

Incorporating GENIE CETL Material to Improve Ethical Debate Amongst Mechanistic Reductionist Biology Students

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SHARPENS YOUR THINKING

Context

- Level 6 10 credit Bioethics module
- Semester 1
- Core for one module - optional to others
- Typically about 30 students
- 10 weeks teaching - 2hrs/week
- Two week assessment period
- Adapted from a semester 2 ,20 credit module

week	Activity 1	Activity 2
1	Into	Philosophy/history
2	Ethics of Resource allocation	Discussion
3	DNA data bases	Discussion
4	Real Life Genetic dilemmas	In Genetic testing
5	In Class test	Details of assessed Debate
6	Using Human tissues	Discussion
7	Animals in Research	Discussion
8	GM Crops	Discussion
9	Ethics in the professions	Discussion
10	Preparation for Debate	
assessment week 1	Debates	Submit predebate report
Assessment week 2	Debates	

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Why was it thus?

Students not given enough opportunity to practice
"being in the other camp"

Too much exposure to cynical lecturing staff

Solving the problem

By incorporating ideas from our betters

1. Autonomy CETL - Birmingham University management group

In teams take on a specific role and complete a task

Swap roles and complete another task

repeat until each member of the group have experienced all roles

Roles

- For
 - but very personally involved
- Against
 - but very personally involved
- Chairman

The missing element

- The tasks
needed a stock of believable scenarios
needed ones with lots of supporting material to
assist "cynical" lecturing staff when marking
- "Where can you find these gems?"

The GENIE CETL

Week	Activity 1	Activity 2
1	Into -	Theory & Background
2	Ethics of resource allocation	DNA Data bases
3	Scenario Allocation	GM Plants
4	Ethics in the professions	Stem cells
5	Library support	Library Support
6	~~~~~	~~~~~
7	In-class test	Submit formative scenario 1
8	~~~~~	~~~~~
9	Test feedback	Feedback from scenario 1
10	Submit scenario 2	
11	Feedback from scenario 2	~~~~~
12	Submit scenario 3	~~~~~
	Feedback from scenario 3	~~~~~
Assessment week 1	Debates	Submit Individual Report
Assessment week 2	Debates	

Assessment

- In class test to ensure familiarity with ethical terms
- 1 X formative debate (relatively short - written - group)
- 2X assessed debate
- 1X live debate with "lay ethics committee"
- 1X portfolio of the process including a reflection on how they had developed an ethical bio scientist via this module.

Did it work?

Yes

&
marking faster
retained benefits of in class test
students more mindful of alternative viewpoint
student no longer ALWAYS come to the
conclusion of the lecturing staff!
Some excellent reflection on the process
Many choosing as option -"because of the
debates"



Problems

- Might we need MORE scenarios?
- What if we get too many students?
- Some cannot cope with scenarios that are "NOT REAL"!
- Students often remain incorrigibly ignorant of the science behind the problems





Thank you

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oh

& the students