

The Second Edition  
Ethics of  
Teaching  
A Casebook



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Deborah Ware Balogh • David V. Perkins • Arno F. Wittig

# The Ethics Of Teaching A Casebook

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## **The Ethics Of Teaching A Casebook:**

**The Ethics of Teaching** Patricia Keith-Spiegel, Bernard E. Whitley, Jr., Deborah Ware Balogh, David V. Perkins, Arno F. Wittig, 2003-01-30 The bk provides a discussion of the ethical dilemmas that can arise in faculty interactions w students as well as tips on how to avoid deal with these predicaments when they occur It focuses on common gray areas rather than extreme clear cut

*The Ethics of Teaching* Patricia Keith-Spiegel, 2002 The Ethics of Teaching provides a frank discussion of the most frequently encountered ethical dilemmas that can arise in educational settings as well as tips on how to avoid these predicaments and how to deal with them when they do occur The goal is to stimulate discussion and raise faculties consciousness about ethical issues Ethical dilemmas are presented as short engaging case scenarios most of which are based on actual situations so as to furnish more realistic and interesting stimuli for individual reflection and group discussion These scenarios offer the opportunity to consider the subtle complexities inherent in the social and psychological contexts in which educator student interactions occur and the effects of those complexities on ethical decision making Each case is followed by a detailed analysis and advice The book s 195 cases are grouped into 22 chapters representing topics such as the controversial classroom presentations and assignments debatable testing and grading practices problematic student faculty interactions dual role relationships with students collegial conflicts managing very difficult students and confidentiality dilemmas The Ethics of Teaching A Casebook Second Edition focuses on commonly encountered ethical gray areas that have no clear solution includes questions to stimulate discussion of related ethical issues concludes with a chapter on prevention peer mentoring and intervention and serves as excellent assigned reading to stimulate group discussion in teaching workshops and faculty development programs The first edition of this book evolved by collecting a variety of teaching situations that commonly occur in college and university settings The authors then created responses to the situations and circulated both the cases and the responses to reviewers from a number of departments across the country As a result the vast majority of the cases are discipline free The second edition features many new cases to reflect recent trends and events related to academic ethics Questions were added to stimulate discussion and to further elaborate the issues The Ethics of Teaching A Casebook is ideal for college and university faculty graduate assistants and administrators involved in workshops graduate teaching assistant courses and faculty development and new faculty orientation programs As a result of the book s cross disciplinary development it will be beneficial to faculty from a broad spectrum of disciplines

*The Ethics of Teaching*, 2002

*The Chicago Handbook for Teachers, Second Edition* Alan Brinkley, 2011-06-15 Representing teachers at all stages of their careers authors offer practical advice for almost any situation a new teacher might face from preparing a syllabus to managing classroom dynamics From publisher description

**Casebook on Human Dignity and Human Rights**, 2011

*Teaching Psychology* Douglas A. Bernstein, 2014-06-26 This volume provides thoroughly updated guidelines for preparing and teaching an entire course in psychology Based on best principles and effective psychological and pedagogical research it

offers practical suggestions for planning a course choosing teaching methods integrating technology appropriately and effectively developing student evaluation instruments and programs and ideas for evaluation of your own teaching effectiveness While research based this book was developed to be a basic outline of what to do when you teach It is intended as a self help guide for relatively inexperienced psychology teachers whether graduate students or new faculty but also as a core reading assignment for those who train psychology instructors Experienced faculty who wish to hone their teaching skills will find the book useful too

Casebook on benefit and harm UNESCO,2011-12-30

**Handbook of the Teaching of Psychology** William Buskist,Stephen F. Davis,2008-04-15 The Handbook of the Teaching of Psychology is a state of the art volume that provides readers with comprehensive coverage and analysis of current trends and issues basic mechanics and important contextual variables related to effective teaching in psychology Uses concise and targeted chapters written by leading scholars in the field to explore a myriad of challenges in the teaching of psychology Employs a prescriptive approach to offer strategies and solutions to frequently occurring dilemmas Covers the gamut of current topics of interest to all current and future teachers of psychology

**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

Best Practices for Teaching Introduction to Psychology Dana S. Dunn,Stephen L. Chew,2006-04-21 This new book provides a scholarly yet practical approach to the challenges found in teaching introductory psychology Best Practices for Teaching Introduction to Psychology addresses developing the course and assessing student performance selecting which topics to cover and in how much depth the effective use of teaching assistants TAs and efficient and fair ways to construct and grade exams choosing the best textbook assessment advice on how to demonstrate students are learning using on line instruction writing exercises and class demonstrations teaching majors and non majors in the same classroom This book will appeal to veteran and novice educators who teach introductory psychology as well as graduate students teaching the course for the first time It will also serve as an excellent resource in faculty workshops on teaching introductory psychology

**Becoming a Teacher Educator** Anja Swennen,Marcel van der Klink,2008-11-06 Becoming a Teacher Educator is an impressive book for teacher educators who want to be informed about the latest views and practices of their profession It is the first book that addresses a range of topics related to the work of teacher educators the induction of teacher educators and their further professional development Becoming a Teacher Educator has a practical focus and it provides theoretical insights experiences of experts and practical recommendations The book is rooted in the Association of Teacher Education in Europe ATEE and many of the chapters are written by authors who are active members of the ATEE Researchers and practitioners from different parts of Europe and beyond joined their efforts to write a book that is truly

international and combines research practice and reflection Becoming a Teacher Educator is essential reading for novice teacher educators as well as for experienced teacher educators who want to keep up with the latest insights in their profession This book provides a guide for those who supervise novice and experienced teacher educators and for various professionals who are responsible for the professional development of teacher educators There is a growing need for evidence based resources made available to future teacher educators Since a learning society requires new sets of competencies of the main actors we are most in want of knowledgeable teacher educators that support the professional development of their student teachers This book fits the actual demands Dr Joost Lowyck Professor Emeritus former director of the Teacher Education Institute Leuven University This is an original book in a very important area The editors define the concept of teacher educator widely and I think therefore that the book is relevant for schools higher education and education authorities of all kinds The authorship and theme have wide relevance across Europe Australasia and North America Prof Bob Moon Professor in Education Teaching Studies Department of Education Open University UK The book highlights that while the current global focus is very much on the need to educate sufficient and highly qualified teachers little political focus is given to those who teach the teachers What makes this book distinctive for all engaged in teacher education whether experienced or novice is that it allows the spotlight on those who teach the teachers and the opportunity for teacher educators to discuss debate and seriously examine themselves as a profession Simone White Deakin University Australia

**Effective College and University Teaching** William Buskist, 2012 Using empirical research this text gives faculty and graduate teaching assistants the tools for understanding why certain teaching practices work and how to adjust their teaching to changing classroom room and online environments The Ethical Professor Lorraine Eden, Kathy Lund Dean, Paul M Vaaler, 2018-05-15 The purpose of The Ethical Professor is to provide a road map to some of the ethical dilemmas that doctoral students and newer faculty members are likely to face as they enter a career in academia the Academy Academic career paths appear to be quite standard transparent and achievable with dedicated and hard work Argued in this book however is that the road map to a successful academic career is not so easy There are ethical pitfalls along the way starting with entry into academia as a new PhD student These ethical dilemmas remain equally opaque as faculty progress in their careers The ethical pitfalls that plague each of the steps along the academic career path are often not visible to doctoral students and young faculty members nor are they well prepared to spot them Ethical issues are seldom discussed and little training is provided on how to spot and handle these potential road blocks to a successful career in the academy Based on extant research and collective years of academic experience The Ethical Professor seeks to shorten the learning curve around common ethical pitfalls and issues by defining them sharing research and experiences about them and offering a discussion framework for continued learning and reflection This innovative new volume will be key reading for doctoral students and junior faculty members in social science departments in colleges and universities as well as managers

undertaking an MBA Due to the increasing complexity of managing academic institutions more seasoned professors administrators and college deans and presidents will also benefit from the research presented here

**An Ethics Casebook for Hospitals** Mark G. Kuczewski, Rosa Lynn B. Pinkus, 1999-04-22 This collection of thirty one cases and commentaries addresses ethical problems commonly encountered by the average health care professional not just those working on such high tech specialties as organ transplants or genetic engineering It deals with familiar issues that are rarely considered in ethics casebooks including such fundamental matters as informed consent patient decision making capacity the role of the family and end of life decisions It also provides resources for basic but neglected ethical issues involving placement decisions for elderly or technologically dependent patients rehabilitation care confidentiality regarding AIDS professional responsibility and organizational and institutional ethics The authors describe in detail the perspectives of each party to the case the kind of language that ethicists use to discuss the issues and the outcome of the case A short bibliography suggests useful articles for further reading or curriculum development Easily understood by readers with no prior training in ethics this book offers guidance on everyday problems from across the broad continuum of care It will be valuable for health care professionals hospital ethics committees and for students preparing for careers in health care professions

Teaching Psychology Sandra Goss Lucas, Sandra Goss-Lucas, Douglas A. Bernstein, 2004-12-13 Most new psychology instructors enter their first undergraduate classrooms with little or no formal preparation for their role as a teacher The goal of this book is to review the body of teaching research that is available as well as some of the well accepted lore so as to make the first foray into teaching psychology a positive experience Teaching Psychology outlines the major problems and issues confronting psychology teachers It presents an overview of the nuts and bolts of teaching psychology including dealing with troubled and troubling students choosing and using technology developing evaluation instruments and selecting methods for self evaluation Written by two award winning psychology professors with over 50 years of combined teaching experience the book offers a wide range of down to earth suggestions and immediately usable materials intended to help psychology teachers teach better and help students learn more The chapters are organized to roughly parallel the sequence of tasks that new psychology teachers face beginning with goal setting and ending with evaluation of one's teaching Each chapter is chockfull of helpful tools including checklists sample lecture notes writing assignments and grading criteria To make it easier to customize this material these tools are available on an accompanying CD along with a rating sheet for choosing a textbook a student grade record sheet a sample statement on academic integrity and a pool of less than perfect test items to hone item writing skills This book offers guidelines for teaching such as setting goals in line with 10 basic principles of effective teaching planning the basics including choosing a text writing a syllabus and creating a grading system setting a positive tone in the classroom providing tips on asking and answering questions promoting critical thinking and evaluating student performance Intended for psychology graduate students who are learning to teach faculty who train psychology instructors

and new psychology faculty at institutions ranging from high schools to universities as well as experienced faculty wishing to hone their teaching skills      *21st Century Psychology: A Reference Handbook* Stephen F. Davis, William Buskist, 2008

Highlights the most important topics issues questions and debates in the field of psychology Provides material of interest for students from all corners of psychological studies whether their interests be in the biological cognitive developmental social or clinical arenas      **A Guide to Teaching Introductory Psychology** Sandra Goss Lucas, 2009-01-22 A Guide to Teaching

Introductory Psychology focuses on the critical aspects of teaching introductory psychology to undergraduate students It includes ideas tips and strategies for effectively teaching this course and provides useful answers to commonly asked questions A concise and accessible guide to teaching introductory courses in Psychology Begins with an orienting history of the course Evaluates current trends in teaching and offers suggestions for developing personal techniques Addresses a number of relevant issues including how to teach difficult topics linking course content to everyday experience developing and using class presentations lectures and active learning ideas and increasing interest in course topics Supported by a website that provides links to useful websites and handouts that instructors can use in their classes <http://www.blackwellpublishing.com/teachpsychscience/lucas>

International Handbook of Psychology Learning and Teaching Joerg Zumbach, Douglas A. Bernstein, Susanne Narciss, Giuseppina Marsico, 2022-12-16 The International Handbook of Psychology Learning and Teaching is a reference work for psychology learning and teaching worldwide that takes a multi faceted approach and includes national international and intercultural perspectives Whether readers are interested in the basics of how and what to teach in training psychology teachers in taking steps to improve their own teaching or in planning or implementing research on psychology learning and teaching this handbook will provide an excellent place to start Chapters address ideas issues and innovations in the teaching of all psychology courses whether offered in psychology programs or as part of curricula in other disciplines The book also presents reviews of relevant literature and best practices related to everything from the basics of course organization to the use of teaching technology Three major sections consisting of several chapters each address Teaching Psychology in Tertiary Higher Education Psychology Learning and Teaching for All Audiences and General Educational and Instructional Approaches to Psychology Learning and Teaching      Teaching Psychology Jillian Grose-Fifer, Patricia J. Brooks, Maureen O'Connor, 2019-02-12 A guide to an evidence based approach for teaching college level psychology courses Teaching Psychology offers an evidence based student centered approach that is filled with suggestions ideas and practices for teaching college level courses in ways that contribute to student success The authors draw on current scientific studies of learning memory and development with specific emphasis on classroom studies The authors offer practical advice for applying scholarly research to teaching in ways that maximize student learning and personal growth The authors endorse the use of backward course design emphasizing the importance of identifying learning goals encompassing skills and knowledge and how to assess them before developing the appropriate curriculum for achieving

these goals Recognizing the diversity of today's student population this book offers guidance for culturally responsive ethical teaching The text explores techniques for teaching critical thinking qualitative and quantitative reasoning written and oral communication information and technology literacy and collaboration and teamwork The authors explain how to envision the learning objectives teachers want their students to achieve and advise how to select assessments to evaluate if the learning objectives are being met This important resource Offers an evidence based approach designed to help graduate students and new instructors embrace a student centered approach to teaching Contains a wealth of examples of effective student centered teaching techniques Surveys current findings from the Scholarship of Teaching and Learning Draws on the American Psychological Association's five broad goals for the undergraduate Psychology major and shows how to help students build life long skills and Introduces Universal Design for Learning as a framework to support diverse learners Teaching Psychology offers an essential guide to evidence based teaching and provides practical advice for becoming an effective teacher This book is designed to help graduate students new instructors and those wanting to update their teaching methods It is likely to be particularly useful for instructors in psychology and other social science disciplines

**Teaching Excellence in Higher Education** Marshall Gregory, Melissa Valiska Gregory, 2013-12-11 Marshall Gregory argues that teachers at the university and high school levels can achieve teaching excellence by grounding their teaching in pedagogical theory that takes into account students abilities and the ultimate goals of teaching to develop students capacities for thought reflection questioning and engagement to their fullest extent



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