

## Syllabus PROFESSIONAL ETHICS

### A. General Information

1. Academic Unit	Faculty of Education					
2. Program	PEDAGOGÍA EN EDUCACIÓN BÁSICA CON MENCIÓN INGLÉS					
3. Code	EBS526					
4. Location in the curriculum	5 <sup>th</sup> year, 10 <sup>th</sup> Semester					
5. Credits	8					
6. Type of course	Mandatory	X	Elective		Optional	
7. Duration	Bimonthly		Semi-annual	X	Annual	
8. Modules per week	Theoretical	1	Practical	1	T.A.	0
9. Class hours	Classes	68	Teaching Assistance		0	
10. Prerequisites						

### B. Contribution to the Graduate's Profile

This course analyses the value of learning certain topics of ethics and its scope and relevance in the cultural and pedagogical field. It also reviews, from a historical perspective, the major ethical approaches in which ethical awareness has developed in the history of human beings.

Ethics is a language that evidences a position in a situation; it is considered the ability to use and operate with ethical concepts, as the literacy of an ethical conscience. This is a literacy that begins at an early age, and therefore it is necessary to rethink it by focusing on some criteria in the light of certain challenges that will arise in the work of an educator.

As a future teacher, the student will ethically lead situations according to the characteristics of the contexts of his/her professional area, teaching ethical literacy to the interlocutors with whom he/she is confronted in a certain situation.

The course focuses on interaction with future students, parents and school managers. For this reason, ethical literacy is emphasized in order to achieve efficient problem solving so that all parties involved feel valued, thus strengthening the identity of the institution of which they are all members.

The aim is also to develop competences for dealing with today's ethical problems, for the application of interpersonal competencies that contribute to the resolution of everyday educational issues.

Instrumental competences and cognitive skills will be developed that will make it possible to distinguish the knowledge that is essential for a 21st century educator facing a child with specific characteristics of an eminently technological, multicultural world, inserted in a society that is always changing in certain paradigms and demanding for both parents and the school institution. The aim is to develop competences such as sensitivity and empathy that will enable each context to be seen as parts of a whole that are related under a common eave: the school.

The course tribute to the generic competences of Ethics, Autonomy and Communication, and to the following competences of the graduate profile:

- C4. Creates and maintains collaborative relationships with the school community, engaging and participating in different instances that support student's learning.
- C5. Demonstrates professionalism in his/her teaching in benefit of student's learning.

### C. Competencies and Learning Outcomes from the Course

Generic Competencies	General Learning Outcomes
Ethics	Recognise the usefulness of the ethical conceptual framework for creating a positive climate of school coexistence.
Autonomy	
Communication	
Specific Competencies	
<b>C4.</b> Creates and maintains collaborative relationships with the school community, engaging and participating in different instances that support student learning.	Identify the ethical dimension present in a particular school coexistence problem, which commits the teacher to its resolution.
<b>C5.</b> Demonstrates professionalism in teaching for the benefit of student learning.	<p>Generate a climate that creates a commitment of the various agents to the school community.</p> <p>Apply ethical criteria in particular situations, involving their interlocutors in the resolution of conflicts: pupils, peers, parents, school board and other authorities and management.</p> <p>Solve core problems that affect the relations between different members of the school community.</p>

#### D. Units, Content and Learning Outcomes

Units and Content	Competency	Learning Outcomes
<p><b>UNIT 1</b>  <b>Introduction: Ethical Issues in the School Context.</b></p> <p><b>Declarative Contents:</b></p> <ul style="list-style-type: none"> <li>- Introduction to ethics: concepts and fundamentals.</li> <li>- Ethical conflicts in the school context.</li> <li>- Ethical theories: Aristotelian Ethics, Kantian Ethics, Utilitarianism, Dialogical Ethics, Ethics of Minims and Maxims.</li> <li>- The importance of dialogue and collaborative work in the resolution of ethical problems.</li> <li>- Ethical values and practices of the Faculty of Education UDD.</li> </ul> <p><b>Procedural contents:</b></p> <ul style="list-style-type: none"> <li>- Analyze the origin and foundations of ethics.</li> <li>- Compare the concepts of ethics - moral, amoral - immoral.</li> <li>- Analyze the main elements associated with "moral experience".</li> <li>- Identify and recognise ethical issues within the school context. - Analyze ethical problems in the school context on the basis of the different theories reviewed in class.</li> <li>- Evaluate the main advantages/disadvantages of each of the ethical theories reviewed to analyse and/or solve ethical problems in the school context.</li> <li>- Evaluate the main ethical requirements associated with their professional role.</li> <li>- Propose different ways, based on the values and ethical practices of the UDD's FE, to solve ethical</li> </ul>	<p><i>Ethics</i></p> <p><i>Creates and maintains collaborative relationships with the school community, engaging and participating in different instances that support student learning</i></p> <p><i>Demonstrates professionalism in teaching for the benefit of student learning</i></p>	<p>Describe and justify ethically problematic situations in which may be confronted as a professional, involves different actors in the resolution and compromises teaching professionalism.</p> <p>Evaluate the role they have to play as part of an educational community, the demands associated with this role and the relevance of ethical and professional performance, in pursuit of the learning and well-being of students.</p> <p>Argue about the advantages and relevance or irrelevance of the use of ethical criteria and principles to take a position and solve various ethical problems that a teacher may be confronted to in the execution of their profession.</p>

<p>problems within the school context.</p> <p><b>Attitudinal contents:</b></p> <ul style="list-style-type: none"> <li>- Constantly analyses teaching with the aim of improving it.</li> <li>- Works collaboratively and respectfully with members of the educational community.</li> <li>- Values the diversity of perspectives that have been built around ethics, and the possibilities they offer when facing ethically problematic situations.</li> </ul>		
<p><b>UNIT 2</b></p> <p><b>Teacher professionalism: Duties and responsibilities of an elementary school teacher.</b></p> <p><b>Declarative content:</b></p> <ul style="list-style-type: none"> <li>- Current regulations relating to Basic Education.</li> <li>- The Rights of the Child.</li> <li>- Code of Professionalism and Ethical Practices of the Faculty of Education UDD.</li> <li>- Importance and need for a Code of Ethics that protects the exercise of their profession.</li> </ul> <p><b>Procedural content:</b></p> <ul style="list-style-type: none"> <li>- Analyze codes of teaching professionalism and their relevance to the teaching role.</li> <li>- Analyze the main values and duties associated with their professional role in pursuit of children's development and their personal and social well-being.</li> </ul> <p><b>Attitudinal content:</b></p> <ul style="list-style-type: none"> <li>- Value professional ethical behavior for good teaching performance.</li> <li>- Value ethical teaching performance for the comprehensive development of students.</li> </ul>	<p><i>Ethics</i></p> <p><i>Autonomy</i></p> <p><i>Communication</i></p> <p><i>Demonstrates professionalism in teaching for the benefit of student learning</i></p>	<p>Analyze the importance of certain essential values related to their profession, especially those included in the ethical practices of the UDD Faculty of Education, with the aim of improving their work and thereby safeguarding the proper execution of the teaching role.</p> <p>Argue about the advantages and relevance or irrelevance of the use of ethical criteria and principles to take a position and solve various ethical problems that a teacher may be confronted to in the execution of their profession.</p>

<p><b>UNIT 3</b>  <b>Education as a practice of caring and responsibility.</b></p> <p><b>Declarative content:</b></p> <ul style="list-style-type: none"> <li>- The ethical constitution of subjectivity. From caring for oneself to caring for the Other.</li> <li>- Ethics of responsibility.</li> <li>- Ethics of care.</li> <li>- The affective and ethical components of the pedagogical relationship.</li> <li>- Pedagogical reflective practice.</li> <li>- Caring action.</li> <li>- Pedagogical tact.</li> </ul> <p><b>Procedural content:</b></p> <ul style="list-style-type: none"> <li>- Identify ethically problematic situations in the school context of practice, which directly interfere in the integral development of students.</li> <li>- Design learning activities based on values such as respect and trust for children, safeguarding a classroom environment that is conducive to children's all-round development.</li> <li>- Simulate pedagogical experiences based on ethical criteria.</li> <li>- Apply the theoretical foundations associated with the ethics of responsibility and ethics of care in the analysis of narrated experience.</li> </ul> <p><b>Attitudinal content:</b></p> <ul style="list-style-type: none"> <li>- Analyze teaching with the aim of improving it.</li> <li>- Respect the uniqueness of each student and, therefore, the diversity that manifests itself among them.</li> <li>- Value collaborative work and respectful dialogue.</li> </ul>	<p><i>Ethics</i></p> <p><i>Autonomy</i></p> <p><i>Communication</i></p> <p><i>Creates and maintains collaborative relationships with the school community, engaging and participating in different initiatives that support students' learning</i></p> <p><i>Demonstrates professionalism in teaching for the benefit of student learning</i></p>	<p>Describe and justify ethically problematic situations in which may be confronted as a professional, involves different actors in the resolution and compromises teaching professionalism.</p> <p>Propose different ways, based on the ethical practices of the UDD Faculty of Education, for the resolution of ethical problems specific to teaching, in which different actors in the educational community are involved, and which help them to better exercise their role, leadership and authority.</p> <p>Design strategies to provide equitable and inclusive learning and participation opportunities for all learners that recognize their needs and respect their uniqueness.</p>
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## E. Teaching Methods

- Workshops within the class with a formative character oriented towards debate, the active participation of students, and the analysis and reflection of specific situations of an ethical-educational nature.
- Case analyses of autobiographical educational experiences.
- Classroom simulations by the future educators, which will provide an account of the competences associated with their professional role in terms of fostering a favorable classroom environment, based on respect and trust, which facilitates learning activities and ensures the comprehensive development of children.
- Group work.
- Narrative classes supported by technologies such as PowerPoint and Videos.

## F. Evaluation

- Reading tests on compulsory bibliography,
- Group work on case studies, in which debate and discussion are assessed.
- Group work (case analysis, pedagogical design, pedagogical proposals, simulation).
- Final exam.

## G. Learning Resources

### Mandatory Bibliography:

- Agamben, G. (2007). Infancia e historia. Ensayo sobre la destrucción de la experiencia. *su: Infancia e Historia: destrucción de la experiencia y origen de la historia*. Buenos Aires: Adriana Hidalgo Editora, 5-91.
- Aristóteles (2014). *Ética nicomáquea; Ética eudemia*. Madrid: Gredos.
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- Facultad de Educación Universidad del Desarrollo. (2022). Prácticas éticas.
- Finnis, J. (1983.) *Fundamentals of ethics*. Washington: Georgetown University Press.
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- Magendzo, A. (2006). El Ser del Otro: un sustento ético-político para la educación. *Polis. Revista Latinoamericana*, (15). Disponible en: <http://red.pucp.edu.pe/ridei/files/2011/08/120.pdf>
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- Unicef. (2006). Convención sobre los Derechos del Niño.
- Verdera, V. V. (2010). La perspectiva de la ética del cuidado: una forma diferente de hacer educación. *Educación XX1*, 13(1), 177-197. Disponible en: <http://revistas.uned.es/index.php/educacionXX1/article/view/282>
- Van Manen, M. (2000). Moral language and pedagogical experience. *Journal of Curriculum Studies*, 32(2), 315-327.
- Van Manen, M. (2016). *The tact of teaching: The meaning of pedagogical thoughtfulness*. Routledge.
- Vázquez Verdera, V., & Escámez Sánchez, J. (2010). La profesión docente y la ética del cuidado. *Revista electrónica de investigación educativa*, 12(SPE), 1-17. Disponible en: <http://www.redalyc.org/articulo.oa?id=15518482001>
- Vila Merino, E. S. (2004). Pedagogía de la ética: de la responsabilidad a la alteridad. *Athenea digital: revista de pensamiento e investigación social*, (6), 047-055. Disponible en: <https://atheneadigital.net/article/view/n6-vila>

#### Supplementary Bibliography:

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- McLeod, J. (2017). Reframing responsibility in an era of responsabilisation: Education, feminist ethics. *Discourse: Studies in the Cultural Politics of Education*, 38(1), 43-56.
- Minguez Vallejos, R. (2010). La escuela hoy en la encrucijada. Hacia otra educación desde la ética de E. Levinas. *Teoría de la Educación, Revista Interuniversitaria*, Vol. 22, Nº 2, pp. 43-61, 2010. Disponible en: <https://dialnet.unirioja.es/servlet/articulo?codigo=3354475>
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- Nussbaum, M. C. (2005). *El cultivo de la humanidad: una defensa clásica de la reforma en la educación liberal*. Barcelona: Editorial Andrés Bello, 2002.
- Pierce, J. (2005). *Morality play: Case studies in ethics*. Boston: McGraw-Hill Higher Education.
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