Technological University for Dublin

Re-imagining our curriculum
Consolidating the First Year Experience

Prototype Project Updates:

January 2016

General Details	
Project Title	**The Global Classroom – Introducing a cost-effective international dimension to the first year experience**
Name of Main Applicant	Paul Dervan
Position Held	AL
College	ITB
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Names of any co-applicants (& colleges they are based in):	N/A
Signed	Paul Dervan
Date	28.01.2016

TU4D Theme (Please tick)

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☐ Induction/early orientation   ☐ First 5,6 or 7 weeks
☐ Peer mentoring   ☐ Assessment and feedback
☐ Graduate Attributes   ☐ Students as autonomous self-directed learners
☑ Learning spaces – virtual & physical   ☐ Alternative Curriculum models

Summary of Prototype project (max 200 words)	• The Global Class concept (http://www.theglobalclass.org/) has been championed by Lon Appleby, an educator working at Durham College Canada. • Using Video Conferencing (VC) technology, students from 3 colleges in 3 different countries participate in a 90 minute 'Global Class' facilitated by Durham College, Canada thereby bringing an international dimension to the first year experience. • The intention is to sensitise students to the efficacy of VC technology in teaching/collaboration and to expose them to diverse views and cultural differences in a specific context. • A key component of the session will be a talk by a high profile subject matter expert which is followed by appropriate engagement activities. The sessions are presented on a screen which is split 4 ways (showing each of the 3 classes plus the guest speaker). The interaction underpins a 'glocal' (= global and local) perspective of the issue being considered. • Participation is voluntary and students have the option of writing a personal reflection worth 5% of their CA.
Project dates	November 2015 to June 2016
Main proposed original project outputs for the TU4D (max 100 words)	• An objective assessment of the efficacy of the 'Global Classroom concept operated by Durham College • Innovative initiative to broaden the thinking of participants • Strengthening relationships with Durham College • Survey of students' perceptions of the initiative

	• Possible blueprint for further such global classes
Project outputs including any evaluation data (max 300 words, data to be included in an appendix but can be summarised here) See also Appendix 2	Learning Spaces • Students from ITB, Durham College, Canada,and Illorin University Nigeria participated in a 90 minute Ethics 'Global Class' on **November 27th 2015**. (Appendix 1 refers) • The students from ITB were 1st year General Business students taking an introductory module in business studies of which 'ethics' is a component part. • Attendance at the session was voluntary. On the day, **32 students (out of a possible 72)** attended the class representing **44% attendance**. • The talk was led by **Mr. Ryan Turnbull** a Canadian entrepreneur who runs a business 'Eco Ethonomics' (www.ecoethnomics.ca) providing consultancy services on CSR and ethics to Canadian businesses. • The participants from each location were visible on a screen which was split 4 ways (showing each of the 3 classes plus the guest speaker). The interaction underpins a 'glocal' (= global and local) perspective of the issue being considered. • Students from each location engaged with the topic of ethics, listening to the insights provided by Ryan and then working in each location on flip chart tasks. • Students who participated had the option of writing a short reflection (worth 5%) as part of an assessment task for their module • €544 approx. of the original budget has been spent to date.
Lessons Learned (max 200 words)	• The concept has wide application to many courses. • The concept provides access to credible subject matter experts who are willing to work with students. • It was very easy to work with Durham College personnel and their enthusiasm and 'can do' attitude helped with overcoming some challenges. • The preparation of an agreed, detailed 'lesson plan' was key to ethics class success although the class moved at a slower pace than that envisaged in the lesson plan. • Very positive feedback was received from students and they found participation beneficial, however, given timetable complexities, and limited room availability (and time differences with other countries), it can be challenging to identify optimum time slots for classes • Technical – the ITB IT team quickly developed an excellent high speed technical solution to link in with Durham College. Need to extend access to high speed internet bandwidth from multiple lecture theatres / classrooms in ITB (rather than just one as is the case now) or provide a dedicated classroom / lecture room fitted out appropriately (estimated budget required €5,000). • Time commitment is significant to set up and run 'Global' classes. A lecturer timetable allocation would be helpful for future classes (and to help colleagues participate / lead future classes).

Next stage(max200 words)	• The prototype project will be evaluated using an online survey (Appendix 3). The data will be presented graphically and in tabular form. • Qualitative feedback based on student reflections of the event will be assembled. • A short video made by 4 of the students will also be made available.
	• Two more Global Classes are planned for Semester 2. One will cover Ethical Leadership in organisations and a second will deal with Sustainable Business Practice. These will be led by Ryan Turnbull and John Hofmeister (former President of Shell, USA) respectively. • I plan to write a paper jointly with Lon Appleby for HEIT on the use of Video Conferencing in education with a particular emphasis on the possibilities afforded by the Global Class concept (having regard to plans by both Google and Facebook to provide high speed internet access to Africa and other disadvantaged areas). • I will be supporting a colleague (Sheila Coyle) who as result of this prototype project became interested in the concept and will lead a class to be held in February 2016 as the main speaker. Sheila, using her research and work experiences, will lead discussion on the following: Health consequences of poverty; Criminalised and imprisoned women; Homelessness and street involved youth. • I will be promoting the Global Class concept within ITB and to its partner Institutions and this may require additional funding.

APPENDIX 1 – ETHICS CLASS LESSON PLAN

Global Class in Business Ethics – Draft Lesson Plan

1.   Introduction

It is planned to hold a 'Global Class' on Business Ethics on **Friday November 27th 15:00 – 17:00 (GMT)**. The class will explore the theme: 'Ethical people make ethical organisations, however people do not always behave ethically' using the Volkswagen revelations as a context.

The Global Class concept has been pioneered by Professor Lon Appleby from Durham College, Oshawa, Canada and allows for an open exploration of universal topics free of outside influence. Students interact with a challenging guest, meet people from varied backgrounds, share materials, and learn from one another using state of the art Polycom video conferencing software hosted by Durham College.

The global class experience offers participants the chance to gain a better understanding of our societies and ourselves in complex "glocal" times. The business ethics class will involve students from Durham College, the Institute of Technology, Blanchardstown, Dublin, Ireland and Ilorin University Nigeria interacting with each other and a guest: Ryan Turnbull (founder and president of Eco-Ethonomic. http://ecoethonomics.ca/our-team/)

The session will be streamed live from the Global Class website (http://www.theglobalclass.org/) and a Live Twitter feed will also feature as part of the session.

2.   Objectives

(1) To sensitise students to the importance of sound ethical behaviour on the part of individuals as a key determinant of organisational success.

(2) To allow students explore the factors influencing the formation of ethical norms and any differences that may be attributable to location and/or culture. Additionally, to identify any location/culture-specific differences that may exist in the perception of what constitutes correct ethical behaviour in a business context.

(3) To demonstrate the power of technology in facilitating global collaborative working.

(4) To facilitate students in building international contacts.

3. Execution

(1) Introductions and overview of session (Lon) [5 minutes]

(2) The guest speaker will address the students for 15 minutes (needs to be agreed) on the importance of ethics and their impact on organisational success.   Following the guest's address, the students will work on two tasks with each location reporting back on their respective 'findings'.

(3) Task No. 1 (estimated time 36 minutes)

- Working in teams of 4 at each location, students will identify on flip charts those factors which they believe influence and inform ethical behaviour (10 minutes). Each location will report back the factors identified. This will facilitate a composite list of factors to be compiled. [6 minutes]

- Students will then be asked to rank the factors identified at each location from 'most significant' (= 10 on a scale from 1 to 10) influence to 'least significant' influence (=1) [10 minutes]. Again, each location will report back its ranking. The availability of the ranked lists from each location should surface any differences [10 minutes].

(4) Task No. 2 (estimated time 36 minutes)

- Working in teams of 4 at each location, students should identify and rank (score of 10 = most relevant factor) the factors they believe have contributed to the ethical misbehaviour at Volkswagen. [20minutes]

- What actions should Volkswagen take to address the problem? [10 minutes]

- Each location will report back the factors identified. This will facilitate a composite list of factors to be compiled. [6 minutes]

(5) Guest speaker to summarise key points

4. Student Preparation

The following materials to be read and/or viewed by students (ideally) in advance of the global class:

Article 1 – The Biggest Culprit in Volkswagen's Emissions Scandal
http://fortune.com/2015/10/13/biggest-culprit-in-volkswagen-emissions-scandal/

Article 2 – Ethics The VW Scandal: Huge Consequences, Simple Ethics Lessons, Ominous Implications Alarms
http://ethicsalarms.com/2015/09/27/the-vw-scandal-huge-consequences-simple-ethics-lessons-ominous-implications/

Article 3 – Managing for Organisational Integrity
https://hbr.org/1994/03/managing-for-organizational-integrity

Article 4 – In Life and Business, Learning to be Ethical

http://www.nytimes.com/2014/01/11/your-money/in-life-and-business-learning-to-be-ethical.html?_r=0

5.   Assessment

Write a 400 word personal reflection based on your participation in this class.

APPENDIX 2 – PROJECT OUTPUTS

The project outputs are presented below. The main theme that the Global Class initiative is linked with 'Learning Spaces' although it may have relevance also for 'First 5, 6 or 7 weeks' and 'Alternative Curriculum Models'

- An objective assessment of the efficacy of the 'Global Classroom concept operated by Durham College
- Innovative initiative to broaden the thinking of participants
- Strengthening relationships with Durham College
- Survey of students' perceptions of the initiative
- Possible blueprint for further such global classes

The ethics class delivered on November 27th has been completed and the 'lessons learned' recorded as part of this report. It is the view of the author that it has benefited the students and broadened their thinking. With the agreement of students, two anonymous extracts from students who (optionally) completed a graded personal reflection on their participation in the Global Class event are set out below. A future report will provide more detailed quantitative feedback based on an online survey completed by students.

The class in November has provided a blueprint for future classes. Two more are planned and Sheila Coyle a lecturer from ITB will lead a class in February 2016.

Finally, planning and delivering the Global Ethics class has, of necessity, required frequent communication and strong collaboration with Durham College (both academics and IT technical staff). In so doing, it has laid the foundation for collaboration in expanding and extending the Global Class concept within the new Technological University for Dublin thereby bringing a low cost international experience to future students.

Students # 1

about sustainability. Paul asked the 3 classrooms to answer what they thought are the key influences that lead our society to right and wrong. Each class came up with a list of reasons and what I found interesting was the amount of similarities we had on our lists. A lot of the points we made in each country were the same. Before doing this I would have imagined them to be fairly different. We all had points like parents, the law, social class and one's own conscience. A key difference between us and Canada and Nigeria was that Nigeria had religion as a high ranking on the list. The class in Ilorin explained this is because they take their religion very seriously and it must be respected in all decision making no matter what the case. I thought this was very interesting because here in Ireland we don't think about religion when we are making choices in businesses. It was a very different approach and it was very interesting to learn about. Overall, I was very impressed with the session, I learned a lot about the different cultures we are in and what ethics is to us. It was very interesting to hear Ryan's approach and opinions to the topic, his dedication was inspiring.

Student # 2

I found the international business conference very beneficial because I was present for Ryan Turnbull's talk where all the other participants and I were introduced to new terminology such as globalisation. I was quite intrigued when Ryan explained these terms in much further detail and as a result I believe this helped to broaden my understanding of ethics.

I was amazed at how passionate Ryan was about business ethics. So much in fact that he set up his own company called Eco-Ethonomics. I was very surprised at the fact that a CEO took time out of what I'm sure must be a busy schedule just to inform my class and I about the importance of ethics. I felt that this new information greatly helped to expand not only my vocabulary but my understanding of what I had learned in my Exploring Modern Enterprise lectures. Form this I realised that the topic of ethics is far more complex than simply knowing what is morally right or wrong.

Survey of students who attended the Global Class on Friday November 27th.

Thank you for participating in this survey. It should take you less than 6 minutes to complete it. Note: questions with an asterisk must be answered.

The sole purpose of the survey to get your feedback from the Global Class held on Friday November 27th. All responses are anonymous and will not be identified with any individual or impact your grade. The data gathered will be analysed, aggregated, summarised and reported in support of the aims of the survey.

Q1a. Which college are you studying at? [▼]

Q1b. What age band do you fall into? *
- ○ 20 years of age or younger
- ○ 21 to 24 years of age
- ○ 25 to 29 years of age
- ○ 30 years of age or older

Q2. What is your gender? * [▼]

Q3a. Thinking about the technology used in the Global Class *

	Strongly Disagree	Disagree	No opinion	Agree	Strongly Agree
I was impressed with the effectiveness of the technology	○	○	○	○	○
The technology worked well	○	○	○	○	○
The sound and vision was clear	○	○	○	○	○
The lecturers were familiar with the technology	○	○	○	○	○
The technology did not prevent me from asking questions or making points in the Global Class	○	○	○	○	○
The technology allowed the students in ITB, Canada and Nigeria to interact effectively	○	○	○	○	○
I could see and hear everything that was going on	○	○	○	○	○
I like the idea of using technology to interact with students in other countries	○	○	○	○	○

Q3b. Have you any comments or suggestions relating to the technology for future classes?

Q4a. Thinking about the Global Class concept in general *

	Strongly Disagree	Disagree	No opinion	Agree	Strongly agree
The purpose of the Global Class was clear to me	○	○	○	○	○
The Global Class brings an international dimension to Exploring Modern Enterprises	○	○	○	○	○
The Global Class concept motivated me	○	○	○	○	○
I plan to participate in future Global Classes	○	○	○	○	○
I would recommend participation in a Global Class to other students	○	○	○	○	○
I would like to see the Global Class concept used in other modules	○	○	○	○	○
The lecturers created an interactive environment	○	○	○	○	○
I would like to be able to work on a task with international students	○	○	○	○	○
I think it is a good idea to link participation in the Global Class with an assessment	○	○	○	○	○
I would be willing to work as part of a team to set up a Global Class	○	○	○	○	○

Q4b. Have you any comments or suggestions relating to the overall concept of the Global Class?

Q5a. Thinking about the impact of the Global Class on your learning *

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
I now have a better understanding of ethics and ethical behaviour in business	○	○	○	○	○
I learned new ideas about ethics	○	○	○	○	○
The speaker was knowledgeable on the topic of ethics	○	○	○	○	○
I learned from the participation of the lecturers	○	○	○	○	○
I learned from the interaction of the Canadian students	○	○	○	○	○
I learned from the interaction of the Nigerian students	○	○	○	○	○
I learned from the interaction of ITB students	○	○	○	○	○
The availability of a knowledgeable speaker is important	○	○	○	○	○
I was encouraged to participate by the lecturers	○	○	○	○	○

Q5b. Have you any comments or suggestions relating to the impact of the Global Class on your learning?

Q6. Have you any other comments or feedback you would like to provide in relation to the Global Class

Submit