Capstone Proposal

Your Name	Michelle Waldron
Your IDD Topic	Gender and Crime Around the World (JS 267/80) - An interactive approach to exploring international crime, victimization, and justice, including race, class, age, sexuality, locality, economics, politics, power, and discourse.
Organization (Where the learning solution will be implemented)	San Jose State University
Learners (Target Audience—you may have both a primary audience and a secondary audience)	The target group includes all Global Criminology Master's students at SJSU.

Needs Assessment

First Source

The first source of data collection was prior syllabi taught for JS 267 from the previous two academic years. 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.

Second Source

Additional research and consultation with the program director on the topic 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.

Here's Where We'd Like to Be

The current content of JS 267 Crime and Gender 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.

Cause(s) of the Gap

Lack of Knowledge, Skills, and/or Attitudes

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 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.

Issue(s) in the Organization or Environment

The institution does not require change per se, but it could benefit from further research and development of ideas related to crime and gender.

Learning Solution

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.

Main Organizational Goal(s)

The primary aim of this project is to improve the student learning experiences 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.

Main Learner Goal(s)

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

Learner Analysis

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What Work or Study They Are Doing Now

The target group includes all Global Criminology Master's students at SJSU.

Prior Knowledge About This Topic

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. All students participating in this course have been admitted to the MS in Global Criminology program at SJSU. The population of students in this program is expected to have a basic knowledge of criminology theory, concepts, and research. This course is an elective in the MS program and therefore students are expected to have a defined interest in gender and crime.

Tool Skills

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.

Expected Ease or Difficulties in Learning

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.

Motivation for Learning About This Topic

Students have enrolled in the course as an elective 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.

Other General Characteristics That May Impact Their Instructional Experience

No additional barriers were identified at this point in the project.

Prerequisites (Courses)

Students must be admitted to the SJSU MS in Global Criminology program and enroll in JS 267 as an elective in the program. The course does not have any prerequisites identified in the SJSU course catalog.

Entry Requirements (Everything Else)

There are no additional requirements for participation.

Context (Workplace/Environmental/Setting) Analysis

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Number of People in Your Target Audience

The target audience consists of approximately 15 - 30 students at SJSU in the MS program.

Location(s) of People in Your Target Audience

The target audience for this course is students at SJSU, but as this is an asynchronous course so students may live anywhere in the world and participate in the course.

Online Instruction Considerations (If Applicable)

The course is being developed in Canvas. As an asynchronous course, it is expected that students will have access to a computer, reliable internet, and will access the Canvas site weekly for assignments.

Content (Task) Analysis

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Main Tasks to Master (Overview of the Content)

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.

Essential Declarative Knowledge (Things People Should Be Able to Talk or Write About)

Students participating in this course should be able to articulate challenges related to gender issues from a global perspective.

Essential Procedural Knowledge (Things People Should Be Able to Do)

Students participating in this course will expand their knowledge of issues on gender and the criminal justice system both at the national and international level.

Learning Objectives

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

1. Expand their knowledge of issues pertaining 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. Develop a critical awareness of theory and practice about gender and crime.

Media and Delivery System Decisions

Delivery Format(s)

The format of this course is 100% online. The course is part of the asynchronous MS in Global Criminology program at SJSU. All courses are facilitated via Canvas.

Media

The training 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.

    The objective of the content is to enhance the learner experience as a variety of

modalities can reinforce and support learning from the text, lectures, and peer discussions.

Instructional Strategies and Activities

Agenda/Major Teaching and Learning 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 method* ● Canvas: *articles and videos*	Introduction video - **discussion board #WK1** ● Due March 26, 2021
2	March 29 - April 4	**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…*	***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

		● Canvas: *articles and videos*	● 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 postconflict 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*	**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, 2021 (2) Response posts
7	May 3 - May 9	**Topic - Global Data and organizations for further research**	*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

Development Plan

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. 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.

Project Deliverables & Schedule

Module Development a. In process b. 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 a. Pending b. 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
   a. Pending
   b. Due Date September 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.

Potential Challenges & Contingency Planning

A possible challenge of this course design is determining which topics or content to include in the interactive media. The content of the course is grounded in theory and data, and this can be problematic when creating a project meant to enhance learning. Also, deciding which types of media will be suited to student learning in a criminology course is important and necessary to the principles of elearning.

Implementation Plan

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.

Instructors and/or Administrators

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 considered to be a component of career mentorship.

Other Implementation Requirements

As an existing course in the Justice Studies department, there are no additional implementation requirements.

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.

Formative Evaluation

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.

Summative Evaluation

At the conclusion 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 - Throughout the course students engage in writing activities and assignments that will reflect knowledge development.

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.