

SACCADE: Training Course for Teachers in Ethics (TCTE)

How to teach (bio) ethics?



Centre for Medical Ethics
University of Oslo



UiO Global Health

TRAINING COURSE FOR TRAINERS IN ETHICS

Centre for Medical Ethics and Centre for Global Health (UIO)

GENERAL INTRODUCTION

This Training Course for Trainers in ethics (TCTE) is coordinated by Centre for Medical Ethics and the Centre for Global Health, Institute of Health and Society, University of Oslo.

This on-line training course has been designed to support and promote quality (bio)ethics education by strengthening the teaching capacities in (bio)ethics and research ethics for teachers who develop their activities at different levels. The TCTE addresses the educative methodology and pedagogical approaches behind ethics and research ethics education.

OBJECTIVES OF THE TCTE

- ✓ Promote capacities, skills and attitudes in teaching ethics.
 - ✓ Understand the justification of each educative modality and its procedures.
 - ✓ Train participants in different models, (deliberation, Socratic method, use of cases, problem-based learning, etc. its pros and cons).
 - ✓ Promote and train on new methodological strategies and tools for teaching ethics.
 - ✓ Expand the vision on the use of innovative resources, (music, literature, cinema), art as a tool for teaching bioethics.
 - ✓ Raise awareness about the role of emotions and empathy in the teaching of ethics.
 - ✓ Promote a better understanding of the ethics curriculum, with the inclusion of topics such as human rights, ethics of care, and critical thinking.
 - ✓ Promote the development of new activities and practices through a final project.
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JUSTIFICATIONS

The teaching of ethics should be approached from a pedagogical perspective and the use of didactic methodologies that aim not only at transmitting knowledge but more important at fostering ethical attitudes. Education in ethics aims to:

- develop critical reflection
- problematize ethical conflicts and dilemmas taking into account their complexity,
- foster dialogue about cultural and universal values, and
- develop the capacity for deliberation and tolerance of the ideas and views of others.

The quality of teaching ethics depends to a large extent on the substantive and pedagogical competencies of the teacher. A good ethics teacher/trainer has to be aware not only of what to teach students but also how to teach. The TCTE especially points to the capacity of a generation of young teachers who can serve as agents to expand and improve the ethics teaching programs in their countries in the near future.

WORKING TEAM

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| Academic coordinator: | Prof Jan Helge Solbakk (JHS, CME, UIO) |
| Facilitators: | Prof Jan Helge Solbakk (JHS), Prof Søren Holm, (SH, CME, UIO), Prof Anne Kari Tolo Heggstad (AKTH, CME, UIO), and MA Susana M. Vidal (SV- CME, UIO) |
| Coordinator of pedagogic modality and didactic approach: | MA Susana M. Vidal (SV- Guest Researcher, CME, UIO) |
| Technical coordinator of virtual modality and technical support | Candelaria Arrieta Martinez. (UIA) |
| Audiovisual production: | Agustin Druetta |

METHODOLOGY

The course is developed from the lifelong learning education approach and use a critical pedagogical approach through virtual education.

Virtual education (e-learning) represents an educative methodology that has transformed the whole way in which schools and universities are following the process of teaching and learning. This is not only about including new technologies; rather it is a new logic in the way

in which the educative process is understood and organized. In fact, virtual education is a new approach, a new way to be and know, that requires open-mindedness from participants as well as from teachers/facilitators.

The pedagogical frame here proposed is the pedagogy of problematization, an educational methodology within permanent education. This is, we believe, the most appropriate methodology to identify crucial ethical problems and fields of study and debate in the cultural context concerned, and to promote knowledge and skills. In particular, it stimulates the development of attitudes of inquiry, dialogue and critical reflection, as well as tolerance, respect for differences, plurality of ideas and of moralities. This is very relevant for teachers/trainers in ethics.

Problematization is understood as education-action in which the teaching-learning process cannot be separated from the reality in which the ethical problems are identified and to which it is returned with a proposed intervention or solution. In this way, respect for cultural diversity and inter- trans-cultural approaches is fundamental. This breaks with the traditional model of an asymmetric education from "top down" and promotes a horizontal and strongly dialogical interaction that expresses a true space of exchange between values, cultural traditions, historical processes and different forms of knowledge.

In this way the educative proposal should be developed taking into account the complexity of times and the real situation of life (from a broad perspective) and global health, which is crossed by social, economic, political, environmental, historical and cultural determinants. The pedagogy of problematization is rooted in the human rights approach and considers gender perspective as a cross-cutting issue.

VIRTUAL MODALITY

With virtual modality, the course has the following components:

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| General approach to teaching learning in the field of ethics |
| Different pedagogical approaches for teaching (bio)ethics, (lectures, use of cases, artistic representations, PBL, etc.) |
| Teaching ethics in practice (action): what and how to teach? |
| Space to share practical experiences in the teaching of ethics; from the local and sub-regional and regional perspective, (presentations by the participants and comments and feedback made by the facilitators) |

FACILITATORS

TCTE is given by teams of experts with extensive international experience in teaching ethics from Norway (University of Oslo), the UK and Argentina (Instituto Universtario Aeronáutico-

REDBIOETICA UNESCO). The virtual modality and the pedagogic approach is developed by an expert team in the field of ethics education and virtual modality.

MATERIALS

The course offers:

- Lectures (synchronous and recorded) taught by experts,
 - Foras of deliberation and consultation for participants coordinated by facilitators
 - Plenary sessions
 - Reading material (Mandatory readings)
 - Other multimedia resources (videos, music, paintings, literature, etc.)
 - Supporting texts (optional readings) and supplementary material
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ORGANIZATION DURATION OF THE TCTE

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| The course lasts 5 weeks plus introduction to the virtual platform and technical resources. (3 days) |
| 4 weeks with activities and a last week for preparation of a final project. |
| 6 hours per week, 20 hours for reading materials and the final project |
| Total hours: 44 Hours |

PARTICIPANTS AND SELECTION CRITERIA.

Each training course has a capacity of between 30 to 40 participants. The course is aimed at teachers with experience in ethics, bioethics or research ethics teaching. Participants are expected to be affiliated with a University or teach classes in a training center or Institution.

PREPARATION

Teachers assume that each participant has obtained and studied the reading materials before the start of the course. It is also expected that some of the participants will prepare a presentation for the plenary sessions about the way in which they teach. It can be a "model class" or a teaching-learning experience, on which they will receive feedback and evaluation from the facilitators. The audience for this presentation will be the group of fellow participants, as well as the facilitators.

LANGUAGE: The ETTC is offered in English