

UNIT OUTLINE EDU211.9 Ethical Understandings

Name of Unit 1 (Unit Code 1)

EDU211.9 Ethical Understandings

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Master of Teaching - Secondary	One semester	Year 2	Dr Tracey Price

Core or elective unit

Indicate if the unit is a

 core unit elective unit other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	96 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

 Yes NoIf **YES**, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: MTO141.8 Meaningful Living

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit comprises concepts of ethics and values that students will investigate in relation to their self and to their role within a chosen profession/vocation. This unit assists students to critically analyse and develop their own personal and professional knowledge and understandings of ethics by investigating a range of topics such as ethical theories (for e.g. natural law, virtue ethics), moral approaches (for e.g. graded absolutism), decision-making processes, professional ethical codes and responsibilities, and biblical concepts and values such as truth, humility, diversity and justice.

Learning outcomes for the unit

1. Demonstrate reflective insight of personal and professional understanding of ethics and values;
2. Evaluate the validity of various perspectives (including Christian perspectives) of ethical theories and principles, in a particular context;
3. Investigate and critique various ethical principles and decision-making models in relation to a range of current issues relevant to a chosen profession/ vocation; and
4. Analyse the effect of a critical approach to Biblical concepts of truth, humility, diversity, and justice on Professional ethical practice.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<p>Articles' Critical Analysis</p> <p><u>Part A: Article Analysis (equivalent 1500 words)</u> Critically evaluate 4 articles and create a thorough dot point summary of positive and negative aspects of key concepts arising in each article</p> <p><u>Part B: Written Argument (equivalent 2000 words)</u> In consultation with unit lecturer create a question/topic relevant to all articles. Investigate the question/topic in an integrated written argument form. Include your selected articles and other resources in your research.</p> <p>Total 3500</p>	1, 2, 3	Sem 1, Week 7	60%
<p>EDU Faculty students</p> <p>Critical Concepts Reflection</p> <p>In relation to a range of Key Concepts in this Ethics unit (e.g., Ethical Theories and Aspects, Biblical Framework, Diversity, Humility, Justice, Authentic Decision Making Processes, Ethical Work Practices, Moral Values, etc.), evaluate ways in which your reflective and critical ethical understanding may influence your professional work, and its flourishing effect on your 'clients'.</p> <p>Total 2500 words</p>	1,2,3,4	Sem 1, Week 11	40%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Along with a general list (outlined below), students will be provided with a reading list specific to their own profession – teaching, social work, youth work, counselling, creative industries, etc.

Prescribed reading:

Hinman, L. M. (2013). *Ethics: A pluralistic approach to moral theory* (5th ed.). Boston: Wadsworth.

Traer, R., & Stelmach, H. (2018). *Doing Ethics in a Diverse World*. London: Taylor and Francis.

Recommended reading:

Hellerman, J. (2013). *Embracing Shared Ministry: Power and Status in the Early Church and Why It Matters Today* (1st ed.). Grand Rapids, MI: Kregel Ministry.

McQuilkin, R. & Copan, P. (Ed.). (2014). *An Introduction to Christian Ethics: (3rd ed.)*. IVP Academic; U.K.

Morse, M., & Sweet, L. (2008). *Making Room for Leadership: Power, Space and Influence*. Downers Grove, Ill: IVP Books.

Stackhouse, J, G. (2011). *Making the Best of It: Following Christ in the Real World. USA: OUP*.

Stivers, L. A., Gudorf, C. E., & Martin-Schramm, J. B. (2012). *Christian Ethics: A Case Method Approach* (4th edition). Maryknoll, NY: Orbis Books.

Stone, D., & Heen, S. (2015). *Thanks for the Feedback: The Science and Art of Receiving Feedback Well*. New York, NY: Penguin Books.

Terry, R.W. (1993). *Authentic leadership*. San Francisco: Jossey-Bass.

Vardy, P., & Grosch, P. (1999). *The Puzzle of Ethics* (2nd ed.). London: Fount.

Wang, K. (2011). *Reading the Dao. A Thematic Inquiry*. New York: Continuum.

Wells, S., Quash, B., & Eklund, R. (2017). *Introducing Christian Ethics* (2nd ed.). Wiley-Blackwell; Chichester, UK.