

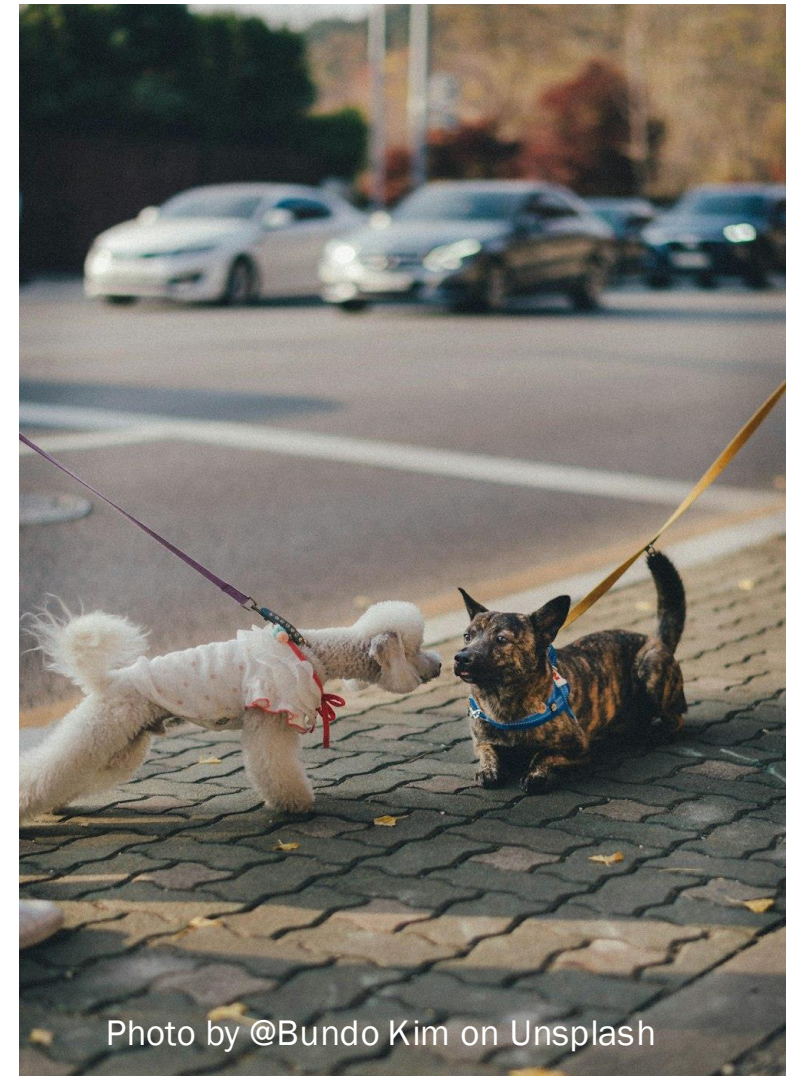


We Welcome You!

Please receive your name tag and swag bag, enjoy our continental breakfast items, and connect with new people.
We will get started with our program close to 9:00am.

Hello, I am ...

- ❖ **Name...** [option: add an alliterative adjective!]
- ❖ **From...** [place/organization/institution]
- ❖ **Setting aside (or being mindful of)** _____
in order engage here this week.



Individual & Team Learning Outcomes

Ethical
reasoning

Learning
improvement

Day 1. Day 2. Day 3. Day 4. Day 5.

1. Develop a **realistic strategy** for campus or program adaptation (broad goal).
2. Articulate the **six steps** of the learning improvement process.
3. Learn basic **coalition and capacity-building** skills.
4. Develop **comradery** (internal affinity, belongingness).
5. Identify internal and external supports and challenges (**situational factors**) affecting campus-program adaptation.
6. Articulate **roles, a shared purpose, shared responsibilities, and a timeline** for campus or program adaptation.
7. Articulate **the value** of integrating Ethical Reasoning into a program/course/lesson.



The Center for Assessment
and Research Studies



Ethical Reasoning
in Action

Tenets of engagement

❖ Varied learning techniques

- pedagogy-andragogy; constructivist foci; learner-centered; scaffolded cases and scenarios; introspective interludes

❖ Binary role reconceptualization

- teacher-learner; consumer-producer; expert-novice

❖ Growth orientation

- embrace of "disorienting dilemmas"



The Learning Zone Model, originally developed by Lev Vygotsky

Tools of Engagement

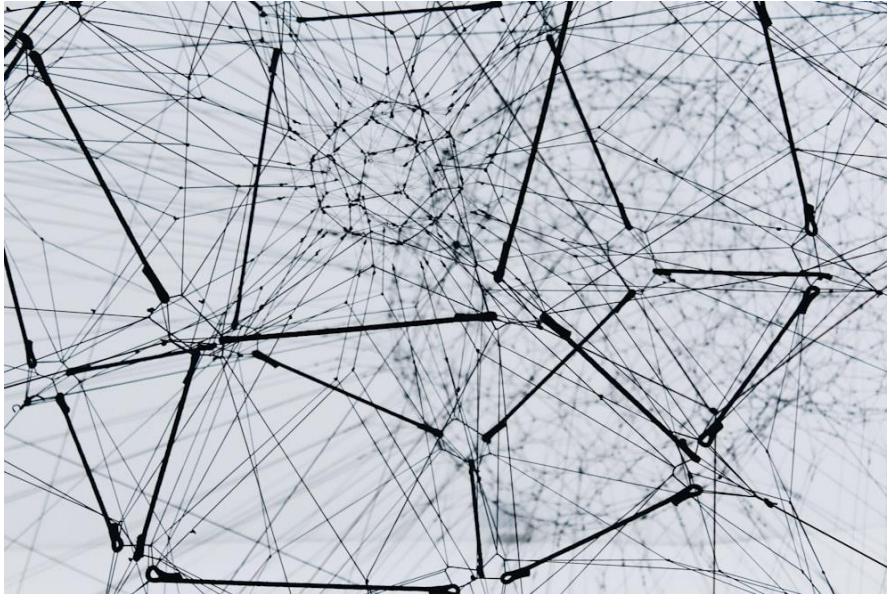
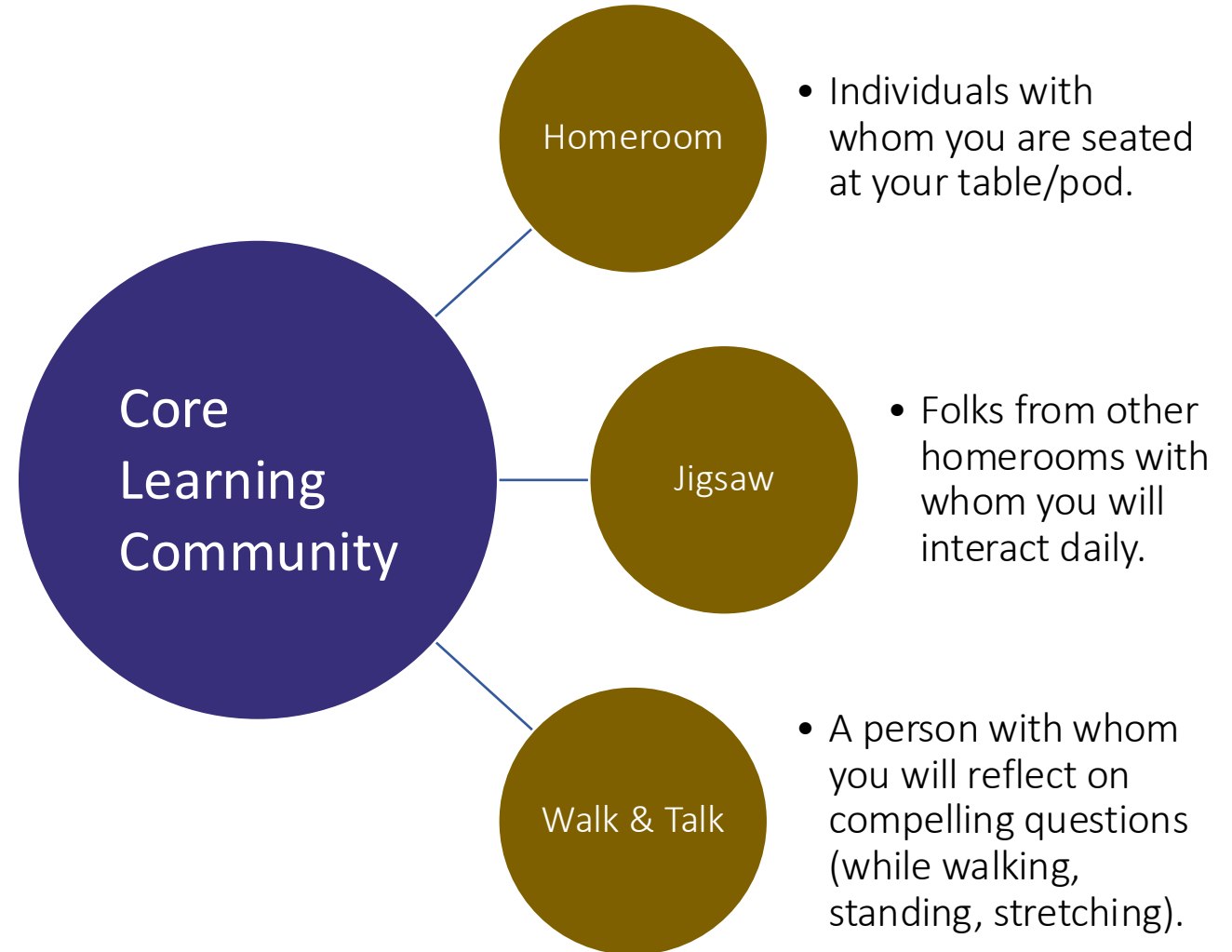


Photo by @Alina Grubnyak on Unsplash



- Human helpers: Cara, Christian, Kacey, Keston, and Tanya
- Resources: INITI8 handbook and website (scan the QR code for digital resources, a campus map, and information about Harrisonburg)



SUPPORTS



A Case for Ethical Reasoning

A Serious Problem with Ethics Education

A Serious Problem with Ethics Education

- Push for ethics education came after a series of scandals in the late 20th century (Savings & Loan) and early 21st century (Enron, Wells Fargo, Mortgage crisis).
- Ethics education has not changed much in the past 50 years.
- The main idea, taking a cue from the Enlightenment, is to teach *ethical theory*.
- Analyze components of a moral situation: agent — action — consequence.
- Normative ethics: Character (virtue) — Rules (deontology) — Benefit/Harm (utility).
- Applied ethics compiles normative ethics into frameworks to evaluate cases.
- When applied ethics doesn't work, we collapse ethics into law...and teach compliance.
- Bottom line: DON'T do anything that can get the organization sued.

Why the “Teach Ethical Theory” Idea Tends Not to Work

Why the “Teach Ethical Theory” Idea Tends Not to Work

- Dual Process Theory
 - Habituated / "True" Reasoning (William James, 1890)
 - Conscious / Unconscious mind (Sigmund Freud, 1900)
 - System 1 / System 2 (Keith Stanovich and Richard West, 2000)
 - Elephant / Rider (Jonathan Haidt, 2006)
 - Thinking Fast / Slow (Daniel Kahneman, 2011)
- Ethics education targets System 2, but most behavior flows from System 1.
- System 2 provides notification in hindsight (by then it's too late!).
- If that's accurate, then teaching MORE ethics theory is unlikely to be effective.

A Case for Ethical Reasoning

A Case for Ethical Reasoning

- We need an ethics education that can target System 1.
- Can we educate System 1???
- Yes! Habits and skills move operations from System 2 to System 1
- Ethics education that targets System 1 shifts from
 - **FROM** “knowing that” **TO** “knowing how.”
 - **FROM** information and analysis **TO** process and skill development.
 - **FROM** case studies (cold reasoning) **TO** simulations (hot reasoning).
- Ethical reasoning is the skill of moral problem solving, negotiating an ethically appropriate plan of action in a dynamic landscape.

Critical Thinking And Ethical Reasoning

Critical Thinking And Ethical Reasoning



ETHICAL REASONING

reasoning with respect to what you should
DO

CRITICAL THINKING

reasoning with respect to what you should
BELIEVE



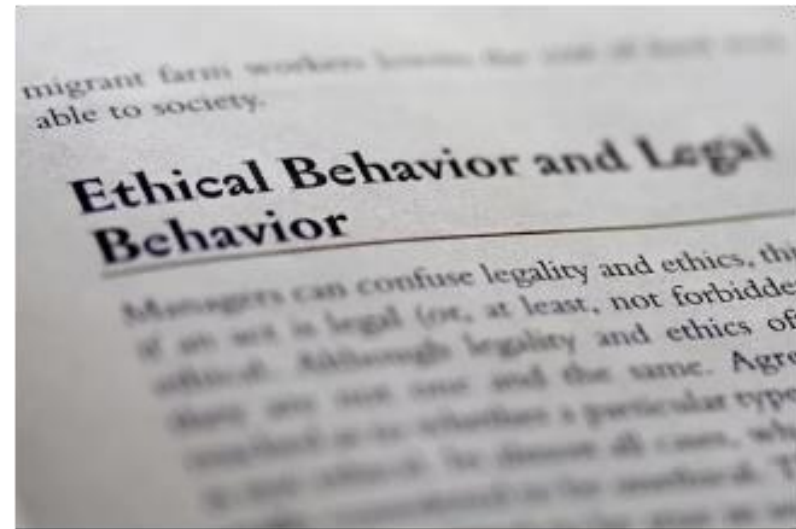
Note: The assumption after the Enlightenment was that better critical thinking would lead to better action

Compliance and Ethical Reasoning



Ethical reasoning deals with situations in which more than one choice can be “right.” It is not a tool of compliance.

There is a distinction between ethical and legal, but it is sometimes ethical to do what is illegal and it is sometimes legal to do what is unethical.



[illegible]

Requires two of the hardest things in academia

- ## Assessment is especially hard to do well in ethics

Operational Definition of Ethical Reasoning

Operational Definition of Ethical Reasoning



From REFLEX
To REFLECTION

1. Perceiving a situation AS a moral situation
2. Gathering morally relevant information FROM the situation
3. Discerning possible options for choices
4. Weighing / appraising moral considerations
5. Making a decision informed by the process



Lived Experience and Moral Perception

The point of departure of ethical reasoning is **lived experience**
(NOT the Western Philosophical Tradition)

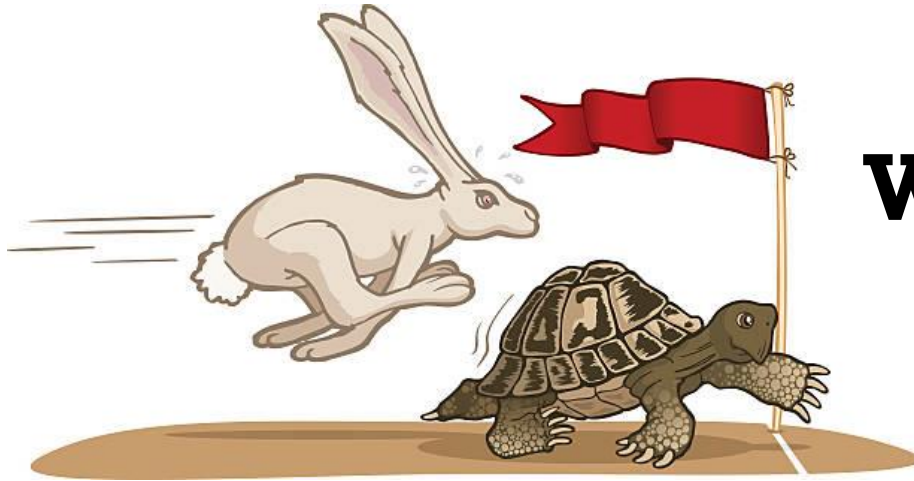
We begin with perceiving a situation **as** a situation
in which moral values are at stake







How, when, from whom did you learn your morality?



What were the sayings or stories that you were told as a child?

Who are we?

Who are we?



We **experience** life morally

We **perceive** events as right (or wrong), kind (or unkind), and fair (or unfair).

We **act** guided (most often) by our moral sense and intuition.

WHY do we need ETHICAL REASONING?

Our moral sense does not always guide us in the right direction...

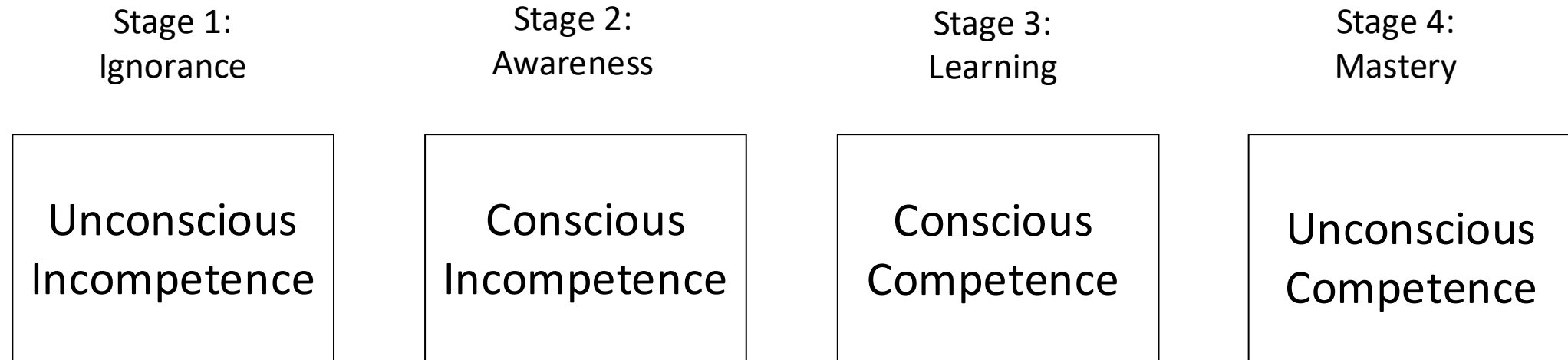


We need a
**SKILLFUL
STRATEGY**



EVALUATING (Critical thinking)
DECIDING (Ethical reasoning)

Skill Development from Beginner to Master



“Four Stages of Skill Learning” (Noel Burch, Gordon Training International, ca. 1970)

Skill Development from Beginner to Master

	Incompetent	Competent
Conscious System 2	Stage 2: Awareness	Stage 3: Learning
Unconscious System 1	Stage 1: Ignorance	Stage 4: Mastery

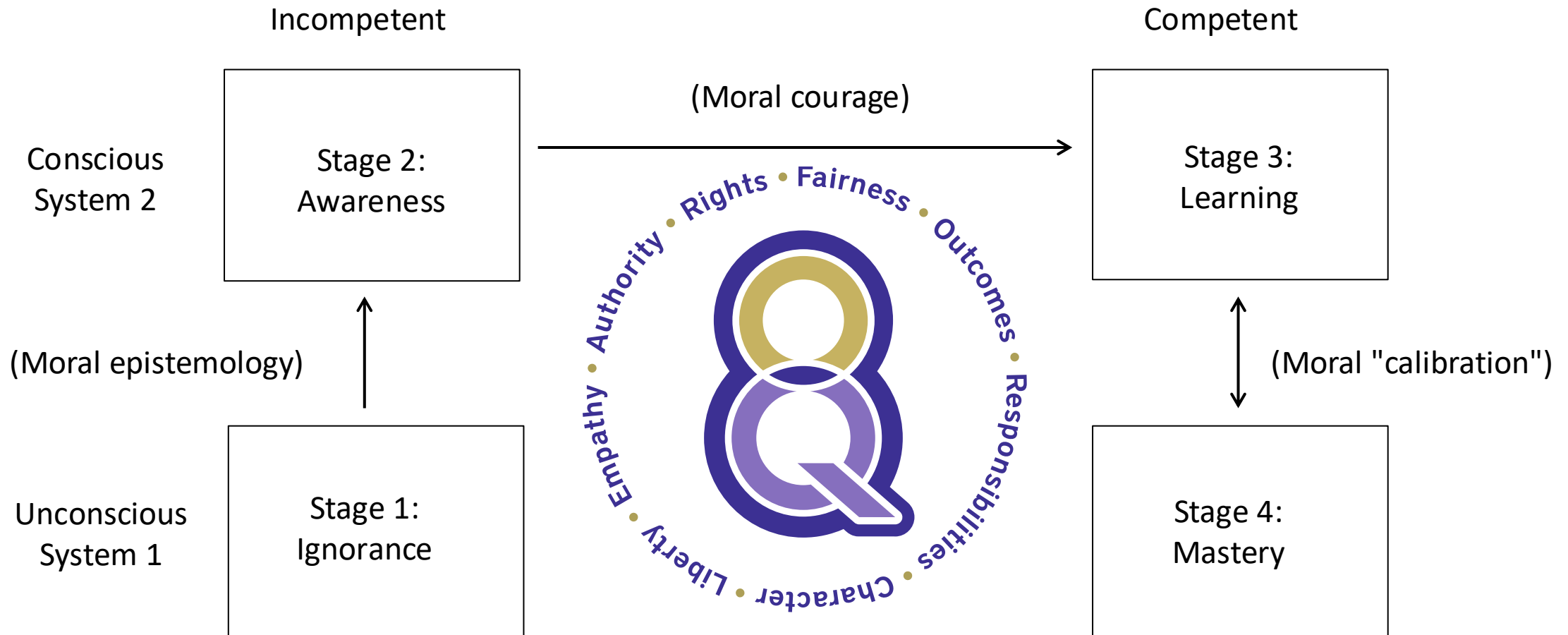
“Four Stages of Skill Learning” (Noel Burch, Gordon Training International, ca. 1970)

**What if we took the ethics
education challenge seriously...?**

What if we took the ethics education challenge seriously...?

	Incompetent	Competent
Conscious System 2	Stage 2: Awareness	Stage 3: Learning
Unconscious System 1	Stage 1: Ignorance	Stage 4: Mastery

What if we took the ethics education challenge seriously...?



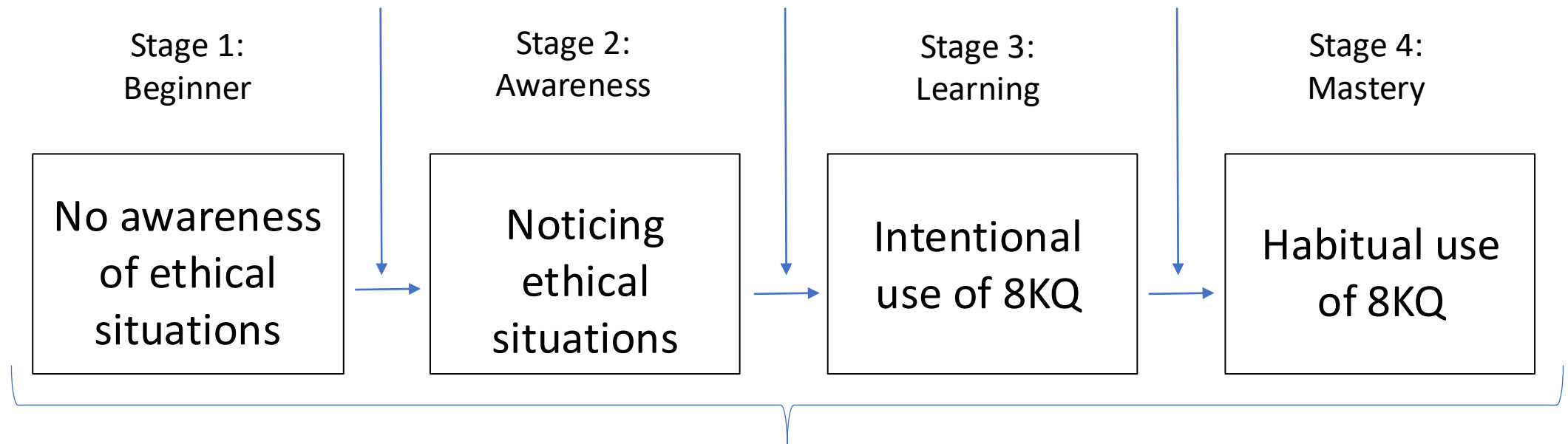
Ethical Reasoning: From Beginner to Mastery

EMPIRICAL DATA

Moral perception study

Moral considerations study

Moral stress-test study



ASSESSMENT DATA

ETHICAL REASONING ESSAY

Description of the 8KQ:

The 8KQ is a skillful, curiosity driven ethical reasoning strategy that is informed by **empirical research**.

When **HABITUATED**, it produces **keener moral awareness, critical thinking** and **better-informed ethical action**.

As a decision strategy, the 8KQ **lowers the energetic load** for producing morally intelligible behavior.





INTRODUCTION TO PROGRAM- LEVEL LEARNING IMPROVEMENT

Keston Fulcher & Cara Meixner



LEARNING
IMPROVEMENT
IN ACTION

Where learning
improvement
meets ethical
reasoning



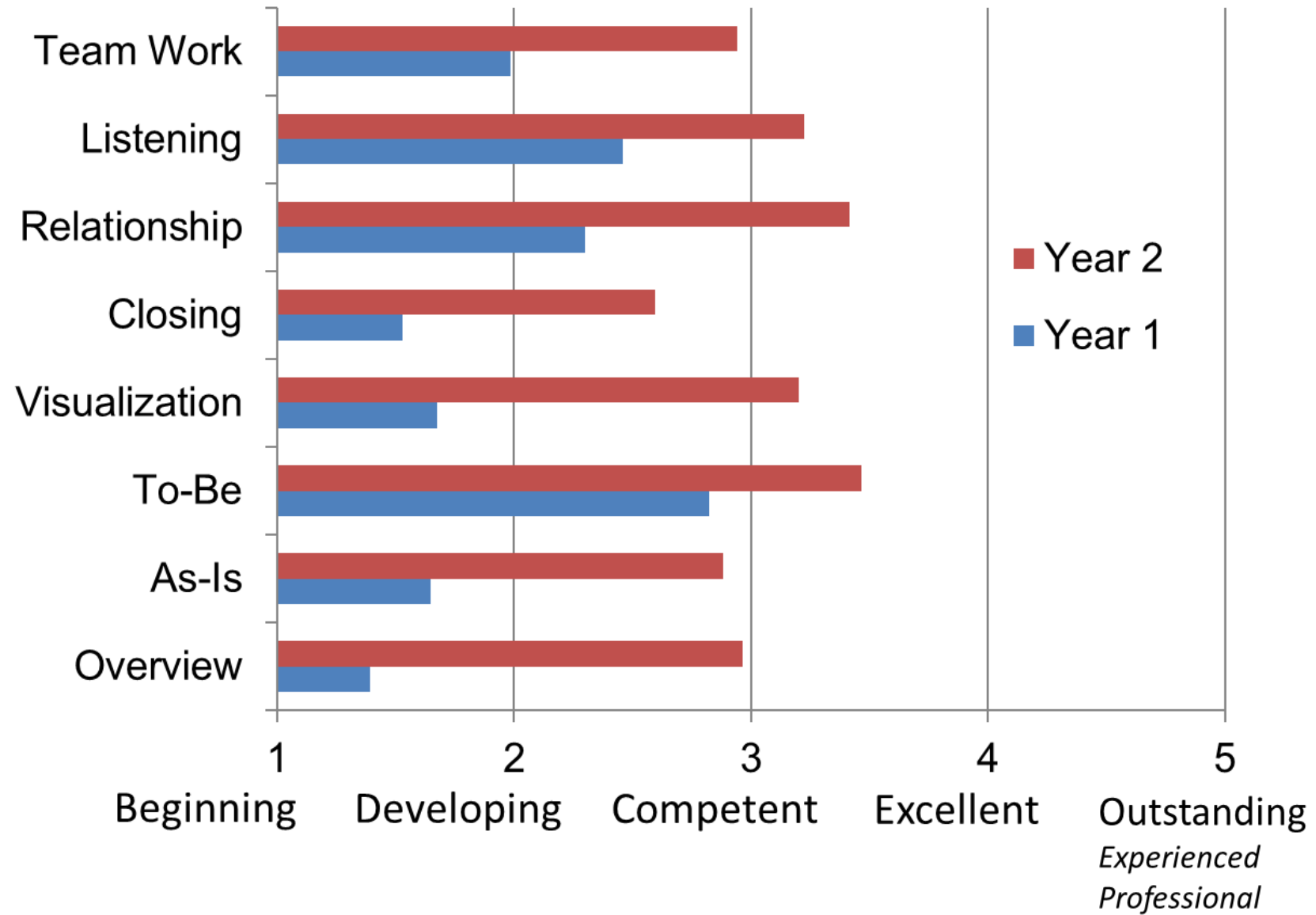
Ethical
reasoning

Learning
improvement

Day 1. Day 2. Day 3. Day 4. Day 5.



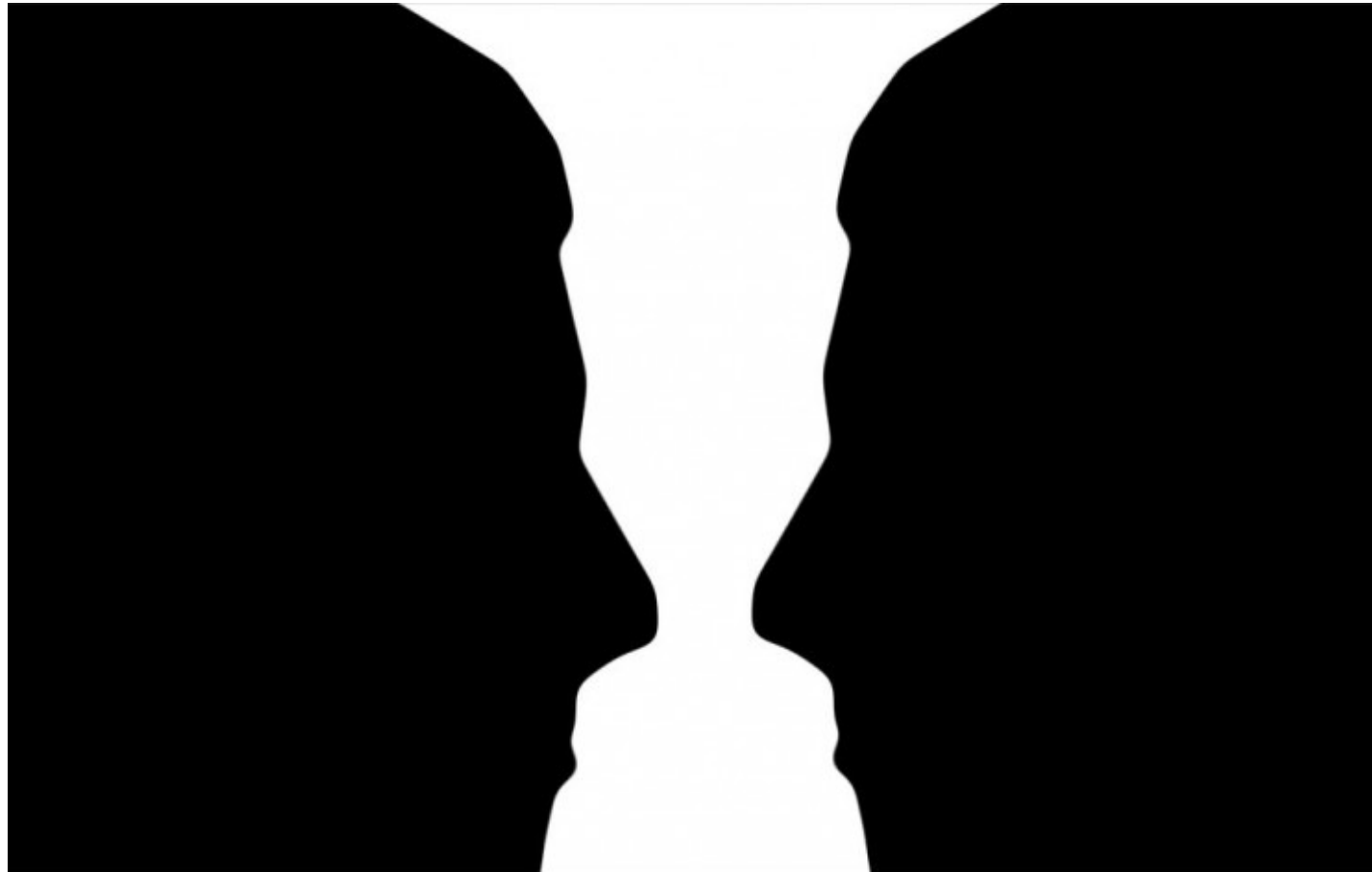
The Center for assessment and research studies | ethical
reasoning in action



9



Foreground, Background



Assessment



December 2014

Keston H. Fulcher, Megan R. Good, Chris M. Coleman, and Kristen L. Smith



THE SIMPLE MODEL



Assess
(Weigh Pig)



Intervene (*Change*)
(Feed Pig)



Re-assess
(Weigh Pig)

Assessment, Change, Improvement

How are these three concepts related?

Take a minute and write down your thoughts.

Two Main Takeaways from the Simple Model

A pig never fattened because it was weighed.

- Assessment does *not* automatically lead to learning improvement (Blaich & Wise, 2011)
- Substantial time and resources *must* be devoted to changing the learning environment

A change does NOT equal an improvement.

- To determine whether a change is an improvement, you must gather baseline data and then *re-assess*



YOUR TURN

Recall an improvement example from your own life.



SNEAK PREVIEW

LEARNING IMPROVEMENT PROCESS

Fulcher & Prendergast (2021)

COLLECTIVE
WILL TO
IMPROVE

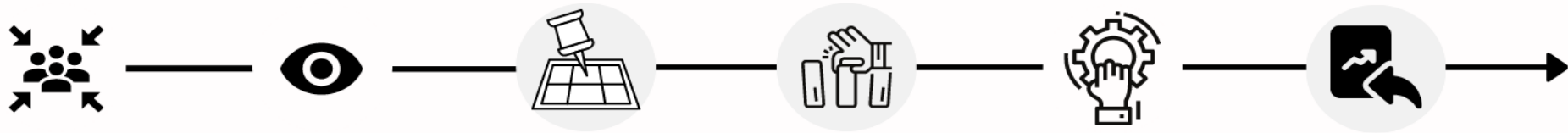
VISION

WHERE ARE
WE NOW?

INTERVENTIONS

IMPLEMENTATION

RE-ASSESSMENT



THE LEVEL PROBLEM

- Section Level



THE LEVEL PROBLEM

Course Level



THE LEVEL PROBLEM

Program Level



THE LEVEL PROBLEM – SCALING UP



Traditional Focus of Faculty
Development Efforts



THE LEVEL PROBLEM

Institutional Level



The background of the slide is a repeating pattern of stylized schoolhouse icons. Each icon consists of a main rectangular body with a central door, two side windows, and a triangular roof with a small bell tower on top. The icons are arranged in horizontal rows, with some partially obscured by a large purple rectangle on the left side of the slide.

THE LEVEL PROBLEM

■ Regional Level

THE PEOPLE... BEHIND THE IMPROVEMENT

- Higher Levels Require
More Complicated Teams
and Sophisticated
Strategies



Level

Organizational Structure

People Structure

Section



Course

Program

Level

Organizational Structure

People Structure

Section



Course



OR



Program

Level

Organizational Structure

People Structure

Section



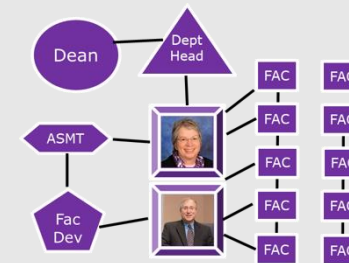
Course

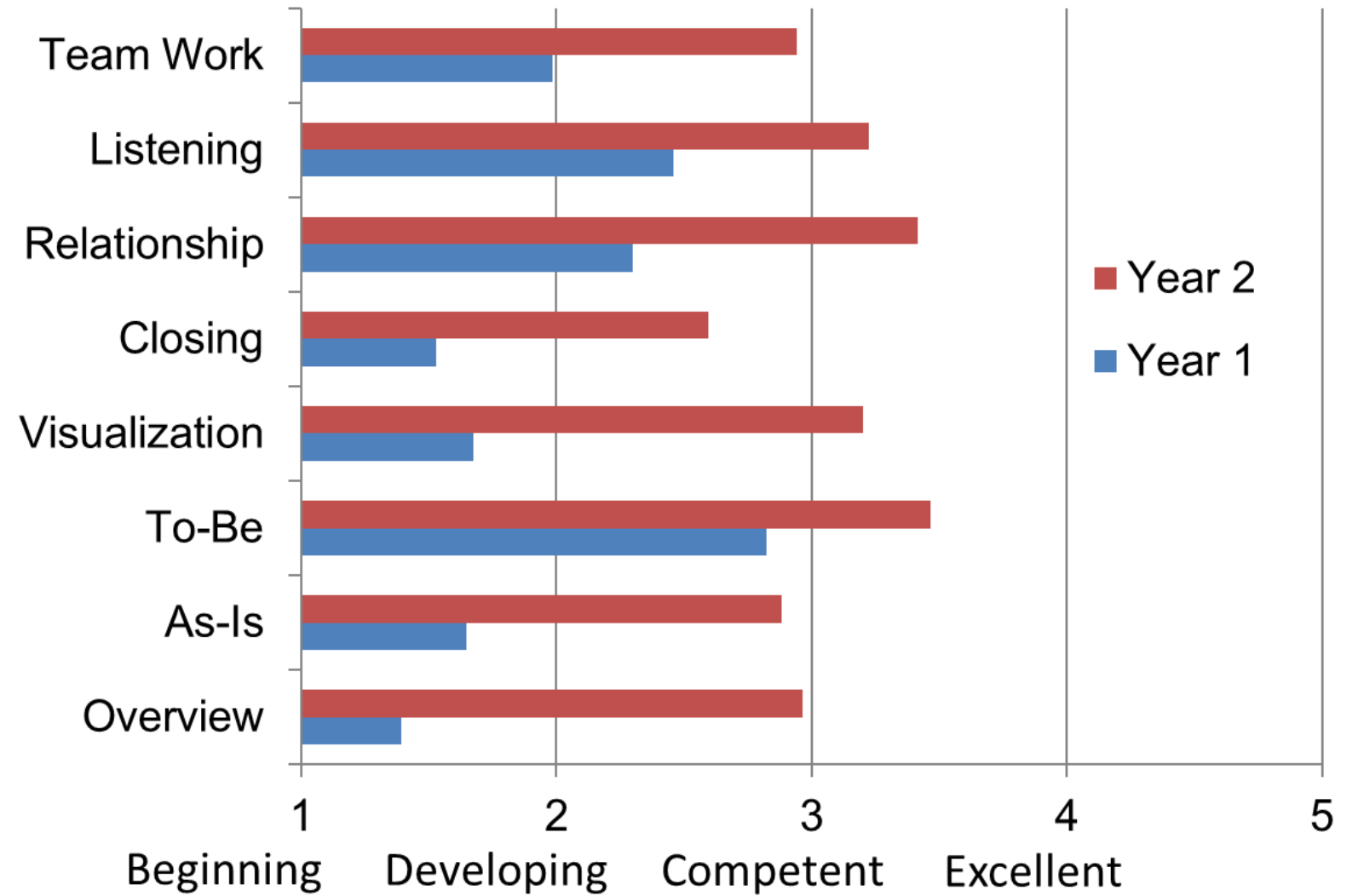


OR



Program





Level

Organizational Structure

People Structure

Institution



Table 14

Means and Standard Deviations of Equated Sum Scores for Control and Intervention Groups by Time Point

Group	Time	Mean	SD
Control (n=83)	Beginning of semester	16.315	4.813
	End of semester	16.304	4.529
Intervention (n=640)	Beginning of semester	17.186	4.741
	End of semester	20.430	5.344

Region

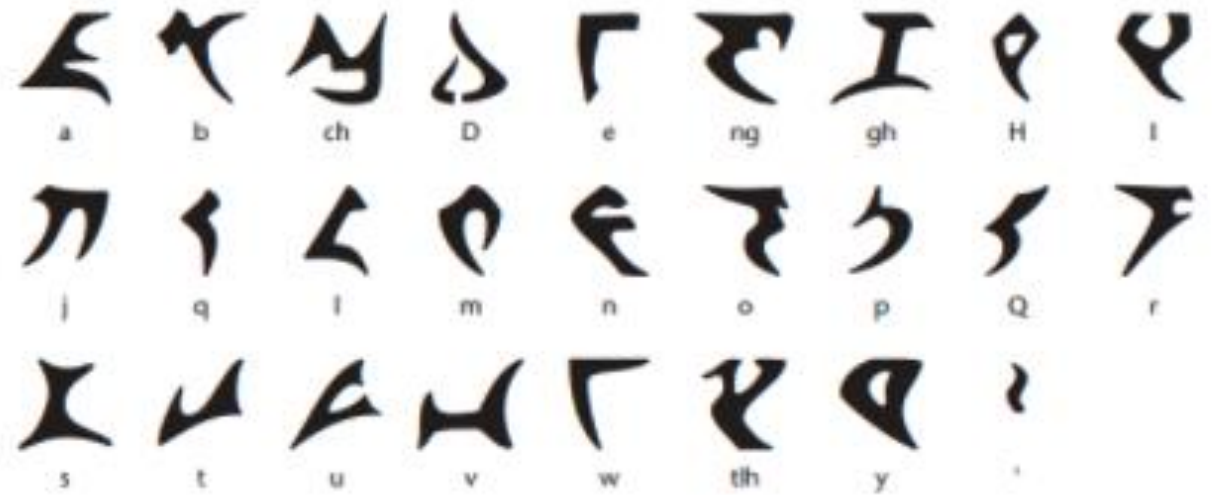


???



The Center for assessment and research studies | ethical
reasoning in action

Case Time



Application



Group 1: Shady Elms & Lil Nas X:

Barry, Kobena, Tobias,
Kelly, Annika



Group 2: Kale Tribe's Vegan Hotdog Competition:

Steve, Yan, Joshua, Deanna,
Meadowe



Groups 3: Klingon and Intergalactic Learning:

Matthew, Derrick, Xavier,
Ethan