

UNIVERSITY COLLEGE OF THE CAYMAN ISLANDS
GRAND CAYMAN
WEST INDIES

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GRAND CAYMAN CAMPUS OF THE UCCI

INTERNATIONAL
AND
CARIBBEAN CONFERENCE

“TOWARDS A ‘CURRUPTION FREE’ CARIBBEAN”

CHOSEN STRAND:

ETHICS – VALUES - TRUST - MORALITY
& INTEGRITY

“ASSURING HIGH INTEGRITY, VALUES AND MORALS
THROUGH EDUCATION”

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- 1: Introduction: A brief History of Moral Education:**
- 2: Theories & Philosophies of Ethics and Moral Values as an educational construct**
- 3: Matching Education and the moral needs of society:**
- 4: The Role of the Educational Institution in promoting ethical and moral behaviour/conduct.**
- 5: Abstracts impacting on Social, Economic, Human and Educational Development**
- 6: The Quality Imperative as a Caribbean Framework – The Way Forward**

As key players in the social, economic and other developmental spheres of society, **educational institutions**, particularly those in the **Technical, Tertiary and Higher Education (Professional)** sectors, have a huge responsibility to turn out graduates through the various processes, strategies and methodologies of teaching and learning, who **must take responsibility for turning out providers with high levels of integrity, responsibility and citizenship,**

Practices of contemporary moral character education can be traced to ancient Greek philosophers such as Socrates,

Plato, and Aristotle (Lapsley & Narvaez, 2006; Nucci & Narvaez, in press).

The Socratic emphasis on virtue emphasized the mind, particularly philosophical thinking and reasoning.

Socrates' own pedagogy—known as the 'Socratic method',

used successive questions to guide students from ignorance to understanding

Knowing what is good was considered the sufficient condition for individuals to be considered good and virtuous (Holter & Narvaez 2011).

Piaget concluded from this work that schools should emphasize cooperative decision-making and problem solving, ***nurturing moral development*** by requiring students to work out common rules based on fairness. This is a direct rejection of sociologists Emile Durkheim's view of proper moral education (1925/1961). Durkheim, similar to Piaget, believed that ***morality resulted from social interaction or immersion in a group.***

Kohlberg identified **six stages** of moral reasoning grouped into three major levels.

At the first level, the pre-conventional level, a person's moral judgments are characterized by a **concrete, individual perspective**.

At Stage 2 there is the early emergence of **moral reciprocity**.

Persons at Stage 3 define **what is right in terms of what is expected** by people close to one's self,

Stage 4 marks the shift from defining what is right in terms of local norms and role expectations to **defining right in terms of the laws and norms established by the larger social system**.

the post conventional level 5: is characterized by reasoning based on principles, using a "prior to society" perspective

Stage 6 remains as a theoretical endpoint which rationally follows from the preceding 5 stages. In essence this last level of moral judgment entails reasoning rooted in the ethical fairness principles from which moral laws would be devised.

Education informs thought and therefore if it is not adequately focused on those features which equip its graduates to think logically, intellectually and morally, in preparation for responsible choices, then **the resultant problems are inescapable and will manifest **throughout society** in the quality of its culture, decision making in public and private life and ultimately its national performance.**

(Kohlberg, (1969)

A sound professional ethics education will at least enable individuals to be **critically aware and analyse practices in their environment rather than merely being socialised and enculturated into existing practices and values”**

(Campbell and Zegwaard, 2011).

Morality and the Professional Life' (2000)
explore the concepts of **ethics, morality and professionalism.**

Morality is defined as the activity of making choices and of deciding, judging, justifying and defending those actions or behaviours called moral - Morality thus examines what we do for example in our occupational life.

Ethics on the other hand is the philosophical study of morality and how choices are made or should be made. It is reflective and is concerned with how we judge, justify and defend our moral choices.

The term 'professional(ism)' refers to two things:

(1)A Technical component which is based on skill or quality which requires that a person be competent in performing the tasks of their work; and

(2)A Relational component which requires that the work, whether paid or unpaid services, not be harmful to persons in society.

As such, a carpenter or doctor can be said to exhibit professionalism when he/she actually does their job technically well and does NOT engage others in harmful or negative manner.

ETHICS, SCHOOL TEACHING & HIGHER EDUCATION- THE WAY FORWARD:

*(Extract from the State University – USA) Kenneth A. Strike & Carol J. Auster
(2002)-Ethics & /School Teaching)*

**The education codes of many states require that teachers
be persons of good character.**

***"The educator, believing in the worth and dignity of each
human being, recognizes the supreme importance of the
pursuit of truth, devotion to excellence, and the nurture of
democratic principles.***

***Essential to these goals is the protection of the freedom to
learn and to teach and the guarantee of equal education
opportunity for all."***

"the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education and to assist in preventing the practice of the profession by unqualified persons."

"What is the nature of the good life?" and "What kinds of societies promote the best lives?" The Greek philosopher Plato's Republic is a classical example.

Emphasize increasing average test scores.

Emphasize the achievement of the least advantaged or least able

Emphasize getting all who are able above some threshold that defines minimal ability to participate in our society.

Ethics in Higher Education

As members of the academic community, faculty and students have a responsibility to abide by ethical principles regarding academic freedom, intellectual integrity, and the fair and respectful treatment of others.

The notion of academic freedom lies at the very heart of the academic enterprise.

CONCLUDING REMARKS

QUALITY ASSURANCE PROCESSES, STANDARDS, STRATEGIES AND MECHANISMS FOR ACCREDITATION OF INSTITUTIONS SHOULD INCLUDE IN THESE MECHANISMS, THE COMPONENTS OF ETHICAL, MORAL AND PROFESSIONAL VALUES TO PROMOTE AND ENSURE HIGH LEVELS OF INTEGRITY AND FAIRNESS IN PRODUCING GRADUATES TO SERVE THE WIDER ECONOMIC AND SOCIAL ENVIRONMENT. ©

**NOTABLE GUIDEPOSTS & ABSTRACTS FOR
DIRECTING THE PROCESS OF TURNING
ETHICAL, MORALLY SOUND AND
PROFESSIONAL GRADUATES**

ABSTRACTS & GUIDEPOSTS

- ✘ Acknowledge & Review The Impact of Corruption on Society.
- ✘ All Education should be About Morality, Values and Ethics: :
- ✘ Challenges of Social and Economic Development through lack of (Institutional and Individual) Ethical and Moral values
- ✘ Adapt The Role of the Educational Institution in promoting ethical and moral behaviour or conduct.
- ✘ Infuse & Reinforce Education for Moral Character development:
- ✘ Broaden the focus of Tertiary level programmes:
- ✘ Teach & Practice Professional Ethics and Education:

ABSTRACTS & GUIDEPOSTS (CONT'D)

- ✘ Develop and Enforce Ethical Codes of Conduct:
- ✘ Engage Practitioners in Education & Training to practice Codes of Ethics.
- ✘ Integrating Ethics and Professional Life – the importance of Cooperative Education
- ✘ Institute and apply Professional Ethics Curriculum for Cooperative Education:
- ✘ Match Education and the moral needs of society:
- ✘ Use a Diverse and Inclusive approach to Morality Education
- ✘ Starting early: Examine The Impact of Primary and Secondary School programmes on development.

ABSTRACTS & GUIDEPOSTS (CONT'D)

- ✘ Ensure We Make Tertiary level Education effective by:
- ✘ Teaching of Ethics and the Law within Programs.
- ✘ Ethical Ideals is the Ideal of Professionalism.
- ✘ Ethics cannot be separated from the Philosophy of Education
- ✘ The question of ethics must be an educational policy.
- ✘ **THE 21st CENTURY – THE AGE OF ‘GREED’ – ‘INDIVIDUALISM DEMANDS THESE.....**

*THANK YOU FOR YOUR
ATTENTION*

COMMENTS, QUESTIONS ?????

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