

Week-8 Workshop

BEB100

INTRODUCING PROFESSIONAL
LEARNING

Today Workshop

- ACTIVITY 1 "Review" – 15 Minutes
- ACTIVITY 2 "Quick QUT Survey" – 10 Minutes
- ACTIVITY 3 "Review of Assignment 1" – 15 Minutes
- ACTIVITY 4 "Assignment 2 Ethical Issues" – 30 Minutes
- ACTIVITY 5 "Assignment 2 Ethical Issues" – 30 Minutes
- ACTIVITY 6 "Team Project Work" – 15 Minutes
- The Week 8 quiz on ethics

ACTIVITY 1 "Review"

- The purpose of this activity is to review the material covered in the lecture last week on ethics.
- The key points from the lecture by Paul Smith are ...

ACTIVITY 1 "Review" (cont.)

1. There are personal ethics, then ethics of the group (eg of a professional body) and then ethics of the whole community/society.
2. All group ethics need to be compatible with the ethical standards of the community.
3. Ethics is best described as a systematic attempt to make sense of our individual and social moral experience, in such a way as to determine the rules that ought to govern human conduct.
4. Ethics is at its heart a way of dealing with relationships between people.

ACTIVITY 1 "Review" (cont.)

5. Ethics is not a legal thing, it's a values thing.
6. "If you rely solely on the law to guide you, you're doomed to failure".
7. What is acceptable in one community may not be so in another.
8. For many situations it's best to think "when in Rome, do as the Romans do".

ACTIVITY 1 "Review" (cont.)

9. There are shared values in the community relating to community good, and enduring values of respect and dignity and human rights.
10. Internationally there are values all humans share that are essentially inviolate.
11. Professionals who behave unethically won't necessarily have the law come against them, and may make money out of the practice, but eventually the reputation of those people will be ruined and consequentially their ability to practice and to contribute to society.

ACTIVITY 2 "Quick QUT Survey"

- The BEE Faculty is seeking the views of first year students about why they came to QUT, what subjects at high school were useful, etc.

ACTIVITY 3 "Review of Assignment 1"

- The purpose of this activity is to enable you to give collective feedback to your students about the things they all did well or not so well in the first assignment.

ACTIVITY 3 (cont.)

- The layout of the report, neatness, numbering of sections and subsections, the need for the details (exec summary, contents table, figures/tables list, introduction, conclusions, etc).

ACTIVITY 3 (cont.)

Some of the errors in referencing we found are:

- **Acknowledgement of sources of information:** this is done correctly by having BOTH in-text citations AND in the reference list at the end of the assignment. If it's not in the reference list then it is still plagiarism. If it's in the reference list but not in-text, then it's not a reference list – it's padding!

ACTIVITY 3 (cont.)

- **In-text referencing** must have author (date, page), eg Lomas (2006, 54)
Tayeb (1996, 9) states that "In all societies the majority of people want to do well". OR "In all societies the majority of people want to do well" (Tayeb 1996, 9).
- **Paraphrasing from two pages**
Rokeach (1968, 110–111) says attitudes are difficult to measure because there is much controversy over what it is.

ACTIVITY 3 (cont.)

- **Reference to argument of a whole work**
Peters and Waterman (1998) built their whole argument on the cultural traits necessary for corporate success.
- **Reference to a work by more than three authors**
The subject is treated in detail by Robbins and others (2001).
OR
In one study (Robbins et al. 2001) the subject is treated in detail.

ACTIVITY 3 (cont.)

- **Reference to more than one work by an author or authors in the same year**
Bell (1998 a, 99; 1998 b, 88) says that the study of wildlife is an adventure that lasts a lifetime.
- **Reference to more than one work in the same citation**
(Albert 98 ; Allen and Kraft 98 ; Kanter 98; 98 , 99)

ACTIVITY 3 (cont.)

- **Reference to a corporate author and government entity or agency e.g. the Australian Bureau of Statistics**
The *Chicago Manual of Style* [CMS] (2003, 311) argues for the sparse use of capitals in reference lists, reserving these for the first word in a title or sub-title, and for proper nouns.
- OR
- CMS (2003, 311) argues for the sparse use of capitals in reference lists, reserving these for the first word in a title or sub-title, and for proper nouns.

ACTIVITY 3 (cont.)

- **In text referencing with web document**
http://netec.mcc.ac.uk/WoPEc/data/Papers/wopbawlad_00.html (2001) reported that "this has significantly eroded the region's chances of competing in global markets".
- **If page numbers are not available, use the term "para" or the symbol ¶.**
 - (Myers 2000, ¶ 5)

ACTIVITY 3 (cont.)

- **How to reference a library database:**
McBratney, A. B. and B. Minasny. 2003. On digital soil mapping. *Geoderma*, 117 (2): 3-52. (accessed February 17, 2004, from ScienceDirect database).
- **How to reference a web document with no author:** *Tutors survey: Final report*. 2007. (plus all the bibliographic information that can be found about the document)
<http://www.incore.uk/index.html> (accessed April 20, 2007).

ACTIVITY 3 (cont.)

- Useful verbs – in citation:
 - State, Say
 - Argue
 - Report
 - Point out
 - Suggest, Propose
 - Examine
 - Conclude/Summarise

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ACTIVITY 3 (cont.)

- Reference to a newspaper article
In *The Courier-Mail* (2003, 5) it was reported that....
- Reference to an interview, email, conversation or lecture
Ms Annie Schultz, Managing Director of ACL Industries, stated in a personal (or telephone) interview on April 21, 1999 that . . .
- OR
Ms Annie Schultz, Managing Director of ACL Industries, stated that . . . (personal interview, April 21, 999).

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ACTIVITY 4 “Assignment 2 Ethical Issues”

- The purpose of this activity is to provoke some thought about how what's obviously right or wrong at first glance can turn out to be very unclear when further information or issues are exposed. It's a video-based activity with questions after each video. It's American so forgive the accent!

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ACTIVITY 4 (cont.)

- At the end of the video, click on “When done, click here to continue” at the bottom of the image and some questions will appear. All the students are to write down on a piece of paper what their response is to each question.
- When finished that, click on “When done, click here to continue” at the bottom of the image, then get the next video going by clicking on the “200K” word again. This one goes for about 5 minutes and presents new information about the scenario that makes you think.
- At the end of that video, click on “When done, click here to continue” at the bottom of the image and the same questions will appear. Go through each question and recall the students whether their previous answer might have been changed by this new information; students are to explain why they might change their answer and get some discussion going between those that would change and those that wouldn't.

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ACTIVITY 4 (cont.)

- Quick summary:
 - Julia (the driver) says that though she feels absolutely terrible about it all, she didn't report the crash because of the greater good of the 1000s of disadvantaged students who'll definitely benefit greatly by her program.
 - Alison (the best friend) says she sees Julia's point of view but if we all make our own choices on what laws we'll obey or ignore, irrespective of the consequences, then society is doomed. She can't see Julia as being her best friend anymore – she's sick and disillusioned by the whole thing and wishes she had the guts to report the crash.
- The final step is to get the team to tell the class their views on whether they're in agreement with Julia or Alison and why.

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ACTIVITY 5 “Assignment 2 Ethical Issues”

- This activity is intended to build on the thinking stimulated by Activity 4 above to help the students thrash around and explore the issues that could arise over the Assignment 2 requirement that the students report on the ethics of building their house or waste disposal facility in the “foreign country” described in the project brief. This activity will help student with writing the page of thoughts on this matter required for Assignment 2.

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ACTIVITY 5 (cont.)

- Project briefing document on the projector screen and project up the portion of text that describes the so-called “procurement fees” expected to be paid in that country.
- The key point raised in Paul Smith's lecture regarding “when in Rome, do as the Romans do”, not imposing one's own customs and ethics on other societies, the international perspective of universal human dignity and rights and common good, and one's own sense of what's right and wrong.

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ACTIVITY 5 (cont.)

- Sit in your team (if not already) and ask them to first state, without explanation, to each other in the team their first thought about whether they would pay the “procurement fees”.
- Team members to explain to each other why they felt they would or would not pay the fees.
- Provoked further discussion by asking each team to do the following:
 - two members of each team to pretend they were representing the government in that country and that they are desperate to get this new house(s) or facility, to help provide work for their starving people – if the new project requires the “fees” to be paid, then so be it;
 - two other members act as the representatives of the company wanting to build in that country;
 - one or two other members of the team acts as an Australian government lawyer who's been commissioned to stamp out bribery amongst Australian companies in the wake of the AIB scandal last year;
 - the team then thrashes out amongst themselves all the ethical challenges that this case study raises.

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ACTIVITY 6 “Team Project Work

- Every week we’re requiring the teams to meet and work on the project in the workshop.
 - see which teams have members missing,
 - see which teams are progressing and which are struggling,
 - give the teams a chance to ask questions about the project that the whole class might be interested in.
- Teams are to have a formal meeting to discuss and work on the project.

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ACTIVITY 6 (cont.)

- New in tutorial page
 - Code:
 - AMCORD
 - BCA
 - QDC
 - Design Guide/Manual
 - Home Design Guide
 - Residential Design Manual
 - New Home Design Sample Report
 - RAIA: Archicentre

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ACTIVITY 6 (cont.)

- Criterion-Referenced Assessment (CRA) for Part 2 – Group Assignment
 1. Oral presentation
 2. Artefact
 3. Report presentation and compliance with brief
 4. Graphics
 5. Ethics and intercultural issues
 6. Evidence of Group Work

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ACTIVITY 6 (cont.)

- Oral presentation
 - Independence from notes,
 - clear audible voices,
 - 3min/speaker,
 - enthusiastic,
 - logical flow.
 - Quality ppt slides (clear, attractive, colourful, easily read).

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The Week 8 quiz on ethics

- **Week 8 Team work quiz Starts Mon 23/4/07 to Mon 30/4/07**

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The Week 8 quiz (cont.)

1. You have added up your published marks on the BEB100 OLT site and find that the addition is wrong by 2%. What should you do?
 - a) Fully document every mark as per table below and email enquiries_beb100@qut.edu.au.
 - b) Wait until you get your final results for BEB100 and see if the missing 2% will make any difference to your final grade
 - c) Shoot off an email immediately to all lecturers, course co-ordinator and student services complaining of an injustice on a matter of principle.
 - d) Ask student services to fix giving them

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More discussion/concern

- Office: Room O401/2, O Block GP Campus, Mon to Friday: 2-6 pm
- SMS: 0402155808
- Email: m.pamulu@qut.edu.au
- Online: mspamulu (MSN-Windows Live/ Yahoo-Messenger) or Meebo at <http://www.geocities.com/msapripamulu/index2.html>

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