

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
 - Identifies the key issues and points of conflict.
 - Identifies the interested parties.
 - Identifies the most likely and the most serious potential consequences.
 - Identifies the protagonist’s key obligations.
 - Uses ethical principles appropriately.
 - 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

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