The development and validity of ethical rules - Code of Ethics

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Paskelbė Jónás Diána - Wed, 06/15/2022 - 11:57
Pamokos / projekto plano tipas
Pamokos planas
Sektorius
Creative professions, arts
Tema, mokymosi sritis
Subject: a separate subject in Marketing and Legal Studies; Field of study: running a photographic business
Profesinis (-iai) dalykas (-ai)
Marketing
Klasė
14th grade
Mokymosi ir ugdymo tikslai
Be able to distinguish between: 1) industry ethical standards and local, workplace standards; 2) be able to identify ethical rules related to photography; 3) be able to identify ethical value pairs in a given situation
Sąvokos
ethical rules, copyright, data protection, moral dilemmas
Reikalingos priemonės
Digital platforms: 1) workstation 2) Anchor, Moodle, H5p applications
Medžiaga, pateikta prieš pamoką arba projektui

Using the flipped learning method, I prepare content as an introduction to conceptual understanding, which I put together as an online podcast. I have been using ppt for years and based on this I record explanations of the ppt in a non-classroom setting. I try to present in a clear and to the point way and to spice up the presentation with my own experience (I do this to make it real life and thus increase motivation).

Įvadinė dalis ir pamokos / projekto plano rengimas

Before the lesson, of course, I outline to my students that they are about to embark on a three-hour project, starting with a preliminary independent study. I will briefly describe the task and the ethical topic for the first phase of the flipped

classroom method, but really only in a few sentences.

Pamokos / projekto įgyvendinimo planas

Lesson 1 - The first lesson is a reinforcement of the knowledge related to the curriculum, as after listening to the podcast, students already have an introductory knowledge of professional ethics. I would proceed along pre-prepared questions assessing, reinforcing and giving feedback on students' answers. Where there is a gap, I would, of course, take a different approach.

Lesson 2 - Once the podcast and the first project lesson have been completed, the class has the knowledge and understanding of the basic concepts needed to complete the task, so I present the task, which is framed as a pair work and the content is to act out the role of an imaginary dialogue and then record it in writing between the ethically offended and the offender (ethical offence could be: presenting someone else's work as your own intellectual product or violating privacy rules, etc.). The product of the lesson is therefore the creation of the dialogues and their uploading to the Moodle platform.

Lesson 3 - In the third lesson, we will evaluate the dialogues together, with a special focus on how the students have experienced the roles.

Vertinimo planas

I plan to do a developmental assessment in the third lesson, as I can use the information I have gathered so far to keep track of where the students are in achieving the objectives, so I can correct, reinforce or give them extra information.

Diferencijavimas

When working in pairs, I differentiate by assigning a more passive student to a more active, creative student.

Namų darbai, projekto užduotis

The project consists of two parts: 1) uploading the class dialogue to the Moodle platform (a shared product of the pair's work), and 2) writing a description of How I experienced my role (the second task is a personal written report based on guided questions and criteria.)