The emergence of educational technologies in ethics education: exploring the Values Exchange decision making software.

Amanda Lees
AUT University,
Auckland, New Zealand.
Overview

• Challenges of ethics education
• Potential of technology
• Values Exchange: practicality and philosophy
• The research
• Findings
• Conclusion
Ethics education

- Notoriously challenging
- My experience
- Making it relevant: closing the theory practice gap
- Different philosophical & pedagogical approaches
Values Exchange
http://aut.values-exchange.co.nz
Users are first given case information and a case proposal. They are asked to what extent they agree/disagree and who matters most.

**Participant case study**

It's proposed that the health professional informs the client's doctor about the client's intention to commit suicide.

**The Basics**

**Participant case study**

When a young man is severely burnt and tells a health professional that he wishes he were dead, does the duty to maintain a client's confidentiality remain?

**It's proposed that:** the health professional informs the client's doctor about the client's intention to commit suicide.

Do you agree with the proposal?

- I Agree
- I Agree Strongly
- I Disagree
- I Disagree Strongly

Who matters most?

- Myself
- The Family Only (Not the Patient)
- The Patient
- The Patient and Their Family
- A Group of People
- The General Public
The **reactions** screen – users consider the way they feel about the case proposal, adjusting the ring segments and providing free text to explain their choices.
The **reasons** screen – users consider the proposal in more depth, selecting relevant tiles and using free text to provide reasoning.
Once submitted the Vx generates individual reports. These can be viewed, along with the reports of all others who have deliberated the same case.
Research

- Case study
- 5 participants BUT
- 3 sources of data collection
  - Values Exchange report
  - Online questionnaire
  - Face to face interviews
- Provocative case scenario
Findings

• The web-based environment – a protected space to think

  A novel medium for deliberation

  ✦ “It was just my thoughts to the very end...I think the benefit of not hearing other people’s opinions until the end is that you’ve worked out where you stand and why.”

  ✦ “I think in a discussion you’re often preparing yourself for rebuttal...I’m already working out my argument for when it’s my turn to speak, so not really fully taking in what the other person is saying.”

• The Values Exchange - new ways of seeing

  Fresh insights were gained about the scenario & about self

  ✦ “…to be ‘open’ is crucial for a health professional... everyone had valid comments that could assist the patient...and [these] extended the range of approaches I would have considered.”

  ✦ “[the Vx] helped me to understand the complexity of my own thought processes.”
“I think it’s really good to have confidence in what you’re saying...people should own their thoughts and I guess a programme like this helps them to do that. That, in itself is a good teaching tool if it gives them confidence...to see the pros and cons and work out what are the important things and why am I thinking like I’m thinking. Even if they get from this, confidence with that process regardless of the final answer, see that’s really important.”
Conclusion

• Implications for ethics education
• Unique learning experience
• Reflective practice
• Engages students
• Utilises existing ability to reason
• Potential benefits for both practitioner and patient
• Where now? http://vxcommunity.com
References


