NAF Professional Ethics

Lesson 11

The Culminating Project

Teacher Resources

|  |  |
| --- | --- |
| **Resource** | **Description** |
| Teacher Resource 11.1 | Guide: Professional Ethics Culminating Project |
| Teacher Resource 11.2 | Announcement: Ethical Breaches Erode Public Confidence |
| Teacher Resource 11.3 | Example: Culminating Project Presentation (separate PowerPoint file) |
| Teacher Resource 11.4 | Rubric: Ethics Issue Report |
| Teacher Resource 11.5 | Assessment Criteria: Speaker Notes |
| Teacher Resource 11.6 | Key Vocabulary: The Culminating Project |

Teacher Resource 11.1

Guide: Professional Ethics Culminating Project

This guide lists preparations you need to make before students can begin their culminating projects. It also helps you plan for the final event.

Project Description

For their culminating projects, students conduct research to learn about the ethical issues facing the industry today. From these, they choose one that they feel is most pressing to address. The driving question for this project is, “What is a serious ethical issue currently facing our industry?”

Students form teams of three to focus their research on their particular issue. They use what they have learned in this course, including a decision-making framework, to consider the implications of this issue and possible solutions. They present their findings and make their case for resolving the issue in either a panel presentation or an ethics bowl format to an invited audience of industry professionals, school personnel, classmates, and family.

The primary emphasis in this project is students’ ability to make oral presentations. A third option, depending on your preferences, technology savvy, and student interest, is to have students create animated presentation videos using a program such as [Powtoon](https://www.powtoon.com/?locale=en) just like the NAF example presentation.

Will You Hold a Panel Presentation or an Ethics Bowl?

Your first decision is whether to have students present their work in the form of a panel presentation or an ethics bowl. Or, you can turn the decision over to the class: discuss the pros and cons of each approach and then hold a vote. Either format gives students an opportunity to practice speaking in public and express an ethical perspective informed by logic and reasoning. Here are some factors to consider as you (or your class) choose one format over another.

Panel Presentation

This is a traditional and effective format for students to take turns speaking on a topic. Each student on the team speaks for two to three minutes. The audience can ask questions at the conclusion of the presentation, so students have a chance to think on their feet and answer spontaneously as well as present the information that they have practiced. This format is also predictable, which some may consider a drawback.

**Format**

Groups deliver their presentations in the order you have chosen. If you have a large group, you may want to hold two different presentation events. Each group has eight minutes maximum to present. At the end of the event, hold a question-and-answer period with the audience that lasts about five minutes.

Ethics Bowl

Ethics bowls are gaining rapidly in popularity at both the high school and college levels. The experience students gain in public speaking, active listening, professional decorum, understanding of current ethical dilemmas, and thinking on their feet is incalculable. You may have an ethics bowl team at your school, in which case you have access to a lot of help in preparing students to play. If you don’t, the simplified version of an ethics bowl proposed for this culminating project gives students a taste of what an ethics bowl is like and may spark interest in joining an ethics bowl team. To learn more about high school ethics bowls, see <https://nhseb.unc.edu/>

Drawbacks to holding an ethics bowl include leaving time to become comfortable with the format and locating several people to serve as judges. The judges and/or the teacher also need to have a couple of questions prepared for winning teams to debate. These questions should be based on an ethical issue from your industry that is currently in the news, in an either/or format: “Should…or…in the case of…?” The teams all receive the same article to read and prepare their argument.

**Format**

Each group of three students is a team. At least two judges evaluate the team presentations. Another person acts as moderator, asking the question that the teams deliberate and making sure each team speaks only for the specified time. For the first round, the question is the driving question for the project. The judges decide which two teams present their case the most convincingly (or which four, if there is time for three rounds and the class is large).

Then comes the second round of the ethics bowl. The moderator asks the new question, which is about a current ethical issue in your industry that has been written about in the media. A copy of an informative article that you have chosen and copied ahead of time is distributed to the teams. They have one minute to read the article and two minutes to confer and decide what they want to say about this ethical dilemma.

A coin toss decides which team goes first. This team (Team A) responds to the moderator’s question. Then Team B responds.

The other teams who did not progress to this final round listen carefully to Team A and Team B. They have a minute to confer and decide on a question to ask either Team A or Team B.

Each team asks one question of either Team A or Team B; the teams alternate in answering their classmate’s questions. They have 30 seconds to decide what they want to say before answering, and the same member of the team can’t answer all of the questions.

Once all of the questions have been asked, the judges confer and pick a winning team based on teams’ responses to the new question as well as their responses to their classmates’ questions.

Make Your Project Documents Industry Specific

Because this course is appropriate for all NAF academy themes, the project documents are necessarily non-industry specific. The following documents require modification in order to make them apply to your academy theme:

Teacher Resource 11.2, Announcement: Ethical Breaches Erode Public Confidence

Student Resource 11.1, Organizer: Research on Ethical Issues

* Delete the issues that are not for your academy theme industry.
* Add several possible websites for students to use as they begin their research under the heading “Websites about Current Ethical Issues in Our Industry.” These resources should be more accessible to students than white papers written by PhD candidates. They can be articles about a current scandal and they can also focus on a particular aspect of your industry. For example, maybe there’s a dishonest restaurant owner who made the news, or an ethical breach being reported in STEM cell research.

Preparations for the Event

Video, Audio, and Photography for NAFTrack Certification

These guidelines apply if you are participating in NAFTrack Certification. Since the final phase of the culminating project is the actual presentation, you will need to capture evidence of your students’ participation and upload it to the NAFTrack Certification platform for Stage 3. Take photographs of each student when it is his or her turn to speak. In addition, either record the presentation in video or audio format. It is helpful to have a volunteer such as a parent or student from another class take on these responsibilities so that you can focus on the event itself.

Recording the presentations is also helpful for you as you evaluate each student’s performance via Teacher Resource 11.4, Rubric: Ethics Issue Report.

Make It Celebratory

The presentations are an opportunity to celebrate the students’ hard work with classmates, industry professionals, and family. Consider forming a parent committee whose role is to provide refreshments at the conclusion of the presentations.

Teacher Resource 11.2

Announcement:   
Ethical Breaches Erode Public Confidence

This document launches the culminating project. Before distributing it, modify it to be appropriate for the industry of your academy theme.

Call for Symposium Contributions:   
The Urgent State of Ethics in Our Industry

Recent reports on unethical practices in our industry have caused a lapse in the public’s confidence in our competence and trustworthiness. Increasing corruption, scandal, and illegal activity have been exposed. Without public trust, our industry is liable to succumb to further ethical breaches and to continue on its downward spiral. Statistics indicate that the industry is losing significant revenue, and the number of people entering the field is dropping. Further, the professionals who value integrity and ethical practice are also leaving the industry.

This announcement is a call to action to the professionals of our industry to come together and solve this crisis. With the best minds focused on restoring integrity and faith in our ability to serve with honesty and fairness, we can avoid further disintegration of our values and begin the long climb back to putting ethical practice first.

We invite you to submit your ideas at a Symposium to Restore Ethics in our industry, to be held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Finalists will [make a panel presentation / participate in an ethics bowl]. Your ideas must take the form of a thoroughly researched report on the ethical issue that you feel should be tackled first and foremost. Your report must also include a solution to this issue, arrived at via a decision-making framework to ensure that the solution is based on sound logic and reasoning, and that your solution is practical and achievable.

We believe that professional ethics are the cornerstone of our industry and that the majority of industry professionals agree that compliance with ethical standards is of utmost importance.

Sincerely,

John Smith, CEO

[insert name of industry]

Teacher Resource 11.4

Rubric: Ethics Issue Report

Student Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  | Exemplary | Solid | Developing | Needs Attention |
| --- | --- | --- | --- | --- |
| **Research** | Research goes above and beyond the usual sources. Information is used effectively and cited properly. | Good topic research and information integration is evident. Proper citations are used for each source. | Some topic research was done and integrated into the assignment. Some source information is missing and/or is not in the proper format. | Little to no research is evident, and no source information is collected or presented. |
| **Comprehension of Subject Matter** | All content is accurate and complete and communicates a complete understanding of the topic. | Most of the content is accurate and shows mastery of the topic. | Content shows some flaws and omissions and illustrates only partial knowledge of the topic. | Much of the content is inaccurate and confusing and communicates very little understanding of the topic. |
| **Evidence and Examples** | All of the evidence and examples (facts, statistics, and real-life experiences) are specific and relevant. | Most of the evidence and examples are specific and relevant. | At least one piece of evidence or one example is relevant. | Evidence and examples are not relevant. |
| **Content Organization/ Flow** | Content is clearly organized, with a logical flow of connected ideas and effective transitions. | Content is organized, and most ideas are well connected with effective transitions. | Ideas are sound, but the content is not well organized and needs more effective transitions. | Content is extremely disorganized. The transitions between ideas are unclear or  nonexistent. |
| **Decision-Making Framework** | Expertly uses an ethical decision-making framework to arrive at a logical and plausible solution to the ethical issue. | Is proficient at using an ethical decision-making framework to arrive at a logical and plausible solution to the ethical issue. | Uses an ethical decision-making framework to arrive at a solution to the ethical issue that is not completely logical or plausible. | Makes confused or nonsensical use of an ethical decision-making framework to arrive at an unworkable solution to the ethical issue. |
| **Vocabulary** | Exhibits skillful use of ethics terms that is precise and purposeful. | Exhibits proficient use of ethics terms that is purposeful. | Exhibits minimal ethics terms, and new vocabulary is not precise. | Lacks use of ethics terms. Language is dull and tedious. |
| **Mechanics** | No grammatical, spelling, or punctuation errors. All sentences are well constructed and vary in structure. | Few grammatical, spelling, or punctuation errors. Most sentences are well constructed, with some variation in sentence structure. | Some grammatical, spelling, or punctuation errors. Most sentences are well constructed, with little variation in sentence structure. | Many grammatical, spelling, or punctuation errors. Most sentences are poorly constructed. |

Additional Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Resource 11.5

Assessment Criteria: Speaker Notes

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using the following criteria, assess whether the student met each one.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Met | Partially Met | Didn’t Meet |
| The notes cover all of the important points from the report they are based on. |  | □ | □ | □ |
| The notes contain illuminating examples and facts about the ethical issue. |  | □ | □ | □ |
| The notes are written as summary reminders for the speaker, not as a complete script to read verbatim. |  | □ | □ | □ |
| The notes reflect a deep understanding of the ethical issue and make a solid overall case. |  | □ | □ | □ |

Additional Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Resource 11.6

Key Vocabulary: The Culminating Project

| Term | Definition |
| --- | --- |
| cyberbullying | Using electronic communication to bully someone. |
| embezzlement | Stealing money placed in trust with an organization or person. |
| fraud | Criminal deception for financial gain. |
| hacking | Using a computer to gain unauthorized access to data. |
| insider trading | Using information that is not available to the public to turn an investment profit. |
| malware | Software designed to damage or disable computers or computer systems. |
| money laundering | Concealing the origins of illegally obtained money so that it can be used for legal activities. |
| usury | The illegal practice of charging excessively high interest rates. |