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PHIL 594.01: Teacher Training for Teachers of Ethics

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TEACHER TRAINING FOR TEACHERS OF ETHICS

July 23-27, 2001

The University of Montana-Missoula

PHIL 594, 2 Credits

Davidson Honors College, Room 118

Instructor: Deni Elliott
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Office: Practical Ethics Ctr.
Phone: 243-5744

Course Objectives:

Through active participation in group and individual exercises, participants will

- 1) observe themselves as learners to learn more about themselves as teachers;
- 2) develop materials for teaching ethics in participants' specific settings;
- 3) practice systematic moral analysis;
- 4) identify and analyze concerns about teaching ethics;
- 5) consider what is required for ethical teaching and learning environments;
- 5) experiment with the following learning/teaching styles:
 - Case Method - descriptive, video, dialogue
 - Collaborative Learning Group
 - Lecture
 - Socratic Dialogue

Course Materials:

Callahan, D. and Bok, S. (1980). *Teaching Ethics in Higher Education*
Teaching Ethics Journal, Vol. #1, No.#1

Elliott, D. (forthcoming) *Teaching Ethics in the First Person* (in manuscript)
Binder Materials

Assessment:

This class is offered audit, P/F or traditional grading option. I expect all participants to attend all sessions and attempt all individual and group exercises.

Participants who complete the exercises will have materials to take into the classroom or training center. While I am happy to review your materials and comment on the quality of your work, this is not required unless you are taking the course for a letter grade. If you would like me to review your work, please provide the material along with a self-addressed stamped envelope in which to return the material. I will return the material with my review.

UM provides 30 hours of instruction for 2 graduate credits. Through our combination of class time, small group work and individual research time, we meet that requirement. However, I extend to each of you (particularly those taking the course for credit) the opportunity for individual follow up. Follow up can include a conversation following my review of your materials, e-mail exchange as you work on development of your own ethics curricula, or my participation with you in your own classroom.

You will be expected to assess your own level of success by considering how well you have met individual learning goals; students enrolled for credit will turn in a written self-assessment along with materials for review.

Daily Schedule (except Wednesday):

9-10:30	Large Group Lecture/Discussion
10:30-10:45	Break
10:45-Noon	Large Group Lecture/Discussion CL Exercise Explanation
Noon-3	Lunch, CL Group Exercise, Break
3-4	Large Group Summary and Closure

Wednesday, we will end formal instruction at noon.

The Ethics of Teaching Ethics:

Ethics teaching communicates values, style and expectations as well as content. Everything that I do this week is identical to what I do in my "real life" teaching. I expect us all to be actively and authentically engaged in all activities as teachers and as learners. I cringe when I hear someone (even me) say, "Well, if I were teaching a real class, I would....."

This IS a real class. It is a real ethics class, as a matter of fact. My teaching strategies, as well as the content of this course, are carefully designed to meet particular instructional goals. During our end-of-the-day summary discussion, please feel free to make public note of what you noticed in the way of pedagogy during the day -- positive or negative. Please ask questions relating to my teaching strategies of the day. My goal is to be conscious of and purposeful about everything that I do in our seminar experience. My goal is to be able to justify and explain everything that I do as a teacher.

Enough about me! Here are my expectations for you: I start from the belief that the ethical (teacher/student/PERSON) is someone who is self-aware, self-reflective and self-critical. Self-aware means that that person works hard to notice the choices that s/he is making and is willing to try to explain the reasoning behind those choices (at least to him/herself). Self-reflective means that the person is conscious of alternative choices and is willing to explain (again, at least to him or herself) what makes one alternative better than others. Self-critical means that the person understands him/herself to be an evolving moral agent, recognizes mistakes in moral reasoning and celebrates personal moral growth and development. I will give you many opportunities throughout the week to be self-aware, self-reflective and self-critical.

Another ethical matter: I have special concerns about teachers (teachers of ethics in particular) who pirate software, show video not licensed for classroom or public use, or use printed copies without regard to copyright approval. Teachers who violate copyright or licensing do so because: "I didn't have time to do otherwise; the corporation won't be hurt; it's for the good of my students. "

Coincidentally, students who I have caught cheating tell me they did so because: "I didn't have time to do otherwise; my act doesn't hurt the institution; I need this credit/course so that I can graduate/take a job/support my family."

My point is that there is no morally relevant difference between the acts of these colleagues and the acts of these students. I think that it is important that teachers not model cheating unless we are willing to accept cheating in return.

Collaborative Learning Groups:

Every afternoon except Wednesday, you will spend up to two hours working in collaborative learning (CL) groups. The purpose of the CL group is to give you practice in working on the concepts that we have covered in the morning and to give you assistance from a small number of colleagues as you work to apply the concepts to your own teaching situation.

By noon on Day 1, please form your CL group based on shared discipline, teaching level or other attraction. Try to avoid having life partners or teaching partners in the same group. Each group should have at least three and no more than five members. Please stay with your group for Monday's and Tuesday's work. If you wish to change groups, please let me know by Wednesday so that we can reconstruct the groups for Thursday and Friday.

We will follow CL group work each day with a large group summary session. Please appoint a recorder/reporter each day to keep track of the CL work and to share information from your experience with the large group. All group members should listen for information, ideas and insights that might be interest to the class as a whole.

CL group work is meant to be directly applicable to your learning environment. Some exercises will ask you to develop materials or devise strategies. Others will ask you to discuss concepts with your group. Please appoint a timekeeper to manage your time so that you can attempt all exercises.

Please let me know where your CL group chooses to meet so that I can work with your group. I will circulate among the groups to answer questions, provide assistance, and to complicate the assignment if the exercise becomes too easy. Some of the favorite meeting spots have been the Ethics Center Conference Room, picnic tables in the back of the Practical Ethics Center and picnic tables near Davidson Honors College.

Special Assistance/Accommodation:

Please let me know if I can provide special assistance or accommodation. I plan to be in my office every class day by 8 a.m. I am also available by appointment at lunch, or at the end of the day.

Topic Schedule

Monday, July 23 The Context of Ethics Teaching

Ethical Theory and Systematic Moral Analysis
Law, Economics, Religion, Aesthetics, Prudence
Goals for Teaching Ethics
Understanding Oneself as a Decision-maker
Identification of Role-Related-Responsibilities

Readings:

Gert, B., Avoiding Moral Cynicism, in *Teaching Ethics*
Elliott, D., Intro; Chapter I, Chapter II in *Teaching Ethics in the First Person*

Tuesday, July 24 The Psychology of Ethics Teaching

Moral Development Theory
Moral Development as a Teaching Tool
Reasonable Expectations and Intentionality
Moral Causality, Harm and Justified Harm

Readings:

Elliott, D. Chapter IV in *Teaching Ethics in the First Person*
Wallace, J. "Social Artifacts and Ethical Criticism," in *Teaching Ethics*
Binder Readings

Wednesday, July 25 Classical Theory and Practical Ethics

What Teachers Need to Know and Students Don't
Classical Theory as a Basis for Interpretation
From Teaching Conflicting Theories to Mixed Formalism

Readings:

Elliott, D. Chapter III in *Teaching Ethics in the First Person*
Pritchard, M., "Practical Ethics and Philosophical Reflection," in *Teaching Ethics*
Binder Readings

Thursday, July 26 The Methodology of Ethics Teaching

Conceptualizing Questionable Acts
Examining Context
Asking Relevant Questions
Case Method and the Paradox of Directed Facilitation
Consensus Building

Readings:

Elliott, D., Chapter V in *Teaching Ethics in the First Person*
Binder Readings

Friday, July 27 The Ethics of Ethics Teaching

Outcomes Assessment
The Teacher as Model in the Classroom
The Teacher as Model in the School Environment
Creating the Conditions for Ethics Teaching and Learning

Readings:

Elliott, D., Chapter VI and Chapter VIII in *Teaching Ethics in the First Person*
Binder Readings