CALIFORNIA STATE UNIVERSITY
MONTEREY BAY

Crime and Gender Around the World
CAPSTONE PROPOSAL

Submitted in partial satisfaction of requirements of the degree of

MASTER OF SCIENCE in

Instructional Science and Technology

Michelle M. Waldron, PhD

2021

Capstone Approvals: (At least one advisor and capstone instructor should approve)

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Advisor Name   Signature   Date

_____ _____ _____

Capstone Instructor Name   Signature   Date

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Executive Summary

This proposal provides an overview of the planned changes to a graduate-level asynchronous course, Gender and Crime Around the World (JS 267) offered at San Jose State University (SJSU). As a course in the MS in Global Criminology program students explore aspects of crime through an international perspective. This course revision is expected to provide an inclusive view of how criminology has evolved over the past five to ten years. The outcome of this project is to provide students in JS 267 with an updated syllabus and engaging Canvas course that will be enhanced with interactive media that examines complex or data-driven aspects of criminology. The course includes content from Adobe Captivate, iMovie, and PowerPoint.

Students enrolled in Gender and Crime Around the World will engage with a broad range of global content through the lens of feminist and critical criminological theory. Expected learner goals include developing knowledge of populations involved in the justice system, understanding the relationship between crime and feminist theory, and how social factors impact crime and victimization.

Introduction

Gender and Crime Around the World (JS 267) is a university graduate-level course offered at San Jose State University (SJSU) that provides an interactive approach to exploring international crime, victimization, and justice, including race, class, age, sexuality, locality, economics, politics, power, and discourse. The current content of JS 267 Gender and Crime Around the World 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 constantly changing and evolving. The gap is not necessarily a lack of knowledge or skills, but a change to how aspects of criminology have transformed 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. In this instance, the institution (SJSU) does not require change per se, but it could benefit from further research and development of ideas related to gendered criminology.

The data utilized to determine the gap and needs analysis included several semesters of prior syllabi. The syllabi were developed by faculty in the Department of Justice Studies. Through an analysis of these documents and the current trends occurring in criminology related to crime and gender, the content of the current course was developed. Additional research and consultation with the program director on the course topics also aided in the development of the Canvas course and curriculum for JS 267. As a criminologist, I utilized peer-reviewed journals, organizational data, and incorporated a variety of media into the course as a means of providing diverse perspectives and commentary to support critical thinking in students.

The target audience for this course includes all matriculated students admitted to the MS in Global Criminology program at SJSU. It is assumed that students taking this course have a four-year college degree and work in or plan to work in 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. This course is a core requirement in the MS program and therefore students are expected to have a defined interest in gender and crime. The course does not have any prerequisites identified in the SJSU course catalog.

As a core course in MS Global Criminology program, JS 267 has varied enrollment typically 15 – 30 students. As an asynchronous course offered in a completely online degree program students are typically located in the state of California, but may also be located around

the world as participation is not contingent on schedule or time zone. The course uses a Canvas shell to deliver the curriculum, therefore students are required to have access to a computer and reliable internet. 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. Students will be required to submit several writing assignments which require substantial research and proper APA formatting. Topics covered in this course will allow students the flexibility to learn more about subject areas that are specific to their interests. Students have enrolled in the course as part of the core curriculum towards their MS in Global Criminology degree. It is expected that student motivation to learn about the course topics is justification for including the course in their program of study.

Literature Review

The purpose of this literature overview is to explore the needs for engagement in an asynchronous learning community for students and instructors. Creating a learning environment that mimics an in-class experience is complicated and may encounter many challenges, but the literature examines strategies that can foster engagement. In addition, the literature examines the importance of incorporating a global perspective into the curriculum and how this may impact learning and engagement.

Student engagement in an online learning environment may be described as a complex construct that infers action and investment of time and energy on the part of the learner (Bond,

Buntins, Bedenlier, Zawacki-Richter, & Kerres, 2020). To improve learner outcomes, Montgomery, Hayward, Dunn, Carbonaro, & Amrhein (2015) examined digital technologies' role in an asynchronous course. The results of this study suggest that providing students with a variety of learning tools (i.e., online text or articles, videos, or games) has the ability to increase engagement. Learners were then challenged to engage in active learning with this new knowledge. In the course outlined in this proposal (JS 267) this includes discussion boards and writing assignments that can incorporate case studies.

Another strategy is to introduce collaborative learning into the asynchronous course (Heilporn and Lakhal, 2020). The use of collaborative learning in the Heilporn and Lakhal (2020) study suggests that students embraced the opportunity to work in groups or use peer review methods as a means of staying engaged in the course content. The final strategy suggested by Heilporn, Lakhal, and Bélisle (2021) is that course structure or organization and pace proved to be the most important factors in student engagement. The authors determined that course content should reflect common connections in course content and allow for repetition and application of knowledge. The pace of the course can be diversified by offering a variety of activities throughout the term, allowing students ample time to work on different assignments (Heilporn, Lakhal, and Bélisle, 2021).

Gender and Crime Around the World aims to implement each of these strategies as a means of furthering student engagement in the content, but also ensuring that active learning is taking place throughout the term. The final aspect of the literature relates to the incorporation of a comprehensive global perspective related to the course curriculum.

The globalization of education in general has helped many social science fields to enhance or incorporate a global outlook into most college courses. Related to this course in global criminology, students have previously engaged in content that provided a broad overview of international content but could not fully analyze the implications from a Westernized perspective. The field of global criminology has expanded to include many subsets of crime that were not previously included in traditional criminology teaching. A global perspective allows students to utilize data from organizations that seek to better understand the differences in crime and justice globally and therefore can provide a broader and more realistic view of how and why people commit crime (Jaishankar and Ronel, 2013). The underlying causes on a global scale vary drastically and developing an understanding of why can help criminologists understand on a larger social and economic scale how to support populations and promote desistance.

Solution Description

The solution to this problem is to revise the current course syllabus and Canvas. As an asynchronous course, it is critical to creating an engaging curriculum that allows students to digest content effectively. As a lecturer in criminology, it is my role to help support student learning and provide expert knowledge and content that challenge individual thinking and encourage reflexivity. The curricular changes that I recommend will define core themes that inform the international exploration of crime, victimization, and justice, including race, class, age, sexuality, locality, economics, politics, power, and discourse. My overall aim for this project is to create a dynamic Canvas course that utilizes interactive media such as Adobe Captivate, iMovie, and Zoom to provide content in an informal yet engaging way.

This project utilizes the theoretical research of Malcolm Knowles (1984) Andragogy and draws on the principles of constructivism to form the foundation for course development. Using a constructivist foundation learners actively construct or make their own knowledge based on prior knowledge or experience. The focus of Andragogy is as a theory of adult learning that emphasizes;

- Involvement in planning and evaluation of instruction

- Experience is central to learning

- Subject relevance is necessary

- Problem-centered (instead of content)

The course is further enhanced by exploring theories and models specific to the field of criminology. The primary objective for this project is to improve the student learning experience in an asynchronous course and offer course content that covers a global viewpoint and is inclusive of all populations represented in data related to crime.

The learner goals of this course will encourage students to engage with a broad range of global literature including using a feminist and critical criminology approach, but students may also:

- expand their knowledge of populations involved in the criminal justice system.

- develop an understanding of crime through the lens of feminist theory

- learn how social factors impact crime and victimization

The course will provide visual evidence of how individuals of different gender identities experience crime and engage in crime on a global scale. The visual design of the course will support student learning from a methodology different from the textbook.

Learning Objectives

Upon completion of this course, students will be able to:

1. Demonstrate new knowledge related to gender and the criminal justice system both at the national and international level;

2. Apply a range of theories to studying women, men, and international criminal justice;

3. Articulate challenges related to gender issues from a global perspective; and

4. Construct a critical awareness of theory and practice linked to gender and crime.

Methods

Design and Development

The course will require the development of a primary syllabus, course schedule, assignments, rubrics, and set up of the Canvas course. The course is taught over 8 weeks and will include an assortment of readings using an assigned textbook as well as additional peer-reviewed journals. The course will also include media from different sources which aim to support the learning of course topics. The course development will also include presentations posted to the Canvas course using Adobe Captivate, and video creation in iMovie. Weekly lectures will be recorded and presented to students in an interactive format and will provide ongoing assessment and feedback to enhance student learning.

With the format of this course being 100% online, the content will be delivered using several different types of technology including Canvas, Zoom, PowerPoint, Adobe Captivate, and iMovie.

1. Canvas will host videos, simulations, and lectures content as a means of providing a simple structure for the delivery of the course. The discussion board feature of Canvas will also be used to develop ongoing reflection and for students to discuss assigned topics for each week of the course.

2. All office hours will be conducted via Zoom. Also, any additional student feedback and discussion meetings will take place in Zoom.

3. Adobe Captivate and iMovie will be used to present video interactions that aim to depict scenarios for learning and reinforce course content.

4. PowerPoint will be used as a general presentation application to present data and information to the target audience.

Furthermore, this project utilized the five stages of ADDIE (Analysis, Design, Development, Implementation, and Evaluation) to create a comprehensive asynchronous course for graduate students in criminology at SJSU. The stages are broken down below.

1. Analysis - during this stage of ADDIE the project needs assessment was developed and gaps identified, the learners and context of the learning environment was examined, and the content analysis provided an outline for how the project should unfold.

2. Design - a link between the learning objectives and course content was established using a storyboard. The learning activities were also created to align with the learning objectives and technology available.

3. Development - revisiting the content in the storyboards and course overall provided an opportunity to reassess the content of the course, but also to ensure that the technology could adequately convey information necessary for foundational learning in the course. With feedback from the SJSU MS in Global Criminology program director I was able to determine if using Adobe Captivate was a sufficient mode of technology to use for this course. The Adobe projects were initiated at this stage of the project. Weekly PowerPoint presentations and/or video lectures were also developed.

4. Implementation - the course will be deployed asynchronously in the spring 2022 semester via Canvas at SJSU. Students will be able to access components of the course on a weekly basis for the duration of the course.

5. Evaluation - will include formative and summative surveys. Students will have required anonymous feedback surveys at week 3 and 6 in the course. A further university course evaluation will be provided to students in week 7 of the term. Additional evaluation plans are addressed in the timeline on page 15 of this proposal.

Instructional Strategies and Activities

Week	Date	Topics and readings	Assignments and due dates
1	March 22 - March 28	**Introduction -** *Video lecture from Dr. Waldron* **Readings** ● Syllabus ● Barberet, ch. 1: *Theory and methods* ● Canvas: *articles and videos*	Introduction video - **discussion board #WK1** Due March 26, 2021
2		**Spring Break - *no class***	**no assignments due**

3	April 5 - April 11	**Topic - Theorizing gender and crime around the world.** **Readings** ● Barberet, ch. 2: *Women, development, and globalization* ● Barberet, ch. 3: *International law, human rights…* ● Canvas: *articles and videos* ● Captivate (embedded in Canvas): *Feminist Criminology* – take the quiz	***Research Topic* (10 points)** A one-page paper explaining your research topic, why it is important to examine, and how it aligns with the content covered in this course. Post to Canvas for **discussion board #WK3.** Due April 09, 2021 Due April 11, 2021 (2) Response posts
4	April 12 - April 18	**Topic - Violence against women** *What is victimology?* **Readings** ● Barberet, ch. 4: *Violence against women in peacetime* ● Barberet, ch. 5: *…in conflict and post-conflict settings* ● Barberet, ch. 6: *Sex work, prostitution, and trafficking…* ● *Canvas: articles and videos*	***Research Outline/References* (20 points)** This assignment requires students to develop an outline and reference list for the final research paper. The outline should be approximately 4 - 5 pages including references. Students should use APA formatting for this assignment. Submit this assignment **via Canvas week 4 assignments**. Due April 18, 2021

5	April 19 - April 25	**Topic - Womxn in prison** *Intersectionality and the globalization of crime.* **Readings** ● Barberet, ch. 7: *Women and offending* ● Barberet, ch. 8: *Women and incarceration* ● Barberet, ch. 9: *Women as justice professionals* ● Canvas: *articles and videos* ● Captivate (embedded in Canvas): *Women in Prison*	**Discussion board #WK5** *What is the role of intersectionality in feminist and masculinity theory?* Due April 23, 2021 Due April 25, 2021 (2) Response posts
6	April 26 - May 2	**Topic - Populations and resettlement** ● *Diverse populations in criminal justice (i.e. Transgender, LGBTQ, Indigenous, etc.)* ● *Resettlement*	**Discussion board #WK6** *What role does wartime, displacement, and/or migration serve in crimes of women?* Due April 30, 2021 Due May 2, 202 (2) Response posts
7	May 3 - May 9	**Topic - Global Data and organizations** ● Captivate (embedded in Canvas): *Global statistics on crime*	*No assignments due, work on a research paper.*

| 8 | May 10 - May 16 | **Concluding thoughts** *What have you learned?*

Readings
● Barberet, ch. 10: *Conclusions*
● Canvas: *International data* | **Research Paper/Presentation (50)** The final project for this course is a research paper that examines an issue related to gender and crime, in a nation **other** than the United States of America.

● Presentation - Students will be required to record a video presentation to be submitted with the final paper. Upload to Canvas as **discussion board #WK8.**

Due May 15, 2021 |

Resources

In developing this project as my capstone, I began building the course content, syllabus, schedule, readings, and media recommendations for this course in February 2021. I will begin teaching this course for the first time in March 2021 and hope to have a refined course by Spring 2022 when I teach the course a second time. After this point, I will be able to add additional content related to assessment and feedback. Throughout the spring and summer, I will develop media content using iMovie and Adobe Captivate. I anticipate using feedback from the spring course to add components of media to the project that will further enrich learning. The project should be ready to launch by the Fall 2021 semester.

Timeline

Project Deliverables & Schedule

Module Development ● In process ● Due date October 2021	Module development will include the creation of the following digital content. 1. Canvas for JS 267/80 Crime and Gender Around the World. 2. Create Canvas content (i.e. PowerPoints, resources, forums). 3. Develop video content for weekly lectures, including Adobe Captivate projects and iMovie lectures. 4. Create quizzes, feedback, and assessment tools. 5. Set up Zoom office hours.
Module Finalized ● Pending ● Due date August 2021	The development of the final assessment and feedback tools will be reviewed by the SJSU Program Director for Global Criminology for suggestions. This review will finalize the project objectives and course learning outcomes.
Evaluation Tools ● Pending ● Due Date October 2021	Formative and summative assessments will include: Formative - ● As a subject matter expert (SME) I will review each segment of the training to ensure that objectives and content are aligned to meet the learning outcomes. In conjunction with the Criminology department Program Director, also an SME ● One-to-one evaluations for usability will be undertaken with volunteer graduate students in the MS Global Criminology program at SJSU. ● Course evaluations for the project will be completed via Canvas anonymous surveys. ● Staff in the SJSU eCampus and Information Technology teams will review the Canvas site and related content for accessibility, user technology challenges, and content assessment. Summative - SJSU administers student evaluations for all courses at SJSU. This data will be available at the end of the course after final grades are posted.

As the facilitator of this course, it is expected that I will prepare all weekly sessions in a virtual environment (Canvas) and release course materials weekly (Monday - Sunday). There is no requirement for course meetings, but students can schedule one-on-one meetings with the instructor via Zoom at any time. The course has two assessment surveys set up at weeks 3 and 6

to identify any specific learning needs to be addressed. As the sole creator of this course, it is my responsibility to ensure that students receive timely feedback, resources, and have a complete understanding of the course expectations.

As the lecturer for this course, I will utilize my faculty colleagues to discuss ideas and receive feedback on the course syllabus and schedule. The Program Director for the MS in Global Criminology program will have final approval of any documents to be shared with students. The review is purely academic and is a component of career mentorship.

Evaluation Plan

The first stage of evaluation will include a design review by the instructor as a subject matter expert as well as the program director. There will be early testing with MS students enrolled in the course to gain a sense of understanding and usability. Throughout the course delivery, there will be informal assessments collected via Canvas and a formal student

evaluation process at the end of the course.

As a subject matter expert (SME) I will review each segment of the training to ensure that objectives and content are aligned to meet the learning outcomes. In conjunction with the Criminology department Program Director, who is also an SME. There will be one-to-one evaluations for usability undertaken with volunteer graduate students in the MS Global Criminology program at SJSU. Also, course evaluations for the project will be completed via Canvas as anonymous surveys to gain insight into learning and improvements for the course. The Canvas site and related content will be reviewed by staff in the SJSU eCampus and Information Technology teams for accessibility, user technology challenges,

and content assessment.

At the end of the course, SJSU initiates student evaluations. While this feedback is important for teaching roles, it does not specifically allow students to comment on their overall experience or content specific to technology. In addition to the SJSU evaluations, I will survey students on topics related to their overall satisfaction with the content and learning outcomes of the course.

Level 1: End of course survey via Qualtrics - This survey will gather details related to student satisfaction, content relevance, and quality of the information provided.

Level 2: Knowledge Development - Students engage in writing activities and assignments that will reflect knowledge development throughout the course.

Level 3: Application of skills: It is expected that students will identify content relevant to their specific areas of interest and that the knowledge gained in this course will be used in the development of the capstone project. It is impossible to know the impact of this course beyond the student evaluation and post-course survey sent by the instructor.

References

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