

BPRI430- Ethics in the Primary Classroom

ECTS Value: 5 ECTS
Self-Study Hours: 60

Contact Hours: 25
Assessment Hours: 40

Overall Objectives and Outcomes

Ethics has been introduced in Maltese schools and is currently being rolled out across all state schools. It is also available in some independent schools. This module will introduce prospective primary school teachers to Ethics as a curricular subject, and the methodologies and modes of assessment associated with it.

By the end of this module, the learner will be able to:

Competences

- a. Demonstrate knowledge of the primary Ethics syllabus, including the notions of justice, diversity, solidarity, respect, honesty, virtues; truth, faith, reason and moral values;
- b. Demonstrate knowledge of using discussion-based approaches to teaching Ethics;
- c. Engage with the literature on the Philosophy for Children approach and some Ethical theories;
- d. List the steps of the Philosophy for Children approach;
- e. Show familiarity with some of the commonly used resources for teaching Ethics;
- f. Review good strategies for assessing Ethics according to the Learning Outcomes Framework;
- g. Create resources for the teaching of Ethics in the primary classroom.
- h. Set specific tasks aimed at assessing particular Learning Outcomes of the ethics syllabus.
- i. Produce lesson plans that show evidence of familiarity with the Ethics curriculum and the Philosophy for Children approach;
- j. Produce lesson plans that follow all the steps according to the Philosophy for Children Approach;
- k. Produce marking schemes that can be used to assess the tasks;

Knowledge

- a. Describe the Ethics syllabus and its rationale;
- b. Be familiar with the Ethical Theories such as Utilitarianism, Deontology and Virtue Ethics;
- c. Describe Lipman's Philosophy for Children approach;
- d. Identify the Learning Outcomes Framework for Ethics.
- e. Demonstrate familiarity with different theories of assessment.

Skills

Applying knowledge and understanding

The learner will be able to:

- a. Select and evaluate stories and other forms of texts for their ethical content;
- b. Reflect on the development of lesson plans through self-evaluation;
- c. Reflect on the best strategies for assessing Ethics Learning Outcomes;
- d. Produce Assessment Tasks which may be used to assess particular Learning Outcomes;
- e. Ask the right questions according to Cam's Question Quadrant.

- f. Demonstrate knowledge of the primary Ethics syllabus, including the notions of justice, diversity, solidarity, respect, honesty, virtues; truth, faith, reason and moral values;
- g. Demonstrate knowledge of using discussion-based approaches to teaching Ethics;

Assessment Methods

This module will be assessed through: Assignment Task.

Suggested Readings

Core Reading List

1. Cam, P. (2012). *Teaching Ethics in Schools*. Camberwell, Vic.: Australian Council for Educational Research.
2. Lipman, M. (2003). *Thinking in education*. Cambridge University Press.
3. Directorate for Quality and Standards in Education (2015). *Educators' Guide for Pedagogy and Assessment: Ethics*
4. Pojman, L. P., & Fieser, J. (2017). *Cengage advantage ethics: Discovering right and wrong*. Nelson Education.
5. Hand, M. (2018). *A theory of moral education*. Routledge.
6. Nucci, L. P., Krettenauer, T., & Narváez, D. (2014). *Handbook of moral and character education*. Routledge.

Supplementary Reading List

1. Worley, P. (2019). *100 Ideas for Primary Teachers: Questioning*. London: Bloomsbury.
2. Alexander, H. A. (2016). Assessing virtue: measurement in moral education at home and abroad. *Ethics and Education*, 11(3), 310-325.