

Feminist Perspectives on Understanding Crime and Criminal Behavior
Evaluation Report

Michelle Waldron

Instructional Science and Technology, CSU Monterey Bay

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Dr. Bude Su

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Introduction

The current content of JS 267 *Crime and Gender Around the World* (a graduate-level university course at SJSU) does not offer a comprehensive view of all populations impacted by crime. Rather, it provides an overview of a global topic from a narrow Westernized foundation. The need to develop a curriculum that incorporates more diversity and depth is necessary for the field of criminology. The inclusion of individuals from all gender identities and literature around the globe adds to the distinct obstacles that impact people around the world from a broad perspective.

As with all fields of study, criminology is continuously changing and evolving. The gap is not necessarily a lack of knowledge or skills, but a change to how aspects of criminology have changed over the past five years. Individual and governmental perspectives have changed in countries around the world, provoking a need for assessing how to support people in custody, instead of how to punish them further. The social aspects of crime are compelling and require thought and reflection on a larger scale.

As the instructor for *Crime and Gender Around the World*, I have developed an Adobe Captivate training to help students in JS 267 expand their understanding of crime from a feminist perspective. Theory can be complex and many students may struggle to see the real-life application. By utilizing Captivate to present the curriculum related to feminist theory, students will benefit from an interactive e-learning approach that will help make the critical connections between how crime can be researched from a non-masculine perspective. The project will provide visual evidence of how individuals of different gender identities experience

crime and engage in crime on a global scale. The visual design and narration provided in this project will support student learning from a methodology different from the textbook.

Learning Objectives

1. Given a feminist theory scenario as part of this training, students in JS 267 will be able to describe why feminist theory is important to understanding populations involved in the criminal justice system.
2. Given the concepts discussed in this training, students in JS 267 will be able to explain their understanding of crime through the lens of feminist theory.
3. Given a feminist criminology scenario as part of this training, students in JS 267 will be able to evaluate how social factors impact crime and victimization.
4. From memory, students in JS 267 will be able to define feminist criminology.
5. Given a list of feminist perspectives, students in JS 267 will be able to recognize varying stances on gender.

Methodology

Prototype description

The prototype (*see appendix A*) was developed in IST 526 Interactive Multimedia for Instruction and will be included as part of the final capstone project. The Adobe Captivate project being evaluated is one component of a longer 8-week graduate course. The project prototype covers concepts of feminist criminology and theory with the use of an avatar and voice-over audio. The participants will hear audio discussing different concepts which provide a foundation for feminist theory and ultimately feminist criminology (subtitles have also been included for accessibility). The prototype has a practice section, discussion board component,

and quiz. The captivate training encourages the participants to pace their learning but does not exceed the recommended learning time of 10 minutes to encourage learner retention.

Target audience

The target group for this project includes all students enrolled in a criminology course. This group of students is diverse in background and knowledge of the field of criminology. Students enrolling in this course are familiar with technology and eLearning as the program is asynchronous.

It is assumed that students taking this course have a four-year college degree and that they work in or plan to work in the field of criminology, criminal justice, or forensics. The population of students in this program is expected to have a basic knowledge of criminology theory, concepts, and research.

As an asynchronous course, students will need access to a computer and reliable internet service. Students will also be required to access the learning management system, Canvas, weekly to participate in discussion boards, review assignments and locate readings and media for the course. It is expected that students will encounter minimal to no difficulty with learning the content in this course.

The sample for this evaluation was selected by an open invitation to SJSU Criminology students posted via the Canvas student page. Students who met the criteria (degree, program, and interest in feminist criminology) volunteered to participate in the pre-post tests and a few were randomly selected to participate in the usability portion of the assessment. The data collected from these participants are examined in the following section on results.

Methods and analysis

The primary data collection methods for the assessment of the prototype are a pre-test survey, post-test survey, and usability survey. There was a total of 10 participants who completed the pre-post test surveys. In addition, three participants were observed in person related to the usability aspects of the project and also completed the usability survey. The observations resulted in several common challenges to using software such as Adobe in a training environment. The pre and post test surveys reflected that there was a quantifiable increase in learning or knowledge development after participants reviewed the training. The analysis of data showed that there were several areas of improvement needed in the training to make it more effective and user-friendly. The data were reviewed for themes and the pre and post test data were compared quantitatively to deduce if the results were statistically significant or practically significant. Data and discussion related to each method of assessment are outlined in the following sections. The null and alternative hypotheses are predicted as the following.

$$H_0 = m_1 \leq m_2$$

$$H_1 = m_1 \geq m_2$$

Results

Pre-test results

The pre-test was created in the Qualtrics survey system (see appendix B) and exported to Excel to review the data (see appendix C). I have access to this software through my employer at San Jose State University (SJSU). The pre-test was completed by 10 participants before reviewing the prototype. The sample group was asked to indicate in question 1 numbers or letters that would help to identify the post-test results for the same individual while keeping

data anonymous. The pre-test included 10 questions related to the content of the training. As expected, the pre-test results were inconsistent as the sample was unaware of the content before agreeing to participate in the study. The sample was only provided the title of the training and steps to follow. The pre-test scores median average was 59 out of 100.

Post-test results

A comparison of the data collected in the post-test (also administered using an identical Qualtrics survey, see appendix C and D) reflected a sample average of 89 out of 100. The post-test results reflect an overall increase for all participants in their pre-post test scores (table 1 and graph 1 below reflect the score comparison for the pre-post tests of the participants). The results of the Paired t-Test indicate that the null hypothesis can be rejected and the alternative hypothesis is accepted. The data reflects a t-Stat that is greater than the critical value also suggesting that the data is statistically significant. After calculating the effect size (.986) it can also be determined that the results are practically significant as this number is higher than the .8 level of significance. The t-test results are indicated below in table 1.1.

Table 1 Participant Test Scores (%)

Participant	Pre-Test Scores	Post-Test Scores
KS	40	100
Subject 1	60	100
88	46.67	60
EG71	38.33	90
12	61.67	70
7721	86.66	100
66	70	80
SJSU1234	65	100
42	75	100

Chart 1 Participant test Scores (%)

Pre-Test Scores and Post-Test Scores

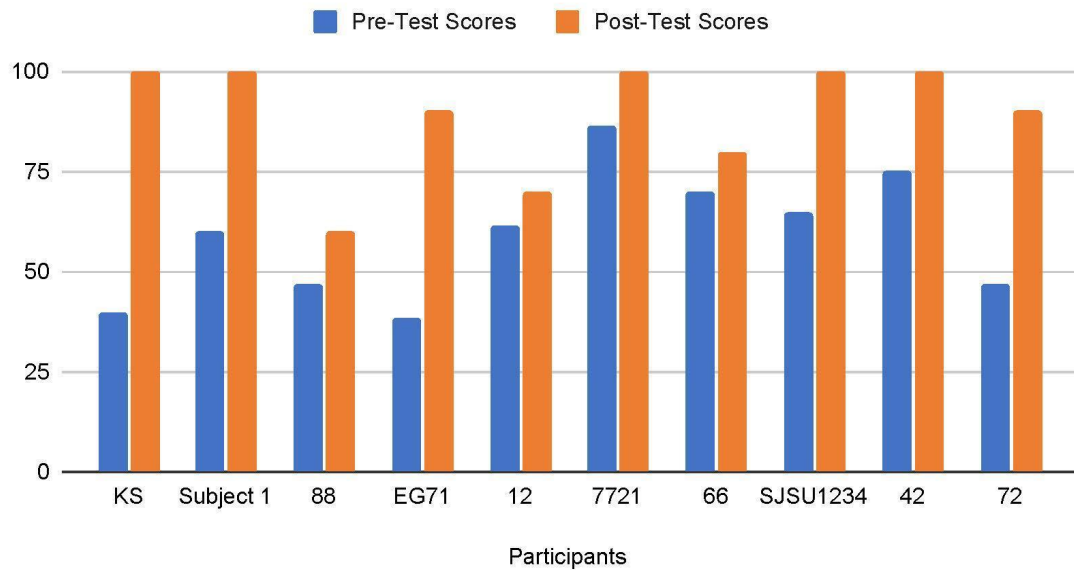


Table 2 t-Test and Effect Size Results

	Variable 1	Variable 2
Mean	59	89
Variance	253.1679111	210
Observations	10	10
Pearson Correlation	0.2520741051	
Hypothesized Mean Difference	0	
df	9	
t Stat	-5.093360501	
P(T<=t) one-tail	0.000325482788	
t Critical one-tail	1.833112933	
P(T<=t) two-tail	0.000650965577	
t Critical two-tail	2.262157163	
Effect size: .986		
The effect size is larger than .8 and therefore is also practically significant.		

Usability data and observation

The intent of the usability survey, observation, and interview questions (*see* appendix C) were to capture the participant's opinions and ease of use related to the training. The three sample participants who provided feedback on usability were asked to rate the mode of navigation, content topic, audio, visual design, organization, and length of the training. The usability survey also captured demographic data on the participants. The three usability participants were also interviewed after completing the survey and observed during the training to gain further insight into the challenges they experienced. The results of the usability observation reflected challenges with navigation in the practice activity as well as the quiz (although participants were advised to skip the quiz in the training). The users did not feel that they understood how to move forward or backward in the training, though there was a table of contents provided that could direct the participants during the training. Other observations include breaking content down into smaller chunks and using the practical application for each type of feminist theory instead of a practice that reviewed all of them at once. Overall the usability observation resulted in an opportunity to understand different user learning styles and how to make the training more user-friendly through additional directions and breaking content down.

The usability survey also reflected the same concerns from the participants related to navigation in the training. One user also noted a typo in the content and 508 compliance related to the video embedded in the training.

Recommendations

Based on the overall feedback from the usability sample and data collected from the pre and post-test participants recommendations for changes to the prototype include adding additional instructions at practice activities and quiz segments. Also, checking that navigation is functioning properly, but also providing the user additional options such as moving forward or back in the training to skip or repeat content. The pre-post tests provided insight into the content of the training, suggesting that the information is presented in a way that is conducive to learning in an asynchronous course. This content will be embedded into the Canvas course and students will use the discussion forum, practice activity, and quiz to reinforce learning. The content in this course is considered foundational as the students in the course (similar to the participants in this study) will have a basic knowledge of feminist criminology. The content will also require proofing and ensuring that if accessible options exist for external videos in Adobe Captivate that they are utilized.

Summary

In conclusion, the prototype for *Feminist Perspectives on Understanding Crime and Criminal Behavior* will require some updates to navigation, accessibility, and information guidance to be an effective tool in teaching concepts related to feminist criminology. The prototype in its current state runs the risk of being a deterrent or distraction to students. In summary, the usability survey and observation were detrimental to the project and have provided valuable detail and insight necessary to improve the training. The goal of this evaluation was to determine if the content could provoke learning on this topic, but also to ensure that users were able to feel comfortable learning via a medium such as Adobe Captivate.

The pre-post tests reflect that learning did occur and that the users were able to successfully navigate the content regardless of any defects encountered.

Appendices

1. Appendix A, [Adobe Captivate](#) (prototype), *Feminist Perspectives on Understanding Crime and Criminal Behavior*.
2. Appendix B, [Pre-Test Survey](#) Template from Qualtrics.
3. Appendix C, [Excel appendix C](#), Pre-Test data, Post-Test data, Usability data, statistical analysis.
4. Appendix D, [Post-Test Survey](#) Template from Qualtrics.