

Rubric Development for Ethical Inquiry

By

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Definition:

- **Ethical Inquiry**

Students will identify, analyze, and evaluate moral dilemmas and arguments across a range of disciplines. Students will be able to recognize basic moral theories and patterns of reasoning, conceptualize ethical decisions, and assess social justice issues and claims. Students will demonstrate the ability to apply ethical reasoning to real-world issues and familiarity with the ethical reasoning and behaviors in line with their chosen discipline

Ethical Learning Objectives

- Student must demonstrate familiarity with ethical philosophies/perspectives and patterns of reasoning
- Student must demonstrate proficiency in gathering and examining the credibility of data and resources that inform ethical decisions, social justice issues, and other matters that affect the public good
- Students must demonstrate the ability to critically evaluate ethical claims
- Students must demonstrate the ability to move from theory to practice by applying ethical concepts to real-world situations

- Students must demonstrate the ability to view issues from multiple and opposing perspectives

Assignments

- Reflection papers – I ask students to write a 2-page paper describing when they became aware of an ethical or social justice situation
- Individual and team debates in defense of different positions on social issues using different or the same ethical philosophies.
- Peer evaluation of presentation of ethical arguments by groups and individuals
- Analysis of social justice events
- Theory to practice exercises and assignments that require diagnosis of real-life situations from ethical and social justice perspectives.
- Monitoring students' social awareness of ethical considerations and social justice issues.

Justice Studies

- Courtroom observations, which puts students in a position to examine people in circumstances other than themselves. This goes in hand with our comments around forcing students to rise to consciousness around their positionality and social justice issues. For instance, while observing the courtroom activities, many students will indicate signs of inequality (whether class, race, gender, or otherwise). These reflections cause them to deeply think about their placement or privilege in society.

Analysis of films/documentaries steep in social injustice and inequality. They also do these as a group. Having them analyze these films/documentaries also puts them in a position to understand circumstances that may not be their own. I use the films/documentaries to avoid going out into the community. But having them do this as a group aligns with the best practices of qualitative research and forces them to reconcile differences to form an essential analysis and conclusion.

Religious Ethics

- Short paper assignment demonstrating application of an approach to analyzing an argument or claim in the news (students must also indicate how they know the news story is credible). For example, in religious ethics, student must identify which theory or what kind of line of reasoning seems to be at work or HOW a claim is made (e.g. utilitarian or deontological); WHAT data, resources, or appeals are used to support the claim (e.g. a sacred text or an appeal to personal experience); and WHY or the larger context/authority for the claim (e.g. for the good of humanity or because of the law of karma)

- A long essay that requires student to compare the stance of two different religions on the same ethical issue and to identify a strength and a weakness of each argument before deciding which argument they find most persuasive and why.
- An in-class exercise whereby students--by standing on side of the room or the other or in the middle--express that they agree, disagree, or are unsure about what a religion's stance may be on an ethical issue we have not yet discussed. Students must extrapolate a religion's possible stance based on past case studies or the religion's basic beliefs and practices. Once a student from each perspective explains their choice, student may elect to move to another part of the room if they find another students' argument convincing, and then they must explain why they moved.

Rubric Development

Rubric Items identified by group

- The ability to apply ethical standards to challenge area
- Critically assess/self-reflect ethics in your lives
- Managing in conflicting situations
- Effective oral communication skills
- Effective listening skills
- Demonstrated ability to argue from opposing perspectives
- Raising the consciousness of ethical situations
- Ability to identify conflict of interest

**Proposed Rebrick for Evaluating Ethics and Social Justice Core courses
(Based on Discussions)***

Criteria	Limited= 5	Adequate= 15	Advanced=25
Understanding ethical/social justice philosophies and perspectives	Students are exposed to lectures on ethical philosophies and social justice	Students are required to undertake written and or oral assignments on ethical philosophies and perspectives on social justice.	Students undertake comparison and integration of different ethical and social justice perspectives
Ethical/Social Justice Self-Awareness	Students are given limited opportunities for self-reflection and interpretation.	Students undertake self-reflective exercises that facilitate contemplation of personal positions.	Course demonstrates deep self-reflective exercises with the potential for revision of personal ethical positions and behavior.
Ethical/Social Justice Perspective-taking, Conflict Resolution and De-escalation.	Students are given limited opportunities to argue opposing perspectives.	Students engage in perspective-taking using real-life situations involving conflict resolution	Students engage in perspective-taking, using real-life situations involving de-escalation and conflict resolution
Knowledge of Ethics/Social Justice Information/Data Sources	Inadequate exposure to readings, references and data sources on ethics and social justice issues.	Student assignments required the used of available databases and the latest reports from public and private sources	Students engage available sources of information/data, involving critical evaluation and (statistical) analysis of data.
Ethics and Social Justice Communications (Oral, Written and Listening)	Insufficient written and oral exercises that allows students to develop confidence in discussing ethics and social justice.	Includes written reports and presentations/debates on ethical and social justice issues.	Includes written reports and presentations/debates on ethical and social justice issues., quality of data presentation, publication quality report/articles