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 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](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


*Optional Readings:*


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:


Optional Readings:


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:

Optional Readings:


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 awakeness 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:**
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


**Optional Readings:**
*BC Educational Plan.* http://www.bcedplan.ca/assets/pdf/bc_edu_plan.pdf
(see also, http://www.bcedplan.ca/)

*BC School Act.*
BC Human Rights Code.  
http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96210_01


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?

Professional Conduct - Grey Areas and the Digital Age

Required Readings:
http://www.ccfi.educ.ubc.ca/publication/insights/v11n03/articles/coulter/coulter.html

Optional Readings:

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?
**Additional Resources**


**Additional Web Resources**
Barry Schwartz – practical wisdom and its cultivation  
http://www.ted.com/talks/barry_schwartz_using_our_practical_wisdom.html

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