



# **DOES ETHICS MATTER IN TEACHING: A SEARCH IN THE CONTEXT OF HIGHER EDUCATION**

**NAAC SPONSORED NATIONAL WORKSHOP AT MAR  
IVANIOS COLLEGE 10-11 September, 2015**

***TOWARDS FORMULATING BEST CLASSROOM PRACTICES  
IN TEACHING, LEARNING AND EVALUATION***

**Dr. Fr. M.K.George S J**

# DOES ETHICS MATTER

- Introductory Personal remarks
- The Role of Ethics in Life
- Ethics of Teaching
- The context of Education
- Ethics of Teaching –areas of concern
- Conclusion



# ETHICS OF TEACHING: AREAS OF CONCERN

- **Teacher as Professional**
- **Teacher and Pedagogical practices**
- **Teacher and students**
- **Teacher as a researcher**
- **Teacher and the practice of Evaluation**
- **Teacher and parents**
- **Teacher and Colleagues – Teaching**
- **Teacher and colleagues - Non-Teaching**
- **Teacher and the local community**
- **Teacher and Civil Society**
- **Teacher and State**



# THE ROLE OF ETHICS

- Ethics as the ‘science of morals’; or as the world of moral principles or codes.
- Ethics asks the down to earth question, what is the proper course of action for a human being?
- it is a question of what is right and wrong in what I do.
- At a more fundamental level, it is a method by which we identify, categorize and prioritize our values.



# ETHICS OF TEACHING

- Two specific questions when we consider ethical issues in Teaching.
- One, the moral behavior of the teacher.
- Two, the morality students learn in the school or College.



## ENGAGING WITH ETHICS OF TEACHING CAN DO THREE THINGS

- **Raise consciousness about the norms and ethics of the teaching profession;**
- **Help increase job satisfaction and enhance status and self esteem.**
- **Increase respect for the profession in communities**



CONCRETELY IT MEANS

- DEVELOPING STANDARDS FOR THE BEHAVIOUR AND PROFESSIONAL PRACTICE OF TEACHERS
- THROUGH



- **A CODE OF ETHICS:** A SET OF ASPIRATIONAL GOALS BASED ON THE VALUES OF INTEGRITY, RESPECT, RESPONSIBILITY
- **A CODE OF CONDUCT:** A MORE DETAILED SET OF STANDARDS FOR PROFESSIONAL AND PERSONAL CONDUCT . PROFESSIONAL COMPETENCE BASED ON THE VALUES SET OUT IN THE CODE OF ETHICS
- **STANDARDS OF PROFESSIONAL PRACTICE;** A SET OF STANDARDS WHICH APPLY TO ALL REGULAR TEACHERS THAT ARTICULATE WHAT ALL TEACHERS SHOULD KNOW NAD BE ABLE TO DO



# THE CONTEXT OF THE DISCUSSION

- The Macro reality:  
Anomie
- The University  
system



## THE MAJOR PREMISE

- **While it may be increasingly more difficult to be ethical in my profession as a teacher, the basic responsibility remains to be ethical and to be able to train our youngsters in a life which is guided by ethical principles.**



## AREAS OF CONCERN: TEACHER AS A PROFESSIONAL

- Professionalism is marked by thoroughness with the body of knowledge, skills, a long period of training, a passion for the profession or the subject and finally a code of ethics which we follow.
- Teachers need to assess themselves continuously on how professional we are.



## TEACHER AND PEDAGOGICAL PRACTICES

- How ethically conscious are we in critically assessing and improving our pedagogical practices.
  - Just one example, how do we desist from and teach students to avoid plagiarism?
  - Or how participative are we in our pedagogical approaches.



## TEACHER AND STUDENTS

- The loss of the personal relationship between teachers and students is something many lament about in private and in public fora.
- Major concerns here are how teachers become role models and educators of moral or ethical living.



## TEACHER AS A RESEARCHER

- How ethical are we in getting our own research degrees and in being faithful to a life dedicated to scientific research which generates new knowledge.
- Don't teachers continue to be peddlers of outdated knowledge?



# TEACHER AND THE PRACTICE OF EVALUATION

- In many ways teachers in higher education have become victims of experiments and ad hoc measures by half baked innovators.
- But how, faithful and ethical are teachers to the basic principles of objectivity, honesty and truthfulness.



# TEACHER AND PARENTS

- While some parents are overly involved, quite a few have lost all control of their children and getting creatively engaged with their lives has become a serious concern for parents and teachers.
- Here, the creativity and sensitivity of the teachers in partnering in the mission of teaching is a huge challenge.



## TEACHER AND COLLEAGUES – TEACHING

- Collegiality is a value with powerful impact on students and the larger society. Our teachers are often divided on lines of party, vested interests and at times sacrifice their basic ethical responsibilities for their own vested interests.
- How do we ensure ethical living in this area?



# TEACHERS AND COLLEAGUES – NON-TEACHING

- Non-Teaching colleagues are in that sense very significant partners in the process of teaching too. How respectful are we to them?



# TEACHER AND THE LOCAL COMMUNITY

- the University Grants Commission is very articulate when it asks institutions of higher education to come down from their ivory towers and move with the people. ●

# TEACHER AND THE CIVIL SOCIETY

- the biggest challenge from a social analytical point of view is to challenge the overpowering of the state and market over the citizens
- the commoditization of education and the ‘communalization of education’



# THE TEACHER AND THE STATE

- the teacher has to negotiate with the state at every juncture. In fact, the state holds absolute hold over the higher education. Ethical concerns are pretty high in this area and often the teacher is unable even to raise questions.



## THE CRITICAL QUESTION

- Would we teachers have the courage and wisdom to critique ourselves and the system for a ethical living out of our Mission as Teachers



## HEY TEACHER

○ “I can’t hear  
what you are  
saying because  
what you are  
speaks louder”

