



Syllabus Course Program



PEDAGOGICAL ETHICS

Specialty

011 Educational, pedagogical sciences

Institute

Educational and Scientific Institute of Social and Humanitarian Technologies

Educational program

Pedagogy of higher education

Department

Pedagogy and Psychology and Social System Control named after I. A. Ziaziun (301)

Level of education

Master's level

Course type

Special (professional) training

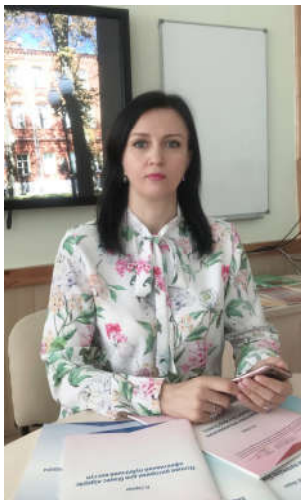
Semester

2

Language of instruction

English

Lecturers and course developers



Nataliia SEREDA

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PhD in Art Sciences, Associate Professor, Pedagogy and Psychology and Social System Control named after I. A. Ziaziun Department, NTU "KhPI".

Work experience - 18 years. The author of more than 100 scientific, educational and educational-methodological works. Leading lecturer in the disciplines: «Pedagogical communication and rhetoric», «Fundamentals of oratory», «Pedagogical rhetoric», «Business communication and rhetoric», «Pedagogical conflictology», «Pedagogical ethics», «Fundamentals of public relations», «Psychology of art», «Ethics of psychologist's professional activity».

More about the lecturer on the department's website

<https://web.kpi.kharkov.ua/ppuss/uk/portfolio-seredi-nataliyi-viktorivni/>

General information

Summary

The course «Pedagogical Ethics» helps to master the principles and categories of pedagogical ethics, the structure of moral consciousness and self-awareness of the teacher's personality, the principles of moral activity of the teacher, the basics of moral education and self-education, the basics of academic integrity; learn to identify moral conflicts in various pedagogical situations and find ways to effectively resolve them; build moral relationships in different systems.

Course objectives and goals

The purpose of the course is to study the factors of moral education, determine social situations of moral development of the individual, substantiate the evaluation and normative systems of pedagogical work, reveal the standards and motives of the teacher's activity, his or her specific moral qualities, identify moral conflicts in various pedagogical situations and their effective resolution, study the foundations of academic integrity.

Format of classes

Lectures, practical classes, consultations, self-study. Final control is an exam.

Competencies

GC 3. Ability to apply knowledge in practical situations.

GC 5. Ability to adapt and act in a new situation.

GC 7. Ability to interpersonal interaction.

CS 3. Ability to take into account the diversity, individual characteristics of students in the planning and implementation of the educational process in the educational institution.

SC7. Critical understanding of problems in the field of education, pedagogy and on the border of the fields of knowledge.

Learning outcomes

LO 6. Develop and implement innovative and research projects in the field of education/pedagogy and interdisciplinary level in compliance with legal, social, economic, ethical norms.

LO 10. To make effective, responsible decisions on issues of management in the field of education/pedagogy, particularly in new or unfamiliar environments based on many criteria or with incomplete/limited information.

Student workload

The total volume of the course is 90 hours (3 ECTS credits): lectures – 16 hours, practical classes – 16 hours., independent work – 58 hours.

Course prerequisites

To successfully complete the course you need to know: Psychology of decision-making in education/pedagogy; Pedagogical communication and rhetoric.

Features of the course, teaching and learning methods, and technologies

Lectures are conducted interactively using multimedia technologies. Lectures include: story, explanation, demonstration, discussion.

In practical classes, students perform group and individual tasks.

According to the sources of knowledge, the following teaching methods are used: verbal - conversation, discussion, lecture, work with the book; visual - illustration with practical examples, presentation; gaming - role-playing, business games; documentary - work with documents, analysis, preparation of documents; interactive - selection and discussion of video materials, cases, speech with presentation; self-study - processing of lecture material and professional literature; research - theoretical analysis of scientific sources, empirical research.

By the nature of the logic of knowledge, the following methods are used: analytical, synthetic, analytical-synthetic, inductive, deductive.

By the level of independent mental activity, methods are used: problematic, partially exploratory, research.

Learning materials available to students in Google Disk and One Drive cloud environments.

Program of the course

Topics of the lectures

Topic 1: Subject and basic concepts of pedagogical ethics

Morality as a form of social consciousness. Moral culture. Ethics as the science of morality.

History of the origin and development of pedagogical ethics. Pedagogical ethics as an independent section of ethical science. Functions of pedagogical ethics. Tasks of pedagogical ethics. The main categories of pedagogical ethics. The image of the «perfect teacher». Directions and methods of research in pedagogical ethics.

Topic 2. Basic principles and categories of pedagogical morality and ethics

The principle of humanism as the basis of pedagogical activity. The principle of pedagogical optimism.

The principle of pedagogical solidarity and collectivism. The principle of civility and patriotism.

Basic categories of pedagogical ethics: categories of good and evil; category of happiness; professional pedagogical duty; pedagogical justice; pedagogical honor and dignity; pedagogical conscience as an internal regulator of human behavior; pedagogical authority; pedagogical tact; pedagogical culture.

Topic 3. Moral consciousness and self-consciousness of the teacher's personality

The concept of moral consciousness. Two levels of moral consciousness of the teacher's personality. Moral feelings, their levels and varieties. Moral motives. Moral needs. The system of moral values. Moral views and ethical knowledge. Ethical knowledge as widespread opinions and judgments about moral principles, requirements and norms that regulate the behavior of people in society. Moral ideals. Moral beliefs of the teacher.

Moral self-consciousness of the teacher's personality: concept, structure and forms. Professional honor and dignity. Pedagogical conscience.

Topic 4. Moral activity of the teacher.

Activity as a moral category. Act in the moral activity of the teacher. The ratio of moral goals and means in pedagogical activity. The ratio of motives and results of teacher's moral activity. Professional and ethical code of the teacher of higher education.

Ethical problems of pedagogical activity. The problem of the teacher's attitude to the student. The problem of optimizing formal and informal relations between teacher and students. The problem of self-affirmation of the teacher in the student audience. The problem of teaching educational material. The problem of student disagreement with the teacher. The problem of equal discussion between the teacher and students. The problem of intimate relations between a teacher and a student. The problem of using non-literary vocabulary in teaching.

Finding constructive solutions to problematic and conflict situations in the educational environment.

Topic 5. Teacher as a subject of moral relations.

Features of moral relations. Systems of moral relations. Subordination and coordination links in systems of moral relations. «Leader – teacher» system of relations. «Teacher – manager» system of relations. «Teacher – student» system of relations. «Teacher – teacher» system of relations. «Teacher – parents» system of relations. «Teacher - student group» system of relations.

Resolving ethical conflicts in the educational environment.

Pedagogical culture, its components. Worldview culture of the teacher, culture of speech and culture of communication. Pedagogical tact as a special form of pedagogical morality. The essence of pedagogical authority.

Topic 6. Ethics of research activities of a higher education teacher. Academic integrity.

General principles of ethics of science. Ethics of scientific research. Ethics of the teacher-scientist as an author: copyright, plagiarism, fabrication and falsification of research results. Academic integrity. Ethics of the teacher-scientist as a leader. Ethics of a teacher-scientist as a consultant/expert.

Ethical code of the scientist of Ukraine.

Legal aspects of the ethics of research activities of a higher education teacher.

Topics of practical classes

Topic 1: Subject and basic concepts of pedagogical ethics

Pedagogical ethics and pedagogical morality. Social and cultural aspects of pedagogical ethics.

Philosophical foundations of pedagogical ethics. The role and place of pedagogical ethics in the works of famous teachers (J.A. Comenius, J. Korshak, T. Lubenets, A. Makarenko, V. Sukhomlynsky, K. Ushinsky, and others). Fundamentals of etiquette in business relations of a higher education teacher. Philosophical and psychological basis of pedagogical etiquette. Diagnostics of the development of pedagogical morality of a higher education teacher.

Topic 2. Basic principles and categories of pedagogical morality and ethics

Basic principles and categories of pedagogical morality and ethics. Basic requirements for the professional activity of a modern teacher in legal acts. Attractive and unattractive (for each master's student personally) aspects of the teaching profession. Ethical portrait of a higher education teacher. Ethical code of a higher education teacher.

Topic 3. Moral consciousness and self-awareness of the teacher's personality

Indicators and levels of moral consciousness development of the teacher's personality. Features of moral feelings. Moral feelings of the teacher as the basis of a favorable psychological climate in the educational environment. Principles of self-regulation of one's emotional and psychological state. Features of ethical knowledge. Ethical knowledge as a basis for the formation of moral actions.

Moral self-education. The essence of moral self-education. The role of self-education in personal development. Moral self-education: conditions and stages of its implementation. Program of moral self-improvement of the teacher.

Topic 4. Moral activity of the teacher.

Motivation of moral activity of a higher education teacher. Stages of teacher's moral activity. Consequences of teacher's moral activity of the teacher. Typical mistakes of teachers' ethical and pedagogical behavior. Moral and psychological conditions for preventing conflict situations. Methods of assessing ways to respond in a conflict situation. Ways to avoid and overcome stressful situations in the context of pedagogical communication.

Topic 5. Teacher as a subject of moral relations.

Building moral relations in systems: «manager – teacher»; «teacher – manager»; «teacher - student»; «teacher - teacher»; «teacher - parents»; «teacher - student group». The main features of pedagogical tact. Components of pedagogical tact. Requirements of pedagogical tact. Teacher's authority as a factor of the formation and development of the student's personality. Components of teacher's authority. Stages of teacher's authority formation. Indicators of teacher's authority. The true and perceived authority of a higher education teacher. The role of pedagogical tact and pedagogical authority in solving pedagogical situations.

Topic 6. Ethics of research activities of a higher education teacher. Academic integrity.

Academic integrity. Analysis of the normative documents. Ethics of the teacher-scientist as an author: copyright, plagiarism, fabrication and falsification of research results.

Independent work

Independent work of the student includes the processing of lecture material, preparation for practical classes, the implementation of individual tasks using methodological recommendations.

Students are recommended additional materials (videos, articles, textbooks) for independent study and analysis, preparation for lectures and practical classes.

Course materials and recommended reading

Basic literature

1. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst lektsii. Kharkiv : NTU «KhPI», 2008. 64 pp. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
2. Romanovskyi O.H., Hren L.M., Sereda N.V. Profesiino-etychni zasady pedahohichnoi diialnosti : tekst lektsii. Kharkiv: Vydavnytstvo Ivanchenka I.S., 2020. 148 pp. <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/59cf63f7-6136-4a47-9b14-026dbdd8e58b/content>
3. Cam Philip (2012). Teaching Ethics in Schools: A new approach to moral education. ACER Press. 168 pp.
4. Kralova Eva (2018). Pedagogical ethics at the university. *Educational Alternatives*, Volume 16, 98-104 pp.
5. Solvason Carla, Elliott Geoffrey (2023). Ethics in Education: Contemporary Perspectives on Research, Pedagogy and Leadership. 212 pp.
6. The International Center for Academic Integrity (ICAI). URL : <https://academicintegrity.org/>

Supplementary literature

7. Milton, C.L. Ethics and Academic Integrity. *Nursing Science Quarterly*. 2015. 28 (1). pp.18-20. DOI 10.1177/0894318414558620. URL : <https://www.webofscience.com/wos/woscc/full-record/WOS:000731869900011>
8. Levinson, M., and Fay, J. Dilemmas of Educational Ethics: Cases and Commentaries. Cambridge, MA: Harvard Education Press. 2016.
9. Kent Donlevy, Keith D. Walker. Working Through Ethics in Education and Leadership : Theory, Analysis, Plays, Cases, Poems, Prose, and Speeches. SensePublishers, 2011. 156 pp.

Assessment and grading

Criteria for assessment of student performance, and the final score structure

100% of the final grade consists of assessment results in the form of an Exam (20%) and ongoing assessment (80%).

Exam: online-test and solving a practical task.

Current assessment: performing tasks in practical classes (40%), current tasks for independent work (40%).

Grading scale

Total points	National	ECTS
90–100	Excellent	A
82–89	Good	B
75–81	Good	C
64–74	Satisfactory	D
60–63	Satisfactory	E
35–59	Unsatisfactory (requires additional learning)	FX
1–34	Unsatisfactory (requires repetition of the course)	F

Norms of academic integrity and course policy

The student must adhere to the Code of Ethics of Academic Relations and Integrity of NTU "KhPI": to demonstrate discipline, good manners, kindness, honesty, and responsibility. Conflict situations should be openly discussed in academic groups with a lecturer, and if it is impossible to resolve the conflict, they should be brought to the attention of the Institute's management. Regulatory and legal documents related to the implementation of the principles of academic integrity at NTU "KhPI" are available on the website: <http://blogs.kpi.kharkov.ua/v2/nv/akademichna-dobrochesnist/>

Approval

Approved by

Date, signature

Head of the department
Nina PIDBUTSKA

Date, signature

Guarantor of the educational program
Natalia SEREDA