

**Course Unit: - General and Professional Ethics**

Year 1 Semester 1 ISCED Code: 143 ECTS: 2,0

**Type of Course Unit:** Compulsory **Delivery Mode:** Face-to-face **Language of Instruction:** Portuguese

**COURSE COORDINATOR:** name

**HOURS OF WORK**

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
50		25					5		20

Prerequisites (if applicable): <<Max 500 characters with spaces>>

**LEARNING OUTCOMES (knowledge, skills and competence)**

1. Develop personal moral consciousness
2. To sink knowledge on the subject of contemporary ethical
3. Develop critical thinking on ethics topics
4. Give rational consistency to ethical decisions
5. Recognize the ethical virtues of the professional educator / teacher

**CONTENTS**

1. Ethics in educational and vocational training
2. Large models of ethical theories at present
3. Personal conscience and ethical decisions
4. Ethical issues applied
5. Between relativism and absolute beliefs
6. Fundamentals of ethical decisions
7. Prudence and authority in resolving ethical problems in schools
8. Ethical codes and professional identitywith spaces>>

**DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES**

1. Ethics in educational and vocational training - Goal 5
2. Large models of ethical theories at present - Goal 2
3. Personal conscience and ethical decisions - Goal 1 and 3
4. Ethical issues applied - Goal 2
5. Between relativism and absolute beliefs - Goal 3
6. Fundamentals of ethical decisions - Goal 3 and 4

7. Prudence and authority in resolving ethical problems in schools - Goal 5
8. Ethical codes and professional identity - Goal 5

### **TEACHING METHODOLOGIES**

1. Presentation of content by teachers
2. Document analysis in the classroom and later systematic discussion
3. Reflective discussion of problematic situations teacher professional life
4. Situations of "role-playing"
5. Making small group work and its presentation to peers and teacher. This will be the basis for the evaluation (written work – 60%; presentation – 40%)

### **DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES**

- Presentation and display of content by teachers - Goals 1 and 2
- Document analysis in the classroom and later systematic discussion - goals 2 and 3
- Reflective discussion of problematic situations teacher professional life - goals 3 and 4
- Situations of "role-playing" - Goals 1, 3 and 4
- Conducting small group work and its presentation to peers and teachers - goals 5 and 4

### **EVALUATION METHODS**

- Group work and presentation to peers and teacher (written work – 60%; presentation – 40%)

### **MAIN BIBLIOGRAPHY**

- ESTEVÃO, C.V. (2012) Direitos Humanos, justiça e educação na era dos mercados: os lugares da escola e o bem educativo. Porto: Porto Editora
- PRIETO, Xosé Manuel Dominguez (2007) Etica del docente. Coleccion Sinergi. Salamanca: Editorial Mounier.
- MONTEIRO, Agostinho (2004) Educação & Deontologia. Lisboa: Escolar Editora.
- MORATALLA, Agostin Domingo (2008) Ética para Educadores. Col. Educar Prático. Madrid PPC Editorial.
- HOWARD, R. W. (2005). Preparing moral educators in an era of standards based reform. Teacher Education Quarterly (Fall), pp. 43 58.
- MOREAU, D. (2007). L'éthique professionnelle des enseignants: déontologie ou éthique appliquée de l'éducation. Les Sciences de l'Education pour l'Ere Nouvelle, 40, 2, pp. 53

Year of implementation: 2011/2012 | Date of approval by the Technical-Scientific Board: 2015-09-01