Assessing Student Learning and Evaluating Courses and Programs in Research Ethics

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This outline and the slides used with the presentation can be found at http://poynter.indiana.edu/tre/resources.shtml#assessment

Outline

1. Assessing student learning
   a. Overview
   b. Case discussion
   c. Example: Short in-class or written exercise
   d. Rubrics
   e. Example: Pre-test / post-test
2. Program evaluation

1.a. Overview
   ▪ How can we assess student learning in research ethics?
   ▪ Define your goals; decide what you will assess
   ▪ Unrealistic goals
   ▪ Realistic short-term goals
   ▪ Realistic long-term goals
   ▪ Example of objectives (Elliott and Stern 1996)
   ▪ Scope of assessment and types of learners

1.b. Case discussion (Bebeau et al. 1995)
   ▪ Introduction to the approach
   ▪ Instructions on using the materials
   ▪ “Developing a Well-Reasoned Response to a Moral Problem in Scientific Research”
   ▪ Six short case studies, accompanied by “Notes for Discussion and Assessment” and an evaluation checklist
     o Identifies the key issues and points of conflict.
     o Identifies the interested parties.
     o Identifies the most likely and the most serious potential consequences.
     o Identifies the protagonist’s key obligations.
     o Uses ethical principles appropriately.
     o Writes in clear sentences.

1.c. Short in-class or written exercise
   ▪ Pimple 2007 – adapted from Treichel 1999

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1.d. Rubrics
- Define your goals
- Create the rubric
  - Use any reasonable scale
  - You might not be able to grade each paper on a 100-point scale, but you can certainly use a 3- or 5- or 10-point scale.
  - no pass, pass, high pass
  - unacceptable, poor, satisfactory, good, excellent
- Give your students an assignment with a copy of the rubric; discuss them
- Use the rubric to assign a grade
- Return the assignment and the rubric

1.e. Pre-test / post-test example
- Elliott and Stern 1996

2. Program evaluation
- In adult education, simple questions can sometimes be adequate to evaluate program success
  - Did you learn something useful and relevant to your work?
  - Are you satisfied with the results?
- Ask meaningful questions
- Hold a debriefing meeting
- Survey of Organizational Research Climate (Thrush et al. 2011)

Sources


