

Goals of Teaching Ethics

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An Occupational Group...

1. Delivers important services
2. Makes a commitment to serve the public
3. Claims a special relationship to the marketplace, not merely in the rough and tumble; distinguished from a trade.

What makes a Profession?

An Occupation becomes a profession when...

- A group of individuals sharing the same occupation organize to work in a morally permissible way or to support a moral idea (Doctors cure the sick)
- Members set and follow special standards for carrying on their occupational work.

At least one of these standards must go beyond what the law, the marketplace, ordinary morality, and public opinion demand.

These special standards are morally binding to “professed” members of the profession.

A professional is a member of an occupational group who....

- Sees other members, including those employed elsewhere, as peers/colleagues
- Exercises judgment in the performance of occupational tasks and follows relevant professional standards –**both technical and ethical**.
- Accepts the profession's agreement to work in a morally permissible way (as stated in a code of ethics).

These standards are not absolute, and are subject to interpretation.

How do aspects of professionalism emerge in your own work, as well as your students' work?

What makes Engineering a Profession?

And how do these aspects of professionalism help us identify key goals for teaching ethics to our students?

What knowledge and skills do they need to be successful professionals and trustworthy colleagues?

In small groups, please discuss the following:

1. What skills do we need to develop in students to help them be ethical professionals?
2. What else should we teach about professional ethics?
3. What big themes/concepts/values do engineering students need to know about so they can refer to them in challenging situations?
4. Are there discipline-specific topics or concepts that students should know about?

How do we formulate achievable learning objectives around ethics?

- Increase ethical sensitivity (especially first-year students)
- Increase ethical knowledge- codes of ethics, resources for more information, building networks of colleagues, applicable regulations/laws -structured discussions, ethical frameworks/ethical reasoning schematics
- Improve ethical judgement - why should you do and why? Application of ethical principles to real-life projects (such as capstone projects)
- Enhance ethical will-power - how do you defend your own recommendations, and build support within an organization - finding allies.

Keeping in mind....

- A specific result that can be achieved within a time frame with available resources
- Goals should be achievable, realistic and measurable
- These goals may shift depending on the format of the class and circumstances the students are facing (such as during the pandemic)