

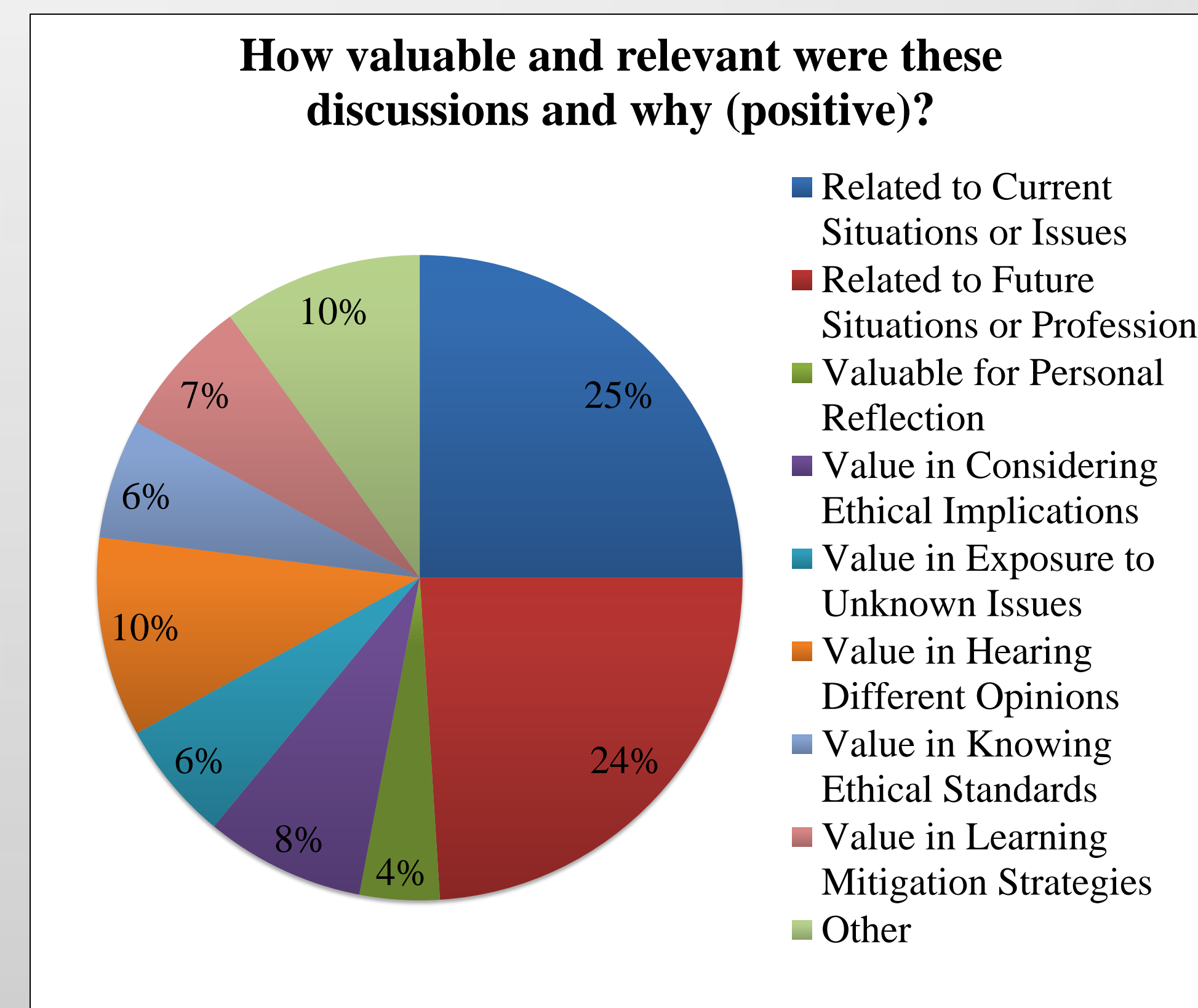
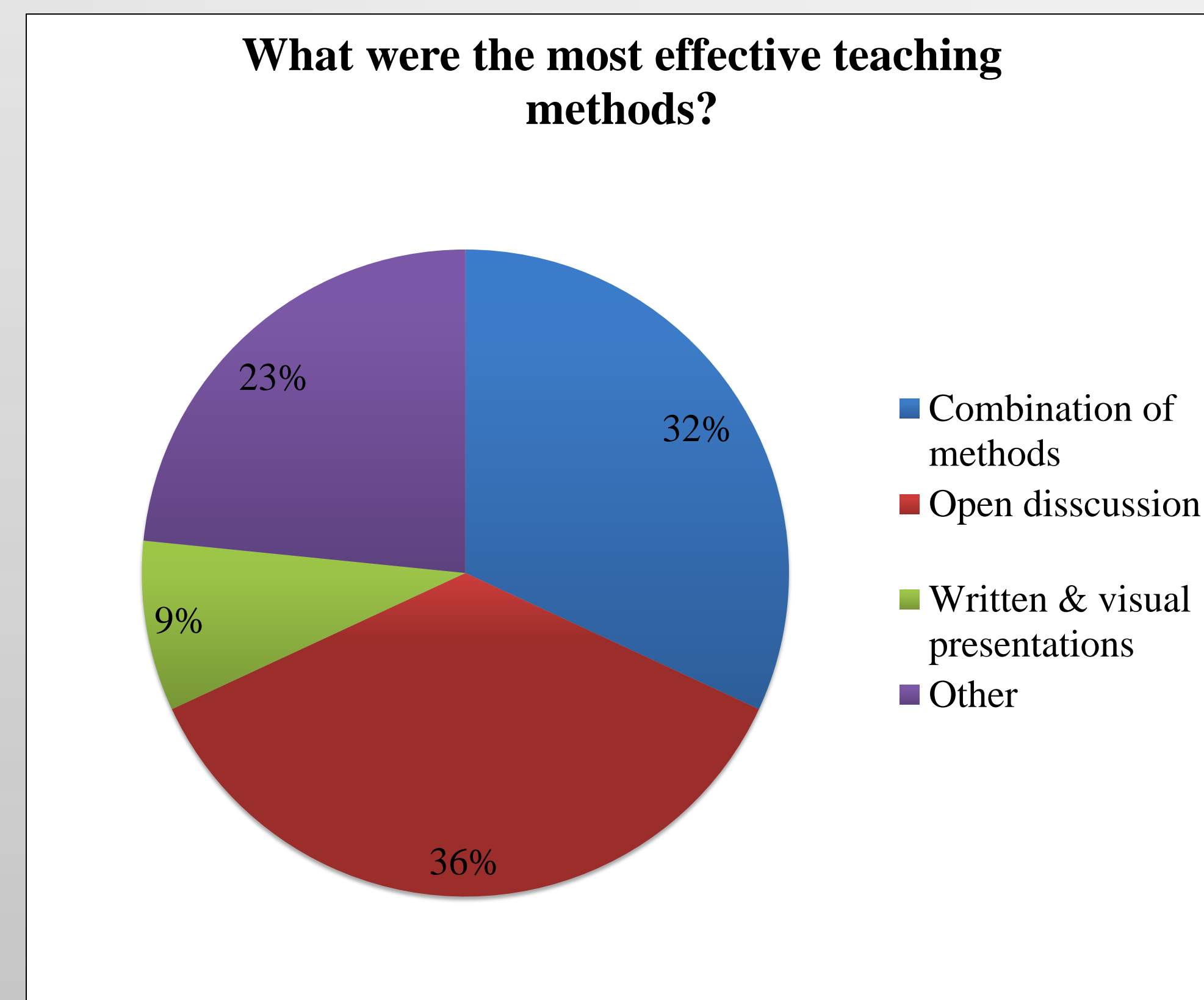
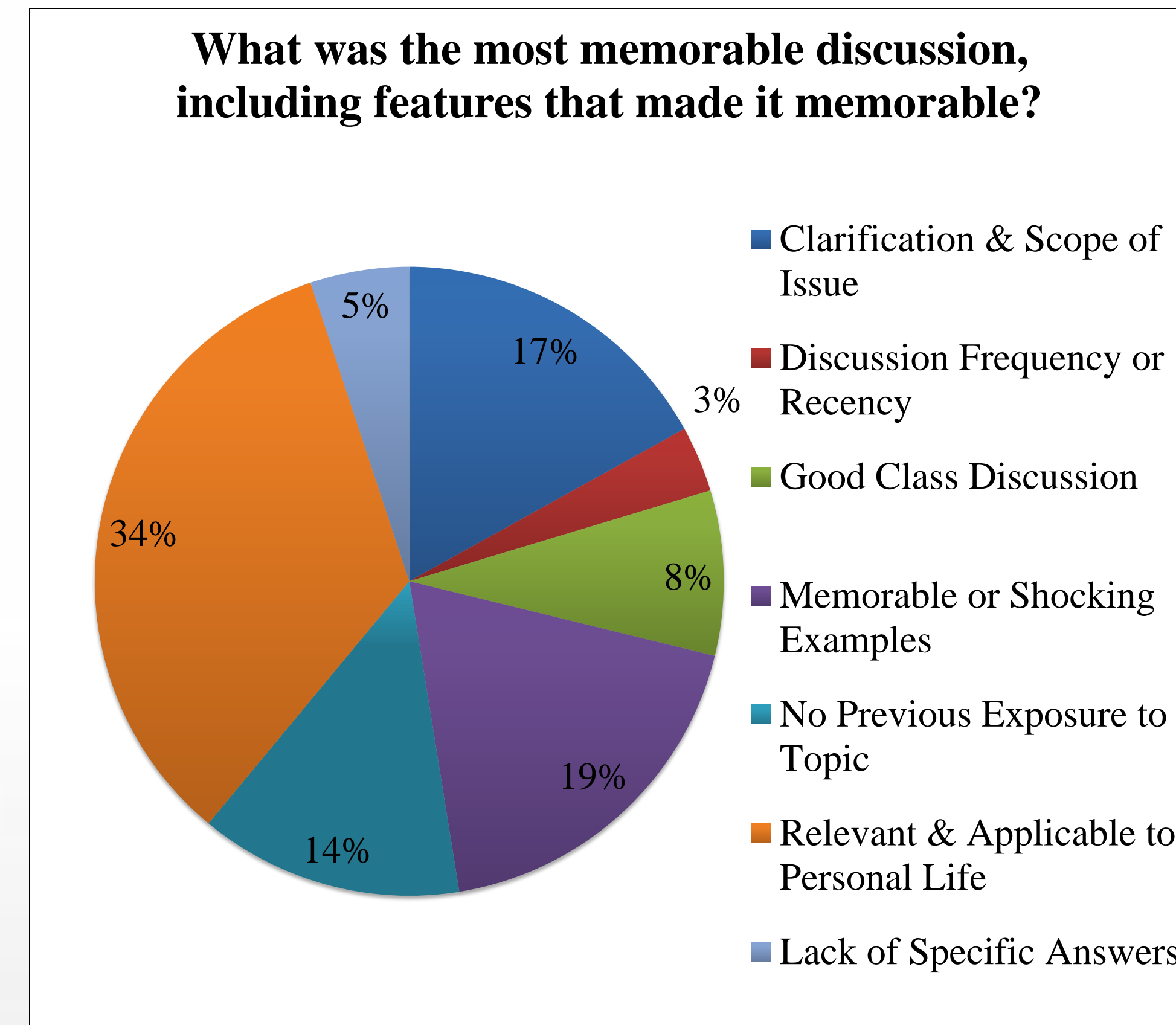
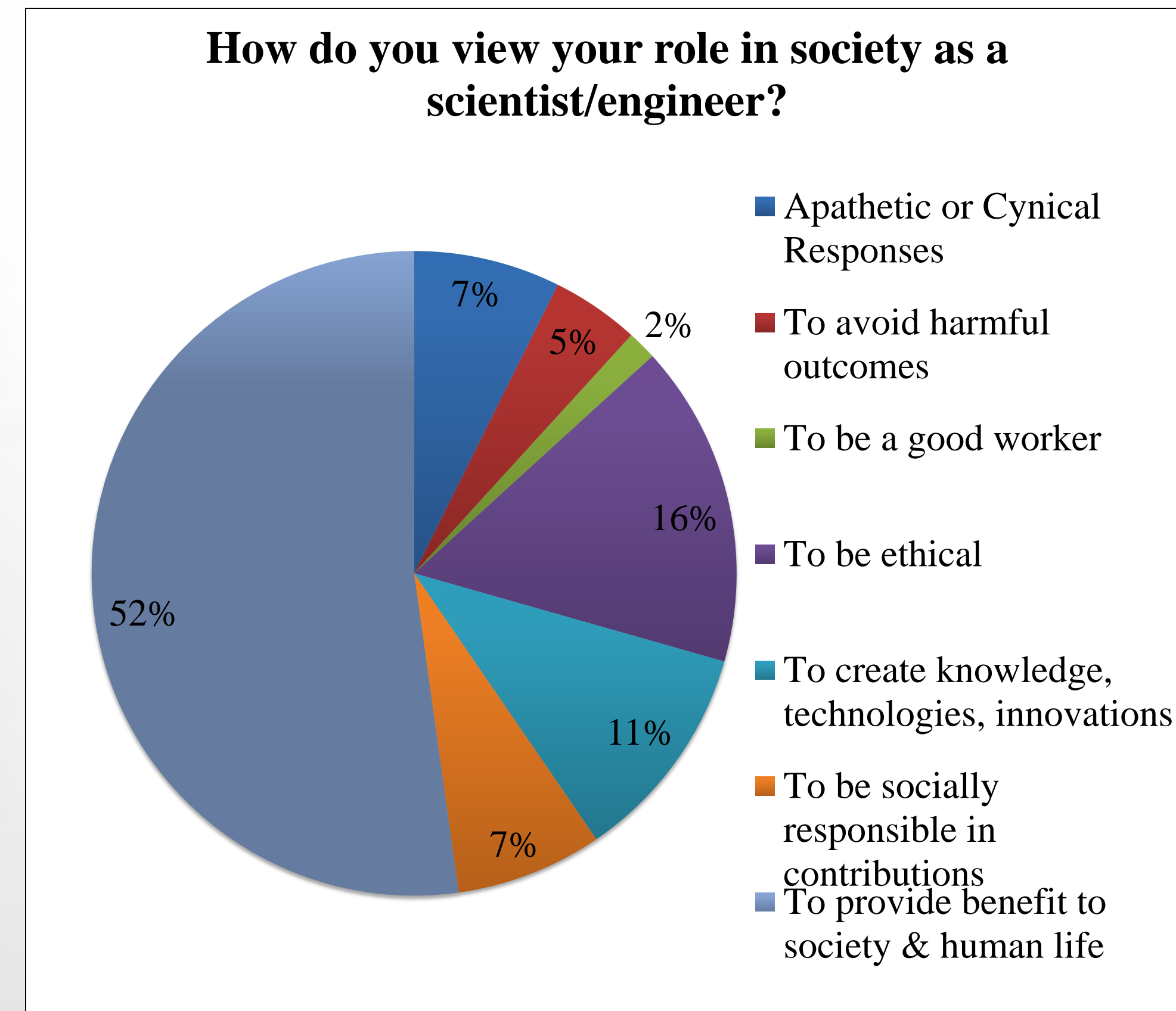


BACKGROUND

Assessment is an essential part of identifying effective ethics curriculum and instructional methods. Combining quantitative and qualitative measurements provides multiple ways of assessing student experiences and pedagogical practices. This research study helped Dr. Canary and her colleagues with their National Science Foundation study titled "Integrating Microethics and Macroethics in Graduate Science and Engineering Education: Development and Assessment of Instructional Models." The study developed and tested four different instructional models with pre- and posttest measures. This USET project involved learning the Nvivo qualitative analysis software program, training in qualitative coding practices, and qualitative coding of a portion of the data. After training and initial coding, we assessed intercoder reliability, which was acceptably high. Then qualitative data were coded and analyzed for themes that emerged in student responses to several questions about their ethics education experiences.



QUESTIONS



What were the most ineffective teaching methods?

- Lack of Clear Answers or Guidelines
- No control of Student Presentations
- Off Topic Discussion
- Online Modules
- Poor Logic Presented
- Power Point Slides
- Reading Assignments
- Too Hypothetical
- Video Segments
- Written Assignments

How valuable and relevant were these discussions and why (negative)?

- Minimal Value
- Relevance & Value Hindered by Lack of Clear Answers
- Relevance Hindered by Bias

ACKNOWLEDGEMENTS & REFERENCES

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WHY?

The need for teaching ethics in a meaningful, and therefore effective, manner is ever increasing. The follies of the 2008 housing crisis have echoed far too much of the Enrons of the past and all too soon.

CONCLUSION

- Participants found multi-method approach most effective, with emphasis on open discussion.
- Positive evaluations of instructional experience far outweigh negative evaluations.
- Future analysis to explore associations between qualitative results and quantitative results.

