



Instructor: Ying Ma, PhD

E-mail: ying.ma@ubc.ca, anita.maying@gmail.com

Course Description

The professional standards that educators in British Columbia are expected to meet include many ethical concepts, such as “care,” “trust,” “honesty” and “integrity.” However, what does a “caring relationship” look like, and how can educators balance the demands of fairness with the demands of care? What other ethical dilemmas do educators face, and based on what ethical principles or other grounds do they make decisions in such situations?

This course explores the “codes of ethics” prescribed by professional organizations, then moves beyond these codes to consider ethics as *ethos* or disposition. Students will be asked to examine their moral values, where these values come from, and how they reconcile these values with professional demands in concrete situations. Through this examination students will gain insight into what they, as teachers, stand for and how they conceive of their role as agents of positive change.

Course Objectives

At the end of this course, students will be able to:

- identify the relevant laws and policies that frame the teaching profession in BC in general, and expectations of professional conduct in particular;
- recognize how education systems reflect social values;
- appreciate that ethical questions arise not occasionally but continuously in the practice of teaching;
- articulate values that guide their own ethical framework for teaching;
- understand how different approaches to moral education themselves reflect different values.

Course Structure

The course will have both synchronized and unsynchronized sessions on through Canvas. Students are expected to participate all virtual sessions in Canvas.

Course Readings

There is no textbook for this course. All required readings are linked to in each module.

Relation to Standards for Educators in BC (Ministry of Education)

The readings, class discussions, and assignments in this course primarily contribute to teacher candidates’ attainment of Standard 2: “Educators are role models who act ethically and honestly.” The course helps teacher candidates understand the education system in BC and the law as it relates to their duties. Second, it helps them reflect upon what it means to act “ethically” from different perspectives on ethics. Third, it helps them

appreciate how ethical decisions saturate the practice of teaching, and how teachers are expected to be ethical role models both within and outside the school.

Course Expectations

Participation and Climate

Essential to the educational experience, students are expected to participate in virtual class discussions. As this course focuses on the differing and, at times, conflicting philosophies and pedagogies of education and schooling, we must respect diverse ideas. As a class, we may not agree on all issues, but we should feel the freedom to express our views that are not oppressive and degrading to others.

Criteria for Class Participation

In order to "pass", students need to show active evidence of participation and having completed the required readings by making one discussion post on Canvas and writing a 1000 word essay based on requirement.

Late Assignments

If deadlines for assignments cannot be met, students are to notify the instructor in advance of the deadline, when possible, and negotiate an appropriate due date.

Academic Integrity

Students will follow UBC's policy on plagiarism and academic misconduct and should refer to the "Academic Regulations" of the Bachelor of Education Program Policy Handbook and UBC's calendar online under "Academic Misconduct". Of note are the following policies taken from the latter's website:

<http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959>

1. Cheating, which includes but is not limited to falsifying any material subject to academic evaluation and using of or participating in unauthorized collaborative work.
2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Authorship of excerpts used must be acknowledged in the text, footnotes, endnotes, or another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated, and failure to provide proper citation is plagiarism as it represents someone else's work as one's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before submitting any assignments.
3. Submitting the same, or substantially the same assignment, presentation, or essay more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.

Accommodations for Students with Disabilities

UBC has a commitment to accommodate students with special needs in its instructional programs. Students are responsible to make their needs known to the Teacher Education Office Program Coordinator and arrange to meet with an Access and Diversity office advisor to determine for what accommodations/services they are eligible. Students can find more information in the Bachelor of Education Program Policy Handbook at:

<http://www.students.ubc.ca/access/disability-services/>. Students are to inform their instructors of any specific accommodations that are needed for the class.

Religious Observances

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to reschedule any academic assignment that is missed due to participation in a religious observance. Students are responsible to inform the instructor of any intended extensions for religious observances in advance.

Course Requirements and Evaluation

As EDST 404 is a pass/fail course, students are expected to meet all criteria and standards equivalent to a minimum of B+ (76%) to receive a passing mark. In a professional and academic faculty, passing a course entails both good academic performance as well as active participation in learning activities. In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit the written assignment. In such cases, the instructor will ask students to attach the first draft of their assignment and highlight the changes they have made to it in response to the instructor's comments.

Course Assignment

As EDST 404 is a pass/fail course, students are expected to meet all criteria and standards equivalent to a minimum of B+ (76%) to receive a passing mark. In a professional faculty, passing a course entails both good academic performance as well as active participation in learning activities. Students are expected to meet all criteria to receive a passing mark in the course. In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit the written assignment.

In order to pass the course, students are expected to

1. Join all the virtual sessions. Students need to consult with the instructor about how to make up the virtual session if they do miss one.
2. Make one discussion post via Canvas on the topic of "What text(s)/discussion(s)/question(s) impress(es) you most during the course? And why?" (Around 200 words) Due Date: 23:59 P.M. June 25, 2021
3. Hand in an essay via Canvas you compose based on the designated topic (Around 1000 words). Due Date 23:59 P.M. June 30, 2021

Students can choose from among the two options described below.

1. Write an ethical dilemma that you have faced or believe you may come to face in your teaching practice. In analyzing the dilemma, make reference to the different responses to it that various ethical frameworks would suggest.
2. Identify and explain core values that inform your teaching, analyze how you came to hold these values, and give examples of how these would translate to your practice. In reflecting on and anticipating your practice, identify particular approaches to moral education that fit well and not so well with the core values you have identified.

Assessment criteria for the written assignment

In order for written assignments to be a "pass", the following criteria need to be met:

Arguments and inferences are presented in an organized, structured, and concise manner yet comprehensive with relevant, detailed, appropriate, and specific examples from the articles (with reference from a minimum of 2 journal articles), demonstrating a critical understanding of them (Approximately 1000 words)

A "fail", however, may result from the following:

1. Assignment not submitted or is late without explanation.
 2. Inaccurate, misleading, insufficient, or misunderstood information and fails to understand the role of critical thinking in addressing the competing purposes of education and schooling.
- If students have not met the criteria for the written component, revisions and resubmissions are necessary. Students should discuss the assignment with the instructor for further recommendations to improve the work.

Course Outline

Unit 1: Ethical Frameworks

Introduction to Ethics and Ethical Purposes for Education

Required Readings:

Plato, *The allegory of the cave (The Republic: Book VII)*. Translated by Benjamin Jowett

Fenstermacher, G. D. (2000, July). What is the difference between the North Star and Northfield? How educational goals and ideals become confused. Invited presentation to the Summer Institute of School Superintendents, Macinak, Michigan.

Sandel, M. J. (2011). Justice: What's the right thing to do. *Boston University Law Review*, 91(4), 1303-1310.

Optional Readings:

Chapman, A., Forster, D., & Buchanan, R. (2013). The moral imagination in pre-service teachers' ethical reasoning. *Australian Journal of Teacher Education* 38(5), 131 -143. <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=2060&context=ajte>

Noddings, N. (1988). An ethic of caring and its implications for instructional arrangements. *American Journal of Education*, 96(2), 215-230. <http://ezproxy.library.ubc.ca/login?url=http://www.jstor.org/stable/1085252>

Wood, J.L. & Hilton, A.A. (2012). Five ethical paradigms for community college leaders: Toward constructing and considering alternative courses of action in ethical decision making. In *Community College Review*, 40(3). <http://ezproxy.library.ubc.ca/login?url=http://search.ebscohost.com.ezproxy.library.ubc.ca/login.aspx?direct=true&db=a9h&AN=7 6520161&site=ehost-live&scope=site>

Guiding Questions:

1. What is a "good" person and how do we decide what is the "right" thing to do is?
2. How have people in different times and places answered this question?
3. How do our ethical frameworks shape education?
4. What is the tension between school and education?
5. What ethical framework(s) suit(s) my values and philosophy of education?

Unit 2: Ethical Inquiries into Educational Situations and Issues

Ethical Inquiries and Analyzing Ethical Dilemmas

Required Reading:

Coulter, D. (2002). Creating common and uncommon worlds: using discourse ethics to decide public and private in classrooms. *Journal of Curriculum Studies*, 34(1), 25-42.

Noddings, N. (2010). Moral education in an age of globalization. *Educational Philosophy and Theory* 42(4), 390-6. <http://dx.doi.org/10.1111/j.1469-5812.2008.00487.x>

Optional Readings:

Kienzler, D. (2004). Teaching ethics isn't enough: the challenge of being ethical teachers. *Journal of Business Communications* 41(3), 292-301. <http://dx.doi.org/10.1177/0021943604265974>

Murphy, M. S., Pinnegar, E., & Pinnegar, S. (2011). Exploring Educational Tensions on the Path to Becoming a Teacher. *Teacher Education Quarterly* (Fall 2011), 97-113.

Guiding Questions:

1. When and where do ethical questions arise in teachers' practice?
2. What ethical dilemmas have you faced in your practicum?
3. What other ethical dilemmas do you anticipate facing in your practice?
4. What values are at stake when ethical dilemmas arise in teaching?

Unit 3: Moral Education

Virtues and Character Education

Required Reading:

Lear, J. (2006). *Radical hope: Ethics in the face of cultural devastation*. Cambridge, England: Harvard University Press (pp. 103-113).

Lickona, T. (1996). Eleven principles of effective character education. *Journal of Moral Education*, 25(1), 93-100.

<http://ezproxy.library.ubc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9604291622&site=ehost-live>

Optional Readings:

Campbell, E. (1997). Connecting the ethics of teaching and moral education. *Journal of Teacher Education*, 48(4), 255-263.

<http://ezproxy.library.ubc.ca/login?url=http://jte.sagepub.com/content/48/4/255>

Macartney, B. (2012). Teaching through an ethics of belonging, care and obligation as a critical approach to transforming education. *International Journal of Inclusive Education* 16(2): 171- 183. <http://dx.doi.org/10.1080/13603111003686218>

Guiding Questions:

1. What are virtues? What counts as virtues and character education?
2. How could we understand virtues?
3. What are your critiques of character education?
4. What is the wide awakesness advocated by Maxine Greene and why is it important to virtues and character education?

Unit 4: Laws, Codes of Ethics, and Professional Conduct

Legal Context of Teaching in BC - Ethics and the Law

Required Readings:

BC Teachers Federation. *Code of Ethics*.

<http://bctf.ca/ProfessionalResponsibility.aspx?id=4292>

BC Ministry of Education. *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia*

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>

Schwimmer, M., & Maxwell, B. (2017). Codes of ethics and teachers' professional autonomy. *Ethics and Education*, 12(2), 141-152. <https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/17449642.2017.1287495>

Optional Readings:

BC Educational Plan. http://www.bcedplan.ca/assets/pdf/bc_edu_plan.pdf

(see, also, <http://www.bcedplan.ca/>)

BC School Act.

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96412_00

BC Human Rights Code.

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96210_01

Maxwell, B., & Schwimmer, M. (2016). Seeking the elusive ethical base of teacher professionalism in Canadian codes of ethics. *Teaching and Teacher Education*, 59, 468-480. <https://www-sciencedirect-com.ezproxy.library.ubc.ca/science/article/pii/S0742051X16301433>

Maxwell, B. (2017). Codes of professional conduct and ethics education for future teachers. *Philosophical Inquiry in Education*, 24(4), 323-347. <https://journals.sfu.ca/pie/index.php/pie/article/view/932>

Guiding Questions:

1. What are the relevant laws and policies that frame the teaching profession in BC?
 2. What have teachers done (should have done) when their professional values are at odds with the educational laws and policies?
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Professional Conduct - Grey Areas and the Digital Age

Required Readings:

Coulter, D. et al. (2007). A question of judgment: A response to *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia*. *Educational Insights*, 11(3). <http://www.ccfi.educ.ubc.ca/publication/insights/v11n03/articles/coulter/coulter.html>

Optional Readings:

Carter, H. L., Foulger, T. S., & Ewbank, A. D. (2008). Have you googled your teacher lately? Teachers' use of social networking sites. *Phi Delta Kappan*, 89(9), 681-686.

CBC News. (2009, September 8). Guidelines wanted for teachers on Facebook. <http://www.cbc.ca/news/canada/british-columbia/guidelines-wanted-for-teachers-on-facebook-1.849553>

Guiding Questions:

1. What is considered professional conduct?
 2. What should teachers do if their personal values conflict with the requirements of professional conduct?
 3. How do digital technologies create new questions and challenges for teachers' professionalism?
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Additional Resources

- Battle, M. (2009) A fish doesn't know it's wet. In *Ubuntu: I in you and you in me* (pp. 1-6). New York: Seabury Books.
- BC College of Teachers. (2008). Standards in practice. *TC Magazine*, Winter, p. 17.
- BC College of Teachers. (2009). Readers respond. *TC Magazine*, Spring, p. 17.
- BC College of Teachers. (2009). Standards in practice. *TC Magazine*, Spring, p. 20.
- BC College of Teachers. (2009). Readers reflect on concerns over coach's conduct. *TC Magazine*, Winter, p. 20.
- BC Laws. *BC School Act*. http://www.bclaws.ca/Recon/document/freeside/--%20S%20--/School%20Act%20%20RSBC%201996%20%20c.%20412/00_Act/96412_00.htm
- BC Laws. *BC Human Rights Code*. http://www.bclaws.ca/Recon/document/freeside/--%20H%20-/Human%20Rights%20Code%20%20RSBC%201996%20%20c.%20210/00_96210_01.xml
- BC Ministry of Education (2001). *BC performance standards. Social responsibility: A Framework*. Victoria, BC: Author.
http://www.bced.gov.bc.ca/perf_stands/social_resp.htm
- BC Ministry of Education. (2012). *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia*
<http://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>
- BC Teachers Federation. *Code of Ethics*.
<http://bctf.ca/ProfessionalResponsibility.aspx?id=4292>
- BC Teachers Federation. (n.d.) *Foundation Skills Assessment (FSA)*.
<http://bctf.ca/fsa.aspx>
- Brighouse, H. (2006). Educating for self-government. In *On education* (pp. 13-26). New York, NY: Routledge.
- Campbell, E. (1997). Connecting the ethics of teaching and moral education. *Journal of Teacher Education*, 48(4), 255-263. doi: 10.1177/00224871970480040036
- CBC News (2009, September 8). Guidelines wanted for teachers on Facebook.
<http://www.cbc.ca/canada/british-columbia/story/2009/09/08/bc-north-vancouver-facebook-teachers-guidelines-students.html>

- Colnerud, G. (1997). Ethical conflicts in teaching. *Teaching and Teacher Education*, 13(6), 627-635. doi: 10.1016/S0742-051X(97)80005-4
- Coulter, D. et al. (2007). A question of judgment: A response to *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia. Educational Insights*, 11(3). Retrieved from <http://www.ccfi.educ.ubc.ca/publication/insights/v11n03/articles/coulter.html>
- Denyer, D. (2010). The FSA albatross. *Teacher: Newsmagazine of the BC Teachers' Federation*, 22(4). <http://www.bctf.ca/publications/NewsmagArticle.aspx?id=20434>
- Department of Justice Canada. *Canadian Charter of Rights and Freedoms*. <http://laws.justice.gc.ca/en/charter/>
- Endres, D & Gould, M. (2009). "I am also in the position to use my whiteness to help them out": The communication of whiteness in service learning. *Western Journal of Communication*, 73(4), 418 – 436. doi: 10.1080/10570310903279083
- Hare, W. & Portelli J. (2003). *What to do? Case studies for educators* (3rd ed.). Halifax, NS: Edphil Books.
- Lickona, T. (1996). Eleven principles of effective character education. *Journal of Moral Education*, 25(1), 93-100. doi: 10.1080/0305724960250110
- Lickona, T., Schaps, E., & Lewis, C. (2011). *Eleven principles of effective character education*. http://charactereducationinstitute.com/?page_id=615
- Noddings, N. (1988). An ethic of caring and its implications for instructional arrangements. *American Journal of Education*, 96(2), 215-230. <http://www.jstor.org/stable/1085252>
- Noddings, N. (1992). An alternative vision. *The challenge to care in schools: An alternative approach to education* (pp. 44-62). New York, NY: Teachers College Press.
- Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. New York: Teachers College Press.
- Orr, D. (2004). What is education for? In *Earth in mind: On education, environment, and the human prospect* (10th anniversary ed., pp. 7-15). Washington, DC: Island Press.
- Purpel, D. (1999). Introduction. *Moral outrage in education*. New York: Peter Lang.
- Purpel, D. (1999). The politics of character education. In *Moral outrage in education* (pp. 83-96). New York: Peter Lang.

Schonert-Reichl, K. A. & Hymel, S. (2007). Educating the heart as well as the mind: Social and emotional learning for school and life success. *Education Canada*, 47(2). http://www.cea-ace.ca/media/edcan/Educating_Heart_Spring07.pdf

Singer, P. (1972). Famine, affluence, and morality. *Philosophy and Public Affairs*, 1(3), 229-243. <http://www.jstor.org/stable/22650527>

Strike, K. A. & Soltis, J. F. (2009). *The ethics of teaching* (5th ed.). New York: Teachers College Press.

Trinity Western University v. College of Teachers, 1 S.C.R. 772 (2001). <http://scc.lexum.umontreal.ca/en/2001/2001scc31/2001scc31.html>

Additional Web Resources

Barry Schwartz – practical wisdom and its cultivation

http://www.ted.com/talks/barry_schwartz_on_our_loss_of_wisdom.html

http://www.ted.com/talks/barry_schwartz_using_our_practical_wisdom.html

Coughlan, S. (2006, September 28). All you need is Ubuntu. *BBC News Magazine*.

http://news.bbc.co.uk/2/hi/uk_news/magazine/5388182.stm

<http://digitaltattoo.ubc.ca/>

<http://www.rootsofempathy.org/>

<http://www.seedsofempathy.org/>

UBC Learning Exchange. *Community Service Learning*.

http://www.learningexchange.ubc.ca/trek_program/community_learn.html

Community Service Learning at UBC. <http://csl.ubc.ca/csl.html>

Satirical parody “Nice white lady,” <http://www.youtube.com/watch?v=ZVF-nirSq5s>