

# Enabling approaches in undergraduate courses – a case for crossing the divide

Scholarship of Teaching Showcase 2021  
Tanya Weiler



University of  
South Australia

# The context

*'I really don't wish to end this course because I don't know when am I going to have another tutor who treats me equally like a local student, carefully reads my work, and is still giving me thoughts even though the course is finished.'* (Student email 2019, Personal Communication)

- An applied ethics course that focusses on a practical toolkit for use in personal and professional settings, rather than a moral philosophy course
- SP2 and SP5 course at UniSA Business
- One of the final courses for many students
- Diverse student cohort (programs and demographics)

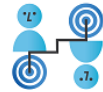


# The course – International Management, Ethics and Values (BUSS3053)

- 3<sup>rd</sup> year undergraduate course
- Business, Management, Commerce, Marketing and Law programs
- Centred around fulfilling UniSA GQ 'being 'committed to ethical action and social responsibility as a professional and citizen'
- 10 week teaching period using a Blended learning-Flipped classroom approach. All lectures are pre-recorded (a maximum of 20 minutes each clip)
- BL-FC aims to maximise application of knowledge/skills in the classroom through active learning (Chuang, Weng & Chen, 2018)
- Connects with UniSA Business Enterprise skills

## Enterprise Skills and the IMEV course

The IMEV course will help you further develop each of the Enterprise Skills. Those of specific focus are:



[Problem Solving - Advanced level:](#) Demonstrate competency in critical analysis, creative thinking and innovative problem solving for organisations and institutions.

The IMEV course is practice-focused, where you will develop your skills in applying what you learn to real-world problems in business.



[Ethical Awareness - Advanced level:](#) Demonstrate competency in critical analysis to develop ethical, sustainable and meaningful solutions for organisations and institutions.

Ethical awareness is what this course is all about. You will learn how to develop your ethical decision making skills and gain the skills to help build ethical and sustainable organisations.



[International Perspective - Intermediate level:](#) Enhance your ability to adapt to and consider cultural differences and global market and environmental factors in decision making.

We take an international perspective throughout the course and explore some of the major international initiatives in ethical and sustainable business conduct. In addition, we help you develop your skills at dealing with ethical issues throughout all parts of an organisation's operations wherever these may be located on the international stage.



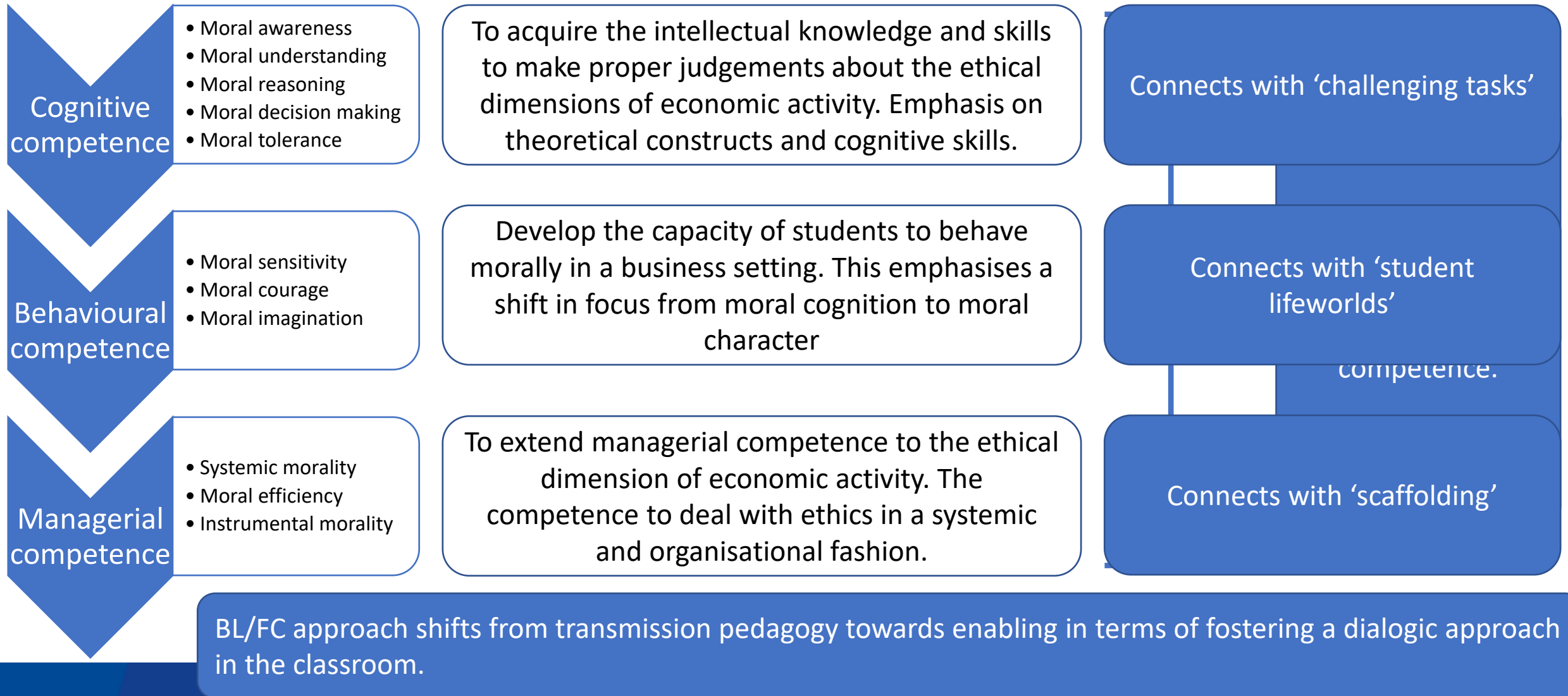
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# The course

INTERNATIONAL MANAGEMENT ETHICS AND VALUES – COURSE MAP									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p>Doing what is right, personally and professionally.</p> <ul style="list-style-type: none"> <li>How do we go about making better ethical decisions?</li> <li>What principles can we apply to help us do this?</li> <li>How can we apply these principles to real-world situations we will come across?</li> </ul>				<p>Even if we know how to make good ethical choices, what gets in the way of us doing this? What can we do about it?</p>	<p>Doing what is right professionally: What is the role of business in society and what does this mean for us in our professional lives?</p>	<p>Making it work in business – building sustainable business practice into strategy</p>	<p>Making it work in business: taking a global outlook – big issues internationally in ethical and sustainable business</p>	<p>Making it work in business – ethical and sustainable business practice in the workplace</p>	<p>Making it work in business: pulling it all together – how do we go about building an ethical organisation?</p>
<p><b>Topic 1: Principles of ethical decision making (A)</b></p> <p>a) What is 'ethics'?</p> <p>b) Principles we can use to help us make better decisions:</p> <ul style="list-style-type: none"> <li>* Virtue ethics</li> <li>* Deontological ethics</li> <li>* Consequentialist ethics</li> </ul>	<p><b>Topic 2: Principles of ethical decision making (B): Justice</b></p> <p>a) What is 'justice'?</p> <p>b) Principles of justice we can use to help us make better decisions:</p> <ul style="list-style-type: none"> <li>* 4 dimensions</li> <li>* Inter-generational</li> <li>* Intra-generational</li> <li>* Environmental</li> </ul>	<p><b>Topic 3: Principles of ethical decision making (C): Environment and animals</b></p> <p>What duties do we have, personally and professionally, to the 'non-human world'?</p> <p>a) Environmental ethics.</p> <p>b) Animal ethics.</p>	<p><b>Topic 4: Principles of ethical decision making (D): Living sustainably</b></p> <p>What does it mean for us to live sustainably and how is this linked to 'doing the right thing'?</p> <p>a) Ecological challenges</p> <p>b) A sustainable world</p>	<p><b>Topic 5: Ethical decision making and critical thinking</b></p> <p>a) Ethics and critical thinking</p> <p>b) Biases and ethical decision making</p> <p>c) Why we aren't as ethical as we think we are</p>	<p><b>Topic 6: The role of business in society</b></p> <p>a) Stakeholder and shareholder views</p> <p>b) Corporate social responsibility and the triple bottom line</p> <p>c) Sustainable business</p>	<p><b>Topic 7: Sustainable business and sustainable business strategy</b></p> <p>a) Sustainable business and levels of strategy</p> <p>b) Sustainable business and the Phases Model</p>	<p><b>Topic 8: International issues</b></p> <p>a) The UNGC</p> <p>b) Bribery</p> <p>c) Complying with the law</p>	<p><b>Topic 9: Ethics and Values in the Workplace</b></p> <p>a) Drivers of unethical behaviour</p> <p>b) Ethical and sustainable business and economic value</p>	<p><b>Topic 10: Building an ethical organisation</b></p> <p>a) Governance</p> <p>b) Building an ethical organisation</p>



# Rossouw's (2002) approach and the link to enabling





# Further links to Enabling approaches

*‘Teachers of business ethics have a particular responsibility to nurture student self-confidence in evaluating ethical and ideological issues in a supportive and non-judgmental learning environment as a counterweight to the largely technical and value-neutral presentation of the business and management curriculum’.*

*(MacFarlane, DesJardins & Lowry, 2004, p. 46)*

## What to do this week

Welcome to your first week! How exciting!



### What to do each week

Each week you will have things you **MUST** do (these are fundamental to being able to engage with the course, and then additional readings or **OPTIONAL** tasks (these will help deepen your understanding and also solidify what you have learned).

In the content on the left hand side, you will see each topic, and the optional activities/readings are labelled as **OPTIONAL** - so everything each week except for this is a **MUST** do.



### The 'Must' do's for this week

So for this week, that includes working through all of the materials (Readings and Lectures) in:

- Topic 1 Section 1
- Topic 1 Section 2
- Topic 1 Section 3

After you have done that, we encourage you to take a look at the Optional extra resources and contribute to those too!



### The 'Optional Activities' to look at this week

These include a weekly quiz (not an assessment) where you can **TEST YOUR KNOWLEDGE** (with instant results so you can check your understanding), and then the optional readings.

There is also a Discussion board and some questions to engage with - add your thoughts, reply to someone else, or ask a question of your own!

### A note about the readings

You can access these from each weekly topic, or through the [RESOURCES](#) tab on the left hand menu. All of the readings are put in folders as required or optional so you can find them easily.

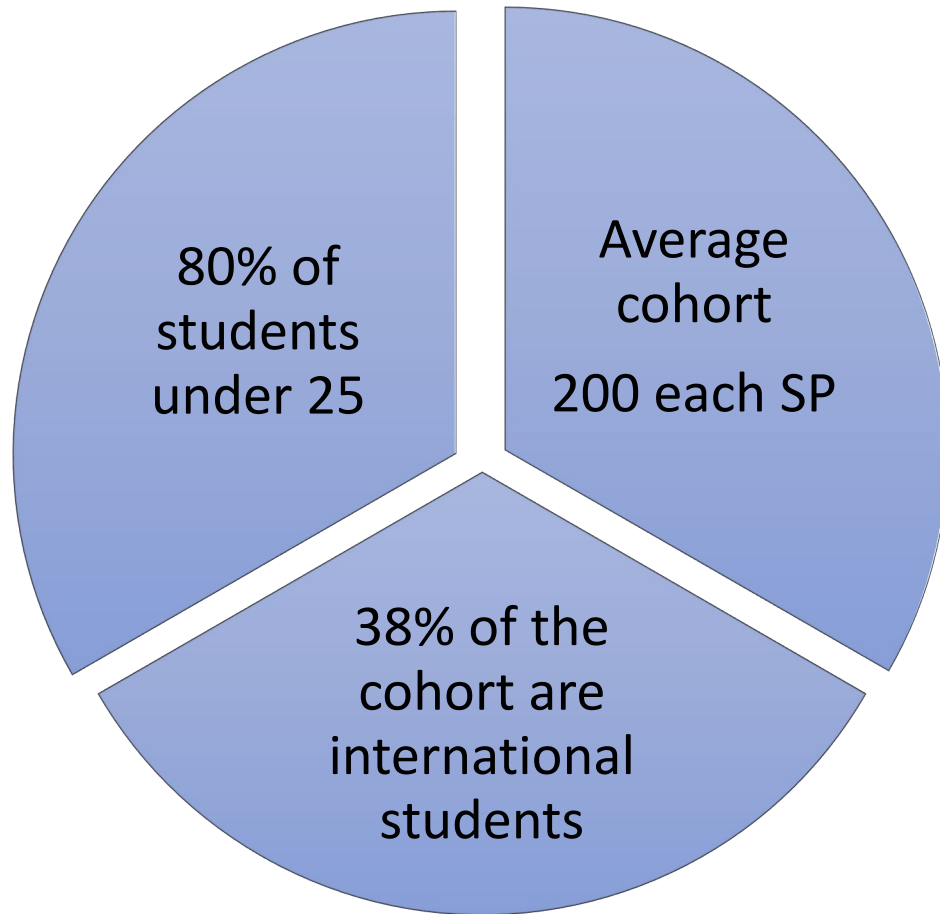
Remember

This personal study check-list is available [HERE](#) which you might find helpful to be able to check off your weekly tasks :)



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# The students



- Students' approaches and experiences of studying in Western universities (including for those facing second language challenges when engaging in class discussions) provides a further argument for enacting enabling pedagogies within such higher education spaces.
- Further, the self-determination, critical and divergent thinking, and challenging of not only individual ideas but also what educators say or what is presented in course resources and materials, fundamental to the teaching of ethics, can be in contrast to the social or educational culture experienced by students from Asia (Heng 2018a, b, Henze and Zhu 2012, Carless et al. 2011). As such, some international students can confront additional challenges which warrant further support which aligns with enabling pedagogical approaches.



# The problem:

- We felt the course lacked an authentic method to enable all students to engage fully with course content
  - » This was evident through the low engagement and limited student interaction over the first cycle of Action Research.
- Despite the weekly tutorial focus on workshopping the case studies submitted for assessment, levels of engagement and interaction from students both in tutorials, and with online resources was limited.
  - » There was a need for us to address this to create an inclusive learning environment, motivate students to engage with the content and create value in coming to classes for all students. We recognise viewing students who had not prepared as being disinterested, or disengaged as deficit, both unfairly and inaccurately placing blame squarely on the shoulders of the students (O'Shea et al. 2016, Comber and Kamler\* 2004). In rejecting this deficit approach, instead we framed the problem as recognizing:
    - » **It was possible that some (possibly even many) of the students did not feel safe to have their voice heard in the classroom space.**





# Research questions and hopeful ideas

## My research questions:

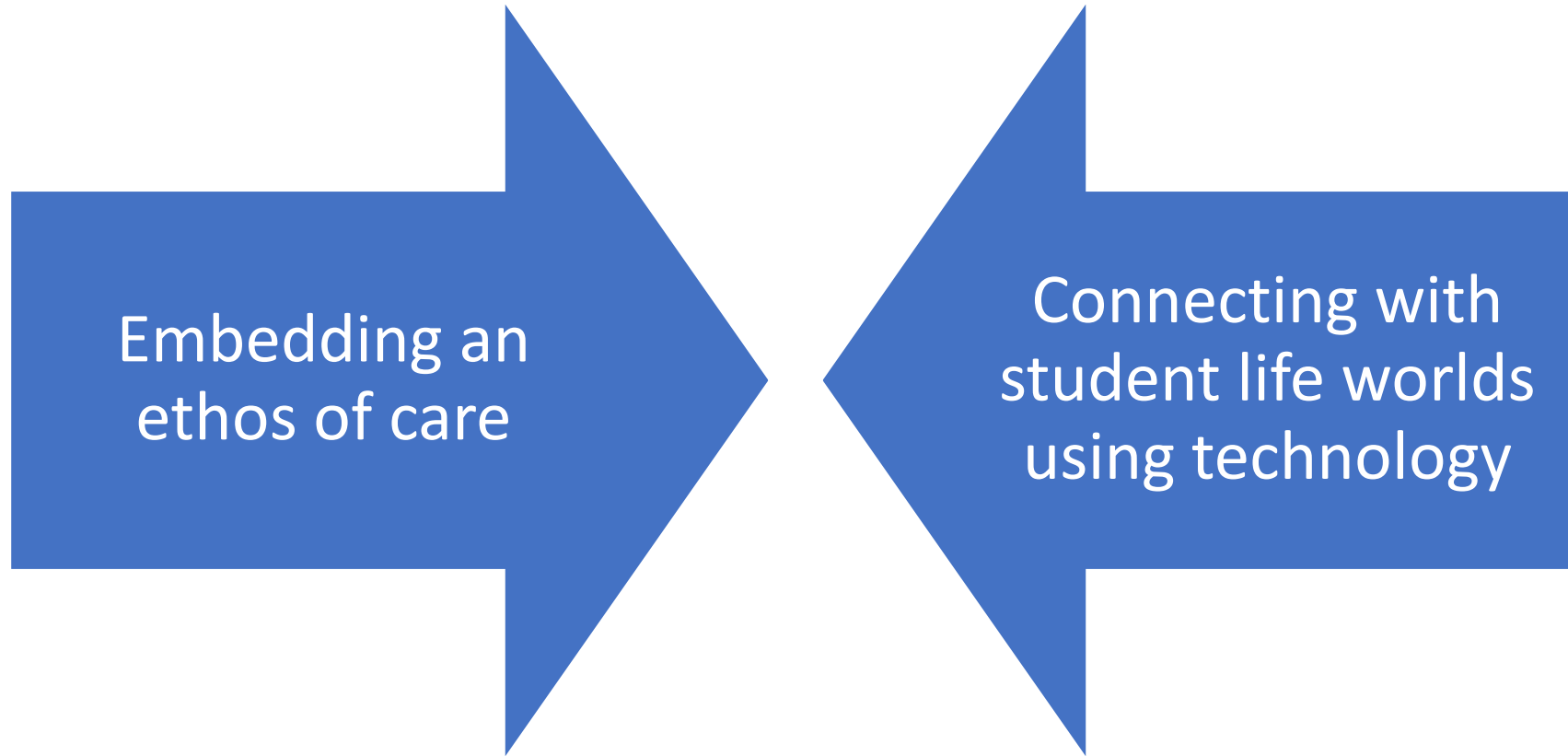
1. How does utilizing a mobile platform that connects with student lifeworlds (Mentimeter) to pose questions in tutorials build student engagement in a third-year business ethics course?
2. Will my approach to teaching in this course using enabling pedagogies be recognized by students as meeting their needs at this level of study, and/or recognized as being different to those in their other courses?

## My hopeful ideas

- Using Mentimeter will lead to increased engagement from all students, improved preparation for tutorials and make those who are less likely to speak up willing to contribute.
- Using enabling pedagogies at an undergraduate level (specifically student lifeworlds and pedagogies of care) will connect strongly with students.



# What aspect of Enabling pedagogy?



# What we tried to do differently and why? (Round 1)

Embed ethos of care

- not assume the histories, backgrounds, or experiences of our cohort.
- commitment to embracing the 'whole' student, one who exists and has a full life in addition to study, recognised for more than their embodiment of the 'good' student or their aspiration was central to our pedagogy of care (specifically, care as recognition)
- allocating time for all learners by speaking individually to every student in each tutorial, remembering key comments and contributions
- We began emailing students after assessment grades were released
- many small actions throughout the course.

Implement more technology  
to provide opportunities to  
hear the student voice

- We contacted students individually using the Dialogue tool to provide support for preparation of weekly materials. Posts always included the invitation to reply with any questions they may have
- Consistent communication was directed at all students, and while many did not respond, it provided another avenue of support for learning
- The dialogue tool enabled students to post any questions, concerns, or feedback about content, or things they did not feel confident enough to post publicly.
- We investigated online tools that could enhance responses



# Results – What happened

*'I received a couple of HD's for assessments, and he even personally emailed me to congratulate me. This blew me away as I have never had a teacher personally email me like that. It was a lovely personal touch that made me feel like a real student, and not just a number.'*  
Course Evaluation Feedback

'You are who you are'

I'm here to help so please

Kind regards

Tanya

Tanya,

Thank you for marking my assignment, I am glad I talked too much about my personal views as students to write our personal view and

I have no questions regarding SR1 and SR2 but I will have questions in class tomorrow because it is difficult to email you if I have any questions regarding

Kind regards,  
Long Boon

From: Tanya Weiler <Tanya.Weiler@unisa.edu.au>  
Sent: Thursday, 30 September, 2021 12:49 PM  
Subject: IMEV – Great result for SR2!

Hi

Congratulations on another HD – this time for SR2! A High Distinction for both SR1 and SR2 is fantastic!

Do you have any questions I can help with or is there anything else I can assist you with?

Kind regards

Tanya

Hi Tanya,

Thank you for reaching out, I really appreciate it.

Unfortunately, no I am not okay.



2) and I  
acts that

R3  
and I will

op job!

To be honest with you, you are the first course coordinator to reach out and ask if I am ok


I want to do my best for this course and was wondering if I could get some assistance with

Thank you for reading this and looking forward to hearing from you




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# Dialogue Tool



Tanya Weiler replied on 27 May (3:08 pm)

IMEV -Week 10 and Topic 10 - the last one!



Opened by Tanya Weiler on 18 May (5:21 am)

Close conversation

Delete conversation

Hi everyone

Welcome to Topic 10 – our final topic for the IMEV course!

This week we pull things together to leave you with a set of skills and tools to help you build an ethical organisation. So, if, in your professional career, your CEO said “hey, you’ve done studies in business ethics haven’t you? Can you help us develop our organisation to be an ethical one?” you will be able to say “you bet, I sure can, let’s get started!”.

We start with governance, which has to do with the setting and achievement of an organisation’s objectives, including the implementation and monitoring processes to ensure these objectives are met. We take a close look at what governance is, show how this links to ethical and sustainable business, and help you develop the skills to assist an organisation improve its governance practices.

Next, we look at building an ethical organisation. How can an organisation become an ethical one? What on-the-ground things need to be done to see this come about? Here, we explore this question using a practical tool – the Building an Ethical Organisation Worksheet – that you can use to conduct a full business diagnostic and develop recommendations to assist an organisation to become ethically transformed.

So, for this topic:

- Please go the course site and work through the **Topic 10** activities.
- Once you have covered the topic content items, have a go at one of the **discussion questions:**

Post your answer in the **Topic 10 Discussion Forum** (this forum is under the discussion questions shown under the Topic 10 tab) and Engage with others who also posted here.

I’ll come in and provide some comments as well to help you develop your thoughts.

The final assignment (Assignment 2) is due at the end of week 11, so please go to the **Assessment tab** and work through the **Resources and Guidelines** for the two Assessment questions.

**Just a reminder that the VC session for this week** is on Tuesday at 5.10pm ACST so note that in your diary.

Information about these sessions, plus the times, the link to join, and recordings of previous sessions, is on the course site under the Virtual Classrooms tab.

Are you all okay with what you need to do for this topic?

Do you have any questions or can I help you in any way?




Kind Regards

Tanya

2 participants

Dylan Tweats

Tanya Weiler



Tanya

Sorted by: Last	
1-20 of 20	
23 June (7:10 pm)	
10 June (8:14 pm)	
10 June (8:14 pm)	
10 June (8:12 pm)	
8 June (8:22 am)	
4 June (4:27 pm)	
31 May (1:01 pm)	
31 May (1:00 pm)	
31 May (12:53 pm)	

# What we did differently – round 2

Embed ethos of care

- Continued with the 'ethos of care' pedagogy
- Spoke consistently about our teaching approach and what challenges we were facing
- Observed each other's teaching regularly
- Regular F2F and tech check-ins with students

Implemented more technology to provide opportunities to hear the student voice

- Redesigned tutorials using Mentimeter to enable real-time multiple responses
- Shifted the tutorial to include small group discussions before each question was delivered for solo answer
- Provided recorded zoom tutorials including Mentimeter interaction for external students
- Put a 'student feedback' poll in week 4 to hear more voices about the course generally





# What did that look like?



Same case – the supply contract is due for renewal in 3 months. You invite the account manager and her partner to dinner. Cost \$1,200.

Mentimeter



## Why 'probably a bribe'? – or why do you think it probably isn't?

Mentimeter

Exorbitant value for maintaining relations and a benefit is to be gained from it in the future

Bribe because there is an agenda involved - the renewal in 3 months

Bribe because they are paying for an overpriced dinner if there are no benefits

1,200 is probably too much for 3 months contract

because of its value, purpose and circumstances.

As the cost of dinner is a lot and could lead the purchaser of the computer to buy it under reciprocal obligation

have a chance to renewal contract with reasonable price

Not an uncommon thing to do (accepted practice in Australia).Not illegal.Could be argued they are doing it to show the client they care about the relationship



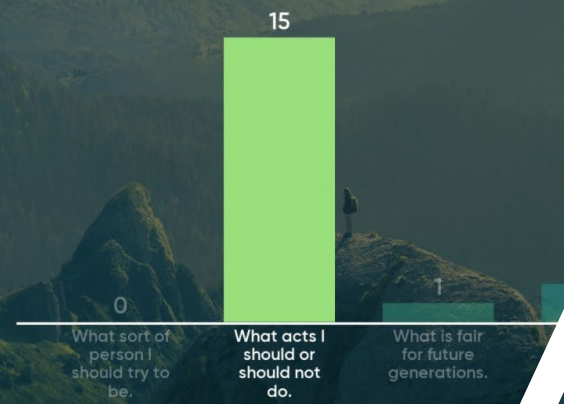
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# What is Deontological ethics concerned with?



# about the EFFICIENCY phase, what

home and reverse climate  
supply chains that benefit all  
factories that are like forests. We will  
materials into products and

innovated on ways to work with recycled content and  
bio-based materials – which has led us to make carpet  
tiles that store carbon, preventing its release into the  
atmosphere

The flooring products that we sell including carpet tile,  
LVT and nora®; rubber are carbon neutral across their  
full product life cycle through our third party verified  
Carbon Neutral Floors™ program.

ReEntry, Reuse and Recycle initiative - using old  
resources to make new products sustainably

Re-entry” program they saved 5.6 million kilos  
carpet going to waste in just 2019

# What questions do you have I can help with?

can you talk about case study 3 more on UNGC

Do we need to source intrepid travel examples  
in each strategy tier?

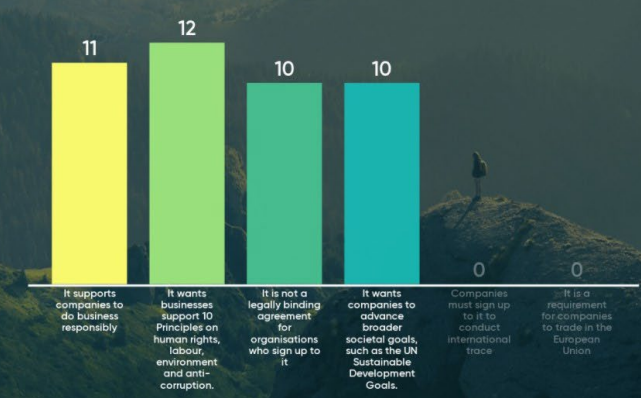
If we cant find evidence for one of the  
principles chosen, then do we just write  
improvement instead?

do you have to fill all phases in Patagonia?

is there a specific structure Patagonia  
response needs to be in

do we just only fill out the phases  
Patagonia? or we have to also  
principles, evidence and improve  
or is that only for UNGC?

# Which of the following is TRUE concerning the UN Global Compact?





# Team activity: What question(s) do you have that I can answer for you?

Why are there so many different types of ethics????

what is the ethical opinion on ethics

What is the pass rate for this course?

How do we do well in the course?

Do all people have underlying ethical similarities?

Are ethical opinions viewed the same universally or are there differing opinions on the same ethics

Table 1: Is weekly Quiz summatively assessed?

How long have you been teaching this course?

all but being able to do it in teams/groups



# What are the top 4 or 5 virtues you try to live up to?



# Mentimeter results

The use of MentiMeter, was an important additive for tutorials. It allowed Tanya **to engage the students and improve our attitudes and expectations for the tutorials**. Personally, I found MentiMeter to be extremely helpful in asking questions anonymously **if I felt embarrassed**, collaborate with fellow students and **would keep me engaged throughout the whole lesson**. MentiMeter challenged my learning and refreshed my understanding of each topic which was extremely helpful for remembrance and understanding. Overall, it reinforced my understanding of the course and challenged my learning as I had to apply it in a **practical** sense which was enjoyable and challenging. I **personally found MentiMeter an important tool to utilise as it improved my confidence and understanding** of International Management and Ethics and **improved my collaboration with the class and fellow students**. Consequently, it improved my response time, memory and concentration in class which I intend to improve in my personal life as they seem too be weaknesses if you don't include MentiMeter. Overall, MentiMeter was an essential part of the course to improve transparency and understanding of the course whilst improving the connection between students and teacher. Personally, it showed some weaknesses which I need to improve but also showed my collaborative and talkative personality which I really enjoyed.

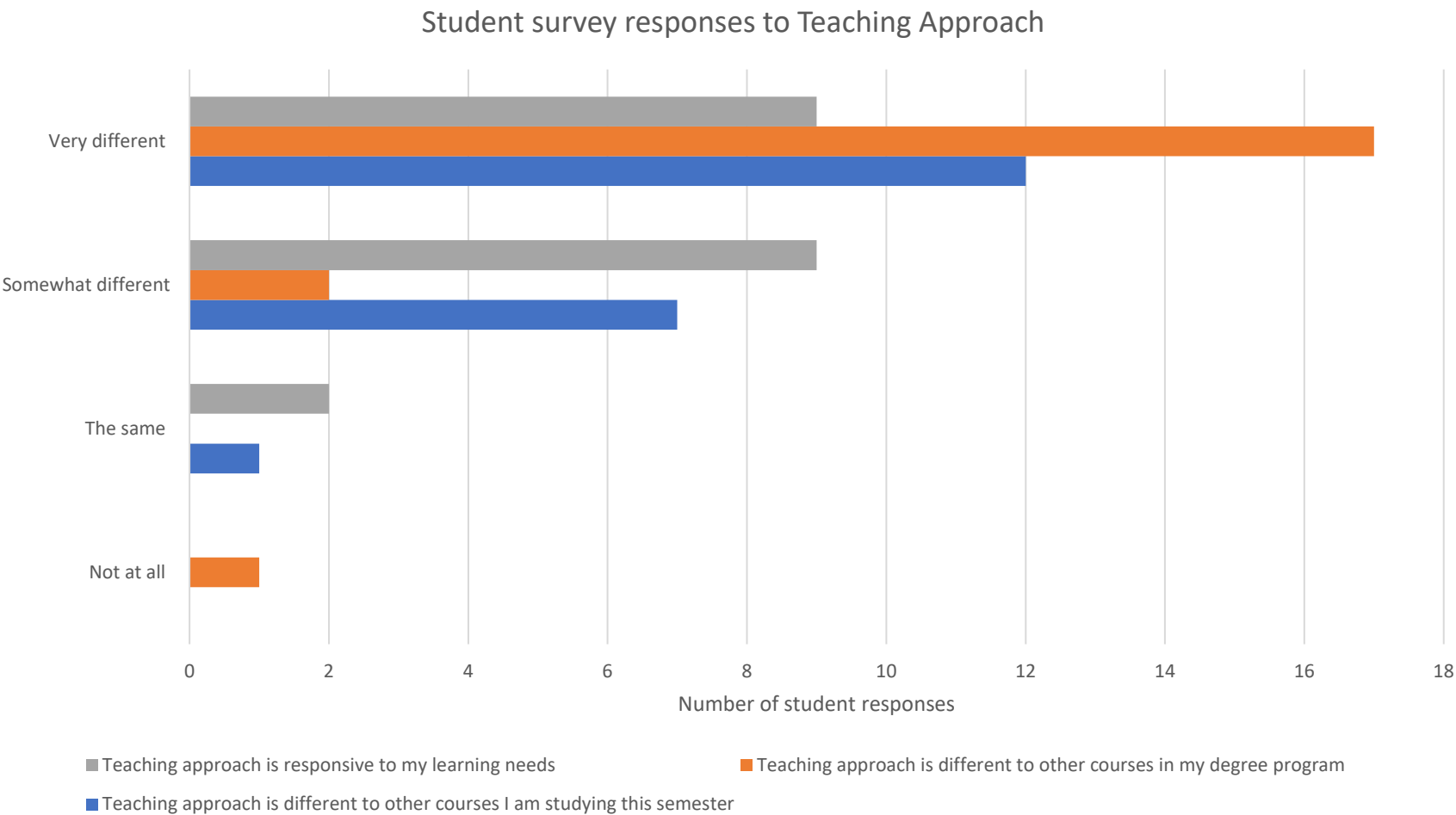
“Anonymous questions is great.”

“The Mentimeter was good for sharing ideas”.

“I enjoyed the use of Mentimeter as it was something I have never used before. As I don't like talking in front of a class it gave me the opportunity to contribute my thoughts and ideas anonymously and have feedback received.”



# My results – Teaching approach survey





# Survey quotes

The way you interact with students is an important factor for me and the reason I show up to classes.

Teaching style made me come to the tutorial class every week

Like the teaching style. And good teacher with concern and being friendly.

I very much enjoyed the way you made us engage with the course material. You didn't just speak the information you asked us questions and made us reflect and work together to find an answer. I enjoyed your ability to make me comfortable to speak my answers.

The teaching approach was personalised learning. It was enquiry based and collaborative learning.

I liked the fact that you did not just answer your own questions and rush through things like other courses as it gave us the opportunity to reflect on the course content

Interactive with students within the class. Focus on group thinking rather than individual response to questions

Best course and teaching I've had at UniSA



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# MCE and additional feedback

Overall, what are the strengths of this course?	Are there any ways this course could be improved?
N/R	N/R
good content bit confusing but overall did help with my learning	N/R
I love everything about the course gaining inside knowledge about different aspects of human rights or learning different ethical decisions making process	Nothing I loved the course
N/R	N/R
N/R	N/R
Incorporated great use of real-life situations and experiences which made the learning interesting and intuitive. Overall was a productive and great learning environment	Could improve class discussion instead of Mentimeter which was all technologically based and non vocal
Great Course, allows students to truly reflect on their ethical behaviours and who they want to be as a person. This course has genuinely shaped me into someone better, and has then influenced me to approach my friends and family about environmental and societal issues. Conversations were fair and open to discussion, and were influential without being pushy.	N/R
no idea	in the tutorial can provide more about the assignment information
The menti slides are really helpful.	I found the seminar room responses very hard.
Structured way to explore ethical consideration in business an our professional careers.	It could be interesting to incorporate some form of simulated situation. Making ethical decisions in high pressure situations when you feel like you have a lot on the line is really difficult and it would be interesting to replicate some of that stress and put us students in situations that replicate the stress and complexity we will face in the real world. It would then give a chance to unpack why we did or didn't stick to our expressed values and build some tools to help us avoid our own weakness in the real world. I realize that is a lot to put in a course.
The case studies are recent and up to date with current issues in the world	No not really



# What did I learn about my teaching?

- There are higher levels of anxiety or fear about answering questions than I had anticipated in students even at this level of their study. I was surprised that multiple students commented on the anonymity of responses being a positive.
- I often feel that I 'wait' or have long pauses or gaps in tutorials where in the past I have been tempted to fill these with content or explanation. I have been concerned that students would be bored or disengaged by this because the class is not moving quickly enough, but have found the opposite to be true, if anything I need to give students even more time to think, working in collaborative groups is good but does not suit all learners, but having more time and space than I perhaps feel comfortable with has been positively regarded by students.
- The connection with students through technology can be invaluable. At least 65% of the class responded to **every** question posed in the tutorial through Mentimeter, as opposed to only 1 through traditional methods. Whilst this did not seem to improve preparation for tutorials as we'd hoped, it did improve engagement and clarify course questions in tutorials.



# What did I learn from Action Research?

- Action Research provided us a lens with which to critically view both our course, and the teaching approach we employed within it.
- As colleagues in the College, the Action Research methodology provided opportunities to meet and discuss our teaching using a shared language, and most importantly to experiment with interventions that we always hoped would benefit students.
- Action research provides this potential for small shifts and experimentation using some 'trial-and-error' which suited our approach and our ability to shift our reflections from mere 'hunches' into a legitimate and critical examination of our pedagogy.



# What did I learn about Enabling pedagogy?

- The increasingly neoliberal agenda of universities allows the possibility of continuing uncontested with traditional Higher Education pedagogies which privilege the 'traditional' student, however, this does not keep pace with the increasing diversity found in university classrooms
- This increase in super-diverse Higher Education spaces provides fertile ground for the re-examination of traditional Higher Education approaches in favour of enabling pedagogies.
- Feedback about student desires for anonymity when posing questions and fear of getting things wrong are not confined to enabling cohorts, providing further evidence for an enabling approach.
- The rise in mental health challenges within university student populations (Stallman and Hurst 2016) is further evidence that supportive and care-full approaches (Walker and Gleaves 2016, Noddings et al. 2013, Motta and Bennett 2018) are both necessary and effective.



# Outputs from this learning

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AUSTRALIAN ETHICS

PRESIDENT'S REPORT

What's inside? Welcome to the Summer Edition of *Australian Ethics*!



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AUSTRALIAN ETHICS

## TEACHING ETHICS TO THIRD-YEAR UNDERGRADUATE BUSINESS STUDENTS USING BLENDED LEARNING, FLIPPED CLASSROOM AND AUDIENCE RESPONSE SYSTEM METHODS

DON CLIFTON  
TANYA WEILER

International Management Ethics and Values (IMEV, the 'course') is a third-year undergraduate course in the UniSA Business School. Here, we track a three-year development journey to transform the course from one built around traditional teaching methods using lectures and tutorials, to one based on a blended-learning (BL) flipped-classroom (FC) model incorporating the use of an audience response system—Mentimeter.

We began by asking 'what is the purpose of this course and does its design fit this purpose?' We identified that IMEV has an important role to play in developing advanced student skills in problem solving and ethical awareness within an international business context. To aid us in the development work, we adopted Rossouw's (2002) framework which proposes that teaching business ethics has three complementary objectives: cognitive competence, behavioural competence and managerial competence. Rossouw further states that, to bring these objectives together, students need to (a) learn basic ethical theories, (b) apply these theories to ethical situations using cases and class discussion, (c) develop critical thinking skills through reflective activities, (d) be exposed to different perspectives and experiences, and (e) be conversant in the use of managerial

tools to analyse and implement ethical practices.

To better align the course to its purpose and to Rossouw's model, we first changed the content to be more practical in terms of the development of personal and professional ethical skills. This resulted in a re-focus on having students understand how various ethical approaches worked and could be applied, as opposed to engaging in extended philosophical discussion about them. We also pitched the business application at the organisational strategy level and aligned content to this.

The outcome is a 10-week course with the first four topics covering ethical principles including virtue, deontological and consequentialist ethics, justice (based on the four-dimensions of justice proposed by Schlosberg (2007), plus intra and inter-generational justice) environmental and animal ethics, and sustainable world principles. These four topics cover point (a) of Rossouw's model—learn ethical theories. Topic 5 covers ethical decision-making and critical thinking, contributing to Rossouw's point (c) of developing critical thinking skills. The remaining five topics focus on embedding ethical and sustainable business practices into organisational strategy, with the final topic using Johnson's (2012) model on how to build an ethical organisation.

These last five topics focus on Rossouw's point (e)—being conversant with managerial tools to implement ethical practices.

The assessments were also changed to a more regular submission format—four submission points at weeks 3, 5, 7 and 10, plus a final end-of-course assignment. Designed as a teaching tool, the assessments have shifted in focus from 'assessment of learning' to 'assessment for and as learning' (Mutch, 2012). Each task is based around real-world cases (such as slave labour in supply chains, farming of animals for human use, and how a firm is, or isn't, embedding ethical and sustainable business in its strategies) and applies the course content being covered at the time the task is done. This addresses Rossouw's points (b) of using cases, and (e) in the use of management tools. In addition to their own submissions, students are required to review and reflect on the submissions of their peers to discuss what they learned from both their work and that of the other student. This contributes to Rossouw's points (c): reflective activities and (d): exposure to different perspectives.

The next step was a rethink of the teaching approach. Attendance at lectures (1½-hour sessions) dropped off quickly as the course progressed with attendance even

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AUSTRALIAN ETHICS

## TEACHING ETHICS ON-LINE: A FOLLOW-UP

DON CLIFTON  
TANYA WEILER

In this article, we discuss our experience in teaching ethics in the on-line setting for a third-year undergraduate unit of study ('Course') in an Australian university business school.

In the Winter 2020 edition of this journal, we discussed our approach to teaching ethics to third-year undergraduate business students in the face-to-face setting. In that article we detailed our use of blended learning, flipped classroom, and audience response system (Mentimeter) methods, with a strong commitment to a values-driven approach to teaching as proposed by Cranton (2001). We also discussed how our approach was grounded in a structured framework—that of Rossouw (2002)—which proposes that teaching business ethics has three complementary objectives: cognitive competence, behavioural competence and managerial competence. From there, we detailed how we changed the Course content to be more practical, and less philosophical, in terms of the development of assessment and teaching

as students were expected to listen to in their own time, and (c) changing the assessments by designing them as the key teaching tool used in the weekly workshops, where assessments shifted from being 'assessment of learning' to 'assessment for and as learning' (Mutch, 2012).

The student group for the Course comprises two cohorts defined as either 'on-line' in that no face-to-face classes are provided or 'on-campus' where face-to-face classes (weekly workshops) are available but attendance is not compulsory. With COVID-19 restrictions in place during the first semester of 2020, all students were placed in the 'on-line' environment with face-to-face workshops also moving to Zoom sessions. In the second semester, face-to-face workshops resumed.

How then do we go about teaching ethics in the on-line setting, COVID-19 restrictions or not?

There is ample commentary in the literature about specific teaching strategies and skills for on-line

ally are different, and if the teaching approach needed to differ.

We considered, for example, that many students who enrol in on-campus mode don't attend their scheduled face-to-face classes so in this sense, these students can be seen as similar to the on-line cohort who rely fully on technology delivered content. We know that many on-line students live interstate or overseas so there is a time-zone issue to consider. Both on-line and on-campus students also live locally and have work commitments that see them have the equivalent of time-zone issues to contend with. Some students enrol on-line because on-campus classes are full, or are overseas due to travel restrictions, or simply cannot get to classes. These reasons differ to enrolling on-line due to some specific preference over on-campus study. In short, we struggled to find compelling reasons to treat the on-line cohort in ways that were materially different to the way we treated those studying on-campus, as we examined the student profiles



# What was my biggest lesson?

- Enabling approaches are successful in undergraduate courses. They serve to increase engagement and improve interaction within any classroom. Such approaches should not be confined to enabling programs. As educators we have a responsibility to resist traditional approaches and instead embrace the diversity of learners, histories, and experiences to exhibit genuine care towards our students, so that we can support their learning at whatever level of study they are at. An enabling pedagogical approach provides a strong foundation to embrace this challenge.



# What will I do in future to improve my teaching?

- The next steps are to further embed technology into my other course – Introduction to Human Behaviour.
- Continue to observe teaching and be observed- teaching squares provides an opportunity for this
- Continue to research into my practice using Action Research to solve problems and create scholarly based interventions
- The Action Research experience has been a strong motivator for my PhD research into the Professional Identity development of graduates from generalist degrees



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