

4-18-2008

# Development and Assessment of Role-Play Scenarios for Teaching RCR

Michael C. Loui

*University of Illinois at Urbana-Champaign*

Bradley J. Brummel

*University of Illinois at Urbana-Champaign*

C. K. Gunsalus

*University of Illinois at Urbana-Champaign*

Kerri L. Kristich

*University of Illinois at Urbana-Champaign*

Follow this and additional works at: <http://scholarworks.umass.edu/esence>

 Part of the [Engineering Commons](#), [Life Sciences Commons](#), [Physical Sciences and Mathematics Commons](#), and the [Social and Behavioral Sciences Commons](#)

---

## Recommended Citation

Development and assessment of role-play scenarios for teaching responsible conduct of research, First Biennial Responsible Conduct of Research Education, Instruction, and Training Conference, St. Louis, April 17-19, 2008.

This Presentation is brought to you for free and open access by the Science, Technology and Society Initiative at ScholarWorks@UMass Amherst. It has been accepted for inclusion in Ethics in Science and Engineering National Clearinghouse by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact [scholarworks@library.umass.edu](mailto:scholarworks@library.umass.edu).

# Development and Assessment of Role-Play Scenarios for Teaching RCR

Michael C. Loui, Bradley J. Brummel,  
C. K. Gunsalus, & Kerri L. Kristich

*April 18, 2008*

# Overview

---

- Program Description
  - Topics
  - Materials
- Participate in a Role-Play
- Current Findings
  - Impressions of Participants
- Future Directions
  - Interviews
  - Useable Packets



# Role-Plays of Research Ethics

---

- National Science Foundation Ethics Education in Science and Engineering Program
- Role-Play Scenarios for Teaching Responsible Conduct of Research
  - M. C. Loui and C. K. Gunsalus, co-PIs
  - Bradley Brummel and Kerri Kristich, RAs
- Approved by the campus Institutional Review Board

# Role-Play Topics

---

- Authorship
- Peer Review
- Mentoring
- Conflict of Interest
- Human Subjects
- Animal Subjects
- Hazardous Materials
- Whistleblowing – Professional Relationships\*
- Whistleblowing – Data Management

# Components of the Role-Plays

---

- Moderator Materials
  - Possible role-play formats
  - Questions to ask and facilitation advice
  - Examples of the RCR situation from the media
- Roles
  - Professor, Graduate Student, Observer
- Party Favor
  - Description of scenario and real story
  - Useful citations and Web sites

# Running the Role-Play

---

- Each group must have a professor role and a student role
- Some groups will have an observer
- Run role-play
  - Read and prepare your role ~5 min.
  - Role-play the meeting ~7 min.
    - Use discussion starter if needed
- Summary of discussions

# Current Findings

---

- Approximately 435 UIUC graduate students
- Role-plays described as involving and memorable
  - Leads to good discussions
- Some students felt uncomfortable or didn't take it seriously
  - Unfamiliarity with role-playing
  - Actual difficulties similar to a real situation
- Most said the role-plays were worthwhile (75%)
  - More effective than a lecture or case study covering the same topic, but only one topic gets covered



# Future Directions

---

- Interviews with case analysis to test if role-plays teach graduate students to:
  - Identify moral issues
  - Understand multiple perspectives
  - Negotiate practical solutions
  - Change conceptions of RCR
  - Retain knowledge and skills
  
- Develop useable role-play packets for other RCR educators
  
- Questions/Comments?