



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Kodas
Professional ethics and communication	

Annotation
<p>The subject of the module is to introduce students with the basics of professional ethics and communication, which will allow to respond to the current changes in education and pedagogical activities. Theoretical sessions is about the importance of ethics in education, ethical theories, the code of ethics, ethical and a work climate, communication in an educational institution and communicative ethics. The workshops analyses aspects of teachers' professional ethics, models of professional ethics issues and develop ethical decision-making models based on effective communication.</p>

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: PhD. Ieva Bilbokaitė-Skiauterienė Other(s):	Šiauliai Academy

Study cycle	Type of the course unit (module)
Bachelor	Mandatory / Optional

Mode of delivery	Semester or period when the course unit (module) is delivered	Language(s) of instruction
Auditory / Distance / Mixed learning	First semester	English

Requisites	
Co-requisites (if relevant): Necessary preparation for module (subject) studies - Basics of Pedagogy, Pre-school and Pre-Primary Pedagogy, Creation of Educational Environments	Additional requirements (if any):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
3	80	35	45

Purpose of the course unit (module)
<p>The purpose is to reveal aspects of professional ethics, to identify the most important principles of teacher activities and communicative ethics, to establish links between education and ethics by developing communicative competencies. In their professional activities' students should be able: to rely on the code of professional ethics, to apply appropriate communication methods, to recognize ethical problems, and to respond to them appropriately by applying ethical decision-making models, creating an ethical work climate and ensuring the efficiency of professional activities.</p>

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Will be able to identify the relationship between ethics, morality, and law, to establish links between educational and ethical theories.	Literature analysis, presentation of literature review, discussion	Preparation and presentation of the literature review
Will be able to distinguish the duties of the educator, essential aspects of professional ethics, to identify the principles of the teacher's activities.	Working in groups, discussion, reflection.	Creative (group) project

Will be able to recognize ethical problems in professional activities, respond to them properly, using ethical decision-making models, identify factors that affect decisions.	Discussion, reflection	Individual project, reflection.
Will be able to rely on the code of ethics in the activities of the educator, assess the culture of the educational institution, create an ethical working climate.	Case study (case studies), discussion.	Case studies
Will be able to rely on the assumptions of successful communication and the principles of communicative ethics to achieve the efficiency of professional activities.	Literature analysis, presentation of literature review, case study (case studies), discussion	Case studies, preparation and presentation of literature review
Will be able to apply appropriate communication methods, ensuring effective communication in the educational institution and a high level of communication competence of the learners.	Discussion, comparative analysis, reflection	Group homework. Concept map

Content: breakdown of the topics	Contact hours							Individual work: time and assignments		
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work	E-learning	Contact hours, total	Individual work	Assignments
1. The importance of ethics in education. The relationship between ethics, morality and law. The concept of ethics in practice. Ethical theories (deontological, J.Rawls, utilitarianism).	2			2				8		Access to ethical theories.
2. The concept of professional ethics. Code of honour of the Pedagogue. Duties of the pedagogue. Aspects of the professional ethics of pedagogue. Principles of behaviour that are important in the activities of the pedagogue.	2			6				2		Creative (group) project. Prepare a model for the change of professional ethics of the pedagogue
3. The concept of ethical problem. Professional ethics issues. Reactions to ethical issues. Individual and environmental factors that are affecting decisions. Ethical decision-making process. Ethical decision-making models.	2	1						15		Individual assignment – essay "Can human (child's) rights change ethics in a globalized world?"
4. Code of Professional Ethics. Application of the code of ethics for pedagogues. Organizational culture and its evaluation. Ethical aspect of organizational culture. Ethical and work climate.	3			2				4		To get acquainted with examples of professional ethics codes

5. Communication management in educational institutions. More effective communication. Communication culture. Communicative ethics.	2	1		2					8	A Case study of the foreign education institutions documents
6. Professional communication. Social communication between the public, non-governmental and private sectors. Impact of pedagogues' communication on others. Communicative competence.	3	1		6					8	The Group assignment. A concept map "The need to ensure effective professional communication in educational institutions".
Total	1	3		1					4	
	4			8					5	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Group project	20	10.1-12.1	A group project is an assessment using the following criteria: creativity, the ability to apply knowledge in practice, the compliance of proposals with the needs of the organization, the use of a professional language. The applicable cumulative certificate is applied to the project evaluation: 20% of the total estimate. 3 – the project meets all the specified criteria, the professional language used in project 2 is in line with the needs of the organization, but is not creative enough, project 1 is not sufficiently adapted to the needs of the organization, the professional language is not used correctly enough, it is not creative, 0- the professional language is not correct, it does not reflect the needs of the organization, it is not creative. The duration of the group project delivery is up to 20 minutes.
Individual project	30	11.1.	The project is an assessment using the following criteria: creativity, the ability to apply knowledge in practice, the compliance of proposals with the needs of the organization, the use of a professional language. The applicable cumulative certificates are applied to the project evaluation: 30% of the total estimate. 3 – the project meets all the specified criteria, the professional language used in project 1 is in line with the needs of the organization, but is not creative enough, 0 - the project is not sufficiently adapted to the needs of the organization, the professional language is not used correctly enough, the professional language is not creative, 0- the professional language is not correct, it does not reflect the needs of the organization, it is not creative. Scope of individual project up to page 5
Exam	50	During the exam session	The exam is an assessment using the following criteria: accuracy of information, completeness and validity of responses, analysis and sharing, reasoning, use of a professional language. 50% of the total assessment shall be used for the assessment of the examination. The exam contains 4 questions. One is 20%, the other three are 10%.
			The cumulative grade is the sum of two practical tasks and exam assessments. A 10-point scale shall be used for the assessment.

Author	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
Required reading				
NASP	2020	THE PROFESSIONAL STANDARDS of the National Association of School Psychologists		https://www.nasponline.org/standards-and-certification/professional-ethics
Barsky A. E.	2010	Ethics and values in social work :an integrated approach for a comprehensive curriculum		New York: Oxford university press
Johnson W. B., Ridley C. R.	2008	The elements of ethics :for professionals		New York (N.Y.): Palgrave Macmillan
Pučėtaitė R.	2007	Solution of ethical problems: tools of ethics management and humanization of workplace: summary of doctoral dissertation		Kaunas: ISM Vadybos ir ekonomikos universitetas
Eraut M.	2005	Developing professional knowledge and competence		London: RoutledgeFalmer
Recommended reading				
Stacho Z., Stachová K., Papula J., Papulová Z., Kohnová L.	2019	Effective Communication in Organisations Increases their Competitiveness	Polish Journal of Management Studies, 19 (1), pp. 391-403.	DOI: 10.17512/pjms.2019.19.1.30
Airaksinen T.	2016	THE PHILOSOPHY OF PROFESSIONAL ETHICS		http://www.eolss.net/sample-chapters/c14/e1-37-02-02.pdf
Collste G.	2012	Applied and Professional Ethics		http://web.usm.my/kajh/vol19_1_2012/KAJH19_1_2012_2.pdf