



COLLEGE OF ARTS AND SCIENCES
Parr Center for Ethics



February 23, 2024

Assessing Ethics Bowl Across the Lifespan: An Overview of New Research

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2024 APPE International Conference
Cincinnati, OH





1 Moving Beyond 'Anecdotal'

IN THEIR OWN WORDS

Students and their coaches often consider the NHSEB to be truly empowering experience, capable of fundamentally transforming the way that young people view themselves in the world. This type of empowerment is especially important for members of disadvantaged communities.



The Ethics Bowl competition allows for students to have a safe space to speak about real issues that are often too sensitive for a classroom environment. Ethics Bowl allows students to openly speak out and work as a team to effectively find the best solution for everyone involved. I especially loved it because people of the minority in my school, including myself, have a real space to speak on the things we see everyday and actually be listened to.

NHSEB Student Participant

IN THEIR OWN WORDS

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It's real. Debate is a game. AcaDeca is a measurement. NHSEB has real consequences, primarily because it isn't a zero sum game (like debate). For me to be right, you don't necessarily have to be wrong. Done well, it's the kind of discourse our country needs.

NHSEB Coach

99%

agreed that the NHSEB encourages
critical thinking

94%

agreed that NHSEB encourages
thoughtful engagement with
differing views

95%

agreed that NHSEB helps foster
teamwork and collaboration

95%

agree that NHSEB
encourages moral and political
engagement across difference

82%

agreed that they were interested
in studying philosophy and/or
ethics beyond NHSEB

2 Metrics and Measures

Intellectual Humility (General/Specific)

The General Intellectual Humility Scale (Leary et al. 2017) asks respondents to indicate the degree to which five statements sound like them—for example, 'I recognize the value in opinions that are different from my own'.

Empirical research (Hoyle et al. 2016) has found that people can be intellectually humble in one domain (e.g. religion) or with respect to certain questions (e.g. 'Does God exist?') but intellectually arrogant in other domains (e.g. science) or with respect to other questions.

Affective Polarization

We included an affective polarisation 'thermometer' measure, which asks about respondents' attitudes towards people who disagree about ethical and political issues (Iyengar & Westwood 2015). The response scale is a slider, ranging from 'Cold / Unfavorable' to 'Warm / Favorable'.

Over-Claiming

This test measures the tendency to 'over-claim' knowledge (Paulhus et al. 2003). Respondents are presented with a list of people, places, and ideas (e.g. Marie Curie, Kyoto and gerrymandering) and asked whether they are familiar with each. Some items on the list do not exist. An 'over-claiming' score can then be computed from the number of non-existent items that a respondent claims to be familiar with.

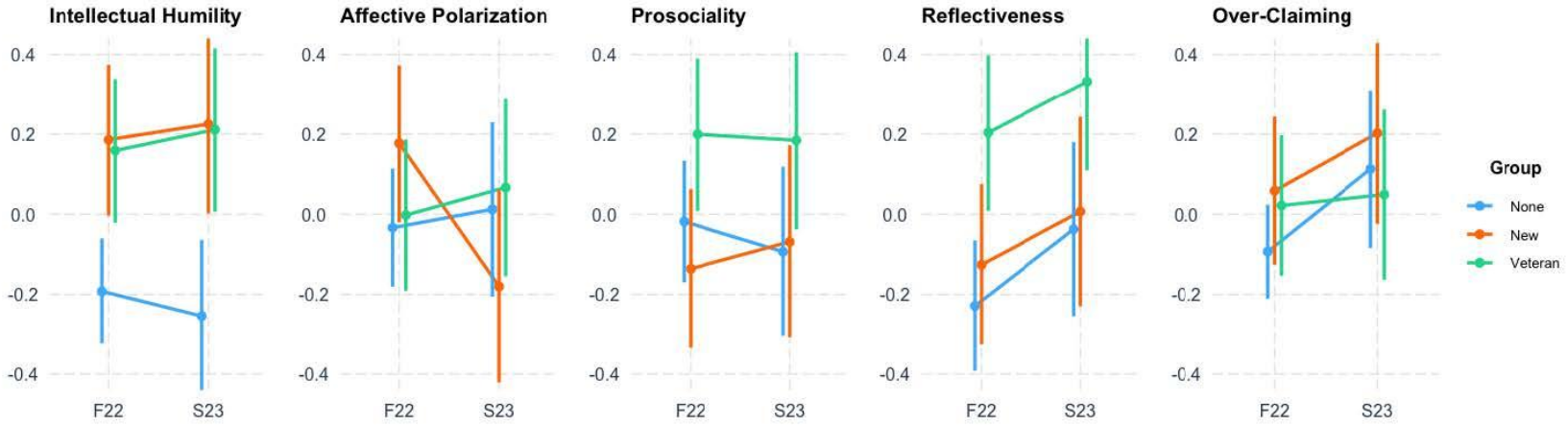
Prosocial Behavioral Intentions

The Prosocial Behavioral Intentions Scale (Baumsteiger & Siegel 2019) asks respondents how likely they would be to help others in need (e.g. 'Help a stranger find something they lost, like their key or a pet').

For new work, we're planning to pair this with a brief version of the Social Desirability Bias Scale (Fischer & Fick 1993), which assesses the degree to which respondents are inclined to answer questions dishonestly in order to create a favourable impression.

Cognitive Reflection Test (CRT)

The Cognitive Reflection Test (Frederick 2005) includes a series of questions that have initially intuitive but incorrect answers. One well-known example is, 'A bat and ball cost \$1.10. The bat costs one dollar more than the ball. How much does the ball cost?' Many people initially think \$0.10. However, the correct answer is actually \$0.05.



NHSEB, 2022-2023 (N=~600)

3 2023-2024 Impact Studies



**NATIONAL HIGH SCHOOL
ETHICS BOWL**

Help us learn about key intellectual traits.

Learn more about and participate in the Parr Center's
2023-2024 study on the development of intellectual
traits among adolescents.



parrcenter.unc.edu/hhsb-study

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This study has been approved by the UNC-Chapel Hill Institutional Review Board (IRB #23-0288). For more information or questions on
research compliance and review processes, please contact irb@unc.edu.




Contribute to new research on ethics education.

Learn more about and participate in a study conducted by APPE IEB and
the Parr Center for Ethics assessing intellectual traits among young
people. Participants can expect to spend ~15 minutes on each of four
surveys administered in the Fall of 2023.



parrcenter.unc.edu/ieb-study

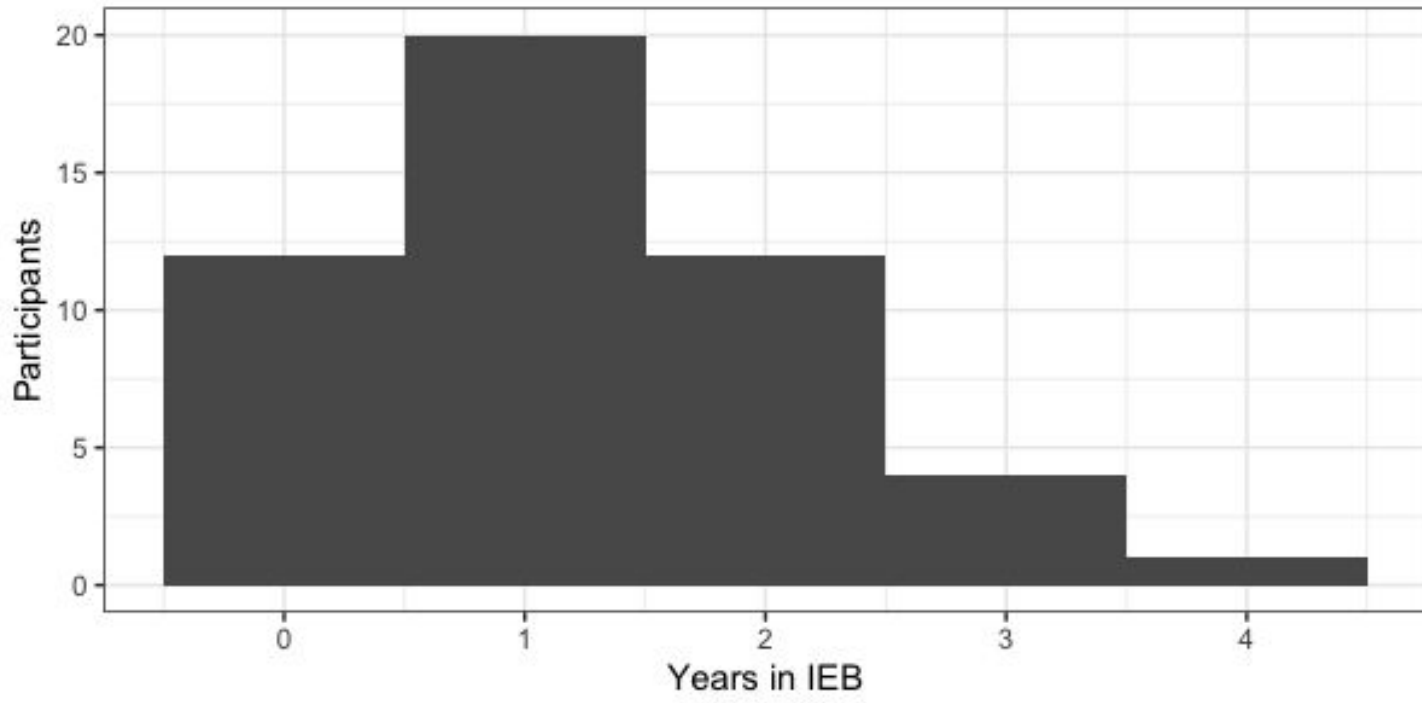
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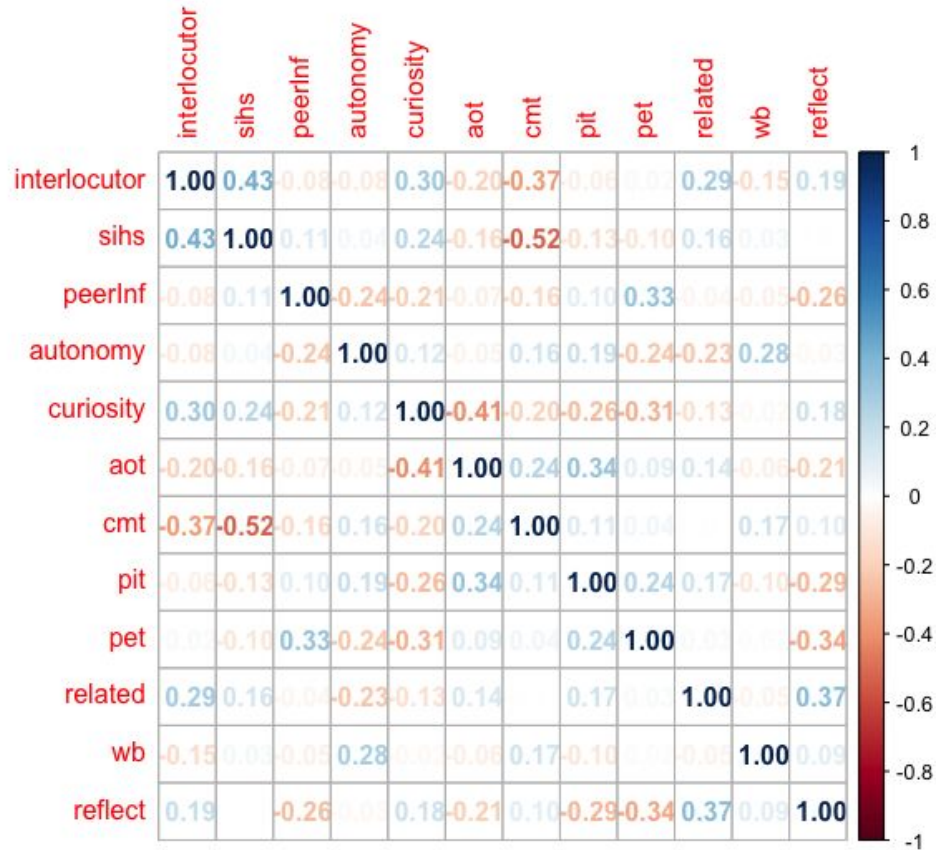
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APPE IEB Pilot Study: The Sample

49 usable responses from students at 21 institutions:

- Mean age = 20.71 (SD = 3.72). Of these, 26 were male, 16 female, 7 other or decline to state; 24 were White, 10 Asian, 6 mixed race, and a few people of other race/ethnicities;
- 9 were Philosophy majors (including double majors).
- The most common number of philosophy courses taken by the respondent was 1. Though there were a couple of people with 14-15.





APPE IEB Pilot Study: Early Observations

- **Imagined Interlocutor** questions got great distribution overall, with most responding in the 3-4 range. Interestingly, the last question about being interesting in feedback on your ideas was the only one with a heavier rightward skew, meaning that most responders wanted to hear feedback on their ideas.
- **There is a meaningful positive correlation between Specific Intellectual Humility and Interlocutor scores, but the sample size is too small for this to be a definitive finding.**
- Some additional qualitative responses are interesting (will review if there's time).

4 Problems and Prospects (Discussion)