



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

Ethics

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
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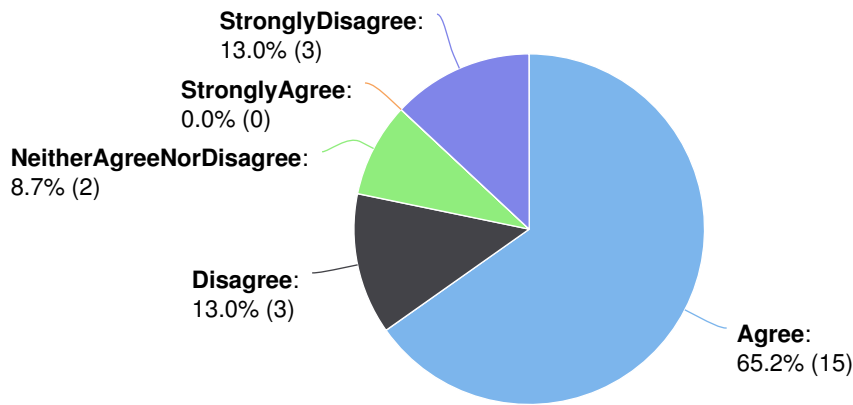
Investing in Your Future

Number of respondents

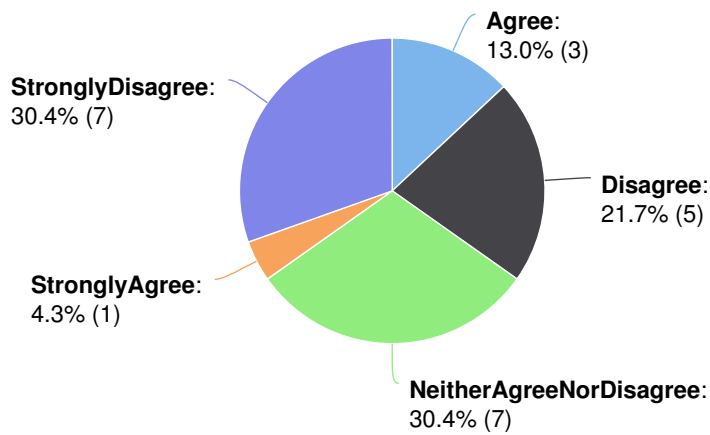
Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	0
Inclusion Coordinators	0
Learning Support Assistants	0
Other	0
Subject Specialists	0
Teachers	4
University Lecturers	19
Vocational Education Training Lecturers	0

Statistics

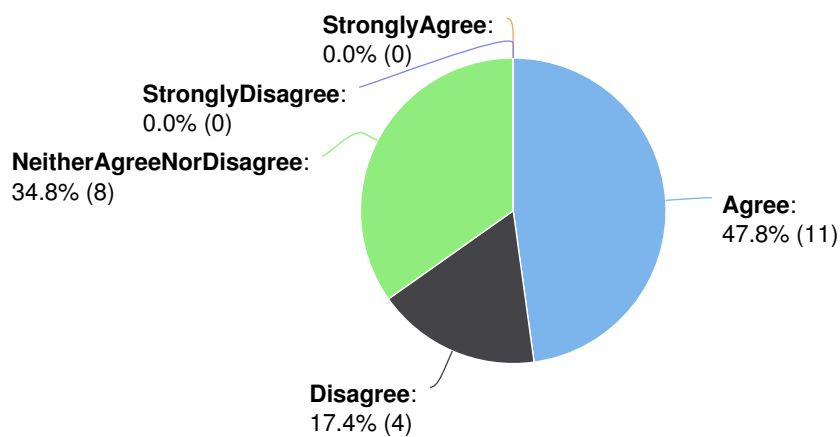
Focused on the learner



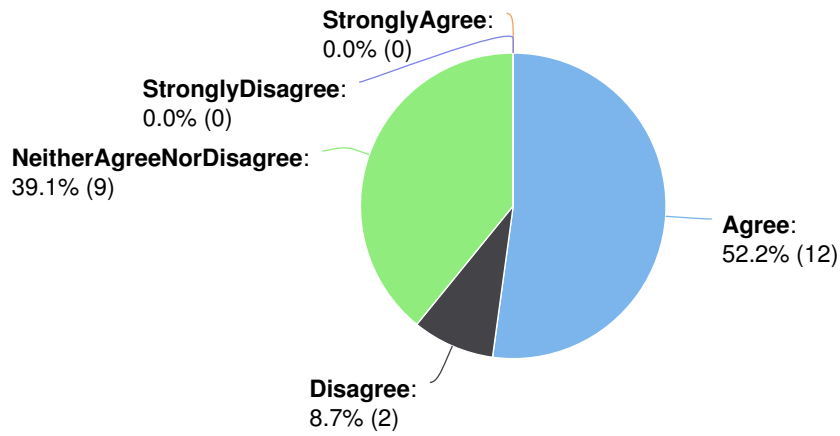
Comprehensive



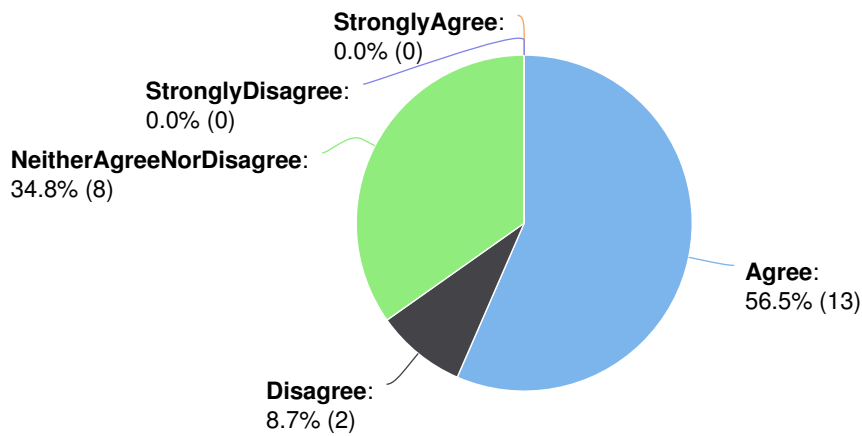
Clear



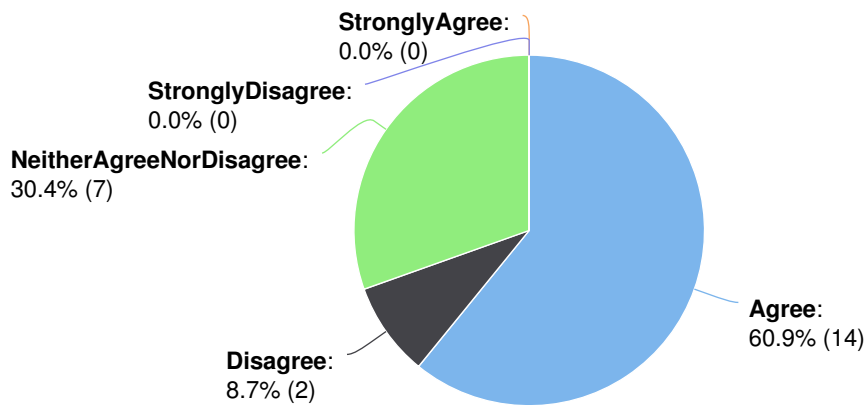
Articulate



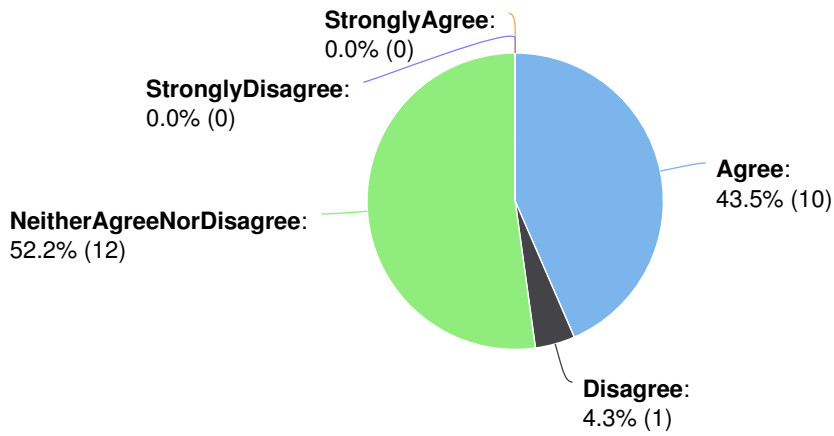
Good for providing direction for learning activities



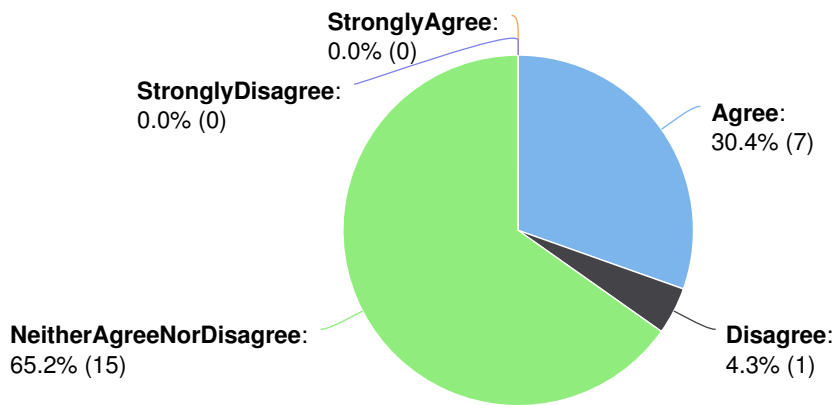
Good guidelines for teaching and assessment



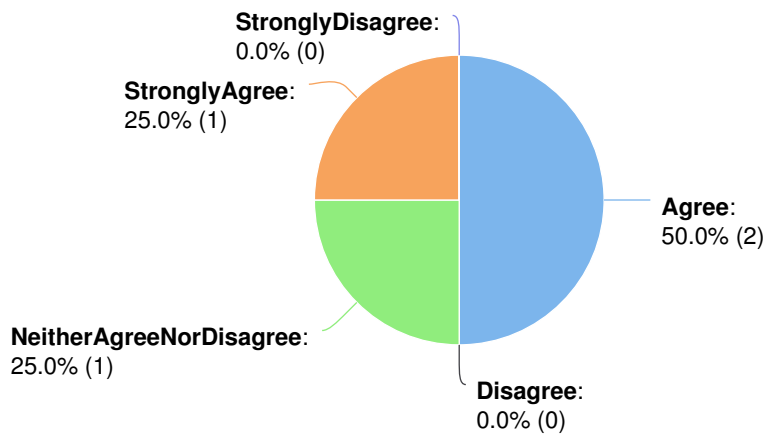
Measurable



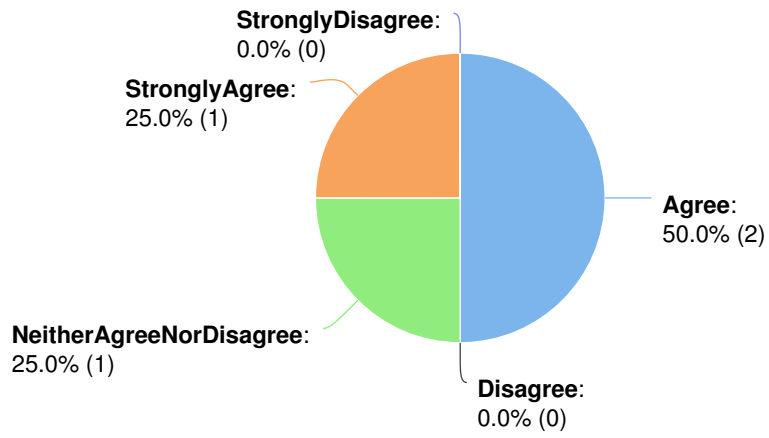
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#64

teacher None primary church_school

General comments or concerns about the subject:

My major concern is that this is going to be a major overlap with PSCD. Will this area be given an allotted time on the timetable or is it a cross-curricular subject across subjects such as PSCD and religion for example?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#306

teacher None primary church_school

General comments or concerns about the subject:

it is important that teachers be given training in ethics as it is such a sensitive subject. The teacher must have good communications skills as well.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

No the learning outcomes are all necessary, especially justice and fairness.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

N/A.

#307

teacher None primary church_school

General comments or concerns about the subject:

The religious and ethics subject in Level 6 is adequate covering all aspects. I especially liked the Human Community and the Three religions sections because it is a reality that different cultures should be able to live in harmony together, respecting each other.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

N/A

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

N/A

#465

university_lecturer religion

General comments or concerns about the subject:

While I appreciate and agree with most of the learning outcomes as outlined here, I would have expected more content related to religion for a subject that is called Religious and ethics education. It is important to keep in mind that a considerable numbers of students who choose this subject are children who have other religious beliefs. This is most glaring in the second learning outcome where the world religion is present only in the title: one could include an outcome dealing with the relation between religion/s and values/morality, and motivation for action.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#466

university_lecturer religion

General comments or concerns about the subject:

I would add 'religion and values/behaviour' to the second line of the second outcome

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#508

university_lecturer ethics

General comments or concerns about the subject:

As regards the Subject focus, 'Contemporary Moral Language and its Central Concepts and Metaphors', N.6: this principle, namely the injunction not to instrumentalise living beings as objects is so important that to omit any reference to persons is quite a worrying omission. If that is a right that animals arguably possess, a fortiori, so would human beings.

As regards the Subject focus, 'Engaging in Moral Debate', N.3: the examples referring to the distinction between private and public are contradictory.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#509

university_lecturer ethics

General comments or concerns about the subject:

Subject Focus: Contemporary Moral Language and its Central Concepts and Metaphors, N.8 (I can extend discussion of rights to animals). Hasn't this already been very broadly assumed in Level 5?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#510

university_lecturer ethics

General comments or concerns about the subject:

Subject Focus: Learning about and from our own experience...etc., N.4: "I can examine the difference between a full and an empty life." A rather vague choice of words for something that is fundamental, namely, identifying the sources of meaning. Opting in favour of the terms 'banal vs meaningful' would be highly desirable.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#511

university_lecturer ethics

General comments or concerns about the subject:

Subject Focus: Religious and Secular Cultures and Belief Systems

N.1 'I can explain that moral difference is the fruit of cultural and religious difference.' Unfortunately this is a general and law-like assertion about something that is highly debatable, namely the roots of moral difference. Such disagreement may not all be reducible to religion or to culture, but also to one's capacity for rational and critical argument which may well go against both one's cultural as well as religious normative expectations.

N2. 'I can articulate the different interpretations of the sanctity of life doctrine.' As a parent, I would be shocked to learn that my son or daughter were being instructed to argue against the precious nature and value of human life (also known, even in non-religious circles as the 'sanctity' of life). Why on earth should learning how to argue against the value, let alone the sanctity of life, constitute a step towards ethical maturity in the youngest members of our society? This number is very disturbing indeed.

N. 3 'I can discuss the contrary position to the sanctity of life doctrine'. Little to add to my comments on N. 2, as a reaction to N. 3. According to this number, the contrary position would be, naturally, that life is not to be given the highest esteem possible and thereby not binding the State and community to do its utmost to protect and promote it.

Subject Focus: Fostering a positive sense of ourselves

N.2 'I can argue about the right to life to nonhuman beings.' When it comes to the right to life, this program seems to focus exclusively on this right being given to animals. I have yet to find a reference or a reminder that the fundamental human right to life tops the list of internationally recognised fundamental human rights.

Subject Focus: Contemporary Moral Language and its Central Concepts and Metaphors

N. 2 'I can explore moral issues that concern the prevention of life, namely contraception and abortion.' This number is misleading, hopefully unwittingly so. Abortion is not the prevention of life in the way a condom, for instance, would be. Abortion is a life-stopper, that is, it destroys the life of an unborn human being. This stands in stark contradiction to the repeated calls on behalf of the voiceless. Embryos are the best example of human beings who rely on others for a voice.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#513

university_lecturer

None

General comments or concerns about the subject:

I see much emphasis on justice and fairness but no mention of solidarity. Animate objects are not restricted to humans and animals. Examples for the public and the private are reversed. There is no mention or understanding of human dignity (and of its source). I believe that it is short-sighted to eliminate all talk of transcendence (there is also no mention of conscience - or even virtues like prudence - at all). The background understanding seems to be that a secular culture is another religion ... alongside Christianity etc. I think that this is wrong at least for the reason that it is, of course, very difficult to think of any secular culture. Sartre famously said, 'we are all Christians' (meaning that our beliefs and values are imbued with, and parasitic upon Christianity). And of course, one cannot eliminate talk of dialogue and even overlaps.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#514

university_lecturer

None

General comments or concerns about the subject:

This is better than the previous level. There is mention of conscience and solidarity. There is a rejection of violence and an advocacy of persuasion. However, I am worried about support for the fact-value distinction. It appears that values are merely historical accidents. I also strongly think that it is incorrect to consider Christianity as a 'religion of the book'. I also do not think that humanism (even secular humanism) is necessarily tied to individualism. It appears that the background assumption is that of moral relativism (it seems that one cannot argue respectfully about virtues and values) ... this is very debatable and, I believe, dangerous as an assumption. So is the excessive emphasis on autonomy (which does not sit well with solidarity). Once again, secular humanism is being presented as a kind of super religion.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#515

university_lecturer None

General comments or concerns about the subject:

I like the idea of journaling. And appreciating diversity and demonstrating a positive attitude towards others is very laudable. The same goes for care of self/others. I think that the scope of the syllabus is however rather limited (to consideration of Utilitarianism and Kantianism mostly). Virtue ethics seems to have been left behind (when it has become increasingly important in the literature). The same goes for the moral dilemma approach. It may be fun but it is not the best way to learn ethics. Perhaps one can go for a case-study approach. Also, the social side of ethics (business, economic, political, media) appears to be vastly underrepresented.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#516

teacher None primary

General comments or concerns about the subject:

I think that teachers should be provided with Social Stories - about the various learning outcomes so that the students will be able to relate more to what is being taught to them.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Learning Area Outcome: I can learn about and from my own experience of the world and from the beliefs, practices and traditions of others.

Subject Focus: Learning about and from our own experience of the world and from the beliefs, practices and traditions of others.

Although I agree with the above learning outcome, unfortunately we do not have the opportunity to discuss the experiences / traditions of children who are not in our class.

Area Outcome: I can learn about and from my own experience of the world and from the beliefs, practices and traditi.

Subject Focus: Religious and Secular Cultures and Belief Systems

This is also often discussed during Religious Education. Notwithstanding that children know that we should treasure and respect 'different' people or people with different situations, children are biased according to what they are made to believe at home.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#517

university_lecturer None

General comments or concerns about the subject:

I am most concerned about the excessive focus on utilitarianism and kantianism. Virtue ethics and natural law do not seem to feature at all. Also the stress is on personal ethics ... social ethics is left completely out of the picture! This is strange when one considers that ethics is supposed to help one become a good citizen. It rather appears that the syllabus is concerned with highlighting the overriding value of choice (and therefore helping to bring about a society of autonomous self-reflective ... and self-interested individuals).

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

university_lecturer None

General comments or concerns about the subject:

I like the reference to role models, the principle of reciprocity and the ethic of care. I also like very much the emphasis on the responsibility of speaking for the voiceless. The reference to self-harm is important. I am not sure I understand what is meant by the sexual aspect of love as a way of caring for others. It seems to be too abrupt, hasty and sounds irresponsible. Again, the social aspect of ethics is omitted.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

university_lecturer religion primary

General comments or concerns about the subject:

It is not clear how the Learning Outcomes listed under the Subject Focus: Religious and Secular Cultures and Beliefs systems are related to the Learning Area Outcome and to the same Subject Focus. There is no reference to religious or even secular traditions.

The identified CCT Learning Outcomes should be taken from the Learning Outcomes identified by the CCT groups

Once again the LOs under subject focus Fostering a positive sense of self are minimally related to the LAO and to the subject focus. The LOs (especially from 2 onwards) are very well written however the identified LOs are not comprehensive in that they do not nurture children's sense of awareness nor are there any LOs that help children to question/formulate the belief in the Ultimate Reality. This is extremely important since more than 70% of children that will follow the Ethics programme adhere to a religious/spiritual

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

university_lecturer religion primary

General comments or concerns about the subject:

The LOs are most of the time not related to the LAO

LO5 under SF: Religious and Secular Cultures and Beliefs Systems: presents a very limited and particular view of secular humanism - it does not present the diversity that exists in this Tradition - for instance it excludes a communitarian of persons who declare to be secular humanists

Please note that the term Three Religions of the Books is not accepted by denominations. It would be better if the term Monotheism is used

RE LO2 in the SFs: The three religions of the book : please note that the difference in moral outlook does not solely depend on the authority recognised by the community but most importantly according to the interpretation that the community adopts - this accounts for the variety that exists in the three monotheistic religions

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

university_lecturer religion primary state_school

General comments or concerns about the subject:

Cont..

The three religions of the book could be clearer. The way LOs are written seem to imply that while children will be expected to learn about the history and development of secular humanism and learn from this tradition regarding the language of autonomy, pupils (who will mainly come from Muslim or Christian families) do not seem to have opportunity to learn about and from Islam and Christianity. In this level there seems to be an emphasis on secular humanism. Given that this is only one (if present at all) of the many traditions that will be present in the Ethics class and should be considered alongside the other traditions and worldviews.

The 4 LOs listed under the SF: Fostering a positive sense of ourselves - is minimally related to the LAO. Once again there is no LO that dealing with awareness, connectedness and the Ultimate Reality

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

university_lecturer religion primary

General comments or concerns about the subject:

Not all LOs derive from the LAO

LO2 SF Learning about and from our own experience...seem to underestimate the pervasiveness of Weltanschauung.

LO2 SF Religious and Secular Cultures: why only highlight the differences and not also the similarities that exist

LO3 SF Religious and Secular Cultures: why aren't children helped to understand different notions of conscience - why are they only limited to the view of secular humanist (which makes me also question - which strand of secular humanism is going to be presented?)

LO1 SF The three religions of the book (which should be changed to Monotheistic religions) - why accentuate the differences? when they actually generate a basic moral culture that is common to most of all traditions within these three religions

LO3 SF The three religions of the book Please use Hebrew Bible and not Old Testament which is a Christian term

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

university_lecturer religion

General comments or concerns about the subject:

Once again many LOs do not derive from LAO

RE LAO I have a positive sense of myself...: 1. once again reference to the Ultimate reality is missing. 2 All verbs used denote a cognitive process. I strongly suggest that the drafters include LOs that help adolescents grow in the affective dimension

There is no LO that helps adolescents to examine the beliefs of others (both religious and non) - at this stage adolescents should be helped to form/confirm their own beliefs by learning from and about other belief systems. To exclude the religious and spiritual dimensions is to impoverish the concept of ethics

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#525

university_lecturer None

General comments or concerns about the subject:

LO3 SF Religious and Secular Cultures: is extremely worrying. The way it is presented is biased. Why should adolescents have to be able to bring arguments against the doctrine of Sanctity of Life. Please be aware that a number of parents (especially Muslim or Orthodox Christians) will strongly object to this slant in the syllabus. I strongly recommend that LO 2 and 3 are reworded in the following manner:

I can express gratitude for my own life and for being connected to the life on earth (thus tackling the affective dimension)

I can investigate the concept of sanctity of life as well as the challenges that medicine and lifestyles may pose to this principle.

LO2 SF Fostering a positive sense...: why limit to non human beings - the right to life is a fundamental human right (art.3) + it a right of every living being (one cell or complex structures)

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#527

university_lecturer None

General comments or concerns about the subject:

Cont...

Why should 15 year old adolescents be made to only consider issues of how to prevent life, to kill life (abortion, self defence killing, capital punishment, suicide)? In what way will the form 5 ethics course help students get a positive outlook on life and on their responsibility to contribute towards the sustainability of life. I was hoping to see more on social justice, the integration for the marginalised, the distribution of wealth and the eradication of poverty, their contribution through their professions and lifestyles to a better and more just world.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#529

university_lecturer None

General comments or concerns about the subject:

I am positive on the way the LOs have been identified at this level. I still believe that the area should be more sensitive to the diverse contexts and beliefs of learners.

Overall, the whole programme (5-10), is a fair first attempt however it needs to be more comprehensive in its scope. Without diminishing the importance Fairness, Justice and animal rights there are many more central issues that need to be tackled in order to provide for students holistic education such as Goodness, the problem of Evil, the Ultimate Reality/God, Aesthetics, Social Justice, Politics, Solidarity, Forgiveness, and Commitment.

The NCF clearly states that Ethics should be an alternative to CATHOLIC Religious Education and not to Religious Education. To refuse to deal with Spiritual Education (a subject that is tackled in various secular and liberal curricula) is a missed opportunity and an offence to student's right to students' holistic education.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

