Reimagining Criminology Education: A Study on the Metacognitive Awareness and Self-Regulation of Criminology Students

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Abstract

Metacognition as part of the teaching and learning process, has been one of the pivotal issues in the Philippine Criminological Education System. It has been a crucial concern for the instructors and institutions alike to identify the thinking process of the students. Hence, in the educational process preexisting understandings are deemed important as various subjects need to have improvement in their instruction as to its specific discipline. Thus, it is imperative to draw out and understand the process of students' learning, improve activities, as to conform to the teaching approaches, as it is significant to the curriculum and the discipline. In addition, self-regulation dictates the student's thinking in a way of managing and improving their cognition. Hence, the study provides a description of the metacognitive awareness and learning self-regulation of the Philippines' Criminology students. Furthermore, the study aims to analyze the relationship and provide an understanding of the students' modern learning behavior.

Keywords: Metacognition, Criminology, Learning-Regulation, Education, Student-Learning