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

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# 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

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



# Role-Plays of Research Ethics

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- 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

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

# Components of the Role-Plays

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- 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

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- 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

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- 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

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- 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?