

How do you hope to be able to enhance your course as a result of your participation in this workshop?

In the *Take-Home Exam* video case, try to identify and list examples of ethical and unethical behavior for each character. For each example, identify the relevant ethical principle, for example, honesty.

Tom

Mary

Penny

Mark

Prof. Miller

Please list what you believe are shared moral values; those that might be considered universal.

Your Feedback – Day 1

How could we improve upon today's workshop?

Are there any topics on which you would like more information?

If students got the most out of ethics assignments in your course,

a) what would they “know?”

b) what would they be able to do?

c) how would they act?

Learning Objectives for your Course

Using the ABCD model, write an ethics-based learning objective.

Based upon your statements about successful students on the previous worksheet, write three learning objectives. Classify your learning objectives based upon Bloom's and/or Krathwohl's taxonomies.

Scoring Grids

Scoring Grids, or “rubrics” as they are often called, set out the criteria for scoring as well as the level of performance required to achieve a given grade or number of points. They should be intimately linked to the learning objectives of the assignment.

If you prepared the perfect scoring grid, someone with sufficient expertise in the area being evaluated could use your grid and generate scores that were exactly the same as yours.

Such perfection is rarely achieved, as it takes lots of work, but scoring grids are still quite valuable. Given to students with an assignment, they will allow students to produce work that is more closely aligned with your learning objectives. They will allow you to be more systematic in your grading within a given class and across semesters. They will also provide consistent grading across different sections of a course.

Activity: Scoring Grids for Assessment

Consider learning objectives 6 and 7 below, and develop a scoring grid for these objectives. Please note the difficulties you have in developing the grid for discussion with the entire group.

IE juniors should be able to make proper ethical decisions regarding worker health and safety with respect to managing a production process in a written case study including:

1. Identifying ethical problem(s) in case.
2. Defining relevant stakeholders and discussing the impact of the final recommendation on each stakeholder.
3. Defining sources of information required to make the decision.
4. Defining procedures involved in making decision.
5. Describing alternative solutions to the ethical problems.
- 6. Providing a reasoned argument to support their final decision.
- 7. Listing parts of their argument that correspond to three different approaches to ethical reasoning (duty-based, consequence-based, and virtue-based).

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What questions come to mind as you think about the ethics related activities that you are planning for your class?

Are there any topics on which you would like additional information?

Your Feedback – Day 2

How could we improve upon today's workshop?