Teaching Ethics Online

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Why online teaching?

- Accessibility
- Cheaper
- Flexibility
- More commitment from student: has specifically chosen the course
- Comfort and convenience: no need to drive to class and sit in a classroom
- Self-paced learning is common
- Shows self-motivation and discipline
- Faculty of Health Sciences: distributed internship for medical students

Online bioethics teaching around the world

WORLD
MEDICAL
ASSOCIATION
WMA

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What We Do / Education / **Medical Ethics Course**

MEDICAL ETHICS COURSE

Course for physicians about the role of ethics in medicine

Public health knowledge for the world.

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Course: Ethics of Human Subject Research

Course Home

Syllabus

Schedule

Lecture Materials

Readings

Want to stay in touch?

Send us your email address:

name@company

Ethics of Human Subject Research

Course

Instructor:
Holly Taylor

Originally Offered :
Spring 2005

Offered By:
Health Policy and Manage

Course Number:
306.680.81

Bioethics

Instructor(s)
Prof. Caspar Hare

Prof. David Jones

MIT Course Number
24.06J / STS.006J

As Taught In
Spring 2009

Level
Undergraduate

CITE THIS COURSE

Proponents of eugenics have sought to improve the human species through compulsory sterilization of criminals, the mentally ill, and others deemed social misfits. Such links between biology and destiny were intellectually fashionable in the 1920s, when some two-thirds of Americans were said to support such measures. (Photo courtesy of the U.S. National Library of Medicine.)

Course Features

MOOCS [MASSIVE ONLINE OPEN COURSES]

HARVARD UNIVERSITY   edX   GEORGETOWN UNIVERSITY   coursera

- John Hopkins: *Engineering Life: Synbio, Bioethics & Public Policy*

- Georgetown: *Introduction to Bioethics*

- Harvard: *Bioethics: The Law, Medicine, and Ethics of Reproductive Technologies and Genetics*

JOIN US FOR THE DISCUSSION!

Ethics in Life Sciences and Healthcare: Exploring Bioethics through Manga

Learn about the ethical decisions surrounding critical health and life science issues vital to your life through Manga.

京都大学
KYOTO UNIVERSITY

When you build *your* course:
Clear learning outcomes

- Students must know HOW your course is going to help them, or they are unlikely to enrol in it.

- Learning outcomes must clearly explain what the learner will be able to do and know by the end of your course.

- What skills will they be able to demonstrate?

- What new knowledge will they have obtained?

- Having clear learning outcomes also ensures that only the RIGHT students are joining your course – which means higher completion and satisfaction rates

https://www.thinkific.com

The Learning Design Process:
Getting from here….

Module framework

Your teaching experience

Resources (Articles, chapters, videos, etc.)

Your pedagogical approach

Presentations

Perhaps a few ideas...

Centre for Learning Technologies, University of Stellenbosch

Qualities needed in online course

- A **clear layout,** based on **universal design principles**

- Key information should be **easy to access (*key for planning notional hours**

- Opportunities for **self-paced learning**

- **Human element** (introductory videos and profiles)

- Opportunities for **engagement** and **reflection**

- Rich, **multimedia design** (text, video, images and written formats)

- Authentic **assessments** and sufficient **feedback**

- **Monitoring and evaluation** embedded throughout the course

Sentrum vir Leertegnologieë
Centre for Learning Technologies
iZiko lokuFunda ezobuGcisa

Structure

- Text pages with multiple choice questions

- Video of lecturer

- Video of classroom lecture

- Podcasts

- Written assignments / online MCQs / short questions

- In MOOCs peers mark the assignments and only receive their own mark once they have marked at least 4 classmates' work

- Online forum for discussions eg chat rooms monitored by tutors/ scheduled webinars for questions to lecturer, discussion, online meetings

- Synchronous or asynchronous sessions

S 100 1918·2018

JustLead! Course Information

NB: *For an overview of individual module information, click on the module name.*

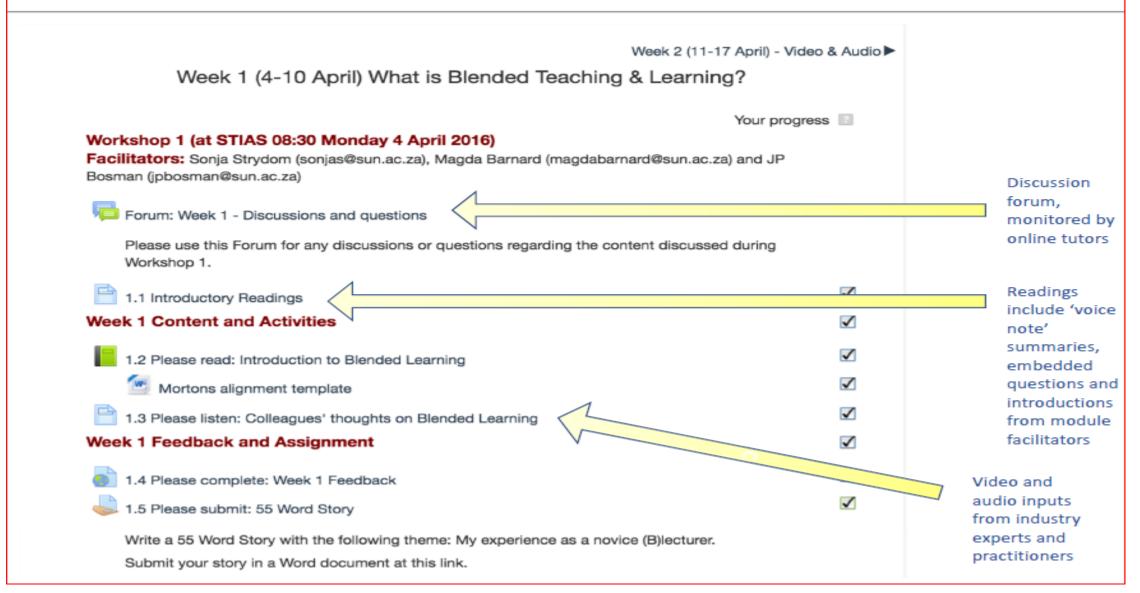| Module	Module Start Date	Seminar Date	Assessment Due
Module 1: Practicing authentic leadership	23 July 2018	30 July 2018 18:00-20:00	05 August 2018
Module 2: Co-creating a just society	06 August 2018	13 August 2018 18:00-20:00	19 August 2018
Module 3: Revisiting history	20 August 2018	27 August 2018 18:00-20:00	02 September 20
Module 4: Engaging with democracy	03 September 2018	10 September 2018 18:00	16 September 2018
Module 5: Living inclusivity	17 September 2018	eptember 2018 18:00-20:00	30 Septembe 8
Module 6: Engaging with land and economy	2018	08 October 2018 18:00-20:00	14 October 2018
Module 7: Engaging with education	15 October 2018	22 October 2018 18:00-20:00	28 October 2018

Additional modules:

- Module 8: Engaging with the media will be conducted during the contact sessions.
- Module 9: Community engagement will span the duration of the course, including during the contact sessions.

Live links to more information on each module

Students will receive automated email reminders to prepare and submit their assignments

A rich variety of activities

Week 2 (11-17 April) - Video & Audio ▶

Week 1 (4-10 April) What is Blended Teaching & Learning?

Your progress ▣

Workshop 1 (at STIAS 08:30 Monday 4 April 2016)
Facilitators: Sonja Strydom (sonjas@sun.ac.za), Magda Barnard (magdabarnard@sun.ac.za) and JP Bosman (jpbosman@sun.ac.za)

💬 Forum: Week 1 - Discussions and questions

⟵ Discussion forum, monitored by online tutors

Please use this Forum for any discussions or questions regarding the content discussed during Workshop 1.

📄 1.1 Introductory Readings   ☑

⟵ Readings include 'voice note' summaries, embedded questions and introductions from module facilitators

Week 1 Content and Activities   ☑

📗 1.2 Please read: Introduction to Blended Learning   ☑

📄 Mortons alignment template   ☑

📄 1.3 Please listen: Colleagues' thoughts on Blended Learning   ☑

Week 1 Feedback and Assignment   ☑

⟵ Video and audio inputs from industry experts and practitioners

📄 1.4 Please complete: Week 1 Feedback

📄 1.5 Please submit: 55 Word Story   ☑

Write a 55 Word Story with the following theme: My experience as a novice (B)lecturer.

Submit your story in a Word document at this link.

Engaging with text pages

Modelling how to engage with a text – posting questions, attaching relevant resources and links to counter-arguments

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1. Introduction

The concept of academic literacy is far from straightforward. Henderson and Hirst (2007) note that the term "tends to hide any of the diversity that exists, thus restricting us to a singular view of literacy and a particular set of practices" (p. 27). When academic literacy is considered in the plural – as academic literacies – and these literacies are viewed as sets of practice, the focus shifts towards ways in which students learn to participate and make meaning within an academic context (Lea 2004). Academic literacies include critical thinking, database searching, familiarity with academic conventions such as referencing, use of formal register and the ability to manipulate a range of academic genres, which by definition restrict how meanings can be constructed and conveyed. The concept of multiliteracies is assuming greater importance in tandem with developments in technology. (See, for example, Kalantzis and Cope 2012). One of the most effective means of supporting students in developing academic literacies is through embedding academic writing programs in faculty courses. Embedding academic-writing interventions in subject disciplines is a practical way of helping students make explicit connections between the discourse variables of their subject and the particular demands of a given assignment.

Definition of 'academic literacies'

This topic is of interest because it addresses a key issue relating to student success and retention, particularly with respect to undergraduate students in Aotearoa, New Zealand, who in many cases come from non-mainstream backgrounds. Included in this group are international students, predominantly from Asian and Pasifika countries, but also including Europe, Africa and South America; Māori students, many of whom are the first in their family to atten mine mature students who are returning to academic study. Discipline-specific ac Sound Clip (56 KB) frequently taken for granted by individual lecturers and sometimes, by entire Learning advisors frequently make this observation in debriefing discussion out by research into institution-wide attitudes towards learning advisory sea

Audio notes to introduce or comment on readings
(…which can also be used to provide feedback on assignments)

Introduction

For more than two decades, institutions have been searching for ways that could shape pedagogical technology[1] adoption in African higher education contexts. These are contexts largely portrayed as having

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[1] The term *technology* as used in the context of this paper refers to technological tools used for learning with blogging taken as a specific illustrative example for advancing the discussions in the paper.

Connectivism in Learning Activity Design: Implications for Pedagogically-Based Technology Adoption in African Higher Education
Kizito

limited resources (Harley, 2011; Sapire & Reed, 2011) and restricted access to affordable, high quality technological teaching tools (Mtebe, Dachi, & Raphael, 2011). Despite the progress made in some institutions, there persists an incongruity between the possibilities found through research and the implementation of this research by higher education practitioners. Even after years of adv advancement, pedagogically-based technology adoption is still very much in its embryonic sta of Africa (Hellman, 2003; Au, Lam, & Chan, 2015; Harris, 2015).

The reasons for non-adoption are varied and depend on the teaching contexts. The organizational culture of the institutions, where staff are not willing to change their practices, can make technology ir into teaching and learning problematic (Awidi, 2008; Ramos, Tajú, & Canuto, 2011). In add are virtually "no records of success to build on" (Awidi, 2008, p. 66). A paucity of trained and staff and the lack of effective technical support are also hindrances (Awidi, 2008; Harley, 2011; Reed, 2011; Mtebe, Dachi, & Raphael 2011).

In a study analysing relationships across issues dealing with institutional policy, organisational culture, and e-learning use in four South African universities, Czerniewicz and Brown (2009) cite inadequacy of teaching facilities and lack of staff training as barriers to technology espousal. To that list of obstacles they add unrealistic expectations and unsustainable costs. Furthermore, they see "no evidence of critical mass

You can easily record a voice note to introduce, comment on, or pose a question about an article that you share with students.

click on the 'Record MP3' button (it looks like a mic, when you expand the 'Content' toolbar_, when you upload the text t   arn.

Example:

What is this article about, and why should I read it?

Allowing students to choose their topics / group work

View 0 responses

Please note you **NEED** to select a group to be able to submit your paper. // Let wel asb. jy **MOET** 'n groep kies om jou opstel in te handig.

Select the group based on the language in which you submit, and the question you have selected // Kies die group gebasseer op die taal wat jy die vraag in beantwoord het asook die vraag wat jy gekies het.

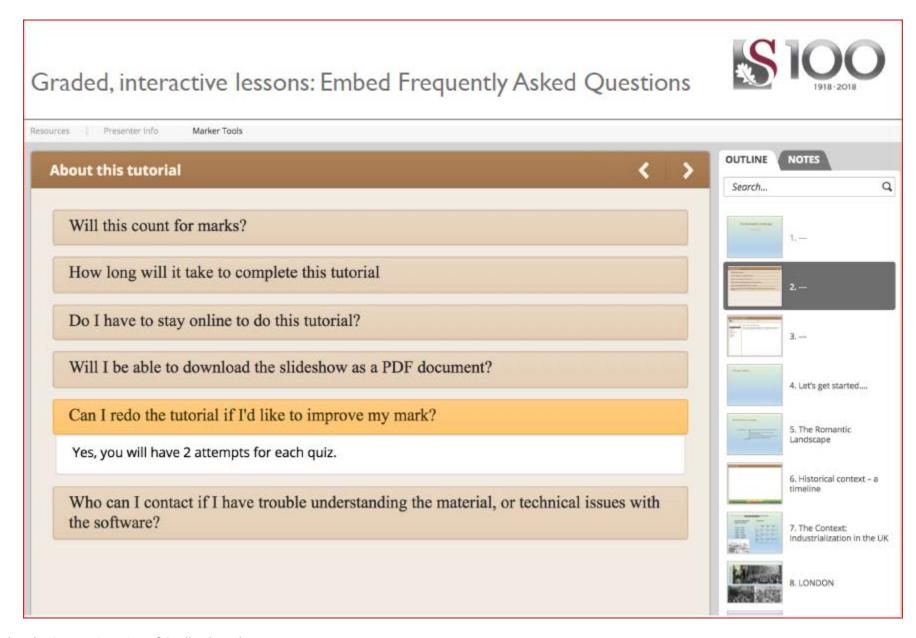Sorry, this activity closed on Tuesday, 5 April 2016, 08:00 and is no longer available

Choice	Group Show descriptions
○	Question 1 - Social movements
○	Question 2 - Terrorism
○	Question 3 - Civil wars in Africa
○	Vraag 1 - Sosiale beweging
○	Vraag 2 - Terrorisme
○	Vraag 3 - Burgeroorloë in Afrika

Opportunities to practice and self-assess
(…once a response is submitted, the student will be shown the 'modelled'
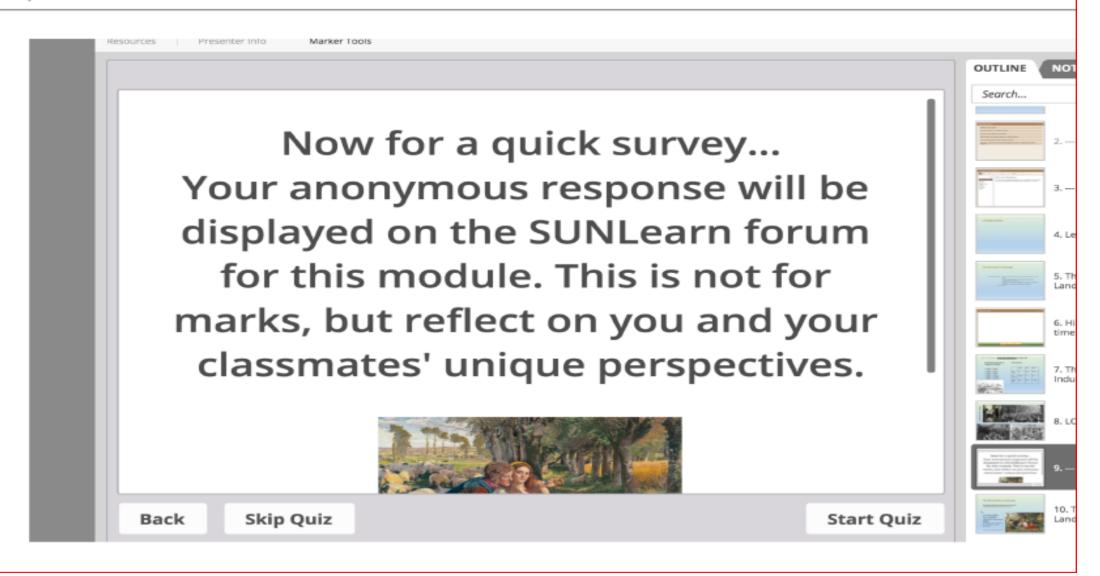response from the content expert and can compare it to their own answer).

Question 1 of 1 ▾

How would you describe this artist's perception
of nature, based on this specific painting?

Submit

Graded, interactive lessons: Embed Frequently Asked Questions

Lessons can include survey / open-ended questions to prompt reflection or engagement.
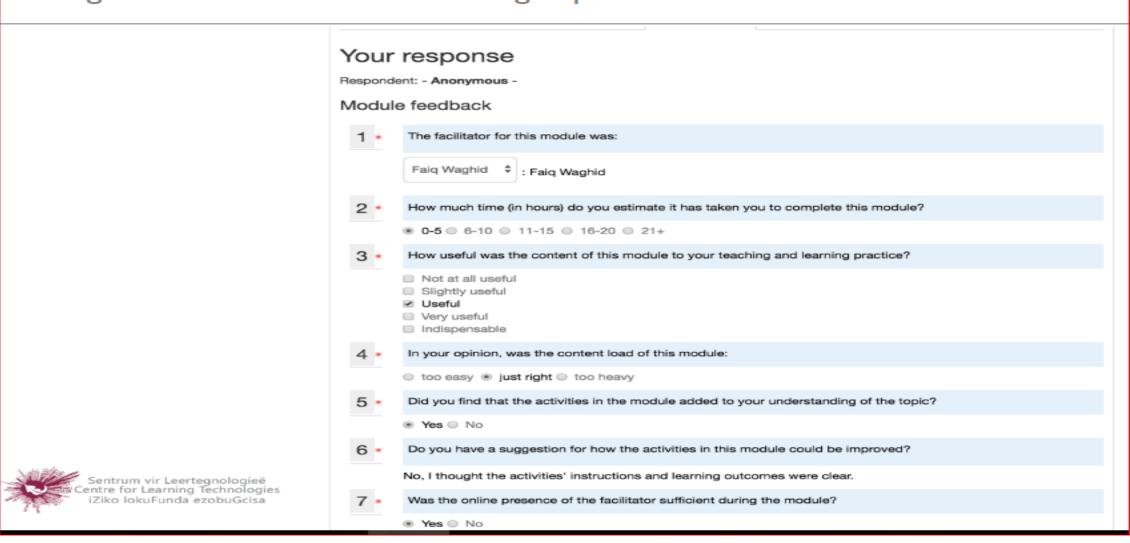(The student can only continue with the lesson once a response has been submitted)

Feedback from students

Disadvantages

- Can be lonely

- High drop-out rate, requires self-motivation

- No face-to-face interaction

- Complex skills and competencies do not lend themselves to
- e-learning

- No peripheral benefits

- I have experienced many difficulties with the SunLearn system

Is it working?

Issues and inno

Using web-based discussion as a teaching strategy: bioethics as an exemplar

Winifred J. Ellenchild Pinch RN BS MEd MS EdD

o Allowed all students to enter the web-based discussion
o Especially reticent speakers
o Evaluations were positive
o Students found it easy to use
o Liked being able to work and contribute at any time of the day or night
o Participation by every student, which was a major goal in this course, was achieved

MedEthEx Online: A Computer-Based Learning Program in Medical Ethics and Communication Skills

Janet Fleetwood , Wayne Vaught , Debra Feldman , Edward Gracely , Zach Kassutto & Dennis Novack

-Group discussions replaced by online sessions in 2 groups of USA medical students
-Exam scores were comparable
-Students liked the self-paced nature of the course and that they could access it from home or when their busy schedules allowed
-Students liked that they could repeat the module as often as they needed
-Recommend a 'live' session to address questions and clarify areas that were misunderstood

Teaching Ethics in a Virtual Classroom

Annegret Goold   Jo Coldwell

Ethics course delivered completely online
-Learning environment must be easy to use and appear seamless to the student

-Course must be set up in a systematic way

-Audio and video included to assist students who are over-awed by the amount of reading required

'Online ethics teaching is possible and rewarding.'

2.3 Assessment
The assessment consists of an examination (40%); two individual assignments (30%) and participation in an online group discussion (30%).

Figure 1: Learning Module on the topic of Privacy

The online tutorial (see Part 4 of Figure 1) involves a number of steps:

1. Each member suggests 5 or 6 current privacy issues.

2. The nominated group coordinator for the activity collates the issues and presents a 'Top Ten List'.

3. Each group member then investigates one of the topics, researches current legislation and reports back to the group.

4. A short group summary of the key privacy issues is prepared and published for all students to access.

5. Once all group summaries are published, each student reviews one of the other group submissions, reflecting on what they have not covered in their own report.

All of the discussion is done asynchronously in discussion forums and students can access documents through a group-shared space.

Acknowledgements and thanks to the Centre for Learning Technologies, Stellenbosch University