

Editor's Foreword

The research literature on business ethics pedagogy has grown to a size that can be overwhelming for someone who is looking for best practices. The first article of Volume 18 addresses this challenge with a review of research findings on the effectiveness of ethics instruction. It concludes with recommendations for evidence-based teaching methods.

The next five articles report empirical studies from Australia, South Africa, China, and the United States. The first describes a curriculum audit of an Australian business school to determine the extent to which United Nations Sustainable Development Goals are incorporated into course materials. The second, from South Africa, examines how ethics is conceptualized and prioritized by accounting faculty. The third measures the extent to which a day of ethics-related activities in Hong Kong influences student attitudes toward corporate social responsibility. Of two studies from the United States, one measures the effectiveness of a classroom exercise based on a thought experiment of John Rawls. The other examines how gender affects group ethical decision making in the classroom.

Digital media have become ubiquitous in education, particularly since the emergence of the Covid-19 pandemic. The final research article of Volume 18 examines how media can enhance instruction in professional ethics without discouraging deep reflection.

The first teaching article of the Volume likewise deals with the pedagogical role of electronic media. It explores how Twitter can serve as a tool for instruction in ethics, corporate social responsibility, and sustainability. In the same technological vein, a second article presents pedagogical exercises that can be conducted either face-to-face or remotely. Following this is a proposal to shift from a "consumer mindset" to a "producer mindset" so as to develop greater student capacity to make autonomous ethical decisions. The final article of this section suggests how the teaching of Ignatius of Loyola, founder of the Roman Catholic Jesuit order, can enrich business ethics education.

Briefly described scenarios are sometimes more conducive to teaching ethics than the lengthy and detailed case studies widely used in business schools, because they can focus on the ethically relevant details. The first peer-reviewed case study in Volume 18 is actually a collection of such mini-cases. A second case study presents the dilemma of a victim of sexual harassment whom the company offers a financial settlement in exchange for keeping quiet about her experiences. A third case concerns a public-private venture capital fund in Hawaii. Students are presented with issues that arise at various stages of the fund's development and

asked to resolve them without knowledge of what happens in subsequent stages. The final case study of the Volume relates how a creamery that shipped contaminated ice cream dug itself more deeply into an ethical and legal hole by attempting to destroy evidence. As usual, Teaching Notes for the case studies do not appear in the Volume but can be obtained by instructors on request.

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