

Tackling the Investigation - Ethics and integrity

ACHPER Queensland

16 August, 2019

Acknowledgement of Country

I acknowledge the Traditional Owners of the
lands on which we gather.

I pay my respects to their Elders, past, present
and emerging.

Learning intentions

- model effective data gathering techniques for the Investigation
- inform a course of action to address an ethical dilemma



Success criteria

You will know if you are successful if you:

- can develop data gathering strategies using different methodologies
- can model processes of analysis, synthesis and evaluation



```
graph LR; A[Dilemma?] --> B[Generate primary and secondary data]; B --> C[Ethics strategy]; C --> D[Optimise integrity positive engagement]; D --> E[Identify potential outcomes implications limitations];
```

Dilemma?

Generate
primary and
secondary
data

Ethics
strategy

Optimise
integrity
positive
engagement

Identify
potential
outcomes
implications
limitations

Creating a context for ethical dilemmas in a class context

Rob Sweeper – St Joseph's College Gregory Terrace

What does the syllabus say?

- To engage with the subject matter of Topic 2: Ethics and integrity, schools should provide opportunities for students to participate in a wide range of learning experiences across a variety of categories of physical activity. The integration of the subject matter with a range of physical activities will provide opportunities to explore diverse issues about ethics and integrity.
- Students will investigate one ethical dilemma in a class, school or community physical activity context to devise an ethics strategy.

QCAA (2018) Physical Education 2019 v1.1

Physical
Activities =
Opportunities
for Data
Collection,
Identifying a
Dilemma and
Devising a
Strategy

- A class context that brings about ethical dilemmas places students in the dilemma and makes the development of a strategy more personalised and meaningful

GT PE Senior Table Tennis Championship 2020



Welcome to the 2020 Senior PE table tennis championship. During week 8 of term one, all year 12 PE students will battle it out for the prestigious golden paddle, plus a week's supply of tuckshop (\$25 voucher). The rules of the competition are outlined below.

Rules of the competition:

1. The winner of the championship is the student that wins the most games during the tournament.
2. All games are the best of three sets, with each set played first to 11 points.
3. Sets must be won by a margin of two points. If the set score reaches 15-15, the next point wins the set.
4. All games must be played during class time or during lunch time.
5. Results of games must be reported to your class teacher or teacher on duty to be recorded.
6. There is no set draw for the tournament. Students must challenge each other to decide who plays who.
7. When challenged, you must accept the challenge and play a game against the player that challenged you.
8. The winner of a game may not challenge the player they have just beaten straight away after that game. The loser of the game must have an chance to play someone else before a re-match is held.
9. The serve is exchanged after every two points.
10. All standard table tennis rules apply.
11. Any disputes are to be taken to the class teacher / teacher on duty who will use their discretion to solve said dispute.

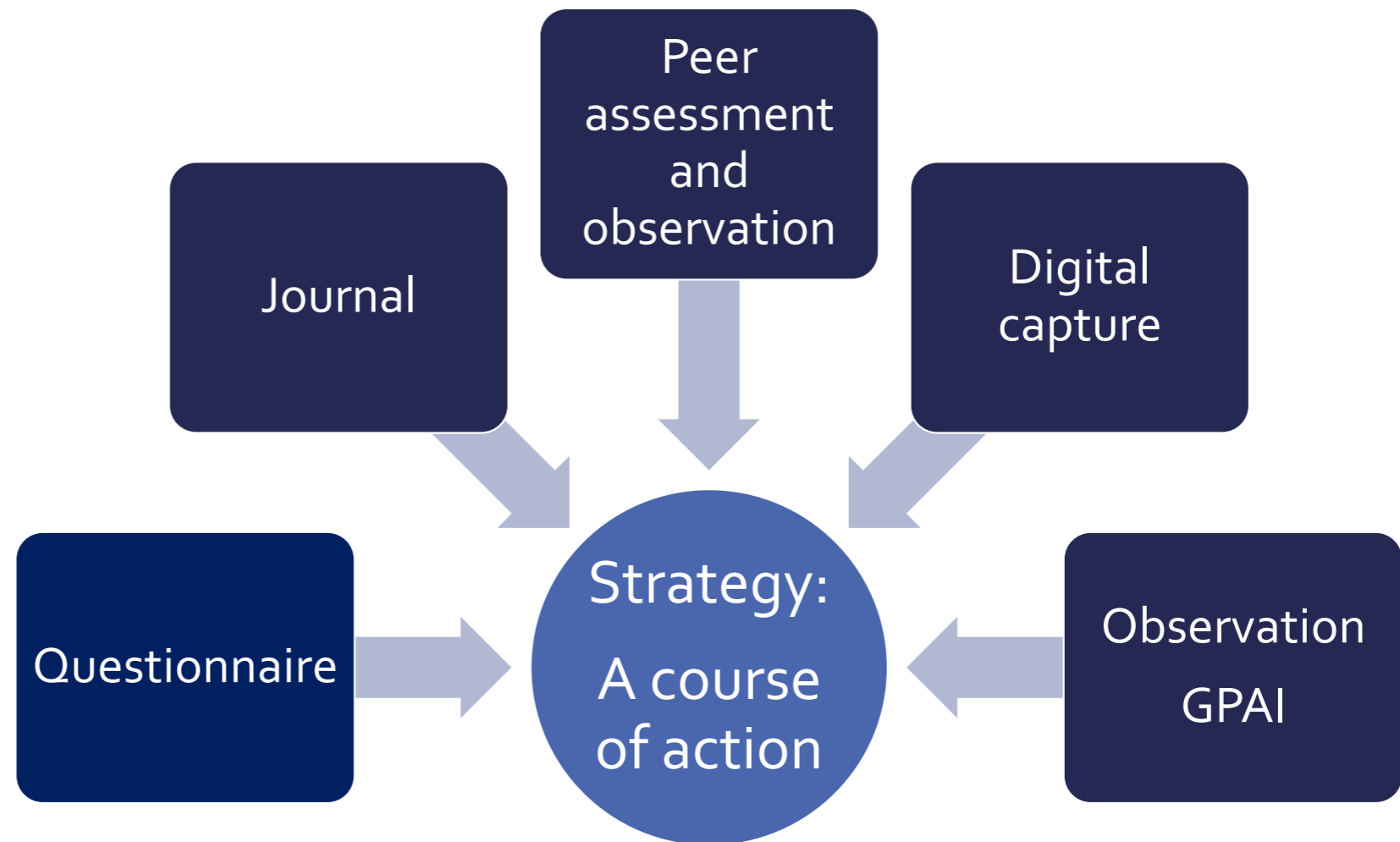
Class context – In Class Tournament / Championship

Creating Opportunities for Ethical Decision Making

- Structuring the tournament with differences in:
 - Ability
 - Gender
 - Equipment
- Creating opportunities for:
 - Gamesmanship
 - Cheating
 - Corruption
- Providing motivation to take advantage

Gathering primary data – Ethics and integrity

Primary data collection



Collecting Primary Data

- Game results
- Video capture and analysis
- Reflective journals
- Interviews and/or surveys

Tournament / Game Results

- Which players won the most games?
- Which players lost the most?
- Which players had the best for & against?
- Which players had the worst for & against?
- Which players played the most games?
- Which players played the least?
- Are there any patterns with this data?

Tournament / Game Results

- Elizabeth won 14 of the 16 games she played to win the tournament
- Six of those wins were against Andrew, who did not win any of the 18 games he played
- The two games Elizabeth lost were both against Harry, who only played five games and won them all
- Kate, John and Matthew played only one game, lost, then didn't play again

Video Capture & Analysis

- Review film footage of games
- Identify decisions that players make that could be considered unethical
- Identify the values that influence these decisions
- Analyse the effects of these decisions on positive engagement amongst classmates

Video Capture & Analysis

- In Elizabeth's first game against Andrew, she is down 4-1 early in the second set.
- On her next serve, she holds the ball in a closed hand before serving. This makes it harder for Andrew to read and return the serve.
- Although this is against the rules of the game, there is no referee. Andrew is a quiet, non-confrontational person and does not point out the violation.
- Elizabeth continues serving like this throughout the game and wins all but one of the points she serves.

Reflective Journals

- Need to be guided with questions
 - Rate your performance in today's games.
 - How many games did you play? How many did you win / lose?
 - Identify and explain an opportunity you or one of your opponents had during today's games to gain an unfair advantage.
 - What factors influenced your / your opponents decision making?
 - How did the decision(s) you / your opponent made affect the outcome of the game?

Reflective Journals

Rate your performance in today's games. How many games did you play and what were the results?

Today I played two games and lost both of them. The first game was against Harry, who is really good and beat me 2-0. The second was against Elizabeth. I'm as good a player as her, but she put me off my game and beat me 2-1.

Identify and explain an opportunity you or one of your opponents had during today's games to gain an unfair advantage.

In the game against Elizabeth, she regularly made loud grunting noises when I was about to hit the ball. This really put me off my game and although I asked her to stop, she kept doing it. I could have done the same, but chose not to.

- **What factors influenced your / your opponents decision making?**
- *Although I value winning and the prize would be cool, I also value being a good sport and playing in the spirit of the game. I hate it when tennis players try to put their opponent off by making loud noises. Therefore, I chose not to do what Elizabeth was doing.*
- **How did the decision(s) you / your opponent made affect the outcome of the game?**
- *Elizabeth really put me off my game. Prior to her starting to make the noises, I was matching it with her, but after she started making the noises, I started losing. It definitely gave her an edge. I was pretty annoyed by it and decided not to play any more games afterwards.*

Interviews / Surveys

- From results data, video analysis and journals, identify players who have been affected by unethical behaviour during the tournament
- Interview affected players about the impact of unethical behaviour on their engagement with the sport

Identifying an ethical dilemma

Using syllabus subject matter to guide students

In sport, where performance, ethics, values, principles and morals collide on a regular basis, making the right decision is not always straightforward. Ethical dilemmas and choices often exist in 'grey areas' – where right and wrong are not so clear.



Play by the Rules

Tensions



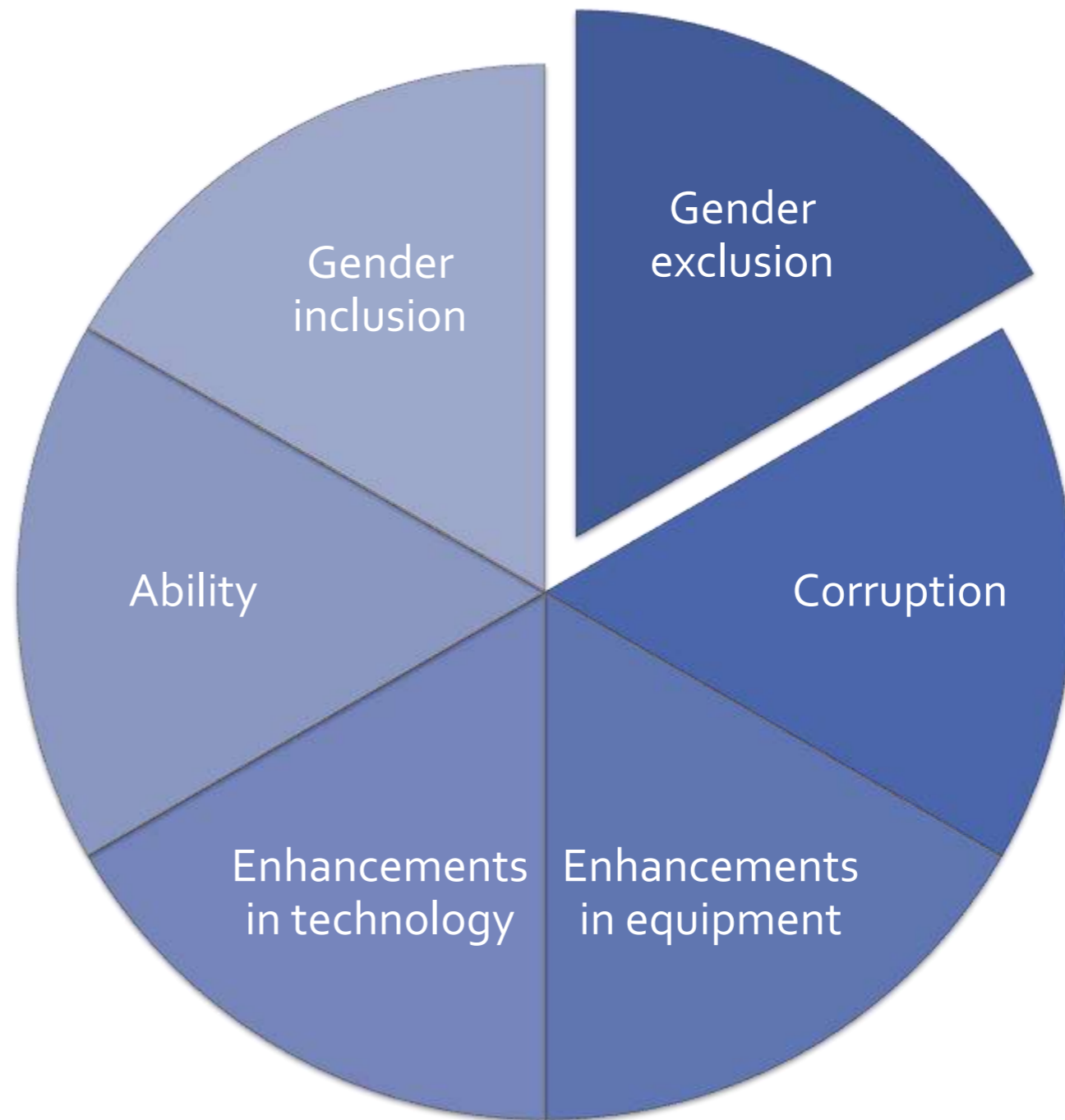
(QCAA, 2019 p. 39)

An ethical dilemma: some criteria

- Ethics, values, principles and morals collide
- Dilemmas exist in 'grey' areas
- Tensions are evident – based on values
- Issues are often complex
- Right and wrong are not so clear
- People will have different opinions



Context –
class
school
community



(QCAA, 2019 p. 39)

Ethical decision-making framework

(QCAA, 2019, p. 39)



The ethical decision making model uses the stages of inquiry

1. Get the facts

Engage and understand

2. Recognise in yourself

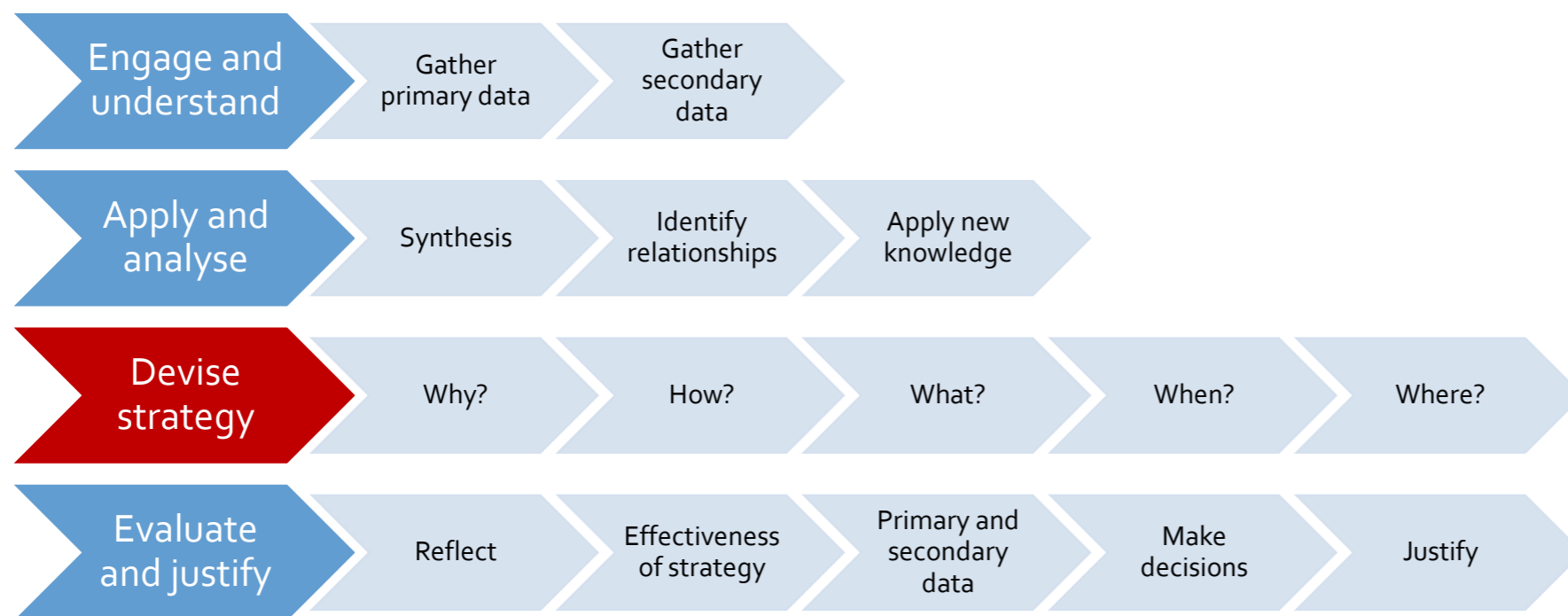
Apply and analyse

3. Make a decision

Evaluate and justify

4. Commit to action

Evaluate and justify

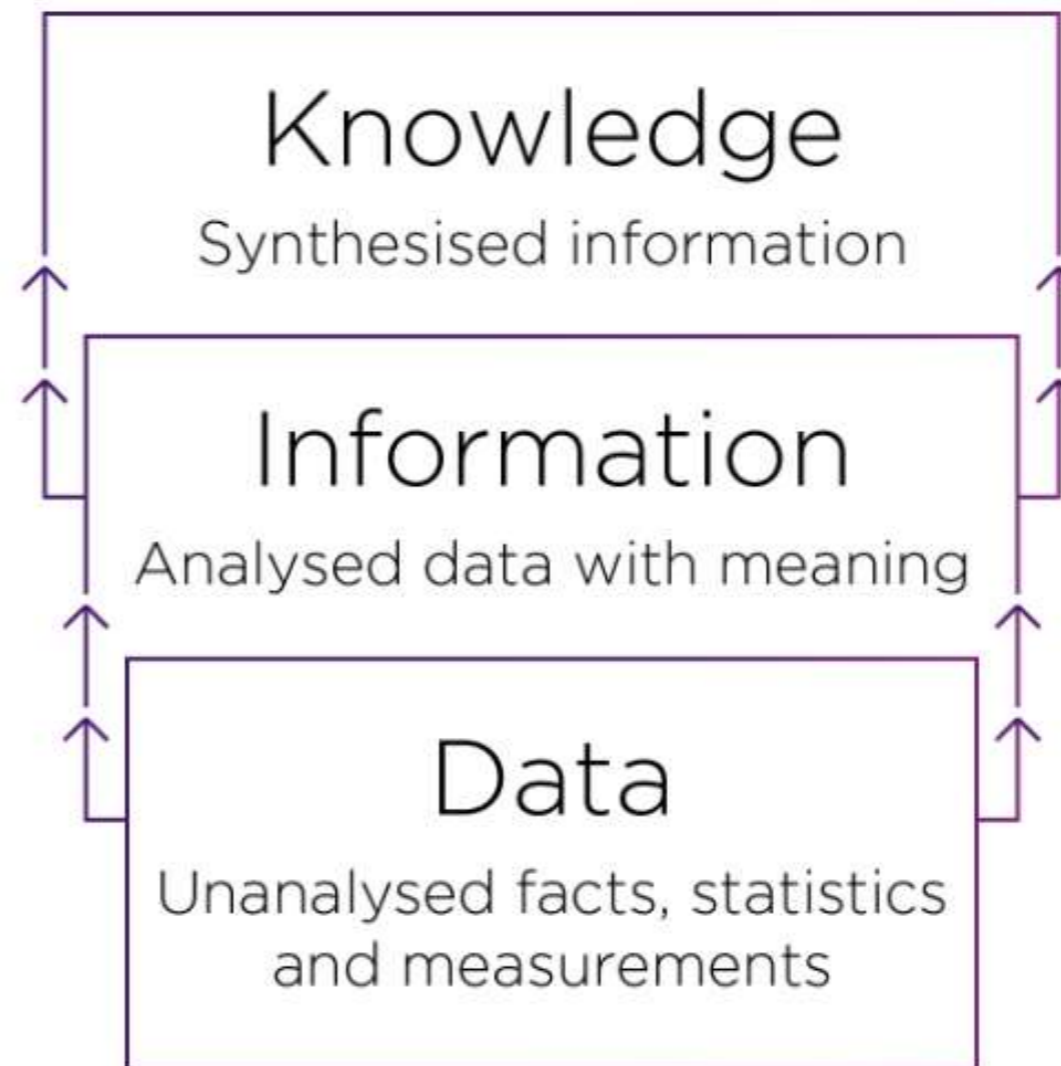


Data in Ethics and Integrity: Physical Education (2019)

Devise a strategy: A course of action



A process...



Devising an integrated learning experience

1. Identify the limitation

2. Gather data (pre-test)

3. Devise a strategy

4. Gather data (post-test)

5. Evaluate and justify using primary and secondary data

1. Identify the limitation

- Which concept do you want to investigate?
- What do you want to find out?
- What's the issue?
- What's the research question?

2. Gather data (pre-test)

- primary
- secondary

- How will you gather the data?
- What does the data say about the limitation?
- What patterns and trends in data might inform the strategy?

3. Devise a strategy

- What's the course of action?
- How will the strategy impact the limitation?
- How will the intervention bring about a determined outcome?

4. Gather data (post-test)

- primary
- secondary

- Is the strategy producing the determined outcome?
- Does the strategy need to be adapted or modified?

5. Evaluate and justify

-primary data
-secondary data

- What evidence can be used to support the strategy?
- Does the strategy need to be adapted or modified?

Synthesis and
evaluation to
inform strategy
design

Evaluating alternatives

- Produce the most good and do the least harm
- Best respect the rights of all who have a stake
- Treat people equally or proportionately
- Best serve the community as a whole
- Lead players to act with integrity

(QCAA, 2019 p. 39)

Evaluation is an on-going process throughout the Investigation



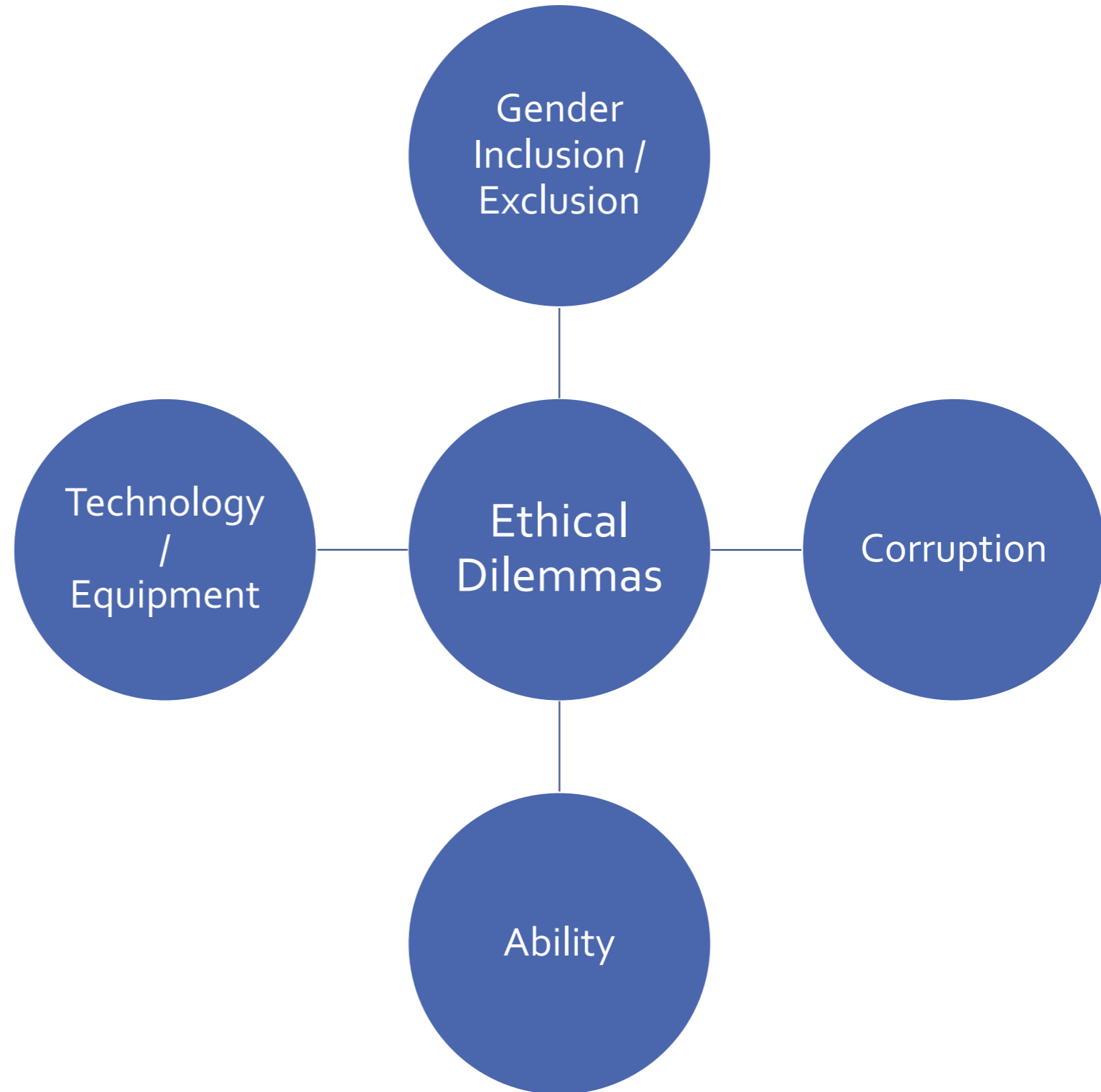
Ethical Dilemmas

Interschool Sport – School Context

Angie Kelso – Stretton State College

Class, School,
Community
context

What is your
task
description?



Gender

- No mixed sport – below minimum numbers
- Gender exclusive sports (e.g. rugby league and netball)
- Gender options per season varies
- Female teams use lower quality equipment
- Metro finals exclude some genders (e.g. girls rugby league)

Corruption

- Selection of referees
- Recording results

Ability

- Automatic selection for academy students
- Limited teams can nominate (elite)
- Recreation options differ
- Lack of inclusion (division / category)
- Substitution and playing time allocation
- Training – academy only

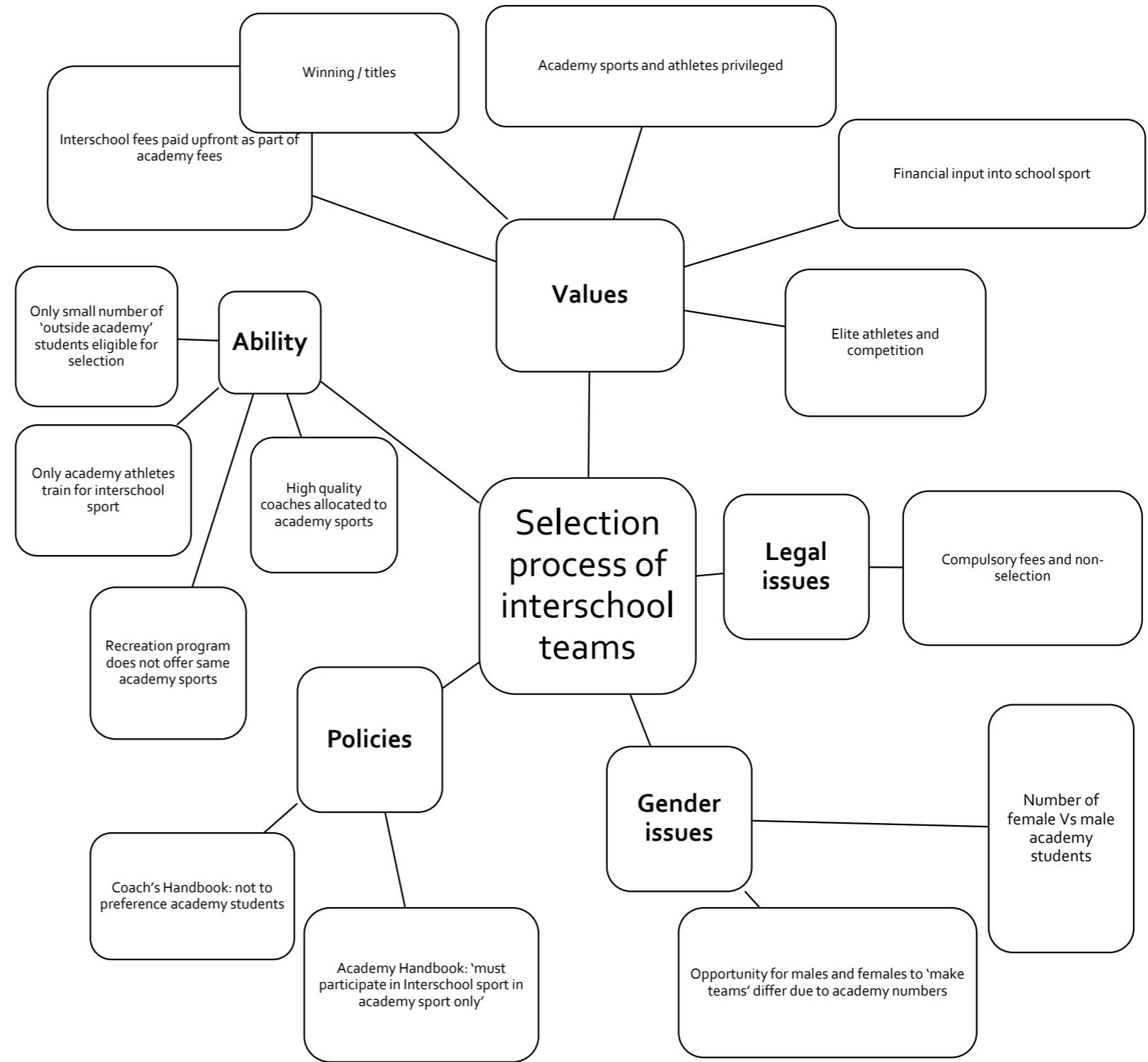
Technology / Equipment

- Academy sports higher quality equipment

What are the possible ethical dilemmas relevant to your task description? What may students investigate?

Complexity of ethical dilemma

What tensions or conflicts exist in chosen dilemma?



Primary & Secondary data

What are your
data sources?

What limitation
are you
overcoming?

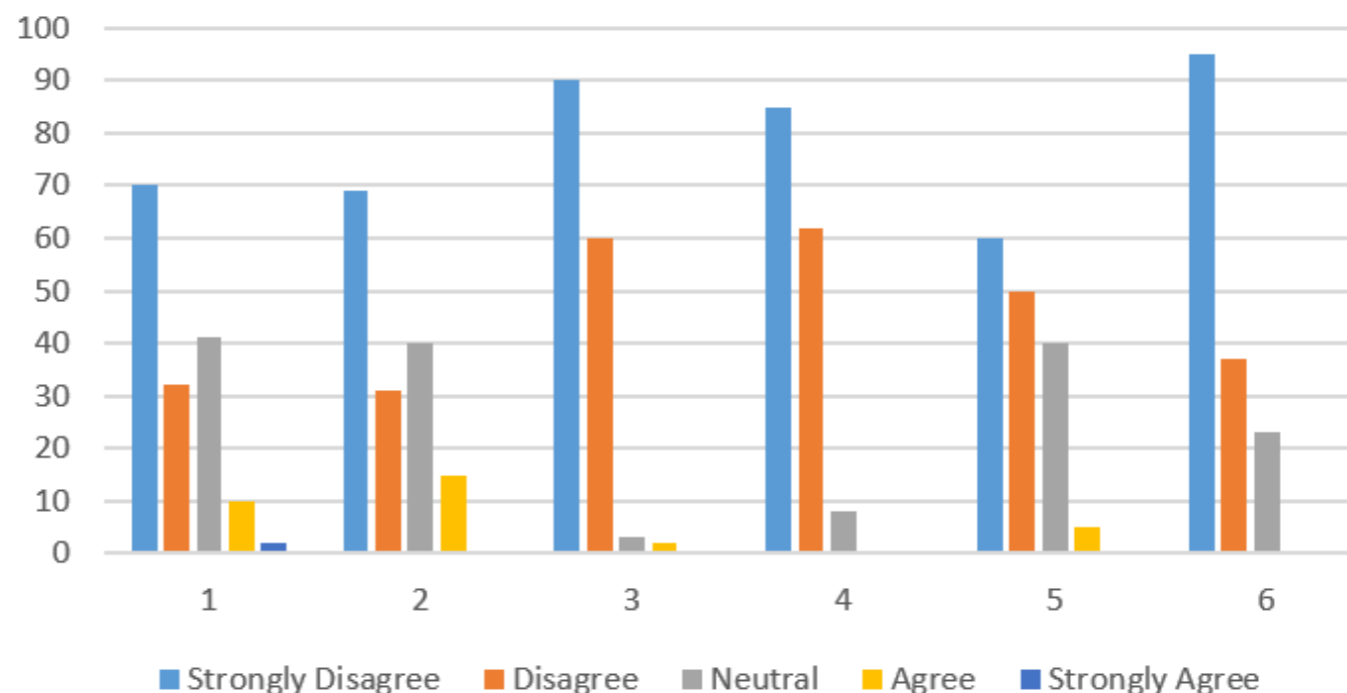
- Gather data to support hypothesis – Change to selection process for Interschool sport – academy sport valued over all students and all sports
 - Known to coach, paid for selection, limited opportunity for all students
- Gather data as first part of ethical decision making framework
- Gather data to inform your course of action (ethics strategy)
- Identify key stakeholders to gather data from (Director of Sport, HPE staff, school community members, students, parents, district sport personnel)
- Collate sport policy documents
- Secondary data: Play By The Rules, Code of Conducts (individual sports), Newspaper articles

Sample Primary Data collection – valuing all students in interschool sport

How will you collect, analyse, synthesise and communicate primary data?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
All students can trial for their choice of interschool sport	70	32	41	10	2
At this school, interschool sport is for all students, not just academy athletes	69	31	40	15	0
At this school, no one sport is more important than another	90	60	3	2	0
The selection process for interschool teams is fair, transparent and consistent across all sports	85	62	8	0	0
The Recreation sports for non-interschool students provides a wide range of choices for students	60	50	40	5	0
Academy students do not have automatic selection into their sport in interschool sport	95	37	23	0	0

Survey Results

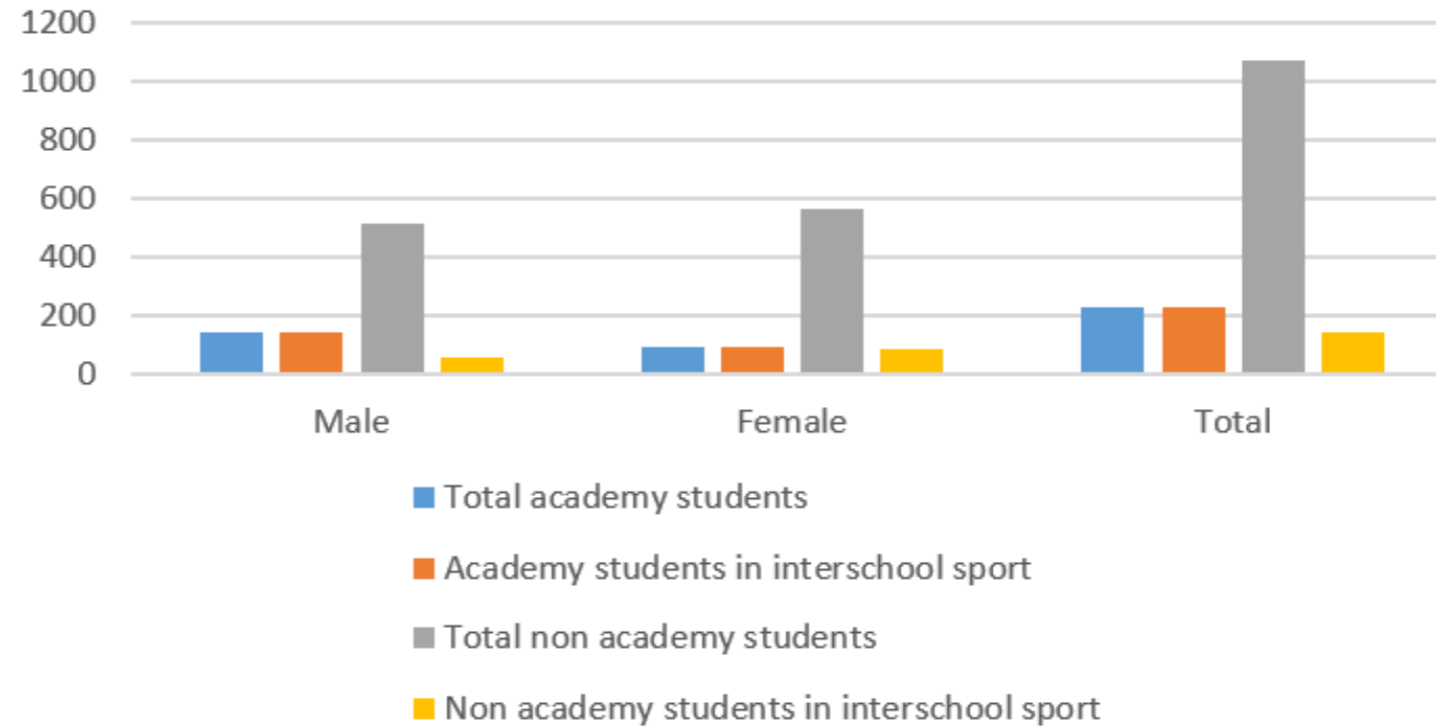


Investigation report: visual communication

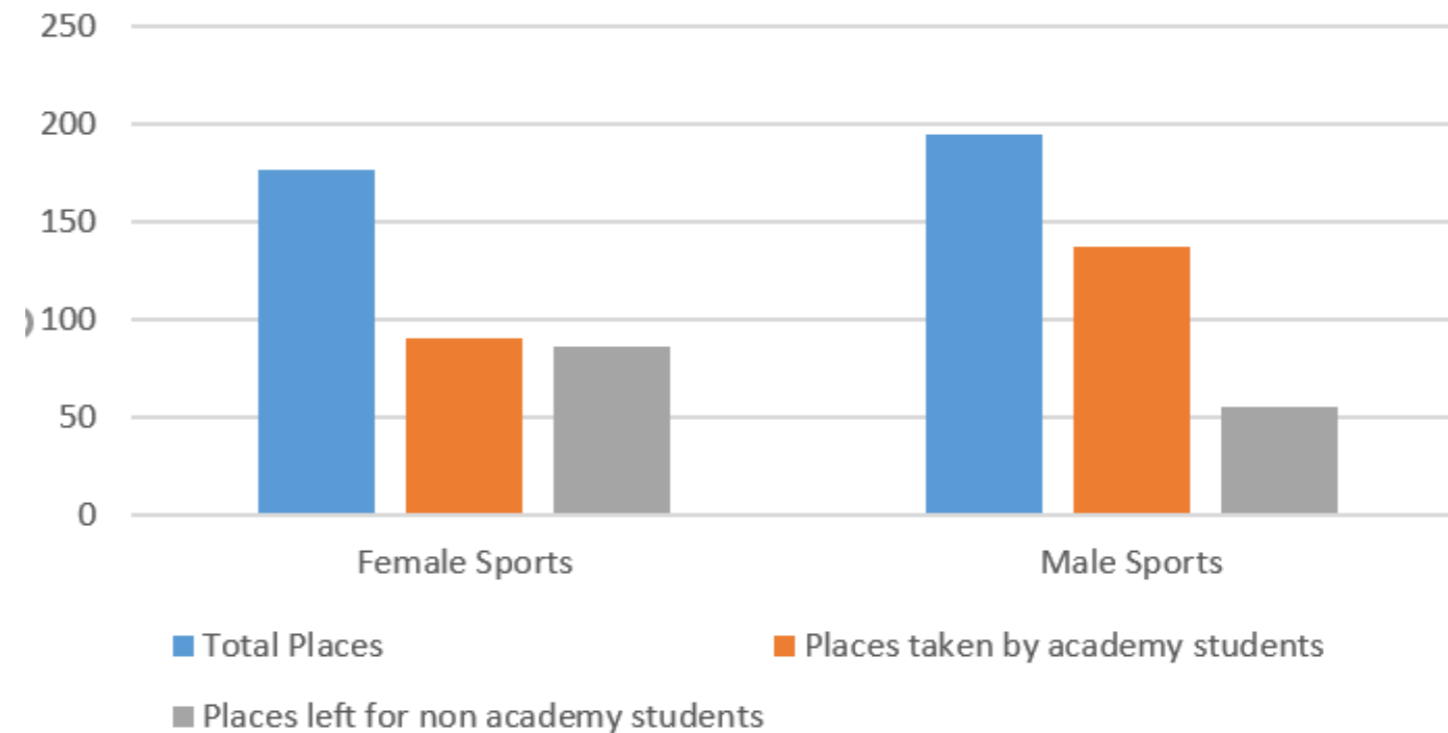
Ability & Gender

What patterns and trends inform your strategy?

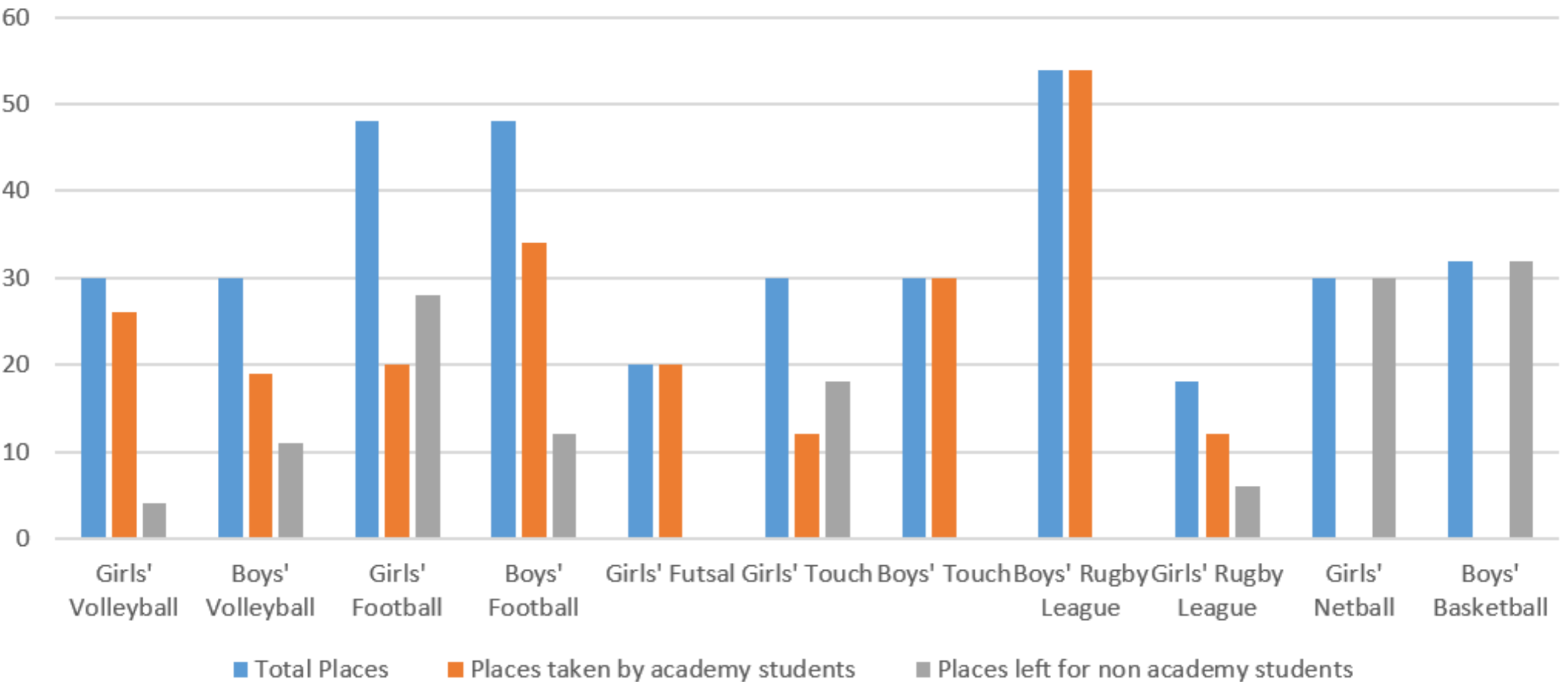
Interschool Sport Numbers



Gendered Interschool Sport Places



Interschool Sport Places



Variety of Interschool sports – ability & gender

Ability

Non academy interschool sport participation



■ Total non academy students

■ Non academy students in interschool sport

Ethics Strategy

What is your course of action?
How are you addressing the limitation?
How will the intervention bring desired outcomes?

“Fair and transparent team selection”

- Establish a ‘team selection policy’
- Hold an Interschool sport forum for all coaches
- Academy sports offered in Recreation program
- Change invoicing processes for academy students

Justifying my strategy –

Optimise integrity and positive engagement

What evidence can be used to support your course of action?

Strategy – what am I doing?	Evidence – why am I doing this?
Establish a 'team selection policy'	Increase fairness, integrity, consistency of process Clear roles and responsibilities of key stakeholders Increase trust and transparency
Interschool sport forum	Involve key stakeholders Value input from all Focus on all students and positive engagement
Academy sports offered in Recreation program	Involve key stakeholders Value all students in sport Increase positive engagement in interschool sport
Change to invoicing	Increase integrity in selection process

Logic model

Consolidate strategy

Potential outcomes, implications, limitations

Inputs

- Develop survey / interviews
- Access sport policy documents and secondary online resources
- Collect participation and team selection data
- Identify key stakeholders
- Check ethical decision-making

Outputs

- Establish Team Selection Policy
- Hold Interschool Sport Forum
- Modify selection of sports in Recreation program
- Change invoicing processes for academy students

Outcomes

- Increased value of all students in sport
- Increased opportunity for students to participate in interschool sport regardless of status or financial situation
- Optimised integrity of interschool sport team selection
- Increased positive engagement in Interschool Sport program

3:2:1 Task

- 3 things you were reminded of
- 2 things you learned
- 1 thing you still have a question about

