://tinyurl.com/bdzhrfr>
- Sajja, Ramirez, Li, Demiray, Sermet, & Demir, (2024). Integrating generative AI in hackathons: *Opportunities, challenges, and educational implications*. *Big Data and Cognitive Computing*, 8(12), 188. Retrieved from <https://tinyurl.com/2mk5d85s>
- Sanchez, S., Park, N., & Fedorek, B. (2020). Creating significant learning outcomes in criminal justice courses: A classroom activity to encourage reflexivity and empathetic thinking. *Journal of Criminal Justice Education*, 31(2), 267-282. Retrieved from: <https://rb.gy/syhqj4>
- Santelices, & Aquino, . (2024). Analyzing the Influence of Demographics and Logistical Provisions on Knowledge Acquisition in Computer Engineering Educational Tours. *International Journal of Research and Innovation in Social Science*, 8(3s), 1387-1399. Retrieved from <https://tinyurl.com/953ahpds>
- Shabbir, Ayub, Khan, & Davis, (2021). Short-term and long-term learners' motivation modeling in Web-based educational systems. *Interactive Technology and Smart Education*, 18(4), 535-552. Retrieved from <https://tinyurl.com/22xdmehf>
- Shin, & Bolkan, (2021). *Intellectually stimulating students' intrinsic motivation: the mediating influence of student engagement, self-efficacy, and student academic support*. *Communication Education*, 70(2), 146-164. Retrieved from <https://tinyurl.com/4bfhshe9>
- Shumba, & Hussaini, (2023). Withdrawn: Enhancing Student Engagement in Legal and Criminological Modules: *An Andragogical Approach in Higher Education*. Retrieved from <https://tinyurl.com/492zmk8h>

- Silver, NKaplan, LaVaque-Manty, & Meizlish, (Eds.). (2023). *Using reflection and metacognition to improve student learning: Across the disciplines, across the academy*. Taylor & Francis. Retrieved from <https://tinyurl.com/yc787ez8>
- Smyth, S. (2021). *The affective impacts of history trips on state school history students from Key Stages 3 to 5* (Doctoral dissertation, University of East Anglia). Retrieved from <https://tinyurl.com/k7fh7pfn>
- Solis, Besas, & Rodriguez, (2024). Lived Experiences of Criminology Student Interns During OnThe-Job Training: *A Phenomenology of Sacrifice Amidst COVID-19 Pandemic*. *European Journal of Education Studies*, 11(6). Retrieved from <https://tinyurl.com/yywyazjp>
- Song, Shin, & Shin, (2023). Optimizing foreign language learning in virtual reality: *a comprehensive theoretical framework based on constructivism and cognitive load theory (VR-CCL)*. *Applied Sciences*, 13(23), 12557. Retrieved from <https://tinyurl.com/36zbf3rs>
- Sosa-Reyes, Villavicencio-Queijeiro, & Suzuri-Hernández, (2022). *Interdisciplinary approaches to the teaching of forensic science in the Forensic Science Undergraduate Program of the National Autonomous University of Mexico, before and after COVID-19*. *Science & Justice*, 62(6), 676-690. Retrieved from <https://tinyurl.com/4kv6s866>
- Spielman, Jenkins, & Lovett, (2024). *Psychology 2e*. Retrieved from <https://tinyurl.com/4nfaehaw>
- Stephen, (2024). Career Planning, Professional Development, and Lifelong Learning. In *Academic Success in Online Programs: A Resource for College Students* (pp. 199-212). Cham: Springer Nature Switzerland. Retrieved from <https://tinyurl.com/2jdj3722>
- Stewart, (2021). Understanding learning:: *Theories and critique. In University teaching in focus* (pp. 3-28). Routledge. Retrieved from <https://tinyurl.com/9pb6fyde>
- Stockdale, & Sweeney ,(2022). Whose voices are prioritised in criminology, and why does it matter?. *Race and Justice*, 12(3), 481-504. Retrieved from <https://tinyurl.com/2s3mb92d>
- Strand, & Jäger Röding, (2024). Internship: *Business Students' Ticket to Soft Skill Development*. Retrieved from <https://tinyurl.com/ypbx86a2>
- Stratton, G., Moffa, M., Sigamoney, A., & Ruyters, M. (2024). Innocence projects, workintegrated learning, and student career pathways. *Journal of Criminal Justice Education*, 35(4), 677-693. Retrieved from: <https://tinyurl.com/2yba4vma>

- Surendran, (2023). Inferentialism and science education: *Towards meaningful communication in primary science classrooms (Doctoral dissertation, UCL (University College London))*. Retrieved from <https://tinyurl.com/new7fzm7>
- Surendran, Mack, Bingham, M., Edwards Frost-Schenk, Keshishi, & Bodman-Smith, (2023). *The use of extracurricular hackathons to promote and enhance students' academic and employability skills*. International journal of educational research open, 5, 100307. Retrieved from <https://tinyurl.com/3zxvbnkv>
- Surendran, McSharry, Meade, Meredith, McNamara, Bligh, & O'Hora, (2024). Barriers and facilitators to adopting safe farm-machine related behaviors: *A focus group study exploring older farmers' perspectives*. Journal of Safety Research, 90, 19-30. Retrieved from <https://tinyurl.com/cuxde7t9>
- SWARGIARY, (2024). Redefining Reality: *My Vision for an Education Rooted in Real-World Experiences*. ERA, US. Retrieved from <https://tinyurl.com/bdehuse9>
- Tad-awan, Anecito, Doclas, Gaddang, Gannod, Guzman, & Ugay, (2024). CULTIVATING LEADERSHIP SKILLS THROUGH ORGANIZATIONAL INVOLVEMENT: *A STUDY ON STUDENT DEVELOPMENT IN CRIMINAL JUSTICE AND PUBLIC SAFETY PROGRAMS*. Available at SSRN 5301843. Retrieved from <https://tinyurl.com/ym97f6dc>
- Tannenbaum, & Wolfson, (2022). Informal (field-based) learning. Annual Review of Organizational Psychology and Organizational Behavior, 9(1), 391-414.
- Tilak, & Glassman, (2022). Gordon Pask's second-order cybernetics and Lev Vygotsky's cultural historical theory: *Understanding the role of the Internet in developing human thinking*. Theory & Psychology, 32(6), 888-914. Retrieved from <https://tinyurl.com/mpnw8f85>
- Tomasi, SPaviotti, & Cavicchi, (2020). Educational tourism and local development: *The role of universities*. Sustainability, 12(17), 6766. Retrieved from <https://www.mdpi.com/20711050/12/17/6766>
- Tomlinson, & Jackson, (2021). *Professional identity formation in contemporary higher education students*. Studies in Higher Education, 46(4), 885-900. Retrieved from <https://tinyurl.com/58nukeh3>
- Towhidi, & Pridmore, (2022). *Hackathons for experiential learning in IS higher education*. Issues in Information Systems, 23(1). Retrieved from <https://tinyurl.com/437py39x>
- Trebilcock, & Griffiths, (2022). Student motivations for studying criminology: *A narrative inquiry*. Criminology & Criminal Justice, 22(3), 480-497. Retrieved from <https://tinyurl.com/mennh25t>

- Trull-Dominguez, O., Peiró-Signes, A., Oña, M. S., & Gómez-Palacios, C. (2024). ENRICHMENT OF EXPERIENTIAL LEARNING ACTIVITIES. In EDULEARN24 Proceedings (pp. 4446-4452). IATED. Retrieved from: <https://tinyurl.com/mss2u5ur>
- Tull, Hirt, & Saunders, S. (Eds.). (2023). Becoming socialized in student affairs administration: *A guide for new professionals and their supervisors*. Taylor & Francis. Retrieved from <https://tinyurl.com/mtfdkdxu>
- Uzel, (2020). Opinions of prospective biology teachers about “outdoor learning environments”: *The case of museum visit and scientific field trip*. Participatory Educational Research, 7(2), 115-134. Retrieved from <https://tinyurl.com/2juz4nk2>
- Vaghela, & Parsana, (2024). *Teaching and Learning: Fostering Student Engagement, Critical Thinking, and Lifelong Learning Skills*. Retrieved from <https://tinyurl.com/tcek8asb>
- Van den Berg, & Du Plessis, (2023). ChatGPT and generative AI: *Possibilities for its contribution to lesson planning, critical thinking and openness in teacher education*. Education Sciences, 13(10), 998. Retrieved from <https://www.mdpi.com/2227-7102/13/10/998>
- Van Vechten, (2021). A review of the literature: Internships and best practices. *Political Science Internships: Towards Best Practices, 11-30*. Retrieved from <https://tinyurl.com/mtkpedjc>
- Vander Ark, Liebttag, E., & McClennen, (2020). The power of place: *Authentic learning through place-based education*. ASCD. Retrieved from <https://tinyurl.com/ysb7bau5>
- Vandeviver, Neiryneck, & Bernasco, (2023). The foraging perspective in criminology: *A review of research literature*. European Journal of Criminology, 20(2), 626-652.). Retrieved from <https://tinyurl.com/3jceybn5>
- Vartkessian, Posel, Ginez, & Hubbard, (2022). When Justice Depends on It: *The Need for Professional Standards for Mitigation Development in All Criminal Cases*. U. Balt. L. Rev., 52, 449. Retrieved from <https://tinyurl.com/2aytk6ta>
- Wallrauch, (2022). *A Phenomenological Exploration of the Lived Experiences of Nursing Faculty on the Role of Arts-Based Experiential Learning in Their Leadership Development and Practice*. Johnson University. Retrieved from <https://tinyurl.com/y3whe7a4>
- Williams, Pryce, Clark, & Wilfong, (2020). The benefits of criminal justice internships at a historically black university: *An analysis of site supervisors' evaluations of interns' professional development*. Journal of Criminal Justice Education, 31(1), 124-140. Retrieved from <https://tinyurl.com/myvt42a7>

- Yates, (2024). *Interfaces and trafficking networks blurring on the margins of source, transit, and market in the transnational illicit trade in cultural objects* (Doctoral dissertation, University of Glasgow). Retrieved from <https://theses.gla.ac.uk/84502/>
- Yusran, Puad, & Omar, (2021). *Role of career exploration in influencing career choice among pre-university student*. *Pertanika Journal of Social Sciences and Humanities*, 29(1), 77-99. Retrieved from <https://tinyurl.com/mw59ebu>
- Zajda, (2021). Constructivist learning theory and creating effective learning environments. In *Globalisation and education reforms: Creating effective learning environments* (pp. 35-50). Cham: Springer International Publishing. Retrieved from <https://tinyurl.com/53rd6sek>
- Zaky, H. (2024). Adult education and empathy: The impact of empathy development on students' academic competencies and classroom engagement post Covid-19. *International Journal of Curriculum Development and Learning Measurement (IJCDLM)*, 5(1), 1-18. Retrieved from: <https://tinyurl.com/3dpr2cue>
- Zhang, Z., Zhang-Li, D., Yu, J., Gong, L., Zhou, J., Hao, Z., ... & Li, J. (2025, April). Simulating classroom education with llm-empowered agents. In *Proceedings of the 2025 Conference of the Nations of the Americas Chapter of the Association for Computational Linguistics: Human Language Technologies* (Volume 1: Long Papers) (pp. 10364-10379). Retrieved from: <https://tinyurl.com/2e7asbap>
- Zheng, (2021). *A functional review of research on clarity, immediacy, and credibility of teachers and their impacts on motivation and engagement of students*. *Frontiers in Psychology*, 12, 712419. Retrieved from <https://tinyurl.com/23j6jvy6>

APPENDIX A

SURVEY QUESTIONNAIRE ON EMBODIED PERSPECTIVE

Direction: Please read each statement carefully and indicate your response by checking (✓) the box that best represents your level of agreement with each statement. Your responses will help us understand how educational tours have influenced your embodied perspectives in criminology.

Scale:

5 – Very Satisfied

4 – Satisfied

3 – Neutral

2 – Dissatisfied

1 – Very Dissatisfied

Statement	5	4	3	2	1
Personal Reflection					
1. The tour provided meaningful personal reflections on my future career.					
2. I was able to evaluate my personal strengths and weaknesses related to my chosen career.					
3. The experience helped me clarify my career goals and aspirations.					
4. The tour allowed me to assess my readiness for real-world criminology professions.					
5. The tour made me more aware of the responsibilities and challenges of criminology professionals.					
Emotional Engagement					
6. I felt emotionally engaged during the activities and interactions on the tour.					
7. The hands-on experiences during the tour made me more interested and emotionally involved in criminology.					
8. I found myself deeply moved by the real-life stories shared by professionals during the tour.					
9. The tour increased my emotional investment in pursuing a career in the criminal justice system.					
10. I experienced a strong sense of connection with the realities presented during the tour.					
Empathy					

11. The tour enhanced my understanding of the daily struggles faced by prisoners.					
12. I developed a greater sense of empathy toward incarcerated individuals.					
13. The tour helped me understand the importance of rehabilitation programs for prisoners.					
14. I gained insights into the challenges of reintegration faced by former inmates.					
15. The experience made me more sensitive to the ethical and moral aspects of criminology practices.					

SURVEY QUESTIONNAIRE ON CAREER AWARENESS

Direction: Below is a series of statements assessing your awareness of career opportunities in criminology, your understanding of professional roles within the field, and the influence of educational tours on your views. Based on your personal experiences and knowledge, please rate each statement by placing a (✓) in the corresponding box according to the scale provided:

Scale:

- 5 – Strongly Agree
- 4 – Moderately Agree
- 3 – Neither Disagree nor Agree
- 2 – Slightly Disagree
- 1 – Strongly Disagree

Statement	5	4	3	2	1
Understanding Career Opportunities					
1. The educational tour helped me understand various career opportunities in criminology.					
2. The tour provided exposure to different law enforcement agencies and their roles.					
3. I learned about specialized fields in criminology that I was previously unaware of.					
4. The tour introduced me to the different career paths available in criminology					
5. The tour increased my knowledge of job prospects in the field of criminology.					

Clarification of Professional Roles					
6. The tour clarified different professional roles within the field of criminology.					
7. I now understand the specific duties and responsibilities of various criminology professionals.					
8. The tour helped me distinguish between investigative, forensic, and law enforcement roles.					
9. I gained insight into the ethical and legal obligations of criminology professionals.					
10. The experience provided a realistic view of the day-to-day tasks performed in different criminology careers.					
Insights into Career Growth Advancements					
11. The tour enhanced my understanding of career progression opportunities in criminology.					
12. I became aware of the required skills and qualifications for career advancement in criminology.					
13. The educational tour helped me identify potential career paths within law enforcement and forensic sciences.					
14. I now have a clearer vision of how to achieve professional growth in criminology.					
15. The tour provided practical examples of career progression from professionals in the field.					

SURVEY QUESTIONNAIRE ON DYNAMIC EXPERIENCES

Directions: Please read each statement carefully and indicate your level of engagement during the educational tours by checking (✓) the box that best represents your experience.

Scale:

- 5 – Strongly Agree
- 4 - Moderately Agree
- 3 – Neither Disagree nor Agree
- 2 – Slightly Disagree
- 1 - Strongly Disagree

Statement	5	4	3	2	1
Enhanced Learning					
1. The educational tour enhanced my learning by exposing me to real-world criminology applications.					

2. I gained a deeper understanding of criminology concepts through experiential learning.					
3. The tour provided a hands-on experience that reinforced my academic studies.					
4. I was able to connect theoretical knowledge with practical applications during the tour.					
5. The interactive activities during the tour helped improve my critical thinking and problem-solving skills.					
6. The tour introduced me to new learning experiences that are not available in a classroom setting.					
7. The experience motivated me to further explore criminology topics outside of academic coursework.					
Career Readiness					
8. I feel more prepared for my future career after participating in the educational tour.					
9. The tour provided opportunities for direct interaction with law enforcement professionals.					
10. The experience helped me build confidence in my ability to work in criminology-related fields.					
11. I gained valuable insights into the skills and competencies needed in the criminology profession.					
12. The tour helped me understand the expectations and challenges of working in law enforcement and criminal justice.					
13. I learned about job placement opportunities and career pathways in criminology.					
14. The tour allowed me to observe and reflect on real-life scenarios related to my field of study					
15. The experience allowed me to build friendships and strengthen teamwork skills with my peers during the tour.					

APPENDIX B

SAMPLE OF THE FILLED-OUT QUESTIONNAIRE

Embodied Perspective

Direction: Please read each statement carefully and indicate your response by checking (✓) the box that best represents your level of agreement with each statement. Your responses will help us understand how educational tours have influenced your embodied perspectives in criminology.

Scale:

- 5 – Very Satisfied
- 4 – Satisfied
- 3 – Neutral
- 2 – Dissatisfied
- 1 – Very Dissatisfied

Statement	5	4	3	2	1
Personal Reflection					
1. The tour provided meaningful personal reflections on my future career.	/				
2. I was able to evaluate my personal strengths and weaknesses related to my chosen career.	/				
3. The experience helped me clarify my career goals and aspirations.	/				
4. The tour allowed me to assess my readiness for real-world criminology professions.	/				
5. The tour made me more aware of the responsibilities and challenges of criminology professionals.	/				
Emotional Engagement					
6. I felt emotionally engaged during the activities and interactions on the tour.	/				
7. The hands-on experiences during the tour made me more interested and emotionally involved in criminology.	/				
8. I found myself deeply moved by the real-life stories shared by professionals during the tour.	/				
9. The tour increased my emotional investment in pursuing a career in the criminal justice system.	/				
10. I experienced a strong sense of connection with the realities presented during the tour.	/				
Empathy					
11. The tour enhanced my understanding of the daily struggles faced by prisoners.	/				
12. I developed a greater sense of empathy toward incarcerated individuals.	/				
13. The tour helped me understand the importance of rehabilitation programs for prisoners.	/				
14. I gained insights into the challenges of reintegration faced by former inmates.	/				
15. The experience made me more sensitive to the ethical and moral aspects of criminology practices.	/				

Career Awareness

Direction: Below is a series of statements assessing your awareness of career opportunities in criminology, your understanding of professional roles within the field, and the influence of educational tours on your views. Based on your personal experiences and knowledge, please rate each statement by placing a (✓) in the corresponding box according to the scale provided:

Scale:

- 5 – Strongly Agree
- 4 – Moderately Agree
- 3 – Neither Disagree nor Agree
- 2 – Slightly Disagree
- 1 – Strongly Disagree

Statement	5	4	3	2	1
Understanding Career Opportunities					
1. The educational tour helped me understand various career opportunities in criminology.	/				
2. The tour provided exposure to different law enforcement agencies and their roles.	/				
3. I learned about specialized fields in criminology that I was previously unaware of.	/				
4. The tour introduced me to the different career paths available in criminology	/				
5. The tour increased my knowledge of job prospects in the field of criminology.	/				
Clarification of Professional Roles					
6. The tour clarified different professional roles within the field of criminology.	/				
7. I now understand the specific duties and responsibilities of various criminology professionals.	/				
8. The tour helped me distinguish between investigative, forensic, and law enforcement roles.	/				
9. I gained insight into the ethical and legal obligations of criminology professionals.	/				
10. The experience provided a realistic view of the day-to-day tasks performed in different criminology careers.	/				
Insights into Career Growth Advancements					
11. The tour enhanced my understanding of career progression opportunities in criminology.	/				
12. I became aware of the required skills and qualifications for career advancement in criminology.	/				
13. The educational tour helped me identify potential career paths within law enforcement and forensic sciences.	/				

Dynamic Experiences

Directions: Please read each statement carefully and indicate your level of engagement during the educational tours by checking (✓) the box that best represents your experience.

Scale:

- 5 – Strongly Agree
- 4 – Moderately Agree
- 3 – Neither Disagree nor Agree
- 2 – Slightly Disagree
- 1 – Strongly Disagree

Statement	5	4	3	2	1
Enhanced Learning					
1. The educational tour enhanced my learning by exposing me to real-world criminology applications.	/				
2. I gained a deeper understanding of criminology concepts through experiential learning.	/				
3. The tour provided a hands-on experience that reinforced my academic studies.	/				
4. I was able to connect theoretical knowledge with practical applications during the tour.	/				
5. The interactive activities during the tour helped improve my critical thinking and problem-solving skills.	/				
6. The tour introduced me to new learning experiences that are not available in a classroom setting.	/				
7. The experience motivated me to further explore criminology topics outside of academic coursework.	/				
Career Readiness					
8. I feel more prepared for my future career after participating in the educational tour.	/				
9. The tour provided opportunities for direct interaction with law enforcement professionals.	/				
10. The experience helped me build confidence in my ability to work in criminology-related fields.	/				
11. I gained valuable insights into the skills and competencies needed in the criminology profession.	/				
12. The tour helped me understand the expectations and challenges of working in law enforcement and criminal justice.	/				
13. I learned about job placement opportunities and career pathways in criminology.	/				
14. The tour allowed me to observe and reflect on real-life scenarios related to my field of study	/				
15. The experience allowed me to build friendships and strengthen teamwork skills with my peers during the tour.	/				

APPENDIX C

SAMPLING COMPUTATION

A. Questionnaire on Career Awareness N=31

A.	5	4	3	2	1	TOTAL	MEAN
1	21	9	0	0	1	31	4.58
2	19	11	0	0	1	31	4.52
3	21	8	1	1	0	31	4.58
4	19	11	0	0	1	31	4.52
5	17	14	0	0	0	31	4.55

WEIGHTED MEAN: 4.55

B.	5	4	3	2	1	TOTAL	MEAN
1	18	10	3	0	0	31	4.48
2	16	15	0	0	0	31	4.52
3	19	12	0	0	0	31	4.61
4	16	15	0	0	0	31	4.52
5	19	10	1	1	0	31	4.52

WEIGHTED MEAN: 4.5290326

C.	5	4	3	2	1	TOTAL	MEAN
1	17	11	3	0	0	31	4.45
2	19	12	0	0	0	31	4.61
3	20	10	1	0	0	31	4.61
4	20	11	0	0	0	31	4.65
5	20	9	2	0	0	31	4.58

WEIGHTED MEAN: 4.58

B. Questionnaire on Dynamic Experiences

A.	5	4	3	2	1	TOTAL	MEAN
1	21	9	0	0	1	31	4.58
2	20	10	0	0	1	31	4.55
3	20	9	1	0	1	31	4.52
4	20	10	0	0	1	31	4.55
5	19	11	0	0	1	31	4.51612903

WEIGHTED MEAN: 4.54

B.	5	4	3	2	1	TOTAL	MEAN
1	20	9	1	0	1	31	4.52
2	21	7	2	0	1	31	4.52

3	21	7	2	0	1	31	4.52
4	21	9	0	0	1	31	4.58
5	20	10	0	0	1	31	4.55

WEIGHTED MEAN: 4.54

C.	5	4	3	2	1	TOTAL	MEAN
1	20	10	0	0	1	31	4.55
2	18	11	1	0	1	31	4.45
3	21	9	0	0	1	31	4.58
4	20	10	0	0	1	31	4.55
5	22	8	0	0	1	31	4.61

WEIGHTED MEAN: 4.5483871

C. Questionnaire on Embodied Perspective

A.	5	4	3	2	1	TOTAL	MEAN
1	21	9	0	1	0	31	4.61
2	20	9	1	1	0	31	4.55
3	18	10	2	1	0	31	4.45
4	20	9	1	1	0	31	4.55
5	20	8	2	1	0	31	4.52
6	19	10	1	1	0	31	4.52
7	20	8	2	1	0	31	4.52

**WEIGHTED
MEAN:**

4.51

B.	5	4	3	2	1	TOTAL	MEAN
1	20	10	1	0	0	31	4.61
2	20	10	1	0	0	31	4.61
3	20	10	1	0	0	31	4.61
4	20	9	2	0	0	31	4.58
5	20	10	1	0	0	31	4.61
6	19	10	2	0	0	31	4.55
7	23	5	3	0	0	31	4.65
8	21	7	2	1	0	31	4.55

**WEIGHTED
MEAN:**

4.60

APPENDIX D

TRANSMITTAL LETTERS



Misamis University
Ozamiz City

College of Criminology



August 23, 2025

DR. JOSE F. CUEVAS JR.

Dean
College of Criminology
Misamis University
Ozamiz City

Dear Dr. Cuevas,

Greetings of Peace!

We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City, are currently conducting our thesis study entitled, **“Dynamic Experiences, Embodied Perspective, and Career Awareness Towards Criminology Educational Tour,”** as a requirement for the course **Criminological Research 1**.

In connection with this, we respectfully request your approval to officially conduct our research study among fourth-year criminology students who have participated in educational tours. The study aims to assess the perceived benefits of educational tours in terms of career awareness, embodied perspectives (personal reflection, emotional engagement, and empathy), and dynamic experiences.

Rest assured that the confidentiality and voluntary participation of all respondents will be strictly observed. All data gathered will be used solely for academic and research purposes.

Your approval and support will be vital to the successful completion of our study. Thank you very much and God bless!

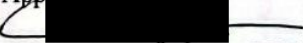
Respectfully yours,


NICOLE DANAOTO

Noted:


DR. MARKDY Y. ORONG, DIT
Instructor

Approved by:


DR. JOSE F. CUEVAS JR., PhD
Dean, College of Criminology

APPENDIX E

THESIS GATHERING APPROVAL FORM

 **Misamis University**
Ozamiz City

MISAMIS UNIVERSITY RESEARCH CENTER
CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DTA
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: August 30, 2025
Name of Authors: Nicole C. Danaoto, Ariel John Macarate, Jobelle Salvan, Lee Redoblado
College/Department: College of Criminology
Research Title: Dynamic Experiences, Embodied Perspective and Career Awareness towards Criminology Educational Tour

Data Gathering Procedure:

a. Type of Research: (Kindly check)

☒ Quantitative	☐ Qualitative	☐ Experimental
☒ Approved Research Title & Problem/Objectives	☒ Approved Data Gathering Procedure	☒ Approved Data Gathering Instrument/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: thirty - three (33)
Criminology Interns

c. Procedure:

☒ Survey	☐ Interview	☐ Experimentation	☐ Laboratory Testing
--	------------------------------------	--	---

d. Place of Implementation/Study Area: Misamis University Ozamiz City

If to be conducted outside the school campus, indicate the nature of transportation to be used:

☐ Own private vehicle	☐ public utility vehicle	☐ rental	☐ Others, please indicate _____
--	---	---------------------------------	--

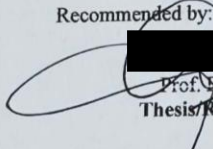
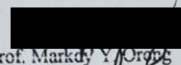
e. Date/s of Implementation/Sampling: _____

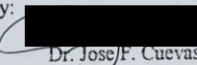
Attachments:

☒	Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted
☒	Signed Parents' Consent

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:

 Prof. Maria Allanic Thesis/Research Adviser	 Prof. Markdy Y. Ordoñez Thesis/Research Instructor
---	--

Approved by: 
Dr. Jose F. Cuevas
College Dean

APPENDIX F

INFORMED CONSENT

(PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researcher/Investigator

(Nagtuon): Danaoto, Nicole C., Macarate John Ariel, Salvan, Jobelle A., Redoblado Lee

Course: Bachelor of Science in Criminology

College: College of Criminology

Email / Contact Number: 09198021179

Thesis Title: “Dynamic Experiences and Embodied Perspective in relation to Career Awareness Towards Criminology Educational Tour”

PART I. INFORMATION SHEET	
Introduction (Pasiuna)	Good day! I am <u>Danaoto, Nicole C., Macarate John Ariel, Salvan, Jobelle A., Redoblado Lee</u>, the principal researcher/investigator of the study entitled “Dynamic Experiences and Embodied Perspective in relation to Career Awareness Towards Criminology Educational Tour.” I am a student under the program <u>Criminology</u> at Misamis University in Ozamiz City. I am to conduct the research with <u>fourth year Criminology Students who have participated in educational tours</u> as respondents. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy. <i>(Maayong adlaw! Ako si <u>Danaoto, Nicole C., Macarate John Ariel, Salvan, Jobelle A., Redoblado Lee</u>, ang nagpahigayon sa pagtuon kabahin sa “<u>Ang nagkalain-laing kasinatian ug personal nga panan-aw sa mga estudyante nga nakatabang sa ilang kahibalo ug direksyon sa karera pinaagi sa Criminology Educational Tour.</u>” Ako usa ka estudyante sa programa nga criminology sa Misamis University. Ako nagapili kanimo isip respondent nga maoy mutubag sa gikinahagnglang impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga pagtuon. Gikinahanglan nga ikaw naa sa saktong edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-apil niini nga interview, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnong ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.</i>
Purpose (Katuyoan)	The purpose of this study is to determine and describe the dynamic experiences and embodied perspectives of fourth-year Criminology students who participated in the Criminology Educational Tour, and to examine how these experiences contribute to their career awareness. Specifically, the study aims to understand how actual exposure, observation, and participation during

	<u>the educational tour influence the students' understanding of their future profession and career direction in the field of Criminology.</u> <i>(Ang tuyo sa maong pagtuon mao ang pag-ila ug paghulagway sa dinamikong mga kasinatian ug embodied nga perspektiba sa mga ikaupat nga tuig nga estudyante sa Kriminolohiya nga miapil sa Edukasyonal nga Tour, ug pagsusi kung giunsa niini pagpalalom ang ilang kahibalo ug pagmata sa karera. Tumong usab sa pagtuon nga masabtan kung giunsa ang aktwal nga exposure, obserbasyon, ug personal nga pag-apil sa tour nakaimpluwensya sa panan-aw sa mga estudyante sa ilang umaabot nga propesyon sa Kriminolohiya.”).</i>
Type of Research Intervention (Matang sa Interbensyon sa Pagtuon)	This study will be conducted through interviews. The gathering of data will be conducted in person. <i>(Kining pagtuon pagabuhaton pinaagi sa interview. Personal ang pagkuha sa datos.)</i>
Selection of Participants (Pagpili sa mga Partisipant)	The selection of the participants is based on the following inclusion criteria: _____, _____, and _____ (Indicate as applicable to your study.) <i>(Ang mga partisipante niini nga pagtuon mao ang indibidwal nga naga-angkon sa mosunod: _____, _____, _____.)</i>
Voluntary Participation (Boluntaryo nga Partisipasyon)	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. <i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung mo-desisyon ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)</i>
Procedure (Pamaagi)	The participants will be given ample time when to undertake the interview. The interviews will be undertaken once or several times when necessary. The researcher will transcribe the interviews to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality. <i>(Ang mga partisipante pagahatagan og igong panahon sa pag-apil sa interview. Ang interview pwedeng himoon kausa nga higayon o sa makadaghan depende sa panginanghalanon. Isulat sa nagtuon ang interviews para sa pag-analisa sa datos. Ang mga impormasyon ug datos nga nakuha gikan kanimo isip ka partisipante gamiton lamang niining research og hatagan og tumang pag-amping nga dili mabutyag.)</i>
Duration (Gidugayon)	The gathering of data through the interview will last for 45 minutes to 1 hour. <i>(Ang pagkuha sa datos pinaagi sa interview mokabat ngadto sa _____.)</i>

Risks and Discomforts (<i>Risgo ug Kahasol</i>)	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose. (<i>Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risgo. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.</i>)
Benefits (<i>Kaayohan</i>)	This study will enable you to shed light or provide understanding about _____. Thus, your responses shall be highly valued being deemed important in the field of _____. (<i>Kini nga pagtuon makapahimo kanimo paghatag og katin-awan o pagpasabot kabahin sa _____. Ang imong mga tubag hatagan og dakong bili nga giisip nga importante sa linya sa _____.</i>)
Reimbursements (<i>Hulip nga bayad</i>)	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data. (<i>Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay nga personal protective equipment (PPE) sama sa face masks, alcohol ug face shields nga pwede nga mahatag sa panahon sa pagkuha sa mga datos</i>)
Confidentiality of Data (<i>Pag-amping sa Datos</i>)	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. (<i>Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga pagagub-on human sa 6 kabulan gikan sa pag-publish sa resulta.</i>)
Sharing of Findings (<i>Pagpaambit sa Nakaplagan</i>)	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. (<i>Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis/ dissertation sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante.</i>)

	<i>Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>
Rights to Refuse or Withdraw (<i>Katungod sa Pagpalibabad o Pag-undang</i>)	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. <i>(Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact (Kinsa ang Kontakon)	Should there be any queries as a parent, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mamhimo nga mokontak pinaagi aning mga detalye:)</i> Name of the Researcher (Ngalan sa Nagtuon): _____ Cellphone Number/s: _____ e-mail ad: _____ STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. <i>(Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo siguroon nako nga masabtan sa partisipante ang mga pangutana sa interview ug ang possible nga follow-up nga interviews.)</i> I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. <i>(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)</i> A copy of this Informed Consent Form will be provided to the participant. <i>(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)</i> Print Name of Researcher (Ngalan sa Nagtuon): _____ _____

Appendix G

Parents Consent

	MISAMIS UNIVERSITY Ozamiz City Department of Student Affairs & Services
MU-DSAS-006/02June2023	

PARENT'S CONSENT

College of Criminology
Sponsoring Group/Organization

I am allowing my son/daughter/ward, Nicole C. Danaoto, to join
the Research (activity) to be held on
September 2025 at Misamis University under the supervision of
(Adviser/Faculty).

I understand that Misamis University exercises the necessary safety precautions in this activity.

In consideration of the benefits to be derived from the above activity, I expressly waive any and all
claims against the administration or any member of the faculty and staff of the Misamis University on
account of any unforeseen accident or injury that my son/daughter/ward might incur in connection with
the aforementioned activity.

Nimrod A. Danaoto Jr.
Signature over printed name of
Parent/Guardian

09-01-25
Date

Nicole C. Danaoto
Signature over printed name of
Student

09-01-25
Date

Important: This form shall be submitted to the DSAS Office at least two (2) days before the conduct of the activity.

SUBSCRIBED AND SWORN to before me, this ____ day of _____ at _____,
Philippines, that the herein affiant personally came and appeared with his/her _____, as evidence of
his/her personal identity.

Doc. No. 324
Page No. 63
Book No. 17
Series of 20 20

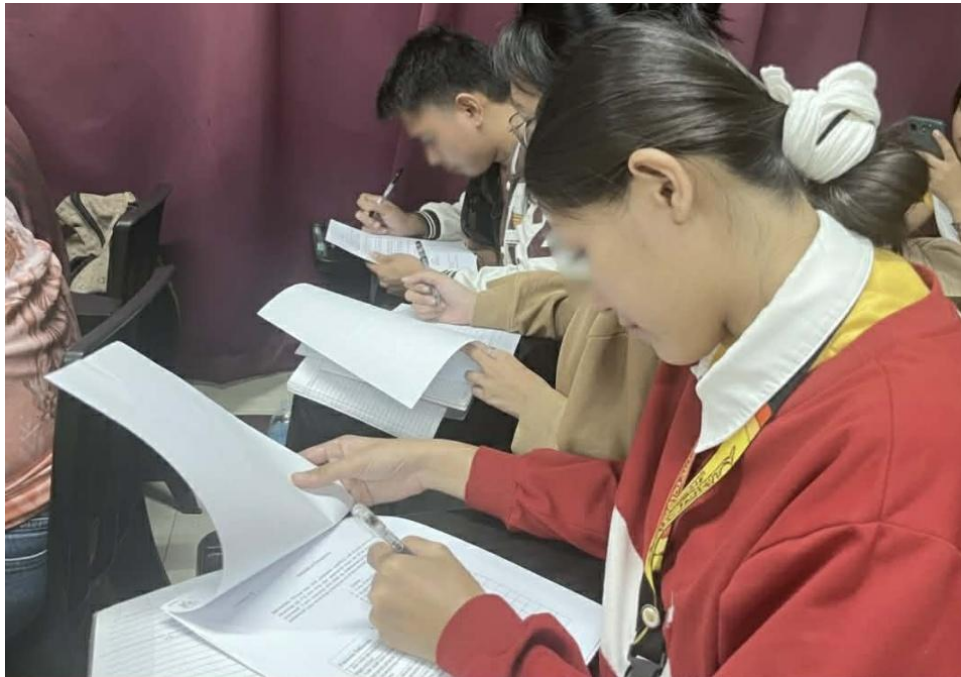
ATTY. REY B. LINAG, RMT
Notarial Commission No. 2025-18
Notary Public for Misamis City and Clarin
City Hall Drive, Barangay San Isidro, Agupda, Ozamiz City
PTR No. 007701; 01560020; Ozamiz City
IBP C.A. No. 07045; 72250125; Pasig City
2199005; 1st 7 648
MCF Compliance No. 011-01410, Valid until 03/14/2028

Notary Public

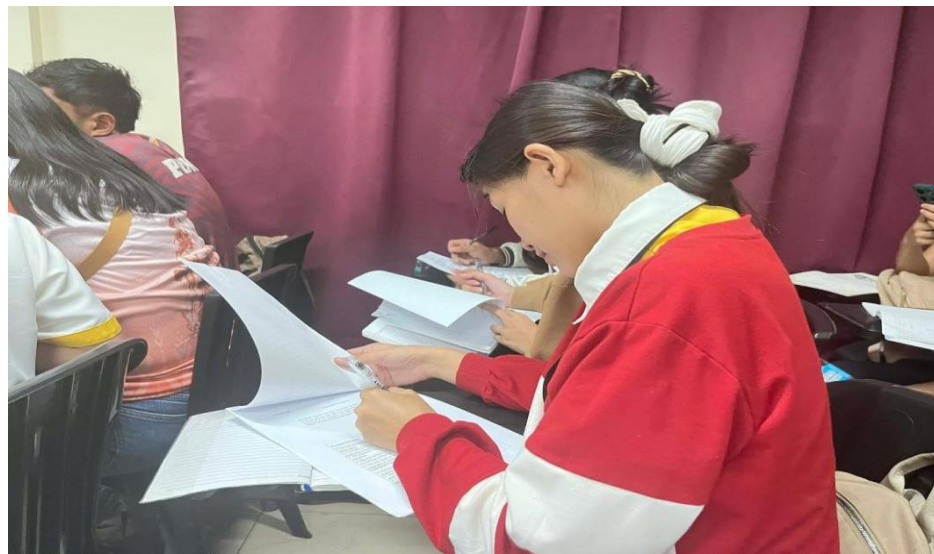
Until _____
PTR No. _____
IBP No. _____
TIN No. _____
Roll No. _____

APPENDIX H

DOCUMENTATIONS



Criminology interns serving as respondents while answering the research questionnaires during the data gathering process.



Criminology student respondents actively participating in the data gathering process by answering the research questionnaires.

APPENDIX I

CERTIFICATE OF PUBLICATION



America || Australia || Qatar || India || New York || Malaysia || China || Nigeria || Nepal || Sri Lanka || USA || Indonesia || Vietnam ||

CERTIFICATE

It is certifying that the paper entitled by **"DYNAMIC EXPERIENCES AND EMBODIED PERSPECTIVE IN RELATION TO CAREER AWARENESS TOWARDS CRIMINOLOGY EDUCATIONAL TOUR"** has been published in American Research Journal of Humanities & Social Science (ARJHSS).

Your article has published with following details:

Manuscript Id	: AS9117
Author's Name	: Nicole C. Danaoto et al.
Journal Name	: American Research Journal of Humanities & Social Science (ARJHSS).
Journal URL	: www.arjhss.com
Review Type	: Peer Reviewed
Indexing	: Yes
ISSN (e)	: 2378-702X
Vol No.	: 09
Issue No.	: 03
Month of Publication	: March 2026



With Regards,
Editor-in-Chief
URL: www.arjhss.com
E-mail: arjhss.editor@gmail.com

American Research Journal of Humanities & Social Science (ARJHSS), www.arjhss.com



America || Australia || Qatar || India || New York || Malaysia || China || Nigeria || Nepal || Sri Lanka || USA || Indonesia || Vietnam ||

CERTIFICATE

It is certifying that the paper entitled by **"DYNAMIC EXPERIENCES AND EMBODIED PERSPECTIVE IN RELATION TO CAREER AWARENESS TOWARDS CRIMINOLOGY EDUCATIONAL TOUR"** has been published in American Research Journal of Humanities & Social Science (ARJHSS).

Your article has published with following details:

Manuscript Id	: AS9117
Author's Name	: Ariel John Macarate et al.
Journal Name	: American Research Journal of Humanities & Social Science (ARJHSS).
Journal URL	: www.arjhss.com
Review Type	: Peer Reviewed
Indexing	: Yes
ISSN (e)	: 2378-702X
Vol No.	: 09
Issue No.	: 03
Month of Publication	: March 2026



With Regards,
Editor-in-Chief
URL: www.arjhss.com
E-mail: arjhss.editor@gmail.com

American Research Journal of Humanities & Social Science (ARJHSS), www.arjhss.com





ARJHSS

American Research Journal of Humanities & Social Science (ARJHSS)

America || Australia || Qatar || India || New York || Malaysia || China || Nigeria || Nepal || Sri Lanka || USA || Indonesia || Vietnam ||

CERTIFICATE

It is certifying that the paper entitled by **“DYNAMIC EXPERIENCES AND EMBODIED PERSPECTIVE IN RELATION TO CAREER AWARENESS TOWARDS CRIMINOLOGY EDUCATIONAL TOUR”** has been published in American Research Journal of Humanities & Social Science (ARJHSS).

Your article has published with following details:

Manuscript Id	:	AS9117
Author's Name	:	Elmie A. Allanic et al.
Journal Name	:	American Research Journal of Humanities & Social Science (ARJHSS).
Journal URL	:	<u>www.arjhss.com</u>
Review Type	:	Peer Reviewed
Indexing	:	Yes
ISSN (e)	:	2378-702X
Vol No.	:	09
Issue No.	:	03
Month of Publication	:	March 2026



With Regards,
 Editor-in-Chief
 URL: www.arjhss.com
 E-mail: arjhss.editor@gmail.com
 American Research Journal of Humanities & Social Science (ARJHSS).

American Research Journal of Humanities & Social Science (ARJHSS) www.arjhss.com



ARJHSS

American Research Journal of Humanities & Social Science (ARJHSS)

America || Australia || Qatar || India || New York || Malaysia || China || Nigeria || Nepal || Sri Lanka || USA || Indonesia || Vietnam ||

CERTIFICATE

It is certifying that the paper entitled by **“DYNAMIC EXPERIENCES AND EMBODIED PERSPECTIVE IN RELATION TO CAREER AWARENESS TOWARDS CRIMINOLOGY EDUCATIONAL TOUR”** has been published in American Research Journal of Humanities & Social Science (ARJHSS).

Your article has published with following details:

Manuscript Id	:	AS9117
Author's Name	:	Jose F. Cuevas et al.
Journal Name	:	American Research Journal of Humanities & Social Science (ARJHSS).
Journal URL	:	<u>www.arjhss.com</u>
Review Type	:	Peer Reviewed
Indexing	:	Yes
ISSN (e)	:	2378-702X
Vol No.	:	09
Issue No.	:	03
Month of Publication	:	March 2026



With Regards,
 Editor-in-Chief
 URL: www.arjhss.com
 E-mail: arjhss.editor@gmail.com
 American Research Journal of Humanities & Social Science (ARJHSS).

American Research Journal of Humanities & Social Science (ARJHSS) www.arjhss.com

APPENDIX J

TURNITIN RESULT



Page 2 of 82 - Integrity Overview

Submission ID trn:oid::28447:135523014

20% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

▸ Bibliography

Exclusions

▸ 1 Excluded Source

Match Groups

-  **131 Not Cited or Quoted** 15%
Matches with neither in-text citation nor quotation marks
-  **72 Missing Quotations** 5%
Matches that are still very similar to source material
-  **0 Missing Citation** 0%
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted** 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 9%  Internet sources
- 6%  Publications
- 18%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.



Page 2 of 82 - Integrity Overview

Submission ID trn:oid::28447:135523014

CURRICULUM VITAE



Personal Background

Name: NICOLE C. DANAOTO

Date of Birth: September 25, 2003

Parents: Joanna C. Danaoto & Nimrod A. Danaoto Jr.

Residence: Villa Carmen Compound, Bitoon, Aguada, Ozamiz City

Contact No.: 09198021179

Email : nicoledanaoto@gmail.com

Educational Background

College : Bachelor of Science in Criminology
Misamis University
Ozamiz City
June 2026

Senior High School : Misamis University, Ozamiz City
Humanities and Social Science
June 2022

Elementary : Ozamiz City SDA Elementary School
2010-2016

Training/Seminar Attended

- Mental Health and Awareness Seminar
- Seminar- Workshop in Dactyloscopy
- First Aid and CPR Seminar
- Seminar Workshop on Water Survival
- Asian Criminological Society Webinar Series
- Public Speaking Seminar
- Report Writing Seminar

CURRICULUM VITAE



Personal Background

Name: ARIEL JOHN C. MACARATE

Date of Birth: May 19, 2004

Parents: Arlyn C. Macarate & Jessie F. Macarate

Residence: Purok 7 Aguada, Ozamiz City

Contact No.: 09703757578

Email : amacarate104@gmail.com

Educational Background

College : Bachelor of Science in Criminology
Ozamiz City
December 2026

Secondary : High School Diploma
Humanities and Social Science
Misamis University
Ozamiz City
June 2022

Elementary : Catadman Elementary School
Ozamiz City
March 2016

Training/Seminar Attended

- Mental Health and Awareness Seminar
- Seminar- Workshop in Dactyloscopy First Aid and CPR Seminar
- Seminar Workshop on Water Survival
- Asian Criminological Society Webinar Series
- Public Speaking Seminar
- Report Writing Seminar

CURRICULUM VITAE**Personal Background**

Name: JOBELLE ABREA SALVAN

Date of Birth: August 15, 2003

Parents: Ernesto M. Salvan & Judy A. Salvan

Residence: Purok 4, Canibungan Proper, Tudela, Misamis Occidental

Contact No.: 09673379695

Email : jobellesalvan8@gmail.com



Educational Background

College : Bachelor of Science in Criminology
Ozamiz City
June 2026

Secondary : High School Diploma
Science, Technology, Engineering, and
Mathematics
Tudela National Comprehensive High School
Tudela, Misamis Occidental
June 2022

Elementary : Canibungan Proper Elementary School
Canibungan Proper, Tudela, Misamis Occidental
March 2016

Training/Seminar Attended

- Mental Health and Awareness Seminar
- Seminar- Workshop in Dactyloscopy
- First Aid and CPR Seminar
- Seminar Workshop on Water Survival
- Asian Criminological Society Webinar Series
- Public Speaking Seminar
- Report Writing Seminar

CURRICULUM VITAE

Personal Background



Name: LEE L. REDOBLADO
Date of Birth: June 13, 2004
Parents: Nora L. Redoblado & Manolito R. Redoblado
Residence: Purok 4 San Antonio, Ozamiz City
Contact No.: 09619081711
Email: redobladolee16@gmail.com

Educational Background

College : Bachelor of Science in Criminology
Ozamiz City
December 2026
Secondary : Misamis University
Humanities and Social Science
Ozamiz City
June 2022
Elementary : Elementary Diploma
San Antonio elementary School
Ozamiz City
March 2016

Training/Seminar Attended

- Mental Health and Awareness Seminar
- Seminar- Workshop in Dactyloscopy
- First Aid and CPR Seminar
- Seminar Workshop on Water Survival
- Asian Criminological Society Webinar Series