



ETHICAL
DEVELOPMENT IN
LONG DISTANCE
EDUCATION



DISCUSSION BY

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WHAT IS EDUCATION?

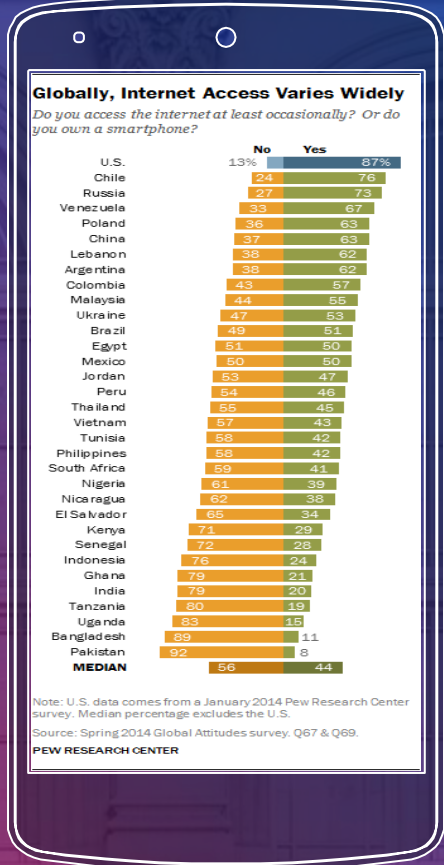
For us Christians, it is not mere the delivery of information, but a life changing process.



TRENDS

Saturation of information technology in society and increase of education investments

- 10% Cell-phone users to 97% Cellphone
- 47% of the global population has access to mobile broadband



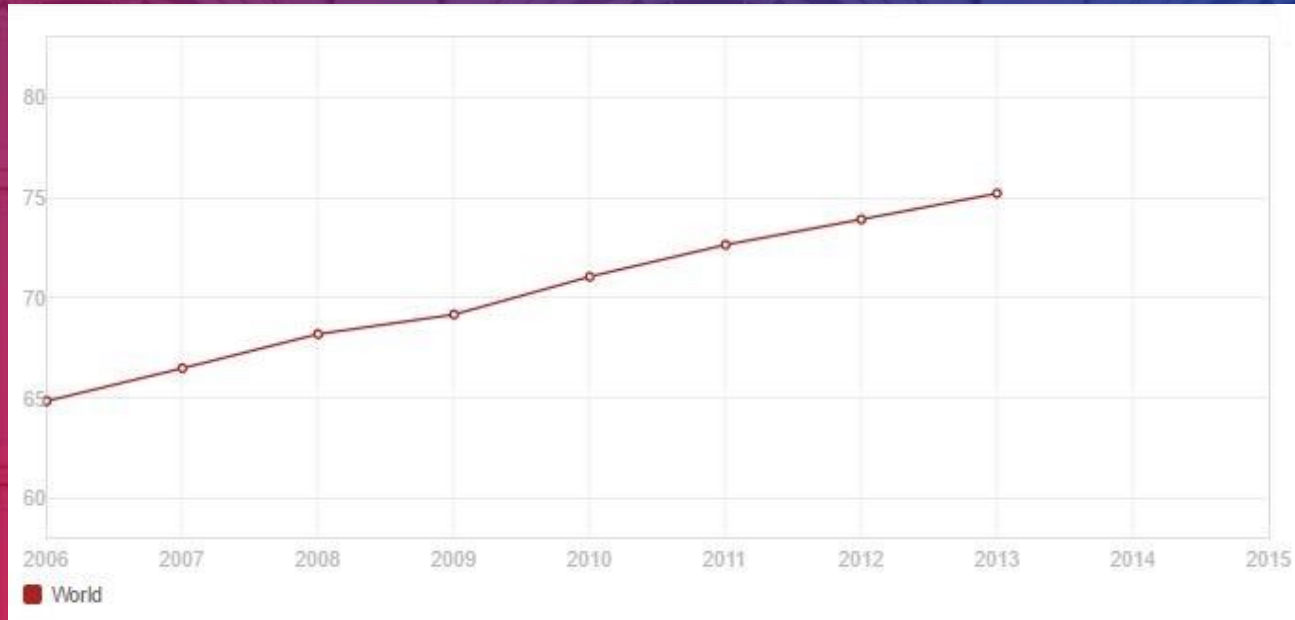
- 400 million internet access in 2000 to 3.2 billion in 2015



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Technology has changed the way society operates and has become the key growth engine for improving the standard of living for the lives of citizens around the world. Our government, economy, and institutions are now heavily dependent on technology for communications, productivity, and efficiency

EXPENDITURE ON EDUCATION



"Expenditure on education, Public (% of GDP) (%)". United Nations Development Programme. World Bank. October 2013. Retrieved 4 March 2016.



Significant Rise of ICT

3.2 billion in 2015

97% Cellphone usage

47% of the global population has access to internet

Resulting in education being digitized.

Educational institutions wants to take advantage of
technology



HOW DOES
THIS AFFECT
EDUCATION?



THREE MAJOR EFFECTS

*Method of
Delivery*

Massification

Contents



METHOD OF DELIVERY

- Increased student freedom of choice over content provision
- Minimized importance of physical context
- Increased focus on content
- Increased focus on employment
- Student chooses where, how, what, when
- Student centered approach
- Not a learning community but a independent learning activity



MASSIFICATION

- Systematized and efficient
- Infrastructure in place
- Rise of online universities as alternative to real universities
- Benefits include ease of access, cost reduction, and convenience.



CONTENT

- Tailored for Student needs
- Tailored for Student's needs and comfort
- New literacy



THREE MAJOR EFFECTS

Method of delivery

- Student centered
- Removal of Universities and institutions
- Time independent
- Not a learning community but a independent learning activity

Massification

- Online universities
- Relevance of internet
- Cheaper
- Easier to access
- Systematized and efficient

Content

- New literacy
- Tailored for needs and comfort of students

Technology has rapidly affected the student experience, challenged the university structure, and enhanced instructional delivery.



Problems

- Less engagement
- Less engagement effects the level of emotional and personal involvement
- Less participation
- Less participation will lead to exposure of content instead of involvement

Best way to teach ethics is not ethical content but the (participation?) involvement of ethical qualities of students

Moral actions are not just connected to reasoning and cognitive function, but emotions as well. Emotions play a big role in moral development because they provide a crucial link between our thoughts and our actions.



Moral Development Theory

Moral development “represents the transformation that occur in person’s form or structure of thought”

“frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement”

Best developed with regular contact with other people involved in that very moral community.

Needs of some form of internalization of information for contemplation or disequilibrium for individuals to consider



Our Question: How does moral development compare in an online setting compared to a traditional educational environment?

Our first hypothesis is learning online is not as effective in increasing moral reasoning due to less direct interaction, data intensiveness, and not being part of an effective community.

Two, predictions that are from classes that use internet based learning such as blended and full time internet classes are that moral development will be lower depending on the ratio of online and offline classes.

Third, there will be a difference in students who are taking offline and blended in regards to interactions and friendliness of peers.

Fourth, we hypothesize that students who are taking offline and blended classes will have difference in interaction with professors and the perceived friendliness with professors.



INSTRUMENTS

DIT

- Measures moral reasoning
- Correlation with education intervention
- Based on Kohlberg's moral developmental theory
- Korean DIT version used

SURVEY

- Population census
- Emotional Involvement
- Perception
- Attitudes towards peers and professors



IMPLEMENTATION

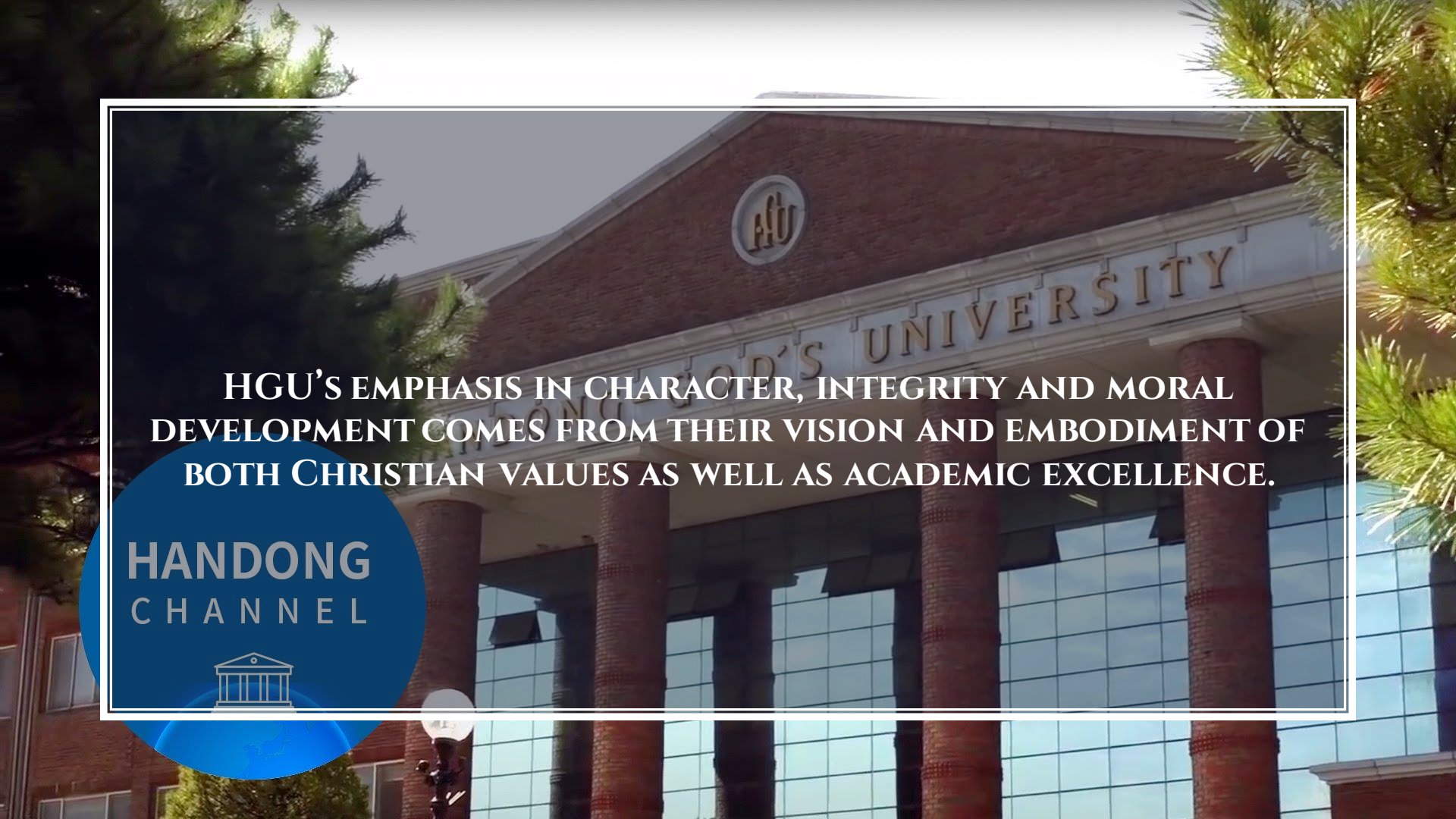
- Pen and Paper
- End of Class
- With Professor's Consent



HGU PARTICIPANTS

Sections		Male	Female	Total
1	n	25	35	60
	%	17.4%	24.3%	41.7%
2	n	31	53	84
	%	21.5	36.8	58.3
Total		56	88	144

Grade		1	2	3	4	5	Total
1	n	1	21	13	19	6	60
	%	0.7	14.7	9.1	13.3	4.2	42.0
2	n	61	10	7	3	2	83
	%	43.4	21.7	14	15.4	5.6	58.0
Total		62	31	20	22	8	143

A photograph of a large, modern university building with a prominent portico supported by several thick, reddish-brown columns. The building's facade is primarily brick. Above the columns, the words "HANDONG UNIVERSITY" are inscribed in large, gold-colored, serif capital letters. In the center of the pediment above the columns, there is a circular emblem containing the letters "HGU". The building is partially framed by green pine trees on both sides. The sky is a clear, pale blue.

HGU'S EMPHASIS IN CHARACTER, INTEGRITY AND MORAL DEVELOPMENT COMES FROM THEIR VISION AND EMBODIMENT OF BOTH CHRISTIAN VALUES AS WELL AS ACADEMIC EXCELLENCE.

**HANDONG
CHANNEL**





RESULTS

Dependent variable	N	Mean	Standard Deviation
Effectiveness (효과적)	142	6.725	2.0005
Friendliness of Lecture친근_강의	143	6.350	2.2179
Friendliness of peers친근_학생	143	4.385	2.2733
Interaction with peers상호_학생	143	4.476	2.5806
Friendliness of professors친근_교수	144	7.0694	1.92459
Interaction with professors상호_교수	143	6.4720	2.03190
P_score	144	37.8935	15.97758



Independent Variable	Dependent Variable	Mean	Sig. (2-tailed)
Online	Effectiveness 효과적	6.683	0.831
Offline		6.756	
Online	Friendliness of 친근_강의	6.133	0.323
Offline		6.506	
Online	Friendliness of peers 친근_학생	3.717	0.003
Offline		4.867	
Online	Interaction with peers 상호_학생	3.633	0.001
Offline		5.084	
Online	Friendliness of professors 친근_교수	6.942	0.503
Offline		7.161	
Online	Interaction with professors 상호_교수	6.129	0.086
Offline		6.720	
Online	P_score	39.389	0.344
Offline		36.825	



DISCUSSION

- No significant moral reasoning level
- Maybe due to only small part of education being online
- Difference existed for interaction and perceived friendliness for peers and professors for only a 50% blended class
- Although interactions with a professor are not significantly different, we still have to examine the difference in interaction with professor, because exposure to intellectually and perhaps morally superior agents is key to bringing disequilibrium to students—at least as Piaget theorizes moral development.
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A photograph of a busy staircase with many people walking up and down. The image is overlaid with a gradient from red on the left to blue on the right. The word "CONCLUSION" is written in white, serif, all-caps font in the center. Below the text is a white double-line horizontal separator.

CONCLUSION



THANKS!
Any questions?