Concept paper on Ethical Principles in University Teaching in Sri Lanka

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Abstract

The purpose of this concept paper is to provide a set of basic ethical principles that define the professional responsibilities of university professors in their role as teacher. Ethical principles are conceptualized here as general guidelines, ideals or expectations that need to be considered, along with other relevant conditions and circumstances, in the design and analysis of university teaching. This study extends current literature by distinguishing between moral/ethical and legal/ethical matters and then re-evaluating the effectiveness of ethics training. A cohort of academics with significant ethical training evaluated ethical scenarios. Half were moral and half contained legal as well as moral components. After further ethical instruction they re-evaluated the scenarios. Ethical attitudes towards legal/moral issues improved, but attitudes towards moral- only issues did not. Are fundamental ethical principles being ignored in an effort to prevent more obvious accounting wrongdoings? Accounting ethics training needs to be reassessed if true ethical improvement is to be achieved.

Keywords: Ethical principles, Teaching, University

Introduction

Education systems all over the world have been evolving for a long time, which includes from infancy to fellowship. Education systems are the indispensable for the societies to sustain in the rapidly changing world. It should not be only comprehensive, sustainable, and superb, but must continuously evolve to meet the challenges of the rapid and unpredictable globalized world[1].

Thus, it has evolved into systemized set up in the world includes quality assurance and related checklists[2]. There are performance indexes to maintain the quality of education provided (Standards and Guidelines for Quality Assurance in the European Higher Education Area. Even though, ethical and moral education is well developed, there is a lack of ethics and morality in practice in all the fields[3-5]. For an example, in teaching, the moral and ethical frame works were addressed on a narrow focus, though the character and moral development theory and practice in education conceive a broader aspect[4]. The teacher performance assessment systems as well as the lack of room in the teacher education curriculum for moral education and ethical matters lead to the narrower focus[6].

The sectoral learning rather than a holistic approach further aggravated the narrow focus in almost all the fields. Moreover, the Post-industrial revolution has led to machine learning, which also fails to give higher values for ethical and moral values.

This phenomenon doesn't leave out the religious education, spiritual development or spirituality. The religious educators also looked at gaining knowledge or information rather than considering ethical or moral changes and the ultimate ethical changes. It reflects in following example: parent-children relationship, teacher-student relationship, medical practitioners-patient relationship and consumer-client relationships. The professional value and attitude dramatically declined over the years. Thus, there is a gap or lack of focus on current education system, which is mainly due to the practical applications of moral and ethical values[5].

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