



ETHICS AND PROFESSIONAL ETHICS
(Bachelor's Degree in Education)
Universidad Católica de Valencia



TEACHING GUIDE AND SUBJECT MATTER

		ECTS
COURSE: ETHICS AND PROFESSIONAL ETHICS		4.5 ECTS
Field THEORY OF EDUCATION AND ETHICS		16,5
Type of learning: COMPULSORY		39
Tipo de Formación¹: BÁSICA	Year: 4th Semester: 1st	
Teaching staff: Dr. D. Eduardo Rodrigo Martínez López	Department: General Didactics, Theory of Education and Technological Innovation	
	E-mail: Er.martinez@ucv.es	

ORGANISATION OF THE MODULE

THEORY AND HISTORY OF EDUCATION				39
Duration and placement within the curriculum				
Field and Subjects				
Matter	ECTS	SUBJECT	ECTS	Year / semester
THEORY OF EDUCATION AND ETHICS	16.5	Theory of Education	6	1/2
		Philosophy of education	6	2/2
		Ethics and professional ethics	4.5	3/1
HISTORY OF EDUCATION, LAW AND COMPARATIVE EDUCATION	22.5	History of educational thought	4.5	1/2
		Comparative Education	6	2/2
		Policy, legislation and organization	6	4/1
		Management and supervision of schools	6	4/1

¹ Formación básica (materia común), Obligatorias, Optativas, Prácticas externas, Trabajo Fin de Máster.



GUIDE AREA / COURSE: ETHICS AND PROFESSIONAL ETHICS

Prerequisites: None.

GOALS

a) Assess the importance of ethics and additional training to technical training to strive for professional excellence.

b) Reflect on the complementarity between the teleological view of professional ethics and deontology discovering the contributions of both.

c) Apply professional ethics to your future profession.

d) Develop reflective practice on the professional reality and its ethical connotations

CROSS-SECTIONAL SKILLS	Measuring scale for the skill			
Instrumental skills	1	2	3	4
1. Acquiring the ability to analyse and synthesise information				x
2. Organise and plan			X	
3. Communicate orally and in writing in the mother tongue				X
6. Manage information, particularly in the educational field			X	
7. Solve problems and make decisions				X
Interpersonal skills	1	2	3	4
8. Acquire a good critical thinking and self-criticism				X
10. Recognise and respect diversity and multiculturalism				X



11. Interpersonal skills.				X
12. Develop a personal and professional ethical commitment in the field of education				X
13. Adopt attitudes to respect fundamental rights and equality between men and women				X
14. Acquire the values of the culture of peace and democracy				X

Systemic skills	1	2	3	4
15. Learning with autonomy				X
16. Ability to adapt to new situations			X	
18. Acquire leadership			X	
19. Develop initiative and entrepreneurship			X	
21. Acquire the value of commitment to identity development and professional ethics				X

SPECIFIC SKILLS				
	1	2	3	4
2. Analyse the historical processes of systems, professions and institutions and/or organizations for education and training			X	



21. Understand and incorporate the necessary action for effective education and personal enrichment in different work contexts social skills and interpersonal relationship of teacher			X
22. Know and combine personal variables, the basic psychological processes interpersonal factors and agents of the teaching-learning process in order to apply them in educational practice			X

LEARNINGOUTCOMES	SKILLS
R-1 The student analyses the surrounding reality from the general approach of the current situation from an ethical point of view presented in class, indicating the positive and negative aspects.	G-1 G-10 E-2
R-2 The Students express their thoughts before the group, positioning themselves with respect to the situations presented.	G-3 G-7 G-8 G-18 E-22
R-3 The student provides the ultimate purpose of his profession, contrasting views of various authors in different media.	G-1 G-2 G-3 G-6 G-15 E-2
R-4 The student explores the professional identity that socialdemands, developing the virtues respondent profile for the figure social educator	G-1 G-2 G-3 G-11 G-12 G-21 E-21 E-22
R-5 The Decalogue student in a particular application of the ethical and profisional principles to their professional field.	G-1 G-12 G-13 G-15 G-21 E-21 E-22
R-6 The student critically analyzes the code of ethics of their profession, justifying the amendments proposed.	G-1 G-3 G-7 G-8 G-12 G-14 G-16 G-18 G-19 G-21
R-7 The student participates cooperatively with their classmates in virtual situations proposals that require reaching agreements own moral ethics of their future professional practice.	G-7 G-8 G-10 G-11 G-13 G-14 G-16 E-2 E-21 E-22



IN-CLASS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning methodology	Relationship between Learning Outcomes for the course	ECTS
CLASS ATTENDANCE	Teacher presentation, skills analysis, explanation and demonstration of skills, abilities and knowledge in the classroom.	R-1, R-3, R-5, R-6	0.24 ECTS
PRACTICAL CLASSES	Group work sessions supervised by the teacher. Case studies, diagnostic tests, problem solving, field study, computer room visits, data search, libraries, networking, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R-2, R-5, R-7	1.6 ECTS
TEAM WORK PRESENTATION	Application of multidisciplinary knowledge	R-2, R-3, R-4, R-6, R-7	0.16 ECTS
MENTORING	Custom and small group attention. Period of instruction and / or guidance by a mentor to review and discuss the materials and topics presented in lectures, seminars, readings, papers, etc.	R-1, R-3, R-4, R-5, R-6	0.24 ECTS
ASSESSMENT	Set of oral and / or written tests used in initial, formative or summative evaluation of the student.	R-1, R-2, R-3, R-4, R-5, R-6, R-7	0,16 ECTS
Total			2.4



STUDENT EDUCATIONAL ACTIVITIES INDEPENDENT STUDENT WORK (BLENDED)			ECTS
ACTIVITY	Teaching-Learning	Relationship competences Module	ECTS
VIRTUAL THEORY SESSION ASYNC	Through prior planning, the professor provides a detailed guide of study materials for the virtual class room, documents, video lessons created by the teacher at the UCV, external links and / or additional literature	G-1, G-2, G-3, G-7 G-8, G-10, G-12, G-13, G-14, G-15, G-16, G-18, G-21 E-2, E-21	0,1
VIRTUAL TUTORING	Individual attention and guidance for monitoring of the learning process, conducted by the mentor in order to review and discuss the materials and topics, seminars, readings, papers, etc.	G-1, G-2, G-3, G-6, G-7, G-8, G-10, G-12, G-13, G-14, G-15, G-16, G-18 G-21 E-2, E-21, E-22	0,1
GROUP WORK	Preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be submitted or delivered in the lectures, practical and / or small group tutoring. Work done on the platform or other virtual spaces.	G-1, G-2, G-3, G-7, G-8, G-11, G-12, G-13, G-14, G-15, G-16, G-21 E-2, E-21, E-22	0,3
DISCUSSION FORUMS	Active participation in discussion related to the subject, moderated forums by the subject teacher.	G-1, G-2, G-3, G-15 E-2	0,2
CONTINUOUS ASSESSMENT ACTIVITIES	Self-assessments, delivery of individual tasks about: troubleshooting, comments, reviews, to deliver at different times throughout the course.	G-1, G-2, G-3, G-6 G-7, G-8, G-10, G-11, G-12, G-13, G-14, G-15, G-16, G-18, G-19, G-21 E-2, E-21, E-22	0,5
INDEPENDENT WORK	Student study: individual preparation of readings, testing, troubleshooting, seminars, papers, reports, etc.. to post or deliver the lectures, practical and / or small group tutoring. Work done on the platform or other virtual spaces.	G-1, G-2, G-3, G-6 G-10, G-11, G-12, G-15, G-21 E-2, E-21, E-22	0,4



EDUCATIONAL ACTIVITIES OF INDEPENDENT STUDENT WORK			
ACTIVITY	Teaching-Learning	Relationship between Learning Outcomes for the course	ECTS
GROUP WORK	Preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be submitted or delivered in the lectures, practical and / or small group tutoring. Work done on the e-learning platform of the university (www.plataforma.ucv.es)	R-2, R-3, R-4, R-7	2,4 ECTS
INDEPENDENT WORK	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to post or deliver the lectures, practical and / or small group tutoring. Work done on the platform of the university (www.plataforma.ucv.es)	R-1, R-3, R-5, R-6	1,2 ECTS
Total			3,6
ASSESSMENT OF SKILLS ACQUISITION SYSTEM AND GRADING			
Assessment Tool	ASSESSED LEARNING OUT COMES	Percentage awarded	
Individual activities	R-1, R-2, R-3, R-4	30%	
Team group activities	R-1, R-2, R-3, R-4	20%	
Objective exam	R-1, R-2, R-3, R-4	45%	
Subject monitoring, participation and attitude	R-2, R-3	5%	
Observations	The evaluation will include at least one long development question in the final exam and the reading of a book related to the subject.		

CRITERIA FOR GRANTING PASS WITH HONOURS

The granting of honors will be for those students who obtain a score above 9, being at the discretion of the subject teacher.



DESCRIPTION OF CONTENTS	COMPETENCES
BLOCK I: ETHICS IN TODAY'S SOCIETY	G-1 G-10 E-2
BLOCK II: THE BASICS: GENERAL ETHICS, APPLIED ETHICS, PROFESSIONAL ETHICS	G 1 G-3 G-8 G-15 E-21
BLOCK III: TELEOLOGICAL ETHICS: END OF THE SOCIAL VIRTUES OF EDUCATION AND SOCIAL EDUCATOR	G-1 G-2 G-3 G-11 G-12 G-21 E-21 E-22
BLOCK IV: DEONTOLOGICAL ETHICS: CODE OF THE SOCIAL EDUCATOR	G-1 G-3 G-7 G-8 G-12 G-14 G-16 G-18 G-19 G-21E-2 E-21
BLOCK V: ETHICAL PRINCIPLES OF THE PROFESSIONAL SOCIAL EDUCATOR	G-1 G-12 G-13 G-15 G-21 E-21 E-22
BLOCK VI: MORAL DILEMMAS	G-7 G-8 G-10 G-11 G-13 G-14 G-16 E-2 E-21E-22

TEMPORAL ORGANISATION OF LEARNING: (first enrolment students):		
	BLOCK of CONTENT / TEACHING UNIT	NUMBER OF SESSIONS
1	Ethics in today's society	1
2	Basics: general ethics, applied ethics, professional ethics	2
3	Teleological ethics: end of the social virtues of education and social educator	2
4	Deontological ethics: Code of the social educator	2
5	Ethical and professional educator / social principles	2
6	Moral dilemmas	1

REFERENCES

Basic Bibliography

- Ayllón, J. R. (2019). *El mundo de las ideologías*. Madrid: IVAT, S.L.
- Camps, V. (2013). *Breve historia de la ética* (4ª ed.). Barcelona: RBA Libros, S.A.
- Cortina, V. (2013). *¿Para qué sirve la ética?* (6ª ed.). Barcelona: Paidós
- Domingo, A. (2008). *Ética para educadores*, Madrid, PPC.
- García Roca, J. (2021). *Supervivientes. Tiempo de reconstrucción*. Valencia: Atrio Llibres
- Hortal, A. (2002). *Ética general de las profesiones*. Bilbao: Desclée de Brouwer
- Lariguet, G. (2011). *Encrucijadas morales. Una aproximación a los dilemas y su impacto en el razonamiento práctico*. Madrid: Plaza y Valdés, S.L.
- Martínez Navarro, E. (2006), *Ética de la profesión: proyecto personal y compromiso de ciudadanía*, Valparaíso, Veritas.
- Mollá, D. (2010), *Espiritualidad para educadores*, Bilbao, Mensajero.
- Puelles, M. (2009), *Profesión y vocación docentes. Presente y futuro*, Madrid, Biblioteca Nueva.
- Puig, J.M. (2003). *Prácticas morales. Una aproximación a la educación moral*. Barcelona: Paidós
- Torralba, F. (2016). *La revolución ética*. Madrid: PPC
- VVAA (2005). *Dilemas morales. Un aprendizaje de valores mediante el diálogo*. Valencia: NAU Llibres. Edicions Culturals Valencianes
- Vilar, J. (2015). *Cuestiones éticas en la educación social*. Barcelona: Editorial UOC

SUBJECT TEACHING IN SECOND AND SUBSEQUENT ENROLMENT:

There will be a special group for students who are not enrolling for the first time and a professor in charge of the group. In this group monitoring and mentoring sessions will be established by the university (in February 6 hours each session) in which the work on the skills that students need to acquire to pass the course will be reinforced. These sessions are included in the attached schedule in this guide and detailed in the description of didactic units of the course.

TEMPORAL ORGANISATION OF LEARNING: (Students of second or subsequent enrolment)

BLOCK CONTENT / TEACHING UNIT		NUMBER OF SESSIONS
1	Ethics in today's society	1
2	Basics: general ethics, applied ethics, professional ethics	1
3	Teleological ethics: end of the social virtues of education and social educator	1
4	Deontological ethics: Code of the social educator	1
5	Ethical and professional educator / social principles	1
6	Moral Dilemmas	1