

Ethics CORE

Plan for recruiting educational content

1. Begin with harvesting existing NSF-funded educational materials (for example, ORI or the Ethics Education Library at IIT).
2. Make a key part of Ethics CORE rollout (articles, press coverage and interviews, conference talks, public events, etc) a featured emphasis on inviting user-generated educational materials. This is a crowd-sourced endeavor.
3. Review and evaluation processes should be clear in any solicitation (see “Plan for reviewing and evaluating educational content”), as should be intellectual property (Creative Commons) policies.
4. The incentives for submitting work should be emphasized on the web site: promotion of one’s courses (which could include online courses); recruiting students; giving higher visibility to one’s ideas and pedagogical innovations; receiving feedback and suggestions; and raising the overall level of innovative ideas in this area. If the ultimate goal is to promote more ethical conduct, then putting good ideas and resources into circulation helps everyone, even if one is only given indirect credit.
5. We will also carry out an extensive web search for courses in this area – realistically it should be possible to find almost every relevant course syllabus in RCR at a major research university. These syllabi would also provide access to instructional materials or resources developed for those courses – though standalone materials and resources, or items developed and/or used in the context of other syllabi that deal with these issues only tangentially, would be harder to find.
6. As our structure becomes more visible and widely used, developers of materials who come to our site will see the invitation to submit materials, and simple directions on how to do so. Word of mouth would have some impact on recruiting materials once the Ethics CORE site is launched and becomes better known.
7. Several instructors are using Ethics CORE as a platform for their own teaching. This not only gives the site and its resources greater visibility, it also puts us in direct contact with young developers and scholars. Contributing your own resources to the site make it possible that others will pick them up, use them, or adapt them for their teaching purposes. With attribution, this also promotes one’s own creations – sometimes far beyond what one could do on one’s own.

8. All of these are incentives that will attract some teachers and scholars to eschew certain kinds of vanity and share their work product for the good of the whole. But, perhaps paradoxically, one of the main elements of the online ethos (emphasized by David Weinberger, among other) is that the more generous you are in allowing others to use your work, the more attention it eventually draws to you.

9. Unlike other areas of the Ethics CORE site (access to published research, for example), comprehensive coverage of all the relevant educational materials that exist online, while desirable, is not a necessity in itself. Instead, access to a range of high-quality and exemplary materials, freely available, is our primary goal in order to provide resources for instructors and students to advance learning in this area.

We are confident that our approach will eventually comprise all, or nearly all, of the truly exemplary educational materials that are available online