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

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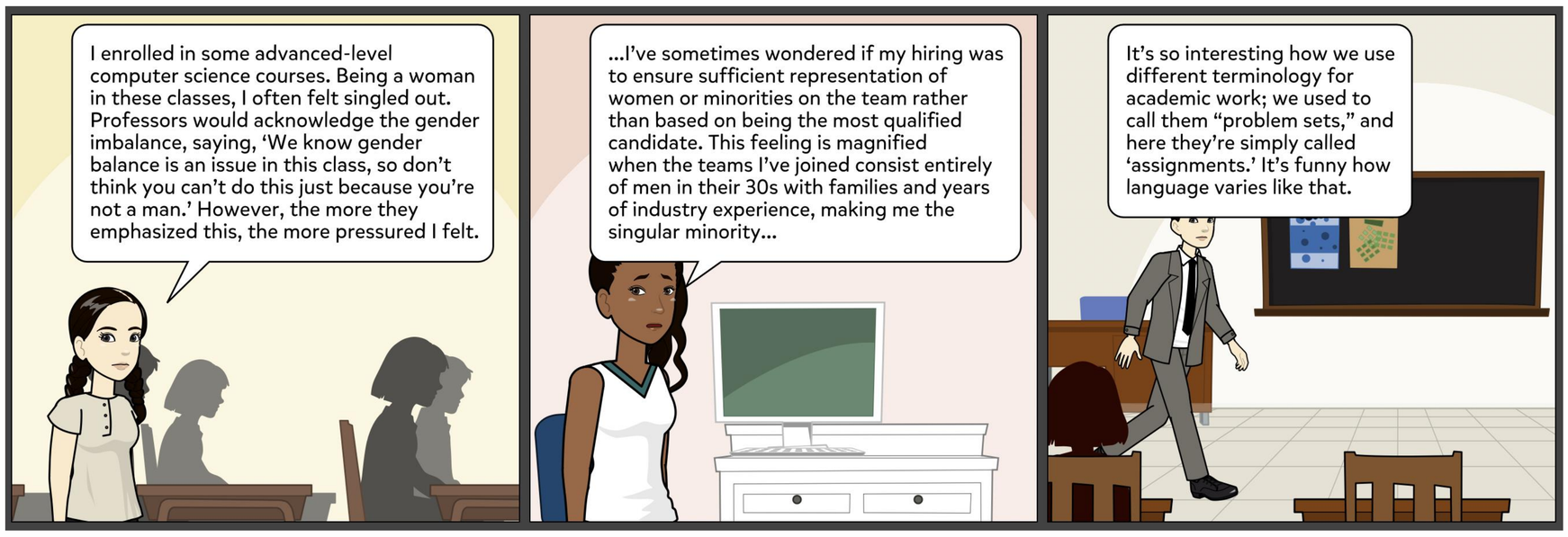
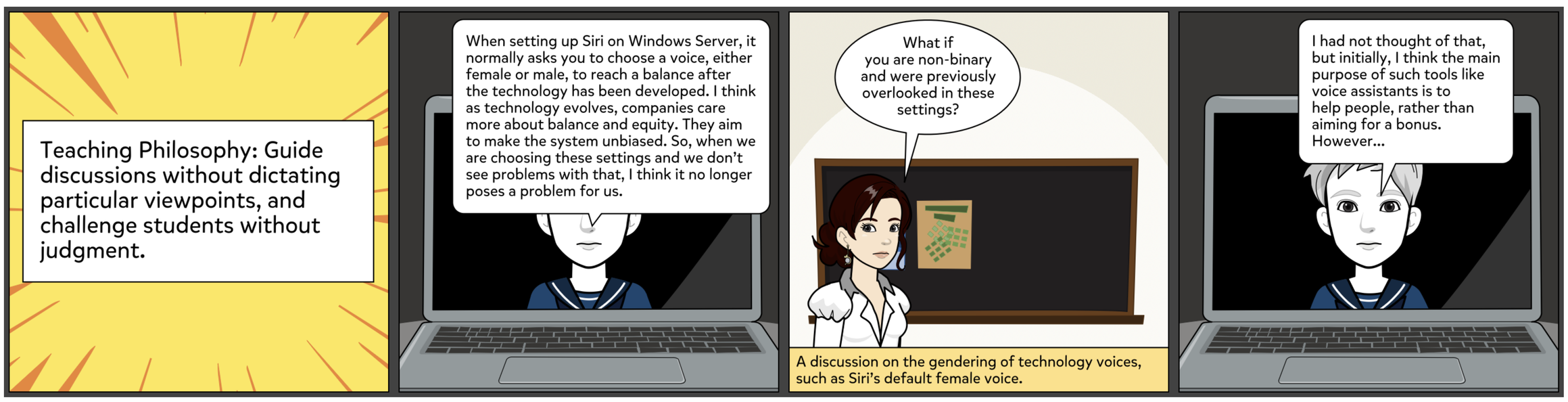
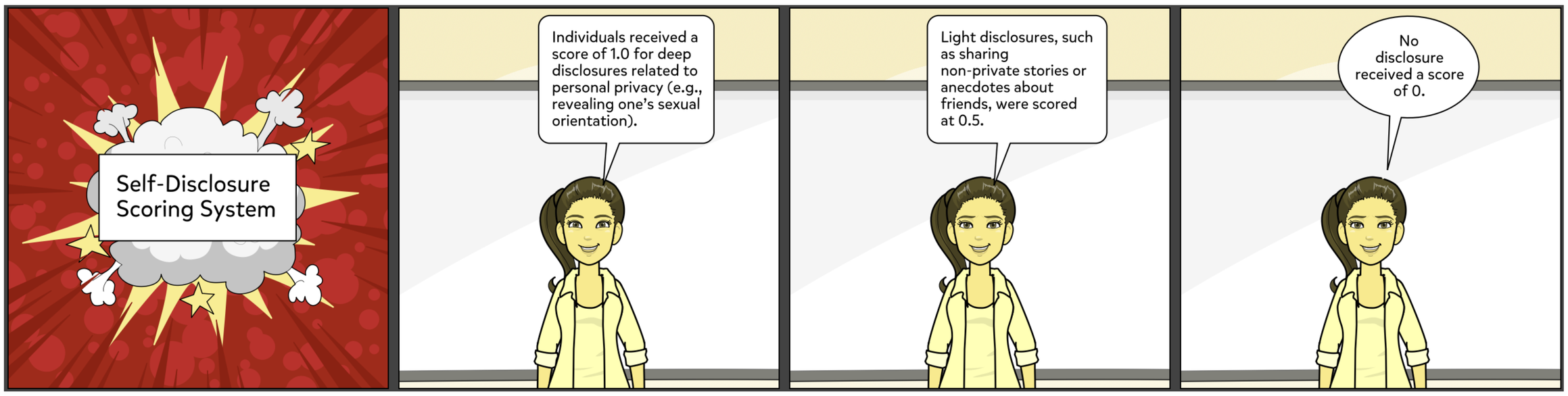




## Course Outline

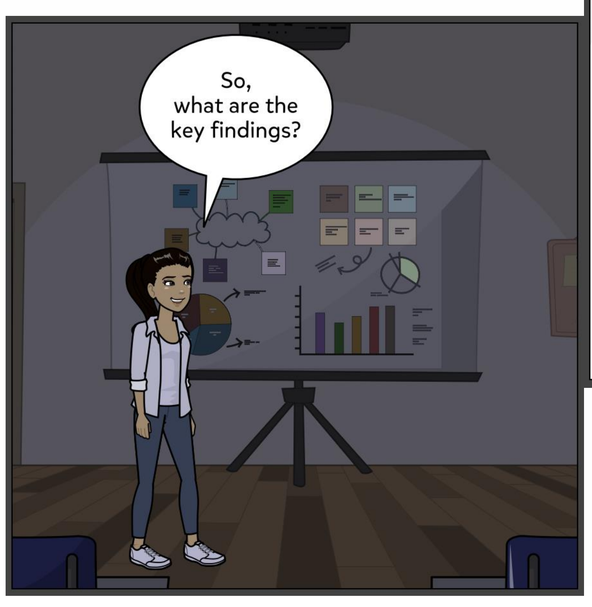
- In-Class Participation
- Critical Writing
- Final Group Project

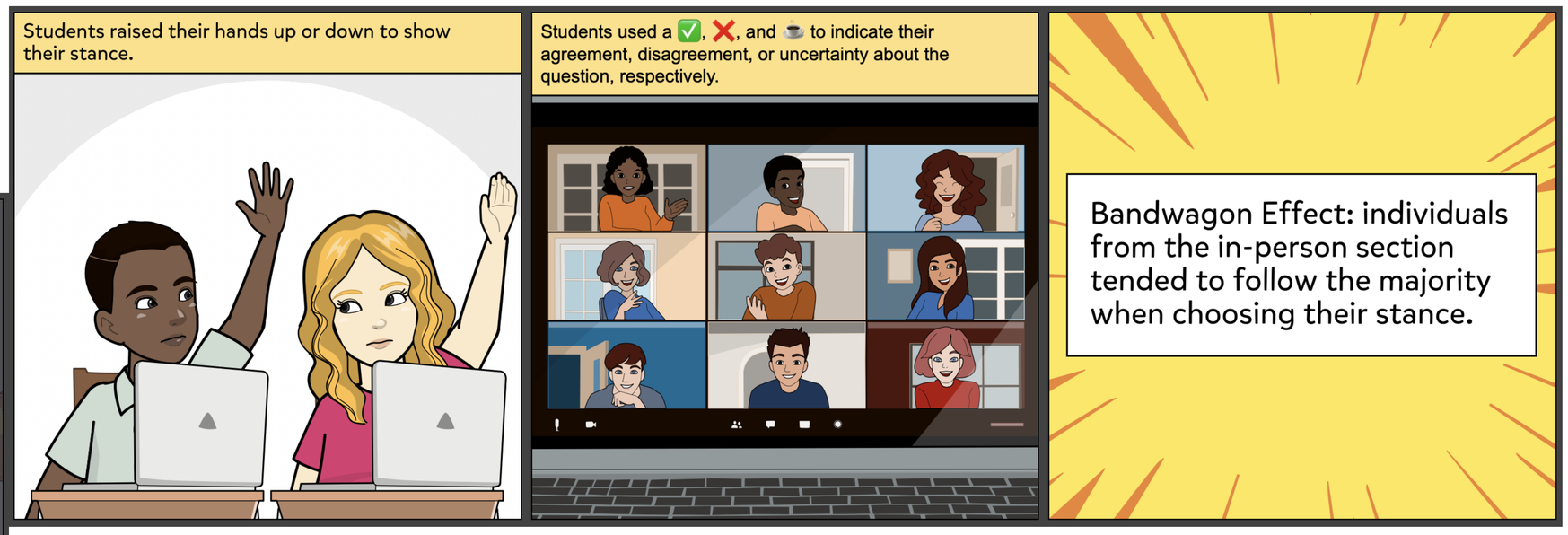



## Method:

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




## 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 in-person section (average scores: 86 vs. 81).
- In final group projects, around 50% of the projects were about AI, followed by privacy and security.

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