

Transatlantic Ethical Decision Making Analyses

When I told my students in our Leadership Ethics course that I had a project that was going to be good craic (pronounced crack), they looked at me askew. Craic is an Irish word that can be loosely translated as fun. This particular "craic" was a joint project between leadership studies students at DU and logistics and supply chain management students at Technological University of Dublin (TU Dublin). I had a willing partner in this endeavor in Dr. Sharon Feeney, a Senior Lecturer in Strategic Management at TU Dublin.

I was fortunate to have met Sharon while on a Fulbright exchange in Ireland in the fall of 2023. Although our COIL endeavor did not materialize until I was back in the States, it was helpful to have had the initial connection and a sense of the specific cultural and pedagogical norms at TU Dublin. When we decided to embark on a COIL project, what my colleague called a "Global Classroom", we found a potential area of overlap in our curricula in ethical decision making and created a unit on this topic as part of our respective course/module.

We designed a six-week program that engaged our students in an ethical analysis of a historic critical incident. We intentionally spent a good amount of time to facilitate connections between students through synchronous activities with the students getting to know their new colleagues and sharing similarities and differences. They were then assigned to groups for an ethical analysis assignment. Student groups chose an ethical scenario to explore and created both a group case presentation and an ethical analysis paper. Topics included corruption within FIFA, Volkswagen fuel mileage reporting, and sweatshop manufacturing among others.

This collaboration enabled each of us to meet our original learning objectives for the class while also adding a novel experience and allowing students to realize additional learning outcomes related to cross cultural engagement and teaming. We collected a great deal of feedback from students, and they interestingly noted both enjoyment and frustration with the overall experience. The enjoyment was obviously welcome in that students were clearly motivated to engage in this project and appreciated the uniqueness of this experience. We also believe the frustration was indicative of learning as students lamented the difficulty of coordinating across time zones and cultures. However, they successfully produced meaningful analyses which indicated that they were able to overcome these challenges. Our hope is that having this experience as an undergraduate student will be instrumental in their future collaborative work across cultural and national boundaries.

As a professor, I am always seeking new ways to innovate in the classroom and COIL proved to be an especially valuable experience for our students. It did require a great

deal of planning and preparation and the Internationalization Office at DU were vital in supporting this effort. Even with thorough preparation, there were obviously unanticipated challenges that arose during the class and flexibility was required. A few of the benefits that I realized from this experience included greater student engagement, real world skill building, and cross-cultural collaboration. I also appreciated the opportunity to deepen a professional connection with an international colleague and encourage other faculty to consider incorporating COIL into their own pedagogy.