



Ref. No.
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**Projects on Promoting Outcome-Based Approaches in Student Learning  
2007-08  
Application for OBA Funding**

**PART I: General Information**

**1. Title**

An evaluation of the moral reasoning of students in the BBA Programme

**2. Name(s) of Applicant(s)**

**Project Leader**

Name	Dept	Post	Groupwise	Ext.
Vanessa Stott	AF	Associate Professor	afvstott	7101

**Team Member(s)**

Name	Dept	Post	Groupwise	Ext.
Dr Thomas Lau	AF	Assistant Professor	afthomas	4396
Tam Ching Yee	AF	Lecturer	afcytam	4056
Monica Pheny	AF	Visiting Lecturer	afmpheny	7079

**3. Total funding requested**

**4. Expected duration of project: 2 years 5 months (29 months)**

Proposed commencement date: 1 April 2008

Expected completion date: 31 August 2010

## PART II: DETAILS OF PROPOSAL

### 1. Project objectives and significance

*(What are your objectives in initiating this project? How does it align with institutional goals and targets in implementing outcome-based approaches in student learning?)*

One of the stated programme outcomes for the BBA (Hons) Scheme is that on graduating from the programme, all students will be able to "Identify and resolve ethical issues as they arise generally and in the specific business settings for which they are being prepared"<sup>1</sup>.

Currently, ethics is taught in an embedded approach and is included in several compulsory and elective subjects in the curriculum in varying degrees. A new subject, Corporate Social Responsibility (CSR) will be introduced in Semester 1 of the 2008/09 academic year. The CSR subject will be compulsory for all students who were admitted to the BBA programme from the 2007/08 academic year.

This study is to determine if the current group of students who are graduating in the 2007/08 academic year meet the stated programme objective in relation to business ethics as stated above. We also wish to evaluate the effectiveness of the CSR subject in relation to increasing students' ethical awareness.

We intend to use the Defining Issues Test -2 (DIT) for evaluation purposes. The DIT is a measure of moral judgment development and is based on research by James Rest. The DIT was developed in conjunction with the University of Minnesota and has been extensively used within the United States and elsewhere. Accordingly, there is substantial comparative data available which we intend to utilise for this study.

#### **Primary objective**

To establish whether undergraduate students in the Faculty of Business are receiving adequate training and exposure to ethics pertaining to their relevant fields of study and therefore meet the programme outcome in this regard.

Nearly all of the subjects taught in our BBA undergraduate programme are expected to consider the relevance of ethics. We propose to use the DIT to measure the students' moral reasoning on commencement of the undergraduate programme i.e. in the Foundation year (for students on the 4 year programme) and the First year (for students admitted directly to the 3 year degree programme). We also propose to administer the DIT to the Final year students in their final semester, prior to completion of the programme.

#### **Secondary objective**

To test whether the new subject, CSR, being introduced in the first semester of the 2008/2009 academic year has any impact on students' ethical awareness.

The first group of students who will be taught CSR in September 2008 are those from the 2-year Accelerated Degree programme of the School of Accounting and Finance only. These students would have already been exposed to ethics through the embedded approach during the first year of their programme. We propose to administer the DIT to these students once on commencement of the CSR subject and once again just prior to them completing the subject. We will also administer the DIT to students in the School of Accounting and Finance in the Final Year of the 2007/2008 academic year for comparison purposes.

The second group of students who will be taught CSR in September 2009 are those from the 3-year BBA programme. These students would have had exposure to ethics through the embedded approach during the first 2 years of their programme. Again, we propose to administer the DIT to these students once on commencement of the CSR subject and once again just prior to them completing the subject.

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<sup>1</sup> Please refer to the Faculty of Business Validation Document

## 2. Target users

*(Who are the intended users of the 'deliverables' of the project – faculties / departments management or programme/subject teams or students?)*

- The BBA programme consists of subjects offered by the School of Accounting and Finance, Department of Management and Marketing and Department of Logistics in the Faculty of Business. We envisage that the results of this study will be used for further development and design of subjects especially for but not restricted to the BBA programme.
- The CSR subject designers, Professor Carlos Lo and Vanessa Stott, and the subject teaching team to evaluate the effectiveness of the subject and for continuous improvement of the same.
- The results of this study are also intended to be used for the purposes of the relevant accreditation authorities.

## 3. Outcomes and deliverables

### (a) Major outcomes and deliverables

*(What will be the major outcomes and deliverables of the project?)*

	Major outcomes and deliverables with descriptions
(a)	In relation to the primary objective of establishing whether our undergraduate students have had adequate exposure to ethical issues. We expect that the DIT scores for the undergraduate students will be comparable to the comparative benchmarks based on students of similar educational backgrounds as provided by the University of Minnesota based on DIT scores.
(b)	Also in relation to the primary objective, we intend to compare the DIT scores of students from the School of Accounting and Finance, Department of Management and Marketing and Department of Logistics in the Faculty of Business. This will provide a preliminary assessment of the effectiveness of the embedded approach adopted by each department.
(c)	With respect to the secondary outcome of evaluating the students' moral reasoning scores before and after the CSR subject. We intend to investigate if there is any difference in the students' moral awareness subsequent to taking the subject and utilise the results to improve the quality of the subject.
(d)	The results of the current group of students who were not exposed to the CSR subject will be compared and contrasted with the students who completed the subject. This information will assist subject designers to analyse the effectiveness of the 'embedded only' approach versus the 'embedded plus subject' approach towards teaching ethics to students.
(e)	We would also be able to compare and contrast the scores of the students in the 2-year Accelerated Degree programme to that of the students in the 3-year BBA programme in the Accounting and Finance department. Comparison of the pre-CSR subject results between these two groups will assist in assessing the effectiveness of the embedded approach in the 2-year and 3-year programmes separately. This will be a useful comparison as students in the 2-year program would have received only approximately half the exposure to ethics as compared with the students in the 3-year program.
(f)	<p>We intend to perform further analysis on the data collated for the DIT purposes to determine if there were differences in the responses of the students population in terms of –</p> <ul style="list-style-type: none"><li>(i) gender</li><li>(ii) culture – we have a large percentage of the students population from the Mainland China and we would compare the results with the Hong Kong students</li><li>(iii) students from the School of Accounting and Finance, Department of Management and Marketing and Department of Logistics in the Faculty of Business for which the CSR subject will be compulsory</li></ul> <p>If the above analysis proves that there are significant differences, it will assist us in improving current and future subjects to ensure that all the students' needs are met and that the programme and subject objectives are attained.</p>

## **(b) Plan for developing and piloting / implementing the deliverables**

*(Detail the plan and procedures that you will adopt to develop and pilot/ implement the outcomes and deliverables. Also specify the dates of the pilot / implementation period)*

### **Phase One**

We will administer the DIT to students in the School of Accounting and Finance in the Final Year of the 2007/2008 academic year. There will be approximately 450 students in this group.

We plan to administer the DIT to all students admitted to the BBA undergraduate programme i.e. in the Foundation year (for students on the 4 year programme) and the First year (for students admitted directly to the 3 year degree programme) at the commencement of Semester 1 of the academic year 2008/09. Approximate student numbers are 130 students for the Foundation year and 700 students for the First year.

We plan to also administer the DIT to the Final Year students of the BBA programmes at the commencement of Semester 1 of the academic year 2008/09. It is estimated that there would be 700 students in total.

We will analyse the results for both groups and compare and contrast the results with American students of similar educational levels. We will compare and contrast the results between both groups i.e. the Foundation Year and First Year students to investigate if any differences exist between the Mainland Chinese students (Foundation Year students) and the Hong Kong students (First year students). We will also separately compare the results for Mainland Chinese students and Hong Kong Students in the first year of the BBA programme.

### **Phase Two**

We will administer the DIT to students of the CSR subject at the commencement of Semester 1 of the 2008/09 academic year. There is expected to be approximately 150 students who will be enrolled in the subject in this semester, all of whom would be pursuing the 2-year Accelerated Degree programme.

We will repeat the DIT with the same students of the CSR subject at the end of Semester 1 of the 2008/09 academic year.

### **Phase Three**

We will administer the DIT to students of the CSR subject at the commencement of Semester 1 of the 2009/10 academic year. There is expected to be approximately 350 students from the School of Accounting and Finance, Department of Management and Marketing and Department of Logistics in the Faculty of Business who would be taking this compulsory subject.

We will repeat the DIT with the same students of the CSR subject at the end of Semester 1 of the 2009/10 academic year.

Planned pilot / implementation period of the deliverables:

Start Date (dd/mm/yyyy): 01/04/2008

End Date (dd/mm/yyyy): 30/11/2009

## **4. Dissemination and sharing plan**

*(How are you going to disseminate and share the outcomes and deliverables of your project?)*

The BBA programme coordinators will be provided with the information and our recommendations, if any, for changes to be made to the programme. We will provide a written report with the findings to support the recommendations.

The CSR subject coordinator, Vanessa Stott, is a member of this project team and will therefore have access to the information directly.

The information will be released to the relevant accreditation bodies through the normal reporting process. We are required to periodically report on the various programmes and we will include information on the findings from this study in the reports.

At the end of this project, we also intend to publish our consolidated findings in a reputable journal.

## 5. Evaluation plan

*(How do you plan to evaluate the effectiveness of the project, particularly its impact on the implementation of outcome-based approaches in student learning in the PolyU?)*

This project will be successful any of the following is achieved –

- a) Provides an effective evaluation of the students' attainment of the stated objectives of the BBA programme in relation to ethical issues; or
- b) Leads to recommendations for improvements being made to the programme to enhance students' learning and exposure to business ethics and toward making them responsible professionals; or
- c) Results in improvements to the CSR subject either in terms of content or teaching methodology.

Accordingly, we will document the results and report on whether either of the above has occurred.

## 6. Impact

*(How will the project contribute to the success of the implementation of outcome-based approaches in student learning in the PolyU/ department/ programme/ subject?)*

This project evaluates the students' moral reasoning and any changes to their reasoning pre and post commencement of the BBA programme. It should provide support for the programme's effectiveness in attaining the stated objective in relation to 'identifying and resolving ethical issues as they arise'.

One of the outcomes of this project is the comparison of the DIT scores of students who were taught ethics through the 'embedded only' approach and the students who received both, the 'embedded plus designated subject' approach. We expect that this will prove that the latter is a more appropriate strategy for ensuring that the programme's outcome is attained. We also expect that this will assist future subject and programme designers in strategic decision-making.

The outcomes may lead to improvements in the programme and in particular, the CSR subject design. Particularly as this is a new subject, there is substantial scope and need for it to be assessed in some way. This project will assist in evaluating the subject outcomes in relation to the overall programme objective.

## 7. Target date(s) for submission of progress and completion reports

	Planned submission date (mm/yyyy)
1. Progress report <i>(for projects whose duration lasts more than 1 year; to be submitted mid-way through the proposed project period)</i>	August 2009
2. Completion report <i>(to be submitted within 3 months after the project completion date)</i>	September 2010

### PART III: BUDGET OF PROPOSAL

#### \*Important Notes

1. Funding requests for equipment and/ or software will be considered only if:
  - a. the equipment / software is essential to the successful implementation of the project, AND
  - b. it is not available in the department concerned. The Project Leader has the responsibility to check this out.
2. The purchasing policies and procedures of FO must be followed for the procurement of approved items.
3. Funding request for conference attendance will not be considered.

**Project Leader**

Name:  TSCIAN Signature: \_\_\_\_\_

(in block letters) VANESSA STOTT

Dept: AF Date: 30 January 2008



## PART IV: DEPARTMENTAL ENDORSEMENT

### Endorsement by Chair of FLTC:

Comments on the proposal:

As the Project Leader is the Chair of the AF DLTC, I will comment on this proposal as Chair of the FLTC.

In common with the other projects coming from AF and MM, this project stems directly from the first Annual Program Outcomes Report for the BBA Scheme, made to the AACSB. That report calls for the measurement of students' development with respect to ethical thinking and an evaluation of the results.

As ethical thinking is an important component of many different business programmes it is important that the Faculty develop experience with the measurement and evaluation of student outcomes in this respect, in order to design curricula which will be effective in that respect.

Name: H. DAVIES Signature: [Signature] Date: JAN 30 2008  
(in block letters)

### Endorsement by Dean/ HoD:

Comments on the proposal:

*This is a timely project and the School has been pushing for more "ethics education" in its curriculum. Strongly recommended.*

**By endorsing this proposal, I agree that:**

1. The proposal suitably addresses the School/Department's needs in promoting and implementing outcome-based approaches in student learning and will be considered as part of the School's/Department's Business Plan.
2. The School/Department will receive a funding as calculated for item (e) in the Budget section which I will use for providing the time release recommended by the project proposers, based on the Total Workload Model, to support them to work effectively on the project.

Name: [Signature] F.A. Luke Signature: [Signature] Date: 30 JAN 2008  
(in block letters)

Please return this form to Miss Miranda Fung, Secretary of Working Group on Outcome-based Education,  
c/o Educational Development Centre  
by **31 January 2008**





## Instructions

This questionnaire is concerned with how you define the issues in a social problem. Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions / issues raise different ways of judging what is important in making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

This questionnaire is in two parts: one part contains the **INSTRUCTIONS** (this part) and the stories presenting the social problems; the other part contains the questions (issues) and the **ANSWER SHEET** on which to write your responses.

Here is an example of the task:

### Presidential Election

Imagine that you are about to vote for a candidate for the Presidency of the United States. Imagine that before you vote, you are given several questions, and asked which issue is the most important to you in making up your mind about which candidate to vote for. In this example, 5 items are given. On a rating scale of 1 to 5 (1=Great, 2=Much, 3=Some, 4=Little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one of the bubbles on the answer sheet by each item.

Assume that you thought that item #1 (below) was of great importance, item #2 had some importance, item #3 had no importance, item #4 had much importance, and item #5 had much importance. Then you would fill in the bubbles on the answer sheet as shown below.

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GREAT	MUCH	SOME	LITTLE	NO	
					<b>Rate the following 12 issues in terms of importance (1-5)</b>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Financially are you personally better off now than you were four years ago?
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Does one candidate have a superior moral character?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3. Which candidate stands the tallest?
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Which candidate would make the best world leader?
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Which candidate has the best ideas for our country's internal problems, like crime and health care?

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Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers 1 through 12, represent the item number. From top to bottom, you are asked to fill in the bubble that represents the item in first importance (of those given you to choose from), then second most important, third most important, and fourth most important. Please indicate your top four choices. You might fill out this part, as follows:

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**Rank which issue is the most important (item number).**

Most important item     ☒ ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫     Third most important     ① ② ③ ☒ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫  
 Second most important     ① ② ③ ④ ☒ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫     Fourth most important     ① ☒ ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

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Note that some of the items may seem irrelevant to you (as in item #3) or not make sense to you—in that case, **rate** the item as “No” importance and do not **rank** the item. Note that in the stories that follow, there will be 12 items for each story, not five. Please make sure to consider all 12 items (questions) that are printed after each story.

In addition you will be asked to state your preference for what action to take in the story. After the story, you will be asked to indicate the action you favor on a three-point scale (1 = strongly favor some action, 2 = can't decide, 3 = strongly oppose that action).

In short, read the story from this booklet, then fill out your answers on the answer sheet. Please use a #2 pencil. If you change your mind about a response, erase the pencil mark cleanly and enter your new response.

*[Notice the second part of this questionnaire, the Answer Sheet. The Identification Number at the top of the answer sheet may already be filled in when you receive your materials. If not, you will receive instructions about how to fill in the number. If you have questions about the procedure, please ask now.]*

*Please turn now to the Answer Sheet.]*



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### **Famine— (Story #1)**

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

*[If at any time you would like to reread a story or the instructions, feel free to do so. Now turn to the Answer Sheet, go to the 12 issues and rate and rank them in terms of how important each issue seems to you.]*

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### **Reporter— (Story #2)**

Molly Dayton has been a news reporter for the *Gazette* newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shop-lifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

*[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]*

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### School Board— (Story #3)

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the school board, Mr. Grant had proposed a series of “Open Meetings” in which members of the community could voice their opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also he hoped that through open discussion, the difficulty of the decision would be appreciated, and that the community would ultimately support the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

*[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]*

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### Cancer— (Story #4)

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor give her an increased dosage?

*[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]*

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### Demonstration — (Story #5)

Political and economic instability in a South American country prompted the President of the United States to send troops to “police” the area. Students at many campuses in the U.S.A. have protested that the United States is using its military might for economic advantage. There is widespread suspicion that big oil multinational companies are pressuring the President to safeguard a cheap oil supply even if it means loss of life. Students at one campus took to the streets, in demonstrations, tying up traffic and stopping regular business in the town. The president of the university demanded that the students stop their illegal demonstrations. Students then took over the college’s administration building, completely paralyzing the college. Are the students right to demonstrate in these ways?

*[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]*







## School Board -- (Story #3)

Do you favor calling off the next Open Meeting?

- ① Should call off the next open meeting    ② Can't decide    ③ Should have the next open meeting

GREAT  
MUCH  
SOME  
LITTLE  
NO

Rate the following 12 issues in terms of importance (1-5)

- |           |   |
|-----------|---|
| ① ② ③ ④ ⑤ | 1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?  |
| ① ② ③ ④ ⑤ | 2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open Meetings?                            |
| ① ② ③ ④ ⑤ | 3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?  |
| ① ② ③ ④ ⑤ | 4. Would the change in plans prevent scientific assessment?   |
| ① ② ③ ④ ⑤ | 5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making decisions in closed meetings? |
| ① ② ③ ④ ⑤ | 6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?  |
| ① ② ③ ④ ⑤ | 7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?   |
| ① ② ③ ④ ⑤ | 8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them from making long speeches?                      |
| ① ② ③ ④ ⑤ | 9. Are some people deliberately undermining the school board process by playing some sort of power game?                                      |
| ① ② ③ ④ ⑤ | 10. What effect would stopping the discussion have on the community's ability to handle controversial issues in the future?                   |
| ① ② ③ ④ ⑤ | 11. Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and democratic?                        |
| ① ② ③ ④ ⑤ | 12. What is the likelihood that a good decision could be made without open discussion from the community?                                     |

Rank which issue is the most important (item number).

Most important item    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Fourth most important    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

## Cancer -- (Story #4)

Do you favor the action of giving more medicine?

- ① Should give Mrs. Bennett an increased dosage to make her die    ② Can't decide    ③ Should not give her an increased dosage

GREAT  
MUCH  
SOME  
LITTLE  
NO

Rate the following 12 issues in terms of importance (1-5)

- |           |  |
|-----------|--|
| ① ② ③ ④ ⑤ | 1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her? |
| ① ② ③ ④ ⑤ | 2. Wouldn't society be better off without so many laws about what doctors can and cannot do?                             |
| ① ② ③ ④ ⑤ | 3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?  |
| ① ② ③ ④ ⑤ | 4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?                                   |
| ① ② ③ ④ ⑤ | 5. Is the painkiller medicine an active heliotropic drug?  |
| ① ② ③ ④ ⑤ | 6. Does the state have the right to force continued existence on those who don't want to live?                           |
| ① ② ③ ④ ⑤ | 7. Is helping to end another's life ever a responsible act of cooperation?   |
| ① ② ③ ④ ⑤ | 8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?                                   |
| ① ② ③ ④ ⑤ | 9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?                                  |
| ① ② ③ ④ ⑤ | 10. Should only God decide when a person's life should end?  |
| ① ② ③ ④ ⑤ | 11. Shouldn't society protect everyone against being killed?   |
| ① ② ③ ④ ⑤ | 12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?       |

Rank which issue is the most important (item number).

Most important item    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Fourth most important    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

PLEASE DO NOT WRITE IN THIS AREA



## Demonstration -- (Story #5)

Do you favor the action of demonstrating in this way?

① Should continue demonstrating in these ways

② Can't decide

③ Should not continue demonstrating in these ways

GREAT  
MUCH  
SOME  
LITTLE  
NO

Rate the following 12 issues in terms of importance (1-5)

① ② ③ ④ ⑤

1. Do the students have any right to take over property that doesn't belong to them?

① ② ③ ④ ⑤

2. Do the students realize that they might be arrested and fined, and even expelled from school?

① ② ③ ④ ⑤

3. Are the students serious about their cause or are they doing it just for fun?

① ② ③ ④ ⑤

4. If the university president is soft on students this time, will it lead to more disorder?

① ② ③ ④ ⑤

5. Will the public blame all students for the actions of a few student demonstrators?

① ② ③ ④ ⑤

6. Are the authorities to blame by giving in to the greed of the multinational oil companies?

① ② ③ ④ ⑤

7. Why should a few people like Presidents and business leaders have more power than ordinary people?

① ② ③ ④ ⑤

8. Does this student demonstration bring about more or less good in the long run to all people?

① ② ③ ④ ⑤

9. Can the students justify their civil disobedience?

① ② ③ ④ ⑤

10. Shouldn't the authorities be respected by students?

① ② ③ ④ ⑤

11. Is taking over a building consistent with principles of justice?

① ② ③ ④ ⑤

12. Isn't it everyone's duty to obey the law, whether one likes it or not?

Rank which issue is the most important (item number).

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Please provide the following information about yourself:

1. Age in years:

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

2. Sex (mark one): ☐ Male ☐ Female

3. Level of Education (mark highest level of formal education attained, if you are currently working at that level [e.g., Freshman in college] or if you have completed that level [e.g., if you finished your Freshman year but have gone on no further].)

☐ Grade 1 to 6

☐ Grade 7, 8, 9

☐ Grade 10, 11, 12

☐ Vocational/technical school (without a bachelor's degree) (e.g., Auto mechanic, beauty school, real estate, secretary, 2-year nursing program).

☐ Junior college (e.g., 2-year college, community college, Associate Arts degree)

☐ Freshman in college in bachelor degree program.

☐ Sophomore in college in bachelor degree program.

☐ Junior in college in bachelor degree program.

☐ Senior in college in bachelor degree program.

☐ Professional degree (Practitioner degree beyond bachelor's degree) (e.g., M.D., M.B.A., Bachelor of Divinity, D.D.S. in Dentistry, J.D. in law, Masters of Arts in teaching, Masters of Education [in teaching], Doctor of Psychology, Nursing degree along with 4-year Bachelor's degree)

☐ Masters degree (in academic graduate school)

☐ Doctoral degree (in academic graduate school, e.g., Ph.D. or Ed.D.)

☐ Other Formal Education. (Please describe: \_\_\_\_\_)

4. In terms of your political views, how would you characterize yourself (mark one)?

☐ Very Liberal

☐ Somewhat Liberal

☐ Neither Liberal nor Conservative

☐ Somewhat Conservative

☐ Very Conservative

5. Are you a citizen of the U.S.A.?

☐ Yes

☐ No

6. Is English your primary language?

☐ Yes

☐ No

Thank You.

PLEASE DO NOT WRITE IN THIS AREA



## Dilemma #6

Do you favor the action?

① Strongly Favor   ② Favor   ③ Slightly Favor   ④ Neutral   ⑤ Slightly Disfavor   ⑥ Disfavor   ⑦ Strongly Disfavor

GREAT  
MUCH  
SOME  
LITTLE  
NO

Rate the following 12 issues in terms of importance (1-5)

- ① ② ③ ④ ⑤ 1.
- ① ② ③ ④ ⑤ 2.
- ① ② ③ ④ ⑤ 3.
- ① ② ③ ④ ⑤ 4.
- ① ② ③ ④ ⑤ 5.
- ① ② ③ ④ ⑤ 6.
- ① ② ③ ④ ⑤ 7.
- ① ② ③ ④ ⑤ 8.
- ① ② ③ ④ ⑤ 9.
- ① ② ③ ④ ⑤ 10.
- ① ② ③ ④ ⑤ 11.
- ① ② ③ ④ ⑤ 12.

Rank which issue is the most important (item number).

Most important item   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫  
Second most important   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫  
Fourth most important   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

## Dilemma #7

Do you favor the action?

① Strongly Favor   ② Favor   ③ Slightly Favor   ④ Neutral   ⑤ Slightly Disfavor   ⑥ Disfavor   ⑦ Strongly Disfavor

GREAT  
MUCH  
SOME  
LITTLE  
NO

Rate the following 12 issues in terms of importance (1-5)

- ① ② ③ ④ ⑤ 1.
- ① ② ③ ④ ⑤ 2.
- ① ② ③ ④ ⑤ 3.
- ① ② ③ ④ ⑤ 4.
- ① ② ③ ④ ⑤ 5.
- ① ② ③ ④ ⑤ 6.
- ① ② ③ ④ ⑤ 7.
- ① ② ③ ④ ⑤ 8.
- ① ② ③ ④ ⑤ 9.
- ① ② ③ ④ ⑤ 10.
- ① ② ③ ④ ⑤ 11.
- ① ② ③ ④ ⑤ 12.

Rank which issue is the most important (item number).

Most important item   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫  
Second most important   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫  
Fourth most important   ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

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## Supplementary Note

*Converted from email received on 17 April 2008*

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<b>Proposed Project:</b>	An evaluation of the moral reasoning of students in the BBA Programme
<b>Chief Proposer(s):</b>	Ms. Vanessa Stott (AF)

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As requested, regards, Vanessa

### Supplementary information: our reasons for translating the DIT into Chinese

Our review of the DIT questionnaire, and our observations when the test was conducted on the students, support the view that it would be better received and more clearly understood if it was provided with a Chinese translation. Our intent is to provide the translation as an additional option only and the student will be free to select either language.

We also note that the DIT contains a self-checking mechanism and this is in the form of some questions which are purposely ambiguous e.g. 'Is the epitome of eating reconcilable with the culpability of stealing?'. To ensure that this self-check is effective, the student is advised to answer in the negative when he/she does not understand any question. We feel that it would be better to provide a Chinese translation for our students to ensure that this self-checking mechanism works as it is designed.