



# Ethical Dilemma Group Presentation

Description	Group Presentation Task on Ethical Dilemmas
Task Type	Group Assessment Task (Presentation)
Time	Will require group research and preparation and 15 minutes per group to present.
Level	Advanced level
Class Size	Can be used in larger class but group size kept to 6 or less would probably best suit a tutorial class for presentations
Learning Outcomes	<p>At the end of this task students should be able to:</p> <ul style="list-style-type: none"> <li>✦ Work together as a team to solve an ethical dilemma</li> <li>✦ Use one or more ethical frameworks for solving an ethical dilemma</li> <li>✦ Understand the need to consider all stakeholders when determining what is ethical</li> <li>✦ Present a topic in such a way that the audience is engaged</li> </ul>
Method	<p>Provide the students with an ethical dilemma and any stimulus material that would help them to consider the different points of view. Examples of ethical dilemmas are available on the website <a href="#">[Link]</a>.</p> <p>Ask them to prepare a 15 minute presentation/discussion/debate that will engage the rest of the class. They can determine the format that they want to use and how they will involve the class in their presentation. (This assumes that the students would have previously been provided with a framework/s for making ethical decisions.) Provide each team with the rubric to be used in evaluating their presentation.</p> <p>They might be asked to create a team contract at the start of the assessment to facilitate their work as a team. (An example of a team contract can be found on the project website.)</p>

Concluding Activity	Students could be asked to rate one another using the rubric. They could also be asked to write an individual reflection on how their team performed.
Assessment	Rubric is available below.
Student Instructions	<p>Read through the material on your ethical dilemma. Use one or more ethical frameworks to determine a solution to this dilemma. Create a presentation for the class that will enable them to participate in the decision making. Lead the class through the process of considering all the stakeholders involved and using the framework to reach the solution. Ensure that you involve the audience in the presentation by asking questions and involving them in the use of the framework.</p> <p>Look at the rubric to see what criteria will be used in assessing you.</p>
Additional Materials	Additional materials and examples of ethical dilemmas can be found on our team website <a href="#">[Link]</a> .

	Poor	Average	Good	Excellent
Teamwork	The team produces a significantly flawed product: incomplete or fragmentary; poorly conceived; lack of cohesion	The product produced by the team was satisfactory but some aspects could have been improved if the strengths of the team had been used more effectively.	Team members seemed to work well together and produced a cohesive product of good quality.	The team produced a quality product that reflected the involvement of all team members.
Ethical Decision Making	Does not use ethical framework/s for making the decision  Does not take stakeholders views into account	Uses ethical framework/s at a superficial level.  Takes some stakeholder views into account but not all.	Shows an understanding of the ethical framework/s being used and is able to apply them appropriately to the different alternatives.  Takes different stakeholder views into account in proposing the conclusion.	Is able to use the ethical framework/s effectively to explain and their reasoning and justify any convergent or divergent conclusions that might be reached.  All stakeholders views are considered in the solution proposed.
Critical Thinking	Does not justify conclusions	Justifies conclusions but arguments are poorly constructed and presented.	Backs up conclusions draw with well-reasoned, well-constructed arguments	Both the conclusions and the arguments for those conclusions are of high quality, well researched and clearly constructed.
Sustainability	Has not considered sustainability issues	Has considered at least one aspect of sustainability	Has clearly thought about sustainability in reaching their conclusion	Integrated various sustainability aspects into the reasoning behind their conclusion
Presentation	Audience had difficulty following the presentation.  Poorly rehearsed and of little interest.	Audience was able to follow the presentation most of the time.  Adequately rehearsed but did not stimulate interest.	Audience attention was held throughout the presentation.  Information was presented was interesting and there was some evidence of rehearsal.	Smooth delivery that held the audience attention throughout.  Information was well-rehearsed and presented in a way that made it interesting.
Discipline	Little evidence that the team understood the dilemma and the theory behind the dilemma.	Some evidence that the students understood the discipline theory behind the ethical dilemma.	Evidence that students had investigated the discipline area of the ethical dilemma and used this effectively in their presentation.	Strong evidence that all team members had the discipline knowledge to present their arguments regarding the ethical dilemma in an effective manner.