Ethics Integration to Project-Based Learning (PjBL)

Projektiopetuksen päivät
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My research profile

- **Computer ethics**
  - Moral conflicts / moral success in (student) projects
  - Unauthorized copying of software
  - End-user ethics teaching
  - Professional ethics teaching

- **Project management**
  - Teaching project work, industry-academia collaboration in student projects
  - Project manager’s role: replacing project manager

- **Phenomenography**
Agenda

- Why ethics integration?
- A Theory of Moral Behavior
- Developing Students’ Moral Sensitivity
- Concluding Remarks

- Research-on-progress with Ian Stoodley (Queensland Univ. of Technology)
Why Ethics Integration to PjBL?

• **Why teach ethics?**
  • Awareness of how our acts affect the stakeholders
  • Right and wrong acts as such
  • Justice in society

• **Why teach professional ethics?**
  • Professional’s power and responsibility

• **Possibilities of PjBL conducted for real-life client**
  • Enough resemblance with business projects
  • Not simulation but real-life
A Theory of Moral Behavior (Rest 1984)

• “What must we suppose happens psychologically in order for moral behavior to take place?”
  
  • **Moral sensitivity** implies awareness of how our actions affect other people. It also involves being aware of alternative actions and how those actions affect other parties.
  
  • **Moral judgment** is about judging which courses of actions are the most justified. As moral judgment develops, a person's problem solving strategies become more directed towards others and more principled in nature.
• **Moral motivation** refers to prioritizing moral values above non-moral values. Here a moral agent asks “why be moral?”

• **Moral character** refers to the psychological strength to carry out a line of action. A person may be weak-willed and if others put enough pressure on him to act immorally, he may fail in this component.
What every teacher involved with small group guidance can do (mor.sensit.)

- The teacher has an important role in challenging students to think:
  - Identification of stakeholders
  - Creating alternative acts (e.g., in relation to the client, project task)
  - How acts affect stakeholders - perspective-taking

- We need frameworks for teachers in PjBL for this

- A possible solution for the IT field… ->
Awareness Levels by Stoodley

- **Stoodley’s Awareness Levels**
  - A phenomenographical study of 30 IT professionals in Australia
  - They experienced ethics in terms of
    1. their relation to other people
    2. the rights of an ever broadening circle of other people
    3. their responsibility for an ever widening circle of other people
  - Professionals’ rights and responsibilities were increasingly defined in terms of others. -> Awareness Levels
Awareness Levels by Stoodley

1. My world
   - Self-preservation
   - Corporation success
   - Win-win
   - Client success
   - Do the ‘right thing’

2. The corporate world
   - Inner circle
   - Information
   - Technology
   - Intention

3. A shared world
   - Evolving IT
   - Developer
   - User

4. The client’s world
   - Client & Self
   - Beneficiary
   - Action
   - Outward-looking

5. The wider world
   - Humanity
   - Serving
Category 4: Citizenship of the client’s world

- When experiencing ethics as Citizenship of the client’s world, the professional focuses on their client. They see themselves as bearing responsibility for the client’s welfare, with the intention of enabling the client to succeed.

- “I still think it goes beyond that and it’s this ethical obligation to do what is necessary to meet that client’s expectations. It’s no good building a system that might meet what was specified to the letter but if it still doesn’t work for them or if it’s still going to cause them problems, then you’ve got an obligation to address those.” (Participant 2)
Challenging students in PjBL

**Teacher’s role (accord. to Variation Theory)**

- Help the learner to acknowledge his/her current way of seeing ethics;
- Present the learner with alternative views of ethics; and
- Stimulate the learner to reflect on the difference between these.
”Eettiset kysymykset ovat olennainen osa Suomen tietoyhteiskunnan kehitystä”
Tietotekniikan liiton etiikan työryhmän visio, 2008

References