Module Evaluation Tool

I.   Student Learning Outcomes
   a. This section will list the desired learning outcomes for each module
   b. The learning outcomes will be specific to each module
   c. Teachers will rate their students' level of performance on each outcome using a 5-point Lickert scale. Teachers will be asked to agree or disagree with statements that reflect their students' mastery of the outcomes.
        i.   Strongly agree
        ii. Agree
        iii. Neither agree nor disagree
        iv. Disagree
        v.   Strongly disagree
   d. Teachers will be asked open-ended questions about the learning outcomes
        i.   Did the learning outcomes fit the module? Why/why not?
        ii. What learning outcomes would you eliminate and why?
        iii. What learning outcomes would you add and why?
        iv. Do you feel that the learning outcomes had an impact on the way that the lesson was taught? Please explain.

II. Student Assessment
   a. In this section teachers will rate their students' performance in the four aspects of moral life and development (Rest, 1984). The baselines are taken from an article on teaching ethics to college undergraduates, so some modification may be needed
        i.   Awareness
            1. Baseline – "The students have a significant, i.e. conduct affecting, awareness of such personally relevant values/principles/ideals as: life; health; pleasure and the absence/limitation of pain; personal autonomy or self-determination; and integrity (i.e. striving to live by a fairly consistent set of values/ principles/ ideals); as well as of some of the social-relational values/principles/ideals like cooperation, equality, and non-interference in others' choices" (Ozar, 2001).
            2. Desired improvement –
                a. Students should be able to articulate some application of their values/principles/ideals as they relate to the specific modular lesson.
                b. Students should be able to articulate an understanding of others' perspectives, though they disagree
                c. Students should be able to articulate some of their own conflicts regarding their

                values/principles/ideals as they relate to the ethical issue(s) in the module

    ii. Reasoning/reflective skills

        1. Baseline – "They have the ability to reason logically on simple ethical/moral issues and an awareness of the general relation of premises to conclusions in such matters. But they have little functional grasp of the elements and patterned contents of the different modes of moral/ethical reflection; nor are they routinely able to articulate the details of their efforts at such reflection in terms communicable to others or functional as tests of the quality of their reflection" (Ozar, 2001).

        2. Desired improvement

           a. Students should be able to articulate a logical application of their ethical/moral beliefs as they apply to the module

           b. Students articulation should demonstrate some critical awareness and reflection

    iii. Motivation/conviction

        1. Baseline – "The students have given little thought to the reasons for holding the values/principles/ideals that they hold, which means that the predominance of one kind of motivation/conviction over another in a given situation, even when well established as part of the student's personality/character, is more a matter of unreflective habit than active self-knowledge or conscious decisions and choices about being a certain kind of person. Nor have they reflected much on the reasons for valuing and acting according to the particular conventions or accepted role-standards of any specific social roles, much less on the specific values/principles/ideals grounding such accepted role-standards. They therefore typically have only habitual, rather than decision-and-choice-based motivation/conviction regarding these standards, even in regard to roles to which they personally aspire. But they do ordinarily understand that there are such conventional standards for these roles; and they are often sincerely motivated, from a variety of both personal and social sources, to perform such roles successfully and therefore to learn to do so" (Ozar, 2001).

        2. Desired improvement

           a. This is the hardest element to assess

           b. Students should be able to articulate some (though it will be very little) insight into their motivation for making the ethical choices they make

    iv. Implementation

1. Baseline – "Since implementation depends on concrete understanding of particular practice settings in some detail, our students often have little grasp of any of the situation-specific challenges to implementation, or of the situation-specific resources likely to be available to them, in areas beyond family, school, and certain limited social and work environments. But the students do typically have ordinary young-adult abilities to resolve both practical and emotional impediments to appropriate action in these familiar environments; and from doing so, they typically anticipate that comparable relevant assistance might be available in the situations they will subsequently encounter" (Ozar, 2001).
2. Desired improvement
   a. Students should be able to articulate some sense of why they might choose to make a decision in a particular instance, given particular variables
   b. Students should be able to articulate, or at least question, whether they would make a similar in a different context

   b. Teachers will rate how well the students progressed from the baseline to the desired improvement using the same 5-point Lickert Scale above

III. Modular Assessment
   a. In this section teachers will evaluate the effectiveness of the module
   b. Teachers will rate the module on the same 7-point Lickert Scale. Assessment of effectiveness would issues such as the following:
   i. The module's content was effective in getting the students to think and discuss ethical issues
   ii. The module interested in the students
   iii. The module seemed to have relevance to the students
   iv. The module's lesson helped foster students' desires to understand alternate perspectives
   v. The module was effective in getting students to understand their own perspectives

Ozar, D. (2001). An outcomes-centered approach to teaching ethics. *Teaching Ethics, 2(1)*.

Rest, J. (1984). The major components of morality. In W. Kurtines and J. Gewirtz (Eds.), *Morality, Moral Behavior, and Moral Development.* New York: Wiley.