

## Teaching Strategy: “Creating An Ethical Online Environment”

One way to engage students to better understand issues of ethical intensity and its effect on judgment is to present various scenarios (taken from authentic experiences) of online communication occurring between faculty and students, and students with students. How would they respond to each situation?

### Welcome to the Class?

**Context:** E-mails received by a professor prior to the semester starting:

*“Hi Prof. \_\_\_\_. I’m looking forward to your class! In fact, I Googled you and saw your picture. You are really pretty. Now I really can’t wait for this semester!”*

*“Hi Prof. \_\_\_\_\_. I am \_\_\_\_\_. All my friends recommended you, and after looking you up, I can see why. Just wanted to introduce myself, but I’m sure you’ll know my name because you will be screaming it out in pleasure at some point!”*

### Trolling 101

**Context:** Upper-level Philosophy class. Students have been reading Russell’s “Why I Am Not a Christian,” and are posting on their discussion board.

*Student #1: “I thought this essay was a piece of crap. I will use it for my fireplace this winter.”*

*Student #2: “While I don’t agree with Russell either, I think there is still a lot to consider. Where did you find faulty argument?”*

*Student #1: “There is nothing to consider, its ALL faulty and he’s burning in hell as we speak, and so would anyone who agrees with him.”*

*Student #3 joins in: “Why are you in this class? It’s people like you who ruin Philosophy class with your narrow-mindedness.”*

*Student #1: “It is people like you who ruin this country. Liberal, atheistic, hippies. It would be a better world without you.”*



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