

The Effect of Bioethics Education on Online Havruta Teaching Method on College Students.

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- **Abstract:** This study was conducted to investigate the effects of online Havruta teaching methods of bioethics education on critical thinking, communication ability, interpersonal competence, and problem-solving ability for college students. Data collection was from September 1st to December 15th, 2020 among 25 college students at C University. The effect of 15 weeks of online Havruta teaching method was measured. The tool consisted of 169 questions, measuring general characteristics, critical thinking, communication ability, interpersonal competence, and problem-solving ability. The collected data were analyzed using IBM SPSS WIN/25.0. For general characteristics, frequency, percentage, mean, and standard deviation were obtained, and Shapiro-Wilk test was conducted to verify the normality of the dependent variable. To verify the effectiveness of the class, the mean, standard deviation, and paired t-test were analyzed. There was a statistically significant difference in the scores before and after the critical thinking and communication ability of the subjects who applied the Havruta class, but there was no statistically significant difference in interpersonal competence and problem solving ability. In order to verify the effectiveness of the application of the online Havruta teaching method, it is necessary to verify the its continuing effect by checking the results before and after. It is hoped that this result will be used as basic data for the advancement of the application of the bioethics education on online Havruta teaching method for college students.
- **Keywords:** Havruta, bioethics, Data collection, critical thinking, percentage, continuing, education.