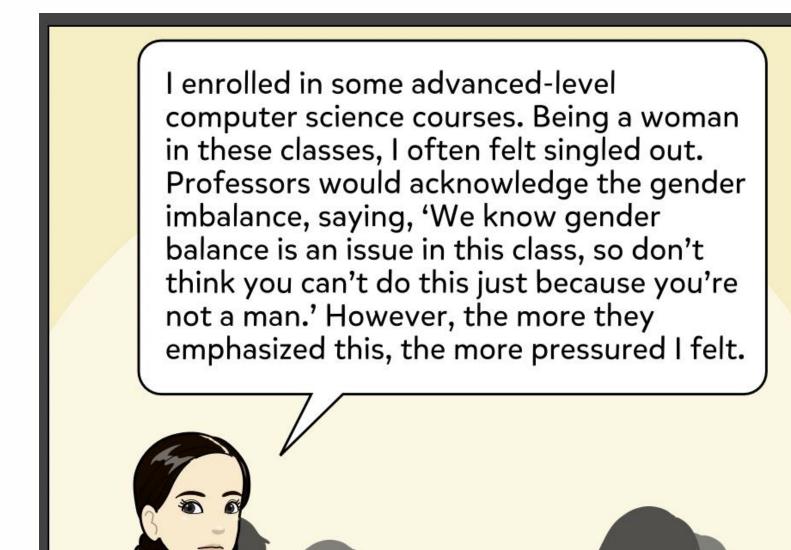
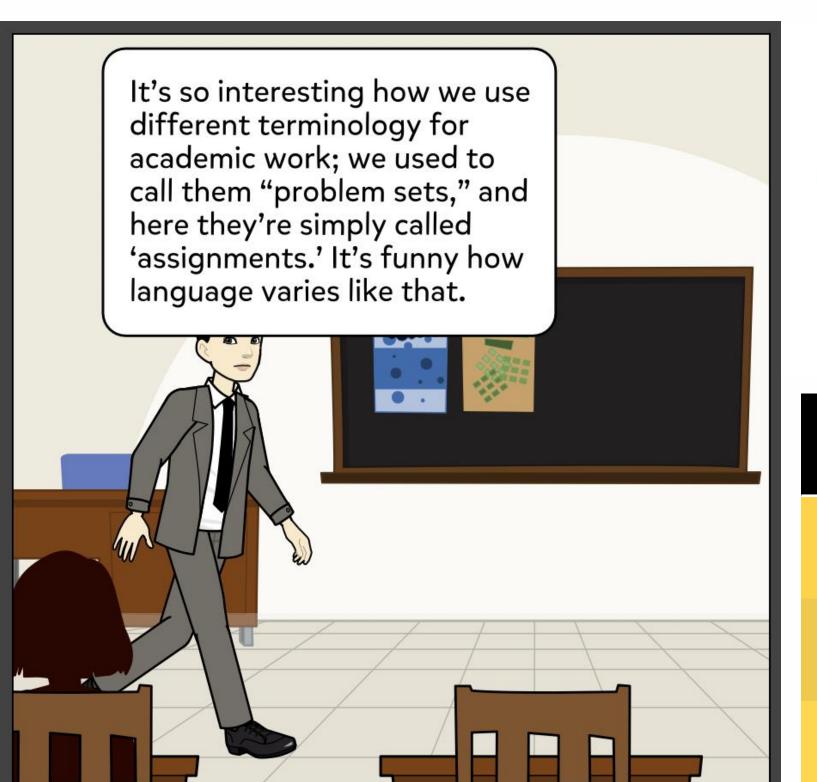
Self-Disclosure and Beyond: Takeaways from an Online and In-Person Computing Ethics Course

Helen Weixu Chen, Maura R. Grossman, Daniel G. Brown



...I've sometimes wondered if my hiring was to ensure sufficient representation of women or minorities on the team rather than based on being the most qualified candidate. This feeling is magnified when the teams I've joined consist entirely of men in their 30s with families and years of industry experience, making me the singular minority...

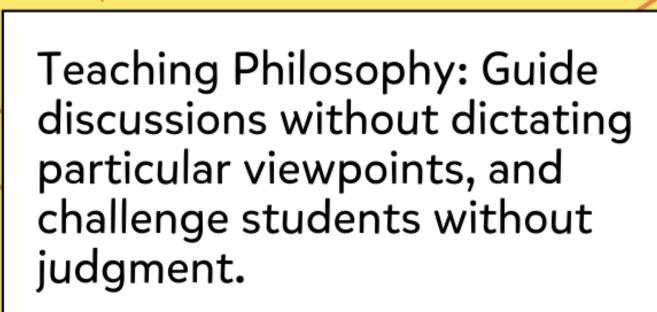


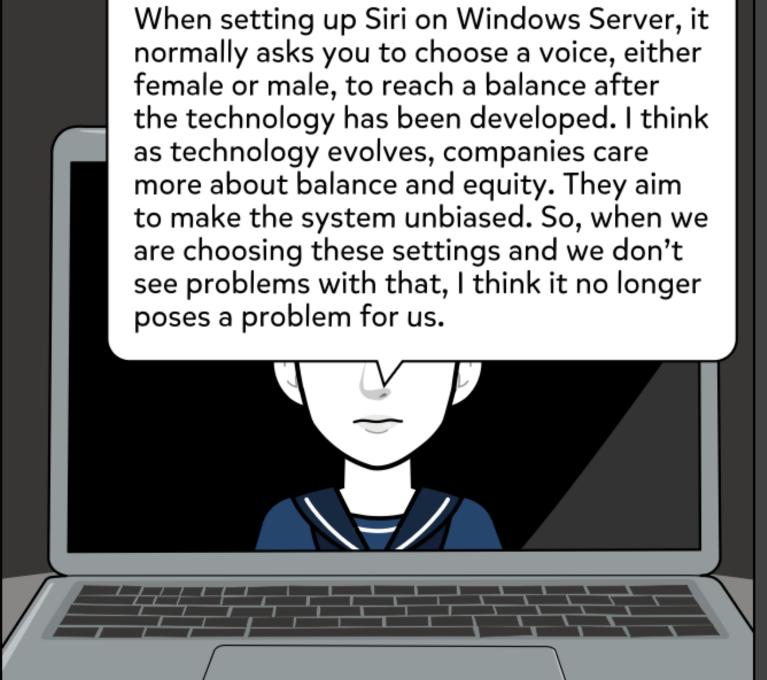


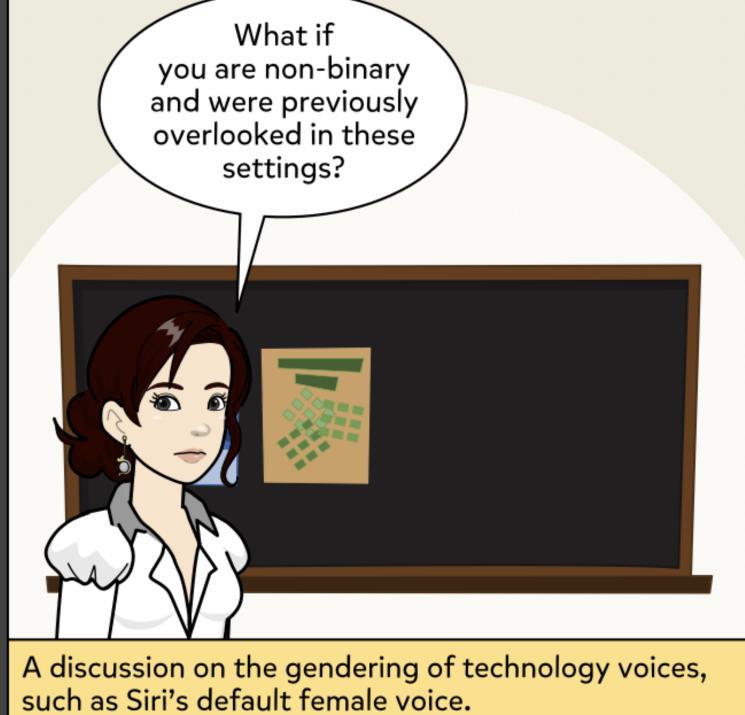


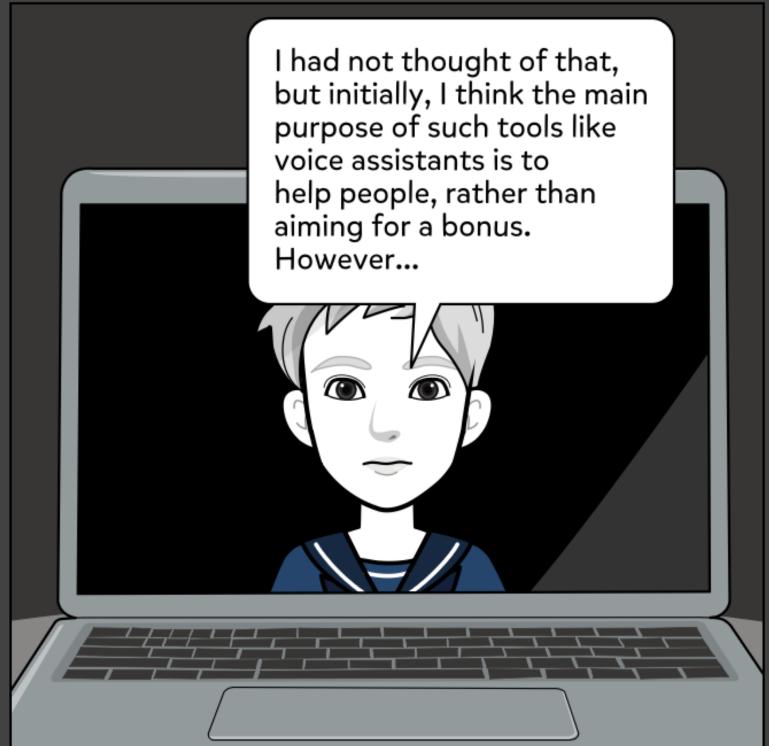
Course Outline

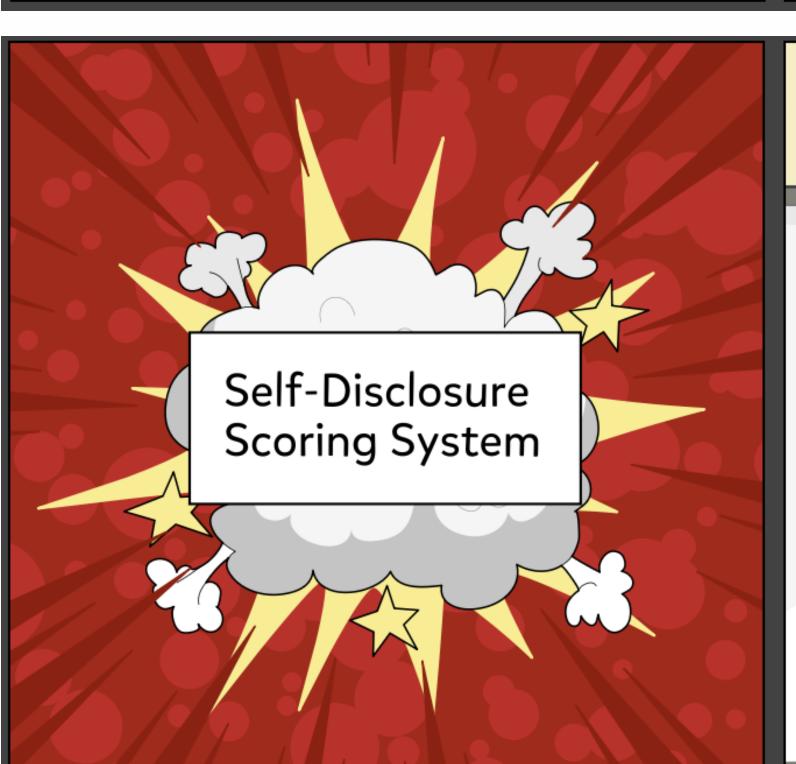
In-Class Participation
Critical Writing
Final Group Project

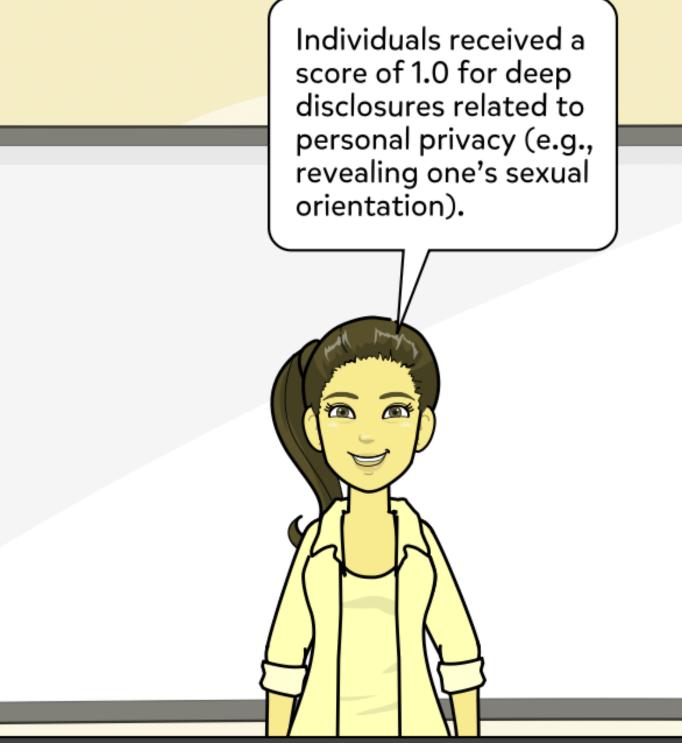


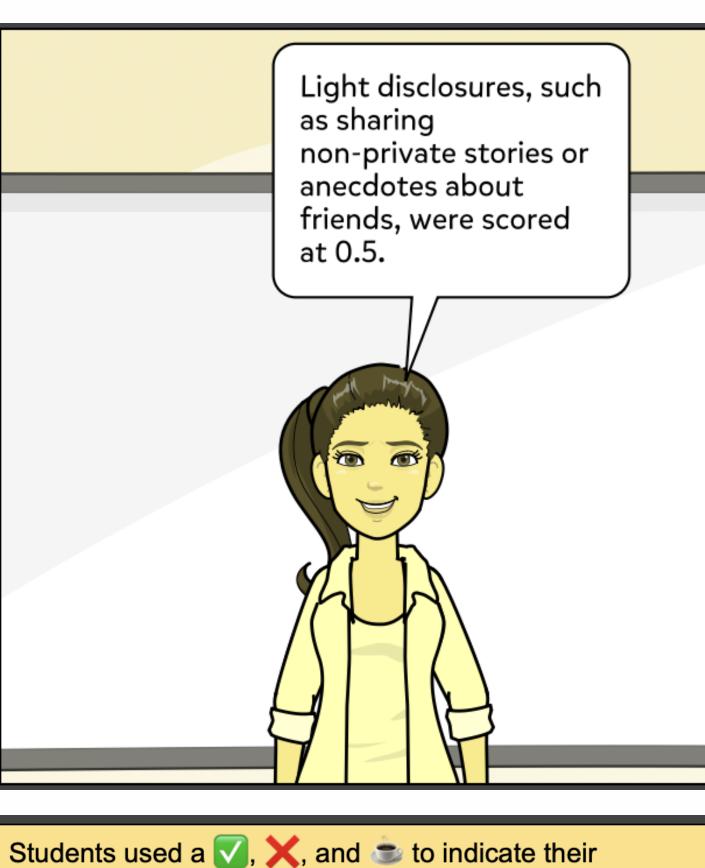














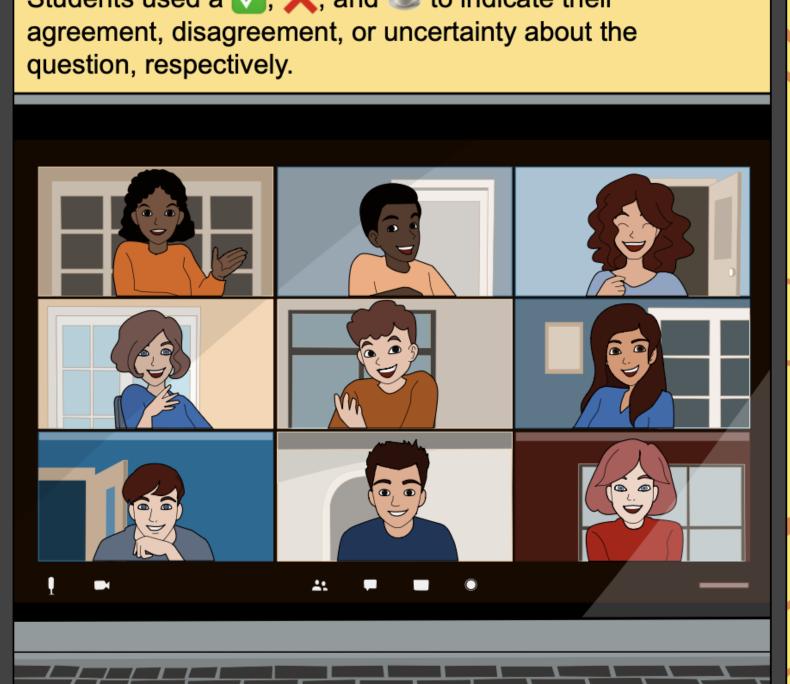
Method:

Participants: 16 in-person vs. 14 online Data gathered from class discussions, weekly assignments, and surveys.









Bandwagon Effect: individuals from the in-person section tended to follow the majority when choosing their stance.

More Selected Findings:

- Self-disclosure levels vary by discussion topic.
- Online settings promote deeper self-disclosure, while in-person settings encourage light disclosures.
- Instructors disclosed more in online settings.
- Minority groups actively contributed to self-disclosures.
- Zoom chat facilitated interaction but generated only limited self-disclosure.
- In weekly critical writing tasks, participants in the online section generally had better performance than those in the inperson section (average scores: 86 vs. 81).
- In final group projects, around 50% of the projects were about AI, followed by privacy and security.

