

# ETHICS OF TEACHING

SOCIETY



THERE IS GOOD  
OR BAD

ACCEPTABLE OR  
UNACCEPTABLE

TEACHERS



ETHICAL RAMIFICATIONS  
OF THEIR TEACHING STYLES  
AND PERSONAL ACTIONS



- equitable treatment of all students
- maintaining the proper student and teacher relationship
- a high degree of responsibility comes with the privilege of teaching mentoring a society's children

# Teaching Of Ethics In Higher Education The Teaching Of Ethics

**Beverly A. Burnell, Heidi  
Schnackenberg**



## **Teaching Of Ethics In Higher Education The Teaching Of Ethics:**

**Ethics Teaching in Higher Education** Daniel Callahan, Sissela Bok, 2012-12-06 A concern for the ethical instruction and formation of students has always been a part of American higher education Yet that concern has by no means been uniform or free from controversy The centrality of moral philosophy in the undergraduate curriculum during the mid 19th Century gave way later during that era to the first signs of increasing specialization of the disciplines By the middle of the 20th Century instruction in ethics had by and large become confined almost exclusively to departments of philosophy and religion Efforts to introduce ethics teaching in the professional schools and elsewhere in the university often met with indifference or outright hostility The past decade has seen a remarkable resurgence of the interest in the teaching of ethics at both the undergraduate and the professional school levels Beginning in 1977 The Hastings Center with the support of the Rockefeller Brothers Fund and the Carnegie Corporation of New York undertook a systematic study of the state of the teaching of ethics in American higher education

**Approaches to Ethics in Higher Education** Susan Illingworth, Learning and Teaching Support Network. ETHICS Project, Philosophical and Religious Studies Subject Centre of the Learning and Teaching Support Network, 2004-03-01

**Teaching with Integrity** Bruce Macfarlane, 2004 While many books focus on the broader socially ethical topics of widening participation and promoting equal opportunities this text focuses specifically on the lecturer's professional responsibilities It covers everyday real life moral dilemmas and encourages a practical reflective approach

*The Teaching of Ethics in Higher Education*, 1980

**Ethics in Higher Education** Maureen E. Squires, 2020 Higher education serves many purposes one of which is to prepare college and university students with the knowledge skills and dispositions necessary for employment Some would argue that this is the primary and even sole purpose of collegiate education However many also contend that university education is intended to broaden students minds and enable them to question investigate and think critically in order to be productive and engaged citizens Regardless of the lens through which higher education is viewed within any of these purposes is the need for ethical practices in teaching learning student engagement and overall operational structures Truly in every facet of university life ethical practices exist If institutions of higher education are the places where in part the global future is shaped then it is imperative that these same organizations be the exemplars of ethical practices The Practice of Ethics in Higher Education includes chapters that explore and examine topics such as teaching of ethics ethical practices on campus ethics of clinical practices ethics and leadership in the academy ethics in hiring practices at colleges universities ethics and campus sponsored research as well as other topics relevant to higher education In addition to drawing attention to the successes and challenges regarding ethical practices in higher education this book aims to encourage future research initiatives and collaborations

*Higher Education and Professional Ethics* Satya Sundar Sethy, 2018-03-28 This book discusses the significance relevance and usefulness of professional ethics in the context of higher education It highlights the pivotal role of professional ethics in

offering teachers a better understanding of their responsibilities duties rights and institutional obligations as they work to provide quality education The volume investigates the connection between the adoption of professional ethics by individual faculty members in higher education and the development of work cultures in higher educational institutions It explores the requisite modifications of the Teachers Code of Ethics in relation to the usage of Information and Communication Technologies ICTs in teaching learning platforms While examining the validity reliability and application of professional ethics in the higher education sector the book also illustrates the application of codes of ethics to resolve conflicting interests and commitments This book will be useful to scholars and researchers in higher education the philosophy of education applied ethics public policy and the social sciences      *Teaching Ethics* Daniel E. Wueste, 2021-09-30 *Teaching Ethics* Instructional Models Methods and Modalities for University Studies encourages teachers and students to approach their work with a deep awareness that people not as disinterested reasoners devoid of or effectively cut off from passions make ethical judgments An individual's social and emotional constitution should be taken into account This collaborative publication offers salient instructional models methods and modalities centered on the whole person      **Ethics Across the Curriculum—Pedagogical Perspectives** Elaine E. Englehardt, Michael S. Pritchard, 2018-05-08 This book features articles by more than twenty experienced teachers of ethics who are committed to the idea that ethics can and should be taught virtually anywhere in the education curriculum They explore a variety of ways in which this might best be done Traditionally confined largely to programs in philosophy and religion the teaching of ethics has in recent decades spread across the curriculum education The contributors to this book discuss the rationale for supporting such efforts the variety of challenges these efforts face and the sorts of benefits faculty and students who participate in ethics across the curriculum endeavors can expect An overriding theme of this book is that the teaching of ethics should not be restricted to one or two courses in philosophy or religion programs but rather be addressed wherever relevant anywhere in the curriculum For example accredited engineering programs are expected to ensure that their students are introduced to the ethical dimensions of engineering This can involve consideration of ethical issues within particular areas of engineering e g civil mechanical electrical chemical as distinctive segments of certain courses e g those that focus on design problems or as a full semester course in ethics in engineering Similar approaches can be taken in nursing medicine law social work psychology accountancy management and so on That is some emphasis on ethics can be expected to be found in broad range of academic disciplines However many ethical issues require careful attention from the perspectives of several disciplines at once and in ways that require their joining hands Recognizing that adequately addressing many ethical issues may require the inclusion of perspectives from a variety of disciplines makes apparent the need for effective communication and reflection across disciplines not simply within them This in turn suggests that faculty and their students can benefit from special programs that are designed to include participants from a variety of disciplines Such programs will be a central feature of this book

Although some differences might arise in how such issues might best be discussed across different parts of the curriculum these discussions might be joined in ways that help students faculty administrators and the wider public better appreciate their shared ethical ground

**Teaching Bioethics** K. Danner Clouser,1980 The past decade has seen a remarkable resurgence of interest in the teaching of ethics at both the undergraduate and professional school levels Beginning in 1977 The Hastings Center with the support of the Rockefeller Brothers Fund and the Carnegie Corporation of New York undertook a systematic study of the teaching of ethics in American higher education Our concern focused on the extent and quality of that teaching and on the main possibilities and problems posed by widespread efforts to find a more central and significant role for ethics in the curriculum As part of that project a number of papers studies and monographs were commissioned Moreover in an attempt to gain some degree of consensus the authors of those studies worked together as a group for a period of two years The study presented here represents one outcome of the project We hope and believe it will be helpful for those concerned to advance and deepen the teaching of ethics in higher education Foreword

**The Teaching of Ethics in Higher Education** Hastings Center,1980 The Ethics of Cultural Competence in Higher Education Beverly A. Burnell,Heidi Schnackenberg,2015-02-11 This new book presents both research qualitative quantitative and mixed design and conceptual chapters about the ethical factors to be considered in teaching administration and professional practice in higher education settings The book includes recent research based ideas in the field of higher education Topics include cultural competence

**Ethics in the Education of Business Managers** Charles W. Powers,David Vogel,1980

Teaching Ethics Daniel E. Wueste,2021 Teaching Ethics Instructional Models Methods and Modalities for University Studies encourages teachers and students to approach their work with a deep awareness that people not as disinterested reasoners devoid of or effectively cut off from passions make ethical judgments An individual s social and emotional constitution should be taken into account This collaborative publication offers salient instructional models methods and modalities centered on the whole person

Resources in Education ,2001-04

**Faculty Development in Chinese Higher Education** Xudong Zhu,Jian Li,2019-05-18 This book provides a framework for investigating faculty development in the Chinese higher education system and proposes a faculty development model which is subsequently applied to assess the conceptual practical and strategic dimensions of Chinese faculty development The proposed framework is primarily based on reconstructing the higher education system The book focuses on conceptualizing and pursuing faculty development The intended readership includes researchers with an interest in or whose work involves research on faculty development and comparative higher education administrators and stakeholders in Chinese higher education management and graduate students majoring or minoring in comparative higher education

*The Lived Experiences of Teachers Teaching Ethics in a Mexican Institution of Higher Education* Esther A. Enriquez-Perez,2015 This study is about how the promotion of teaching ethics values and citizenship education in institutions of public higher education in Mexico can be explained by the interplay

of three main forces 1 the forces of cultural globalization 2 the project democracy and 3 the local societal demands for the teaching of ethics and values The research question that guides this study is what are the lived experiences of teachers teaching ethics values and citizenship education in a Mexican public institution of higher education Six teachers of ethics engaged with the researcher in conversations about their live experiences of teaching ethics The experience of teaching ethics was contextualized in the global economic political and cultural arena Ethical values are promoted to counteract the intensification of corruption impunity insecurity and increase in organized crime in Mexico International Institutions of education promoted ethical values as a factor for social cohesion The theoretical framework for interpreting the experiences of teaching ethics was Bakhtin s ethics answerability For the collection of data I used Seidman s 1998 in depth phenomenological interview For the analysis and interpretation of the data i followed the phenomenological hermeneutic circle as presented by Cowan 1994 From that analysis I identified six themes 1 Ethics can change our society 2 is democracy a viable project 3 can values be taught 4 are moral values universal and timelessness 5 Is corruption and cheating a way to succeed and 6 the good citizen is the one who knows how to live with others I concluded that to achieve democracy as a viable project requires forming a true democratic citizen seeing democracy as a form of life The main concern of ethical reflection must be to form a responsible inclusive and participant citizen who respect the other and itself Thus I recommend that the ethics teachers discuss in a collegiate manner the different ways to teach in a democratic form and find the best possible code of ethics informed by an ethics of answerability as an aesthetics of love to the self and to the other

The Ethics of Teaching Kenneth Strike, Jonas F. Soltis, 2015-04-18 Written in a style that speaks directly to today s teacher The Ethics of Teaching Fifth Edition uses realistic case studies of day to day ethical dilemmas The book covers such topics as punishment and due process intellectual freedom equal treatment of students multiculturalism religious differences democracy teacher burnout professional conduct parental rights child abuse neglect sexual harassment

**Teaching Ethics through Literature** Suzanne S. Choo, 2021-07-01 Teaching Ethics through Literature provides in depth understanding of a new and exciting shift in the fields of English education Literature Language Arts and Literacy through exploring their connections with ethics The book pioneers an approach to integrating ethics in the teaching of literature This has become increasingly relevant and necessary in our globally connected age A key feature of the book is its integration of theory and practice It begins with a historical survey of the emergence of the ethical turn in Literature education and grounds this on the ideas of influential Ethical Philosophers and Literature scholars Most importantly it provides insights into how teachers can engage students in ethical concerns and apply practices of Ethical Criticism using rich on the ground case studies of high school Literature teachers in Australia Singapore and the United States

**Practical Approaches to Ethics for Colleges and Universities** Stephanie L. Moore, 2008-09-16 Ethics can seem like a slippery topic to tackle for any institution Yet ethics pervade every layer of higher education from strategic planning to codes of ethics to curricular

integration of ethics to actual courses and professional standards of practice for faculty staff and students to include as future professionals In this issue we take on ethics in higher education from a practical perspective Topics include social responsibility as the foundation for strategic planning sustainability on campus and related service learning ethics across the curriculum general and specific institutional codes of ethics professional codes of ethics and implications for student teacher relationships design and delivery of a course on ethics institutions ethical obligations to provide a quality education to athletes Whether you are senior administration a dean or department chair an individual faculty member or student this issue provides practical advice for addressing ethics This is the 142nd issue of the Jossey Bass quarterly report series New Directions for Higher Education Addressed to presidents vice presidents deans and other higher education decision makers on all kinds of campuses New Directions for Higher Education provides timely information and authoritative advice about major issues and administrative problems confronting every institution     The Pedagogy of Compassion at the Heart of Higher Education Paul Gibbs, 2017-07-10 This book offers a moral rather than instrumental notion of university education whilst locating the university within society It reflects a balancing of the instrumentalization of higher education as a mode of employment training and enhances the notion of the students well being being at the core of the university mission Compassion is examined in this volume as a weaving of diverse cultures and beliefs into a way of recognizing that diversity through a common good offers a way of preparing students and staff for a complex and anxious world This book provides theoretical and practical discussions of compassion in higher education it draws contributors from around the world and offers illustrations of compassion in action through a number of international cases studies

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