



A Process Evaluation of an Educational Program for Peacebuilding/Conflict Prevention among Southeast Asian Nations

Mitsuru Ikeda, Ph. D.

Nanzan University, Japan

Aya Fukuda, Ph. D., Toru Miyagi, Ph. D.

Tokyo University of Foreign Studies

“Peace & Conflict Studies (PCS)” at Tokyo University of Foreign Studies

- About
 - Started in 2004 as an **international M.A. program**
 - Based on **the studies in regional culture and politics** accumulated in TFUS.
- Features of educational curriculum
 - Students from a wide variety of countries including **conflict-affected nations** (42 countries in 2012)
- Expected impact
 - Students acquire **the academic knowledge and practical skills**, and contribute to the peace building/conflict preventing missions in the political or academic institutions, or NPO.NGO

Global Campus Program in PCS

- Educational Methods
 - Interactive simultaneous on-line lecture
- Features
 - The students who are in currently conflicting countries encounter and have opportunities to work together
 - Expected to obtain **wide range of viewpoints on conflict-related issues, and tolerance and empathy** required for mutual understanding



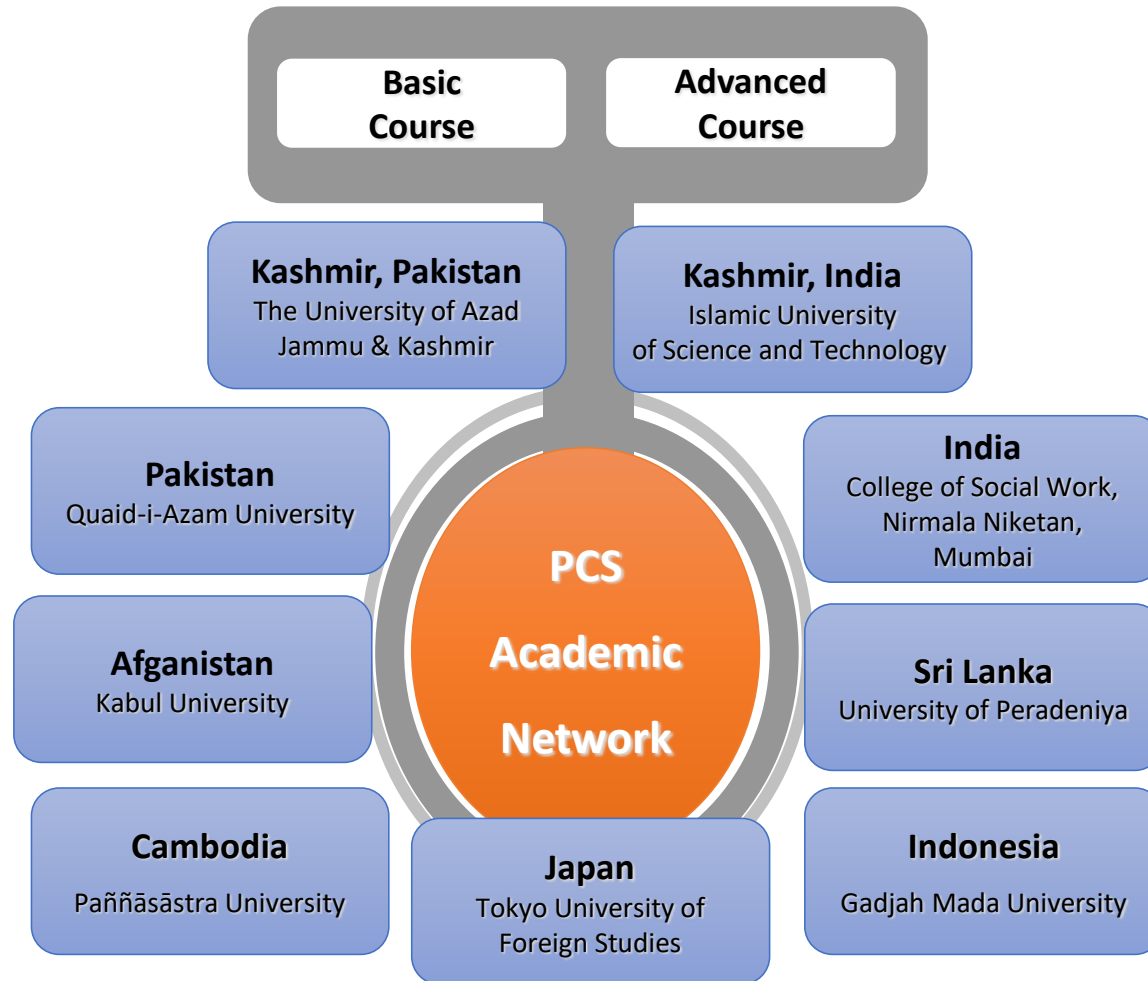
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Structure of the Global Campus Program

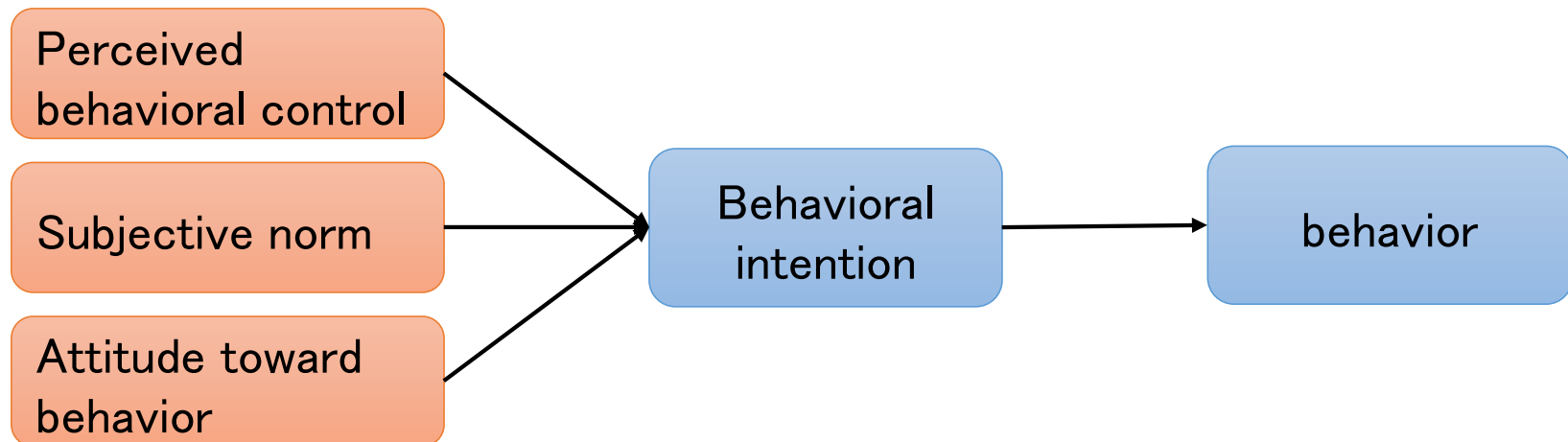


Course contents

	Basic	Advanced
Learning methods	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative research project
Topics	<ul style="list-style-type: none"> • Understanding Peace & Conflict • Engaging Communities in Peacebuilding (Bottom up) • Conflict Resolution Strategy (Top down) • Justice and Reconciliation 	<ul style="list-style-type: none"> • Political-economic dynamics of conflicts: Resource distribution • Tools for analyzing conflicts • Mediation and negotiation • Intervention techniques for conflict resolution • How to construct a research argument/writing a research paper

Foundation of the GCP evaluation: Theory of planned behavior (Ajzen, 1985; 1991)

- Perceived behavioral control: An individual has (does not have) sufficient resources, opportunities, skills and knowledge to conduct a particular behavior.
- Subjective norm: A particular behavior is (is not) desired in his/her reference group.
- Attitude toward behavior: An individual's desire, favorability, emotions toward a particular behavior (e.g., like vs. dislike).



GCP Education Model

based on the theory of planned behavior

- Perceived behavioral control
 - Skills and knowledge regarding conflict prevention/resolution is covered by the course contents.
- Subjective norm
 - Not explicitly covered in the course.
 - By learning the (both positive and negative) consequences of the behavior in conflict situations, the students can wisely choose appropriate (i.e., less violent) behavioral options even in a critical situation.
- Attitude toward behavior
 - Not explicitly covered in the course.
 - By communicating diverse students in the course, students are likely to be empathetic to the counterpart of different people.

Anticipated Program Outcomes

- Research in community psychology have suggested that a preventive intervention such as the GCP is effective when behavioral, cognitive, and emotional components are covered.
- GCP components to be evaluated: prevention perspective
 - Skills & Knowledge
 - Supposed to be reflected in students' course grades
 - Cognitive & emotional components
 - Moral (dis)engagement
 - Cultural competence
 - Perception for conflicts
 - Other attitudinal components

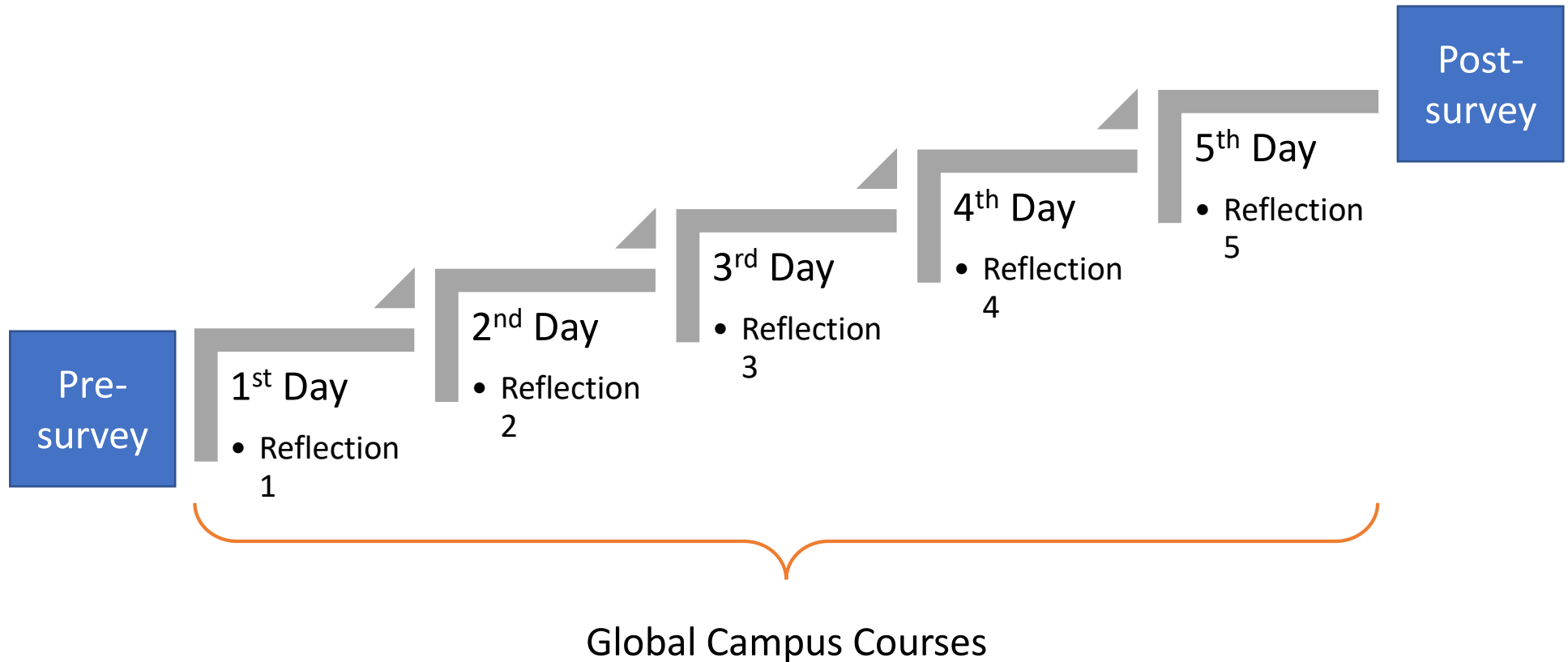
Components considered in process evaluation

- Learners satisfaction:
 - More satisfied learners tend to have stronger motivation to learn.
 - Less satisfied learners are less likely to practice what they learned.
- Perception of course delivery
 - Contents
 - Instructors
 - Others: design, communication, etc
- Comprehensive assessment is required to estimate the effectiveness of the program process.

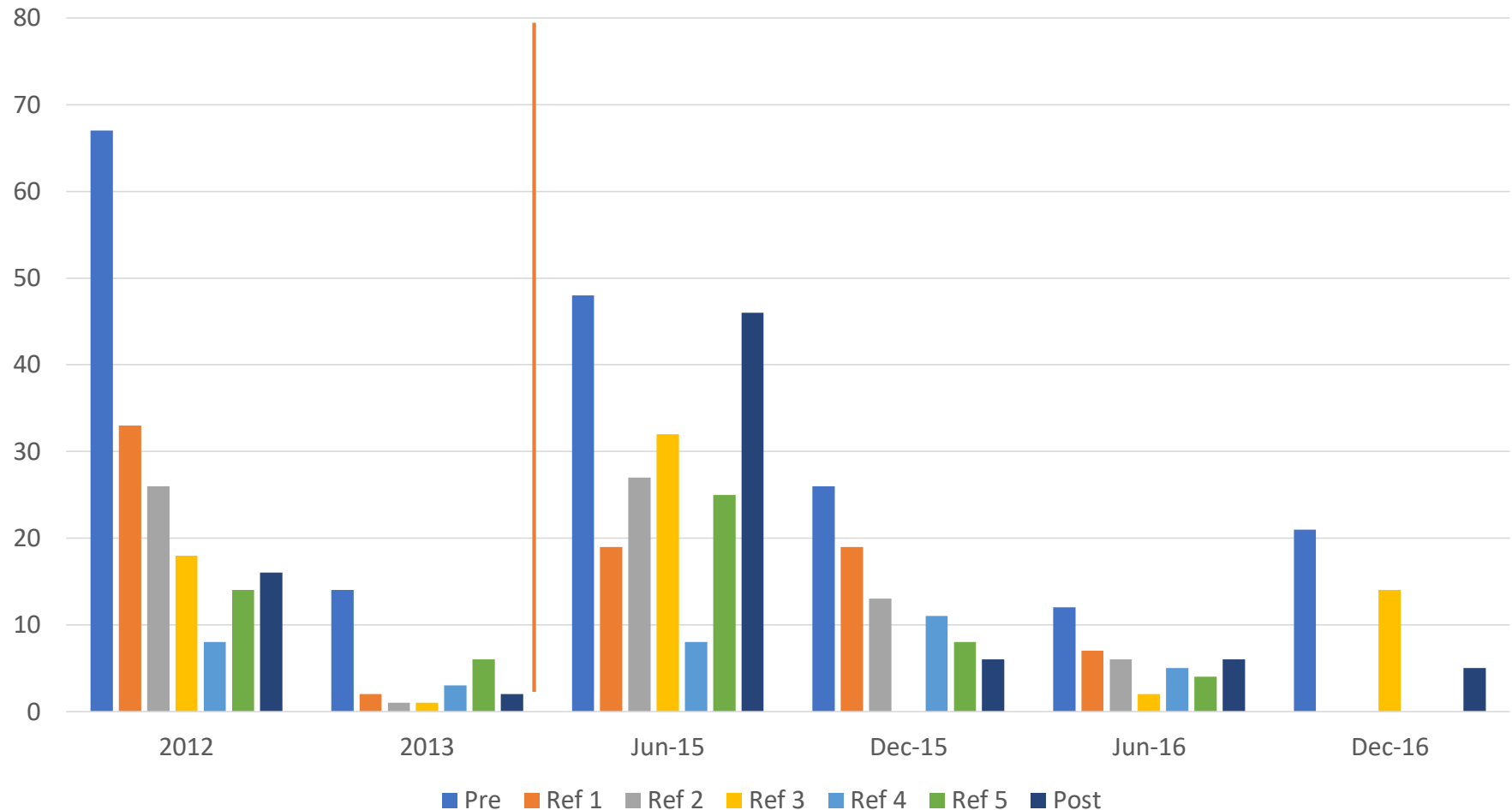
Reflection survey items for process evaluation

- Rating scales
 - QUALITY of the class
 - The Course contents presentation: ORGANIZED?
 - The Course contents: INTERESTING?
 - The instructor(s)
 - Satisfaction with communication: with instructor(s)/students
 - The course contents: RELEVANCE to needs
 - How much did you LEARN from the class today?
 - How USEFUL in the future?
- Open-ended Qs
 - What was the most important thing(s) or parts for your own needs and/or interests.
 - Which part of the class today do you like best?
 - Which part of the class today do you think needs to be improved, and how?

Survey Schedule



Results: Number of Responses



Process Evaluation (1)

Perception of instructional quality x Cultural intelligence

		Ref 1	Ref 2	Ref 3	Ref 4	Ref5
Cultural intelligence						
Strategy		-.040	.166	.561	.515	.660*
Knowledge		.300	-.128	.871 †	.652 †	.755**
Motivation		.049	.390	.595	.541	.130
Behavior		-.011	.198	.452	.536	.216

Process Evaluation (2)

Perception of instructional quality x Moral (dis)engagement

		Ref 1		Ref 2		Ref 3		Ref 4		Ref5	
Moral (dis)engagement											
	Misconstruing the consequences	.186		.048		.000		-.033		-.285	
	Moral justification	.262		.175		.932	*	.493		-.050	
	Diffusion of responsibility	.210		.421	†	.861	†	.133		-.363	
	Advantageous comparison	.304		-.023		.663		.215		-.380	
	Attribution of blame & dehumanisation	.305		.034		.802		.722	*	.509	

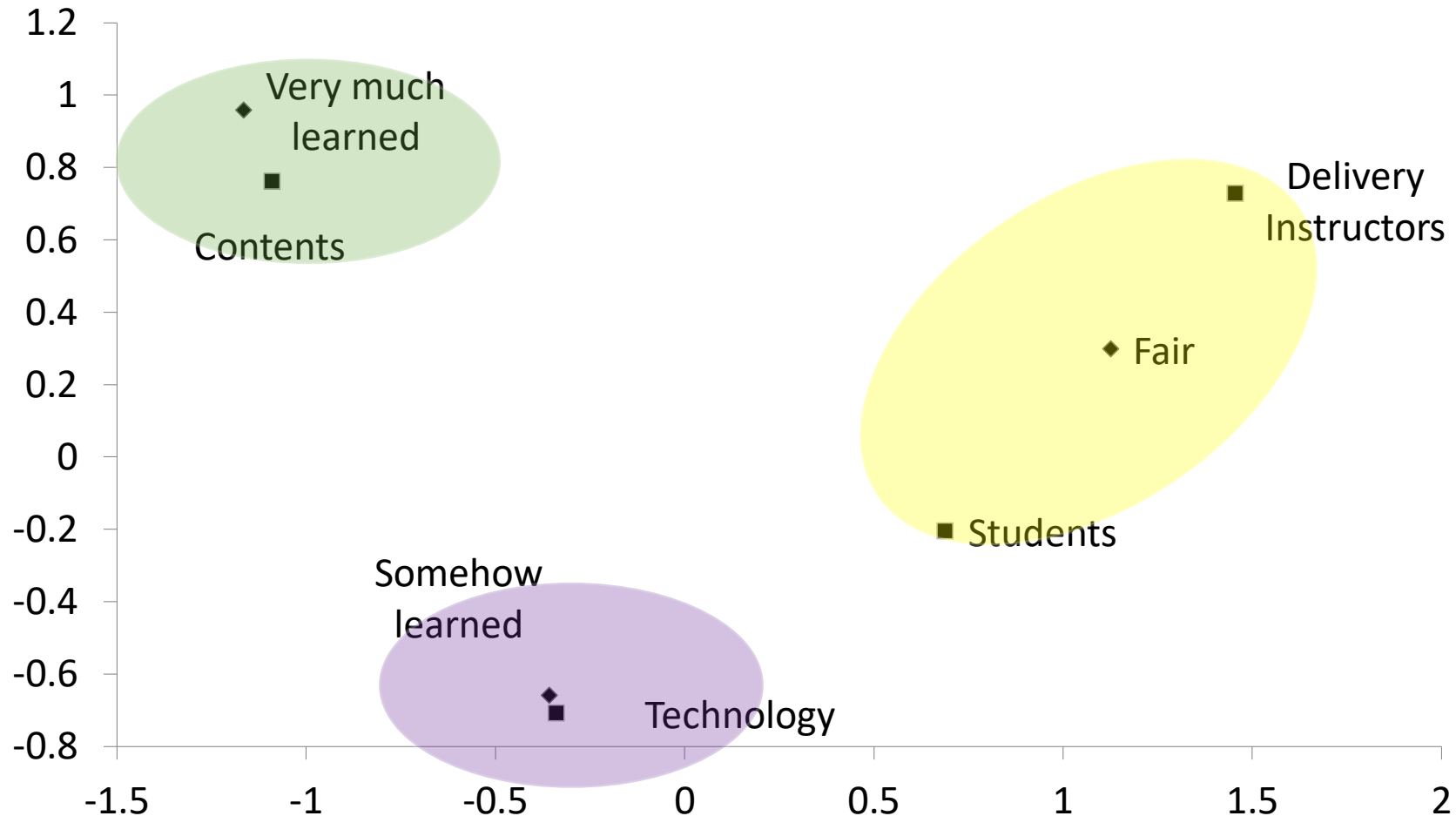
Class improvement: Statements

Categories	Statements
Contents	<ul style="list-style-type: none">• Should explain more about how to intervention. And should add more lesson about the benefit of intervention and teach the student do not think their own interest as well as the countries does not think only their own interest.• The topic can be provided a little earlier to students so that students can have a better understanding of the contents to be discussed, and can relate to many other events both globally and international level.
Technology	<ul style="list-style-type: none">• The quality of the network should be improved as the voice was nor clear or loud enough in some parts. Also, due to this reason, not all students can present fully or participate in discussing.• Everything was somehow in an orderly fashion just the technical glitch should be looked upon!!!

Categories	Statements
Delivery	<ul style="list-style-type: none"> • Punctuality needs to be improved. • Presentations need not always use a PPT because it is like we read out what is written there. what we need more is explanation and analysis of the topics presented.
Instructors/ Students	<ul style="list-style-type: none"> • The art of delivering messages is needed to be improved. I want the instructor to present elaborately than ever and today later. • Presenter should speak more clearly, not to be fast.

Correspondence Analysis

Class improvement x “Learned a lot?”



What are to be considered for program improvement?

- Course contents
 - Now we are discussing: Based of the feedback of the evaluation results.
- Technical issues
 - Any further technological improvement?
- Course delivery
 - Class organization and format
 - Sufficient time for in-depth communication?
- Language and communication
 - English proficiency
 - Language matters, but does it?

Issues in current program evaluation

- Need more data!
 - Statistics needs data: Small # of data unable us to analyze deeply.
 - Evaluation based on a partial data is less informative.
- Need control group!
 - Control group: people who are not taking GCP courses.
 - We do not know the baseline data: GCP students are potentially “better” sample. (e.g., morality, cultural competence, etc.)
 - By getting more “usual” samples and comparing with them may provide more solid evidence of the program effectiveness.
 - Longitudinal data collection and comparison may substitute the control group comparison.