



The Doha Declaration:
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Education for Justice (E4J)
University Module Series: Integrity & Ethics

Teaching Guide

for lecturers using the
E4J University Modules on
Integrity & Ethics

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EXECUTIVE SUMMARY

This Teaching Guide accompanies the series of 14 University Modules on Integrity and Ethics which were developed by UNODC under its E4J initiative. The series contains the following Modules:

- Module 1: Introduction and conceptual framework
- Module 2: Ethics and universal values
- Module 3: Ethics and society
- Module 4: Ethical leadership
- Module 5: Ethics, diversity and pluralism
- Module 6: Challenges to ethical living
- Module 7: Strategies for ethical action
- Module 8: Behavioural ethics
- Module 9: Gender dimensions of ethics
- Module 10: Media integrity and ethics
- Module 11: Business integrity and ethics
- Module 12: Integrity, ethics and law
- Module 13: Public integrity and ethics
- Module 14: Professional ethics

The Teaching Guide provides relevant background information and pedagogical guidance for lecturers who are using or interested in using the above Modules in the classroom. Following a brief introduction to the E4J initiative and the Modules, the Teaching Guide includes four substantive sections. The first section offers pedagogical advice on relevant teaching methods that could be employed when delivering classes based on the Modules and explores some of the educational theories that underpin these methods. The section particularly discusses the following five core learning principles that have influenced the development of the Modules:

1. *The power of prior knowledge and experience:* An effective way to help students learn something new is to test it against what they already know.
2. *Varied and active engagement:* For students to gain a deep understanding of new knowledge, skills, or values, they must actively engage with it.
3. *The challenge of transfer:* Our best means of helping students to transfer knowledge, from inside the classroom contexts in which they first encounter it to outside the classroom, is to connect that knowledge to contexts that students encounter in their everyday lives.
4. *The social nature of learning:* Although we often think about learning as a solitary affair, the construction of new ideas and knowledge operates most effectively when students

combine solitary study with opportunities for discussion and collaboration with one another.

5. *Becoming self-aware*: The more self-aware students are about their learning, the more they can monitor and improve their learning in any subject. As much as possible, we should seek out opportunities to invite students to identify what they understand or do not understand, or where they are strong and where they need improvement

The second section of the Teaching Guide discusses the importance of an ethical learning environment for effective ethics education. The section offers practical suggestions on how lecturers can foster such an environment, with a particular focus on what they can do within the context of the classroom. Thus, for example, the section suggests class activities through which the lecturer can engage the students in developing ethical ground rules for classroom behaviour. Such activities not only help to create a positive learning environment, but they also reinforce the values and messages of the Modules, thus providing another source of ethics education that enhances the impact of the Modules.

In its third section, the Teaching Guide provides summaries of each of the 14 Modules and their learning outcomes. These summaries offer a first glimpse into the content and approaches of the individual Modules as well as an overview of the entire module series. For ease of access, each summary is hyperlinked to the corresponding full Module.

Finally, the fourth section provides guidelines for integrating the Modules into the curricula. In particular, it offers advice on how to adapt the Modules to local and cultural contexts, incorporate them within existing courses, change their suggested timeframes, develop stand-alone courses from one or several Modules, and use the Modules in larger class settings. The section also proposes specific combinations of Modules that could be considered in different disciplines.

The Teaching Guide furthermore includes an appendix with brief descriptions of all 71 exercises that are included in the Modules. The appendix indicates which of the five core learning principles discussed in the first section underpin each exercise. This can be especially useful for lecturers who are looking to enrich their existing courses by adding innovative and interactive class exercises.

INTRODUCTION

A. THE E4J INITIATIVE AND ETHICS EDUCATION

The United Nations Office on Drugs and Crime (UNODC) launched the Education for Justice (E4J) initiative as part of its [Global Programme](#) for the Implementation of the [Doha Declaration](#) on Integrating Crime Prevention and Criminal Justice into the Wider United Nations Agenda to Address Social and Economic Challenges and to Promote the Rule of Law at the National and International Levels, and Public Participation. The Doha Declaration was adopted by the Thirteenth United Nations Congress on Crime Prevention and Criminal Justice in 2015 and endorsed by the United Nations General Assembly in its [Resolution 70/174](#). The Declaration recognizes the fundamental importance of universal education for children and youth, for the prevention of crime, terrorism and corruption, as well as to promote sustainable development.

In support of the Doha Declaration, the E4J initiative aims to build a culture of lawfulness among children and youth through the provision of age-appropriate educational materials on topics related to criminal justice, crime prevention and the rule of law, and the integration of those materials into the curricula of all education levels. The E4J initiative is also closely linked with the [2030 Agenda](#) for Sustainable Development, which emphasizes the importance of education for ending poverty, protecting the planet and ensuring prosperity for all.

At the university level, E4J aims to facilitate and promote teaching on issues related to UNODC's mandate areas, including anti-corruption, organized crime, human trafficking and migrant smuggling, counter-terrorism, cybercrime, crime prevention and criminal justice, firearms, as well as on integrity and ethics. As part of these efforts, UNODC has developed university modules and teaching guides on the above areas, which lecturers can adapt and integrate into their courses. While UNODC's work traditionally revolves around law enforcement and crime prevention, the organization recognizes that a culture of lawfulness can only exist when societies and individuals are guided by principles of integrity and ethics. UNODC is therefore promoting integrity and ethics education at the university level, through the E4J initiative.

Ethics education is particularly important at the age of undergraduate and young postgraduate students – typically between 18 and 24 years of age – but also at more advanced ages. A comprehensive study, which reviewed 55 studies of education interventions designed to stimulate developments in moral judgment, found that programmes with adults (over 24 years old) are more effective than with younger learners. However, following a programme of three to 12 weeks, significant effects were also obtained with students up to 24 years old (Schlaefli

and others 1985). Another study found that ethics education programmes in US law schools were effective in substantially increasing the students' moral development and professional-ethical identity (Hamilton and others 2012).

In many parts of the world, young people leave their parents' home in order to enrol in university. Several years later, they graduate and take their place in society. As the bridge between family and society, the university is the logical place for developing, teaching and practicing ethics. By offering ethics education, universities empower and equip students to make and carry out proper ethical choices later in their professional life, ultimately benefitting the broader society (Rice and Webb 2017).

In 2017, UNODC commissioned a study of 136 integrity and ethics university courses worldwide. The study also examined the market of non-academic ethics courses. The findings revealed the following general trends and patterns:

- The 2008 financial crisis sparked an increase in integrity and ethics courses.
- Integrity and ethics courses are especially proliferating in graduate degree programmes where they cover specific applied aspects of ethics (e.g. corporate, administrative and legal).
- In terms of geographical patterns, universities in North America (United States and Canada) have the largest concentration of integrity and ethics courses, followed by Western Europe, Latin America, East Asia, Middle Eastern states (in particular Gulf states) and Africa.
- The courses generally focus on the concept of 'ethics' rather than the concept of 'integrity'.
- The number of integrity and ethics courses using high-level and innovative teaching methodologies are small.
- Outside of academia, there is a growing demand for training programmes on ethical codes of conduct related to different jobs and professions.

These trends suggest that there is a need for high quality and comprehensive integrity and ethics education at universities around the world, especially, but not exclusively, at the undergraduate level. To help lecturers and universities to begin to fill this gap, the E4J initiative developed the University Modules on Integrity and Ethics (hereinafter: the "Modules").

B. UNIVERSITY MODULES ON INTEGRITY AND ETHICS

The very first discussions about the shape and approach of the Modules took place in the context of the E4J University Expert Group Meeting, held in Vienna on 8 and 9 March 2017. The event brought together around 80 academic experts to recommend ways in which E4J can provide support to academics interested in teaching on UNODC's mandate areas. Some

of the recommendations focused on promoting stronger teaching in the field of integrity and ethics and were further discussed and confirmed in three regional expert consultations held by E4J in April 2017. The Modules were developed based on these recommendations, and with the support of over 70 academic experts from more than 30 countries. UNODC launched the Modules in June 2018, at the 3rd Regional Conference on Higher Education in Latin America and the Caribbean (CRES 2018).

The Modules offer a novel approach to global ethics education, based on innovative teaching materials and methods that can help students develop critical thinking skills and prepare them for value-driven and effective action. They furthermore add value to existing university programmes by introducing materials that have been developed by the United Nations and validated by leading academics from around the world. In addition, their emphasis on integrity in addition to other ethical concepts, will add value to most exiting ethics education programmes. The Modules seek to enhance students' ethical awareness and commitment to acting with integrity and to equip them with the necessary skills to apply and spread these norms in life, work and society. To increase their effectiveness, ensure their relevance and generate interest, the Modules connect ethical theories to practice and to everyday life. This practical orientation is intended to ensure that students learn not merely *what* is the right thing to do, but also *how* to get the right thing done. The Modules use innovative interactive teaching methods such as experiential learning and group-based work. These methods keep students engaged, help them develop critical thinking skills and ethical decision-making capabilities, and motivate them to become committed to ongoing ethical improvement.

The Modules focus on core integrity and ethics topics such as universal values, ethics and society, ethical leadership, diversity and pluralism, behavioural ethics, gender dimensions of ethics, and how integrity and ethics relate to important fields such as media, business, law, public service and the various professions. The Modules are based on global data and are linked to global issues at the heart of the Sustainable Development Goals (SDGs). The Modules emphasize common universal values, while drawing on approaches from around the world. Thus, they leave room for diverse perspectives and lecturers can easily adapt them to different local and cultural contexts.

Different Modules fall in different places along the continuum between theoretical and applied ethics. The theoretical ones could be relevant to some lecturers as stand-alone modules, while for others they can provide a lens through which to view and teach the more applied Modules. An introductory module (Module 1) maps the conceptual terrain and can be used to acquaint students (and lecturers) with basic approaches to integrity and ethics. The Module provides an overview of approaches to integrity and ethics from the perspective of multiple traditions, which can especially help lecturers and students with little or no relevant background to understand these complex concepts that are open to multiple interpretations. It is

recommended that lecturers study Module 1 even if they do not teach it, as this will help them prepare for delivering classes based on any of the other Modules.

The Modules are not complete courses, but rather focus on key relevant concepts via a three-hour structure of content, exercises and assessment. Each Module also contains suggestions for expansion into a full course. Where possible, the Modules refer to open source materials that are publicly and freely accessible. Importantly, the Modules are multi-disciplinary and intended for use by lecturers from various disciplines and sub-disciplines in their teaching of undergraduate and graduate students. This includes **lecturers who are not necessarily ethics experts, or teaching ethics courses, but would like to strengthen the ethical components of their courses.** To ensure their relevance to different regions and disciplines and to lend themselves to a variety of uses, the Modules are flexible by design. Their modular structure makes it possible to select only the relevant Modules or even only parts of them. Here are some examples of university departments that could benefit from the Modules:

- Departments that traditionally do not address integrity and ethics related issues in a formal manner, but that would find it valuable to engage with these concepts.
- Departments that traditionally offer only professional ethics courses, e.g. in law, medicine, accounting and journalism. Subjects such as these may benefit from a more in-depth exploration of the ethical terrain.
- Departments that already offer extensive teaching in the area of integrity and ethics (e.g. philosophy departments or business schools). These departments might want to benchmark their own materials against the E4J materials or consider the development of new courses based on the E4J Modules. The Modules could also be introduced as electives or could be offered at summer / winter schools.

The Modules are freely available **on the [E4J website](#)**. UNODC offers them as open educational resources (OER) to assist lecturers in preparing and delivering university classes on integrity and ethics. Users may visit the E4J website and download and copy the information, documents and materials for non-commercial use. For tracking purposes, UNODC would appreciate being informed about the way in which the material was used and how many students were involved (messages should be sent to unodc-e4j@un.org). Users can also contact E4J or [register](#) on the E4J website to receive news updates.

SECTION ONE: HELPING PEOPLE LEARN - TEACHING METHODS AND PRINCIPLES

The past several decades have seen an explosion of new research on how human beings learn. That research has taught us that human beings are, as anthropologist Susan Blum has written, “born to learn” (Blum, 2016, p. 3). We begin learning in our infancy and can continue to do so throughout our life span. However, while learning comes naturally to us, teaching does not. Indeed, helping another human being learn turns out to be a very complex challenge, one that has given rise to the rich field of educational theory.

Most university lecturers spend their own student years mastering their disciplinary knowledge, and do not have the opportunity to study that body of educational research. They usually can draw upon their experience as learners, as well as their early experiences as teachers, to develop effective teaching strategies. However, opportunities to reflect upon the educational process, even after one has gained experience as a teacher, can still prove helpful in developing new ideas or improving one’s existing practice.

The Modules in this series, and especially the teaching materials and activities that can be found in each of them, align with some core principles from the educational theory research that are worth noting before working through the Modules. This brief outline is offered for two reasons. First, these principles help provide a theoretical grounding for the teaching methods recommended in the Modules. Just as we want students not only to *practice ethical behaviour* but also to *understand the principles* that guide such ethical behaviour, we wanted to make explicit the educational principles that provide a foundation for the activities lecturers plan for their students. Second, even if choosing not to use the recommended teaching activities, lecturers can use the learning principles to create and structure learning activities that might be especially appropriate for a particular context.

In what follows we offer a brief overview of five core learning principles that can be used to guide the creation of any type of learning environment, from a full traditional university course to a single learning session within a larger context. Within each principle, we have provided links to examples of learning activities that can be found within the Modules. The Appendix to this Teaching Guide includes a Table of Exercises, where we indicate which of the five core learning principles are reflected in each of the over 70 exercises that are included in the Modules.

After exploring the five core learning principles, we briefly discuss the use of case studies, a popular teaching method which is extensively employed in the Modules.

A. THE POWER OF PRIOR KNOWLEDGE AND EXPERIENCE

Whenever we are learning something new, we normally begin by testing it against what we already know. Researchers refer to what we already know as our *prior knowledge*, and it turns out that our prior knowledge has a substantial impact on how we process and understand new learning. The educational theorist Jean Piaget argued that our prior knowledge takes the form of *schema*, which one might think about as mental models or conceptual maps of our understanding in a particular area. Bain (2004) provides an overview of the theory of schema especially as it relates to university teaching. We have schema in our minds that govern all our thinking and action. We have a mental model of how a car works, for example, and that model gives us the information we need to get into the driver's seat and make it run. Another schema tells us how the city is laid out and enables us to navigate our way around it. A third and related model informs our understanding of the traffic laws.

Piaget and other educational researchers have argued that learning consists of making changes to our existing models - but that such changes can be difficult to make, and in fact we often fight against making changes to our models. When we encounter new information or ideas, our first instinct is to cram them into our existing models, even when they do not quite fit. Imagine a traveller to a foreign city which used what looked to her like traffic lights to keep people informed about the weather. Unless someone told the traveller the purpose of the lights, she would continually seek to interpret them as somehow connected to traffic, even when realizing that this interpretation did not fit well with what she was observing.

As teachers, we want students not simply to filter our course content through their existing models, but to change and expand those internal models. One of the most effective ways to accomplish this is by having students articulate and reflect upon their prior knowledge and mental models prior to learning something new. When students are invited to discuss their understanding and experiences of a subject *before* they have gained initial exposure to it, this opens the student up to the prospect of change. Moreover, as a happy corollary, this process helps teachers recognize the specific misconceptions and problems the students have, and it enables these points to be addressed more effectively.

In short, if teachers do not understand or discuss the ethical understandings that students bring into the room, they are less likely to reach the students with any of the course content. In many of the Modules, we encourage lecturers to invite students to surface their current ideas about ethics, or engage in ethical decision-making activities, *before* the lecturer presents the content to them for the first time. This helps students to surface and discuss their prior knowledge and gives the lecturer a clear picture of what will be most important for the lecturer to address and emphasize throughout the Modules.

An example of this approach to learning about ethics can be found in the Possible Class Structure of Module 1 (Introduction and Conceptual Framework):

Conceptual analysis of integrity (15 minutes)

- *The lecturer asks students to divide into groups of three or four, and to provide their definition of integrity;*
- *A few groups provide feedback to the class; and*
- *The lecturer shares the textbook definition of integrity.*

Note that in this case the Module recommends that the lecturer begins by asking students to provide their own definitions first, and then share and discuss those definitions as a class. Only after those definitions have been articulated does the lecturer share the textbook definition of integrity - and, in so doing, the lecturer can explicitly address some of the misconceptions or problems that were evident in the students' initial definitions.

Almost any learning experience is enhanced when students first have the opportunity to articulate and discuss their prior knowledge about a subject matter. This process can at times seem messy and inefficient, as the students' initial discussions or ideas will be incorrect or incomplete. However, taking even a short amount of time to learn about their understanding helps the lecturer to realize the best way to change and enhance the mental models that they have brought into the room. James Lang (2016) offers a more extensive discussion on the benefits of having students try to answer questions or solve problems before they are ready to do it.

B. VARIED AND ACTIVE ENGAGEMENT

For learners to gain a deep understanding of new knowledge, skills, or values, they must actively engage with it. Active engagement *can* come through listening to a lecturer or viewing a video, but that should never be the only form of engagement that students have with the learning material. They should also have opportunities to engage with it in other ways, such as through writing, discussions, brainstorming activities, role plays and debates. In all the E4J Modules, there are recommendations for teaching and learning activities that require students to actively confront ethical questions, problems, and challenges. Whether lecturers choose to use these recommended activities or develop activities of their own, they should ensure that students are required not only to listen, read, or view (which are more passive forms of learning), but also to speak, write, and act.

Lecturers might have heard or read about the theory that students have different *learning styles* - such as visual learning, or auditory learning, and so forth - and that hence teachers should seek to identify the preferred learning style of every student and tailor instruction to it.

This theory has been used to support and promote a range of educational initiatives, some of them expensive and time-consuming to put into practice. Over the past two decades researchers have tested this theory in several different ways and found that it is not well-supported by the evidence (Brown, 2014). While it is generically true that some of us prefer to read or listen to lectures while others like to engage in discussions or write, no evidence supports the idea that we learn more effectively or deeply when we are working in our preferred learning style. Indeed, some researchers have discovered that students are often mistaken when they predict the type of activity that produces the greatest learning for them.

We are discovering more and more that learning is most effective when it requires some effort on the part of the student, which means that students might learn more effectively when they are required to engage in activities that they find challenging. The student who enjoys listening to lectures may learn comfortably from lectures, but when that student has to gather her thoughts and deliver them to her peers in a role play activity, that challenge to her comfortable style of learning may be more memorable to her than the most brilliant lecture she has attended. The literature often refers to this phenomenon as “desirable difficulties” (Bjork 2013 and [this](#) blog).

All of this leads to an important conclusion about the kinds of engagement activities that should be designed for students: *they should be varied*. If the lecturer does nothing but lecture to students, those students who do not respond very well to lectures - because they have difficulty paying attention for long periods of time, for example - are at a disadvantage. Likewise, if the lecturer does nothing but have students engage in debates, those students who like to have the opportunity to read or listen quietly to an expert are at a disadvantage. As the lecturer is putting together plans to teach any of the Modules, he or she should consider how to offer varied methods for students to engage actively with the learning material.

All the Modules contain within them recommendations for active engagement in different forms. For example, Module 2 (Ethics and Universal Values) includes a Possible Class Structure with a variety of activities in a single class. If the lecturer were to follow the suggested sequence, students would be engaging in the following activities:

- Listening to a lecture accompanied by a slide presentation
- Watching a short video
- Engaging in a whole-class discussion on key questions
- Working in small groups on a clearly defined task
- Writing their own Declaration of Human Values
- Creating a performance which might include poetry, music or dance
- Performing or presenting to their peers
- Introducing an educational board game or app

This extremely wide range of activities gives every student the opportunity to feel comfortable in some aspects of the work and challenged in others. The creative student might fidget through the lecture but come to life in the creation of the performance. The more intellectual student will relish the lecture and video and must be helped by their peers to present their ideas to the class.

As lecturers plan teaching activities for the Modules, they should keep in mind the principle that they are seeking to create for their students a varied range of active forms of engagement with the learning material.

C. THE CHALLENGE OF TRANSFER

The ultimate goal of all education is *transfer* of knowledge: the ability of the learners to take what they have learned in one context and apply it to a new context. In the area of integrity and ethics, lecturers want their students to take what they have learned in the Modules and apply it to ethical situations they encounter outside of the classroom: on campus, at home, in their careers, and beyond. When teaching a class based on Module 4 (Ethical Leadership), for example, one might expect that students will take the principles covered in that lesson and use them when they find themselves in leadership positions - but they might be months or years away from assuming leadership roles in a professional environment or in their communities.

Research on learning shows that transfer is very difficult to achieve. People tend to learn new skills and ideas within specific contexts and then associate those skills and ideas with the context in which they learned them. The best means of helping students transfer knowledge outside of the classroom contexts in which they first encounter it is to help connect that knowledge to contexts that students encounter in their everyday lives (Ambrose, 2010). As much as possible, lecturers should always work to provide real-world examples of the ideas and principles that they are teaching, and - even better - invite students to identify and explain their own examples of those ideas and principles.

Good teachers usually do this during their lectures or discussions. When they introduce a new idea, they provide examples of how it has appeared in the world, or they offer hypothetical scenarios in which it could appear in the world. Lecturers should make sure that at least some of their examples connect to the contexts in which students live: the histories of their own countries, the people with whom they are familiar, the everyday contexts in which they live. Of course, part of educating students means opening their eyes to historically and geographically distant countries and histories and people, but if the lecturer never helps them see the connection between the content and their own lives, students are unlikely to transfer the course content to their lives.

Fortunately, lecturers do not have to do all the work of making these connections themselves. If students gain a thorough understanding of the content, they should be able to identify their own examples of how the taught principles could apply in their own lives. Consider this very easy example of a teaching activity from Exercise 1 of Module 3 (Ethics and Society):

Students are encouraged to bring a daily newspaper to class or to access any news-related website. They are given five minutes for individual preparation – the task is to explore the front page or headlines and to identify three to five stories with a clear ethical component. After five minutes, small groups are formed to discuss and share examples. Each group is required to select one example to present to the class.

Inviting the students to comb through news reports, especially if those news reports are local, helps the students get into the habit of viewing the news through the lens of the principles lecturers are helping them to master - and that, in turn, gets them into the habit of transferring the principles into other contexts outside of the classroom.

All the Modules invite students to engage in activities or tackle real-world dilemmas in which the course content would apply. They also encourage lecturers to discuss how the content applies to the students' lives outside of the course. However, the lecturer should search consistently, as he or she is both planning a course and engaged in teaching, for opportunities to facilitate transfer by inviting students to make connections between the content and their own lives.

D. THE SOCIAL NATURE OF LEARNING

Although we often think about learning as a solitary affair, the construction of new ideas and knowledge operates most effectively when learners combine solitary study with opportunities for discussion and collaboration with one another. Every Module contains recommended teaching activities in which students are collaborating with one another in discussions or other group activities. Whether lecturers pursue these recommended activities or create activities of their own, the students benefit when they can share ideas, learn from one another, and even argue and debate.

Two related theories help support the proposition that students benefit from opportunities for collaboration with one another. First, as an expert learner in a specific field, lecturers might have developed what researchers call "expert blind spots": in other words, they are no longer able to see the material as a new learner sees it. Lecturers might have found this in their experience thus far as teachers: they explain something to a student that seems quite clear to them, but the student seems baffled. Researchers who study this problem have pointed out that experts, when they are explaining their subject matter to a new learner, often skip over steps or concepts that have become so automatic to them that they are no longer consciously

aware of them. For example, if an expert swimmer were to teach someone to swim, the expert might focus on helping someone to develop perfect form in the motion of the arms and legs. In the meantime, the student might be gasping for air, as the teacher failed to instruct them in how to breathe properly throughout the strokes—something that the teacher does automatically and took for granted the learner would know. Ellen Langer (1997) offers an overview of the difficulties that arise from recognizing knowledge or skills that have become too familiar to us.

Students who are struggling together to learn something have no expert blind spots. They can thus often be more helpful to one another than the teacher can. A second theory about learning, one developed a century ago by Russian educational thinker L.S. Vygotsky, helps explain why this is so. Vygotsky posited that we should identify two levels of ability in learners: their current state of ability, and the abilities that they might achieve with the help of experienced peers or guides. In other words, imagine ten mathematics problems of increasing difficulty. Working on his or her own, a student might be able to solve all the way through problem six. However, if that student were to join together with two peers, the three of them might be able to help each other get through problem eight. The difference between these two levels of achievement - what the student could accomplish on his or her own and what he or she could accomplish with the help of peers - was described by Vygotsky as that student's *zone of proximal development*. In other words, that zone represents the next stage of learning that the student can achieve when he or she works collaboratively with others (Vygotsky, 1978).

As students are listening to lectures, watching videos or reading texts that explain the core ideas of ethics to them, they gain a certain level of mastery over the material. But they will have mastery over different parts of it. One student might have a very strong command of Concept A but a fuzzy grasp of Concept B and find Concept C completely confusing. By collaborating with his or her peer who is confused by Concept A but has a firm grasp of Concepts B and C, the student will be able to push him or herself and his or her peers into that zone of proximal development, thereby improving the learning of them both. The Modules thus provide plenty of recommended activities in which students work together on tasks, enabling them to help each other deepen their understanding of integrity and ethics.

One practical point about asking students to work collaboratively should be considered. Ideally, the students should work together to complete a concrete task of some kind. If the lecturer simply provides discussion questions for students, and invites them to discuss with one another, it is likely that the more motivated students will follow the directions, while the less motivated ones stray off task. This problem can be avoided if the requirement is that students work collaboratively to *produce* something: a document, a list, a map, a performance, etc.

Always make sure that student groups have a deliverable of some kind, even a very informal one.

In Module 13 (Public Integrity and Ethics), for example, students are learning about the relationship between ethics and public service. Exercise 2 of that Module asks students to consider the ethics code of a particular country and compare it to a theoretical framework that has been introduced by the lecturer. The students are put into groups and asked to annotate that code by connecting its items with the principles from the theory. The students then explain the work they have done to the class in a plenary session.

This exercise gives students the opportunity to help each other complete an initial learning activity, and then to present their work to the entire class. This basic structure works well for many types of collaborative activities and provides students with the opportunity to help each other learn.

E. BECOMING SELF-AWARE

Finally, we know that one key for effective learning is what researchers call *metacognition*, which refers to our ability to understand our own knowledge levels and learning abilities. The more self-aware students are about their learning, the more they can monitor and improve their learning in any subject. So as much as possible, lecturers should seek out opportunities to invite students to identify what they understand or do not understand, or where they are strong and where they need improvement. Cognitive psychologist Stephen L. Chew has created a series of videos for students on the importance of metacognition to their learning. The videos summarize the key research in this area in ways that are accessible to both teachers and students, and can be found [here](#).

Lecturers can insert small opportunities for these kinds of conversations throughout many of the recommended activities. Several of the E4J Modules recommend having students engage in debates or role plays surrounding ethical issues. Activities like this can always be followed by the opportunity for students to debrief and reflect upon the experience. This can be done in the form of discussions or writing activities. The lecturer can also consider pausing during role plays or simulations and giving students the opportunity to articulate their current state of understanding; once they have done so, the lecturer can then return them to the activity. Activities like role plays, simulations, and debates will be much more effective learning experiences if the students take the time to reflect upon the experience and to articulate explicitly what they learned from them.

In Module 7 (Strategies for Ethical Action), there are many recommended teaching activities that explicitly invite students toward self-reflection and analysis of their thinking. Exercise 3 of that Module, for example, concludes with the following directions:

After listening to your colleague’s proposed solution to the values conflict under discussion but before discussing it, take a moment to silently consider your responses to the following questions:

- *What is your immediate response to your colleague’s strategy and “script”?*
- *What are the strengths of this response?*
- *What questions do you still have for your colleague?*
- *If you were the target of this response, how do you think you would react?*
- *What might improve this response?*

These kinds of questions invite precisely the sort of reflection that produces better metacognition and help provide the student with direction for her future learning.

Another very simple strategy that many lecturers use in their courses takes the form of a writing exercise that students can complete at the end of any class period, no matter what the activity is. In this technique, usually called the “Minute Paper” (see Module 9 for an example), the instructor pauses the class a few minutes before the end and asks students to write down their responses to two questions: “What was the most important thing you learned today? What question remains in your mind?” When students conclude a learning experience by reflecting upon these two questions, they are helping to seal in their minds the most fundamental knowledge or skill from the class, and they are also taking stock of their learning to discover where they still need help. As an added bonus, lecturers will find it useful to read what students have to say. They might all be confused about the same idea or they might have rated as “most important” an idea that lecturers see as less critical. In either case, this can be addressed with the students in the next class period.

Learning researchers tell us that most of us have “fluency illusions” in our understanding of any given topic. In other words, we tend to assume we know more than we actually do. These fluency illusions, which plague our students as well, can de-motivate them from learning something new. The best remedy for fluency illusions is to encourage self-reflection and analysis of one’s own knowledge. Most importantly, paying attention to the metacognition of their students helps lecturers empower the students and motivate them for continued learning after the formal education has concluded.

F. USING CASE STUDIES

It may be worth saying a few things about the use of case studies given that many of the Modules employ this important teaching method. Case studies can either be fictional or real-life. The scope can range from very extensive, e.g. a typical [Harvard Case Study](#), to small caselets of a few paragraphs.

The Richard Ivey School of Business at the University of Western Ontario is one of the most prolific producers of business case studies. They [explain](#) the reason for using cases as follows:

A "case allows (the student) to step figuratively into the position of a particular decision maker." The strength of the case method of teaching is that students have to apply business principles to the issues raised and defend their recommended course of action to their fellow students. Cases enable students to put themselves in the place of actual managers. Students analyze situations, develop alternatives, choose plans of action and implementation, and communicate and defend their findings in small groups and in class. Cases are used to test the understanding of theory, to connect theory with application, and to develop theoretical insight. Cases are still one of the best ways to enable students to learn by doing.

The case studies that are most often used in the E4J Modules are sometimes called "illustrative case studies". According to the [Writing Guide](#) at the University of Colorado:

Illustrative case studies are primarily descriptive studies. They typically utilize one or two instances of an event to show what a situation is like. Illustrative case studies serve primarily to make the unfamiliar familiar and to give readers a common language about the topic in question.

In the E4J Modules, the case studies are generally short descriptions of a situation where a decision must be taken. The student is then placed in the position of the decision maker and has to decide (and articulate) how to respond in that specific situation. Within this context the role of the lecturer is primarily to facilitate the discussion. In most cases students come to class having read the case already. The lecturer introduces the topic and the case and then leads discussion. The lecturer also concludes the discussion by emphasizing the main learning points, but the bulk of the discussion should be done by students. Depending on the class size, the discussion takes place either in a plenary or in small groups. When guiding discussion, the lecturer needs to ensure that the students do not simply jump to the proposed solution within the first few minutes of discussion. Therefore, the following is a generic series of questions that could be used by the lecturer:

- What are the different issues that are relevant in this case?
- Who are the stakeholders?
- Who is the main decision maker?
- What are the options available to the decision maker?
- What are the criteria that should be used to select the best option? (This is a key part of the discussion to relate the case to the theory discussed in class, if applicable.)
- What would you recommend?
- What are possible critiques of this decision and how would you respond?

Depending on the facilities available, the lecturer should use a board or flip chart to capture the conversation. This could be done either informally as discussion unfolds or it could be more structured. Some lecturers spend hours to design a board plan in advance and then apply this in a flexible way during the discussion.

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* *These five books provide an overview of the latest research on teaching and learning in higher education and are recommended for further reading.*

SECTION TWO: FOSTERING ETHICAL LEARNING ENVIRONMENTS

The E4J University Modules on Integrity and Ethics provide materials and pedagogical tools to help lecturers teach classes on a variety of ethics topics. However, effective ethics education requires going beyond the mere teaching of ethics topics; it requires a supportive ethical learning environment. Experiencing an ethical environment while at university enhances the moral sensitivity and ethical behaviour of students and helps them appreciate the importance of ethics in their personal and professional life and in society more broadly. In addition, when the values and messages emphasized in ethics classes are consistent with those that prevail outside of the classroom, they are more likely to be considered valid by the students. Thus, an ethical environment is not only important as an educational method on its own right but is also crucial for the effectiveness of ethics classes and courses, including those based on the E4J Modules.

Against this background, lecturers teaching the E4J Modules may wish to provide an ethical environment in the classroom and at the university. In this environment, everyday relationships and practices are based on ethical standards, and students are guided and supported in living and interacting ethically.

In what follows, we explore two main methods that lecturers can easily use within their classroom to foster an ethical learning environment: creating ethical “ground rules” for the class and serving as ethical role models. The former method is most effective when students are engaged in developing and enforcing the rules. The experience of participating in the creation of an ethical environment at the university is particularly empowering as it demonstrates to students that they can help foster ethical environments in other contexts.

A. SETTING GROUND RULES FOR ETHICAL BEHAVIOUR

How should students behave in the classroom? Are they allowed to eat, to use electronic devices, what language can be used during class deliberations? How should a lecturer behave when dealing with class interruptions, when answering students' mails, when addressing questions during classes? These are all routine questions that arise during each course in almost any country or field of education, and all of them involve ethical issues.

Examples of unethical student behaviour are well-known: arriving late for class, using mobile phones or computers for non-educational purposes in class, cheating in exams and plagiarizing the work of others. Universities are constantly trying to address this behaviour through increased vigilance (e.g. plagiarism software) and disciplinary procedure, but while this might

prevent some unethical behaviour from occurring, it rarely has a lasting impact. One way to deal with these issues is to set ground rules for behaviour in the classroom.

By way of example, if class exercises involve telling personal stories, the ground rule might be that every student has the right to be heard and that every student should be open and tolerant to different opinions and show respect for such opinions even when they disagree. The lecturer has the responsibility to ensure that this rule is adhered to at all times. The ground rules should not deal with disciplinary matters or establish sanctions (many universities already have a transparent disciplinary system). Their sole purpose is to guide students on proper conduct.

The ground rules for ethical behaviour in the classroom should ideally be co-created by students and lecturers, who will also participate together in monitoring the implementation of the rules. Students who create the rules will be more inclined to follow them. Moreover, the experience of participating in the creation of an ethical environment at the university is empowering for students as it demonstrates that they can help foster ethical environments in other contexts. In fact, the process of creating the ground rules can be more meaningful to students than its outcome, as the deliberations around drafting the rules generate many opportunities to raise ethical awareness. Involving students in setting the ground rules is therefore an effective way to both foster an ethical learning environment and deliver ethics education. In this context, the previous section's discussion about the importance of active engagement for effective learning is recalled. And of course, implementing the rules during classes, although challenging at times, can be a very effective tool in ethics education.

There are many different practical measures the lecturer can take to involve students in creating the ground rules. For example:

- The lecturers can ask the students to work in small groups to identify and describe an ethical issue or problem in the classroom and draft a rule or guideline that deals with it.
- The lecturers can encourage the students to produce short video clips on their mobile devices that highlight common ethical problems. These can be posted on social media platforms like Facebook or Instagram.
- The lecturer can assign specific issues to individual students or groups, e.g. "classroom behaviour" or "exam behaviour". The issues are discussed and then ground rules are drafted and agreed upon.
- The lecturer can establish a student competition for the most creative slogans or posters that address the topics of the ground rules.
- To motivate and inspire the students, the lecturers can create short video clips that address common ethical problems in the classroom and share these with the students.

- The lecturer can launch a campaign (online or offline) to introduce the forthcoming development of the ground rules. Once created, the lecturer can introduce the rules as part of the campaign. The lecturer can also ask the students to sign a contract at the beginning of the course, where they undertake to follow the ground rules. At the end of the course the lecturer can ask the students to write a reflective statement about the impact of the rules.

If the circumstances are favourable, the lecturer can take this project one step further by "upgrading" the classroom ground rules to apply to the entire department or the university as a whole. This can even be the basis for developing an honour code or an ethics code for the university community - addressing the various types of behaviour within the broader university environment and designed for the various types of community members in the university, including students, lecturers and administrative staff. One of the lecturers can be elected or volunteer to manage the process of implementing the ground rules or code. Taking this comprehensive approach, however, requires additional resources as well as full support from the top management of the institution.

B. LECTURERS AS ETHICAL ROLE MODELS

Actions speak louder than words. Ethical *behaviour* can foster ethical *learning* among students more effectively than merely *teaching* ethics in isolation. "How you teach" is equally important to "what you teach", especially when teaching integrity and ethics. Lecturers, by the very nature of their job, set an example for their students and should ideally serve as role models of ethical behaviour within and beyond the classroom. Lecturers who teach ethics should especially be committed to serving as ethical role models, as this is critical for the credibility and effectiveness of their courses. In other words, to create a favourable environment for teaching on ethics and values, lecturers must demonstrate integrity and limit unethical behaviour in the lecturer's daily practice at the university, including their behaviour ethically towards students, fellow lecturers, and the administrative staff (Hallak and Poisson, 2007).

Lecturers have many opportunities to demonstrate proper ethical behaviour and, by doing so, to become a role model for their students. For example:

- Starting classes on time and ending them on time.
- Dealing with interruptions and distractions in class in an appropriate manner.
- Facilitating class discussion in a way that demonstrates respect for different opinions.
- Not taking advantage of his/her professional relationship with students for private gain.
- Grading in a timely fashion and providing comprehensive feedback to help students learn and improve their skills.

- Answering emails and other messages from students promptly and respectfully.
- Performing assessments of assignments and tests in a fair way.
- Demonstrating empathy and understanding to students in difficult circumstances.

A mapping of possible misbehaviours at higher education level can be found on the online ETICO resource platform available at <http://etico.iiep.unesco.org>. To improve their own ethical awareness and behaviour, lecturers could organize certain activities for their own benefit. For example:

- At the beginning of every academic year, lecturers can organize a workshop to prepare for the issues discussed above. An innovative approach is to ask students to prepare and teach some sections of the workshop. This role reversal leads to important learning on both sides, and acts as a general morale booster.
- The lecturers could create an ethics code for themselves, if such a code does not already exist in their institution. Such codes can be a very useful tool to help regulate lecturers' behaviour in relation to students, other lecturers, administrative staff, and additional members of the university community, provided they are developed in a participatory manner (Poisson, 2009). If such a code already exists, lecturers can help establish a committee that oversees the implementation of the code.
- At the beginning of every academic year and before the examination period, the dean or head of department could address the lecturers in a special email citing the relevant ground rules and reminding them to follow the rules. They can also refer to codes of ethics if such codes exist for their institution.

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SECTION THREE: OVERVIEW OF MODULES AND LEARNING OUTCOMES

All 14 University Modules on Integrity and Ethics are freely available on the E4J website. Summaries of all the Modules, including their learning objectives, are provided below (click on the title to access the full module). Brief descriptions of all 71 exercises that are included in the Modules are summarized in the appendix.

MODULE 1: INTRODUCTION AND CONCEPTUAL FRAMEWORK

This Module provides a brief introduction to the concepts of integrity and ethics. It is designed to be used by lecturers who wish to provide their students with conceptual clarity and expose them to ethical dilemmas and ethical decision-making. The concept of integrity has been added to broaden the focus from the more traditional field of ethics. Combined, the concepts of integrity and ethics provide a more comprehensive perspective – they allow us to move beyond discussions about the difference between right and wrong in order to focus on relationships and behaviour as well.

Throughout the Module, students will be introduced to concepts and thrown in at the deep end by being asked to make decisions on what they would regard as the most ethical solutions to dilemmas. Students will be guided through three major ethical theories and challenged to agree or disagree with them. Students should not be afraid to take a stance, as this will enhance their learning and enjoyment of the Module.

The learning outcomes of this Module are:

- Understand and define the concepts of integrity and ethics
- Describe three major theoretical approaches in integrity and ethics
- Identify ethical dilemmas and apply different theoretical approaches
- Understand the concept of personal integrity in the context of this Module

MODULE 2: ETHICS AND UNIVERSAL VALUES

This Module explores the existence of universal human values, which are those things or behaviours that we believe should be privileged and promoted in the lives of all human beings. A value is one of our most important and enduring beliefs, whether that be about a thing or a behaviour. Even though some values may be universal, they often arise from particular religious, social and political contexts. To understand this, students will examine one of the “universal values” within the United Nations system, i.e. human rights. Students will be introduced to the formation of the Universal Declaration of Human Rights (UDHR) and

understand how it originated from debates among a multicultural group of individual philosophers, diplomats, and politicians. Students will undertake an active learning exercise to create a Universal Declaration of Human Values (UDHV) to reinforce these ideas.

The learning outcomes of this Module are:

- Understand the ideas of values, ethics and morality in a multicultural context
- Understand how universal values can be uncovered by different means, including scientific investigation, historical research, or public debate and deliberation (what some philosophers call a dialectic method)
- Understand and discuss the idea of moral relativism and the challenges it poses to universal values
- Critically assess the relationship between theory and practice in the formulation of values
- Understand that values arise from lived experiences, but need to be justified to others
- Understand the role of deliberation and debate in framing such values
- Understand how to create an actionable document through such a process

MODULE 3: ETHICS AND SOCIETY

This Module explores the importance of ethics to society and the relationship between these two concepts. It is designed to be used by lecturers to help their students understand the concept of society – sometimes defined as humankind as a whole, sometimes in relation to a particular place – and to investigate the ways in which ethical approaches can be applied to increase our understanding of society, and ultimately our attempts to improve it. It also aims to illustrate that ethics is part of the fabric of any dimension of society. Particular attention is given to social contract theory and the work of John Rawls, with specific reference to the concepts of justice and fairness.

The learning outcomes of this Module are:

- Define the concept of society
- Understand the relationship between ethics and society
- Describe different theoretical approaches that inform this issue, with specific reference to social contract theory
- Articulate and defend a preferred position on the relationship between ethics and society while appreciating its limitations

MODULE 4: ETHICAL LEADERSHIP

We live in a world in which individuals, organizations, countries and societies are increasingly connected. Therefore, the impact of leadership – both good and bad – reverberates throughout entire political and economic systems. Greater connection equals greater influence, and this has changed the nature of leadership. Leaders have influence beyond their organizations, increasing the interconnection between ethics and good leadership. This Module is designed to help lecturers acquaint students with the theoretical underpinnings and practical applications of ethical leadership, taking into account the cultural diversity of contemporary organizations. The Module is structured around three major questions:

- *What* is ethical leadership?
- *Why* is ethical leadership important?
- *How* can ethical leadership be promoted?

The learning outcomes of this Module are:

- Define and give examples of ethical leadership
- Understand leaders' ethical responsibilities
- Explain effective ethical leadership
- Assess ethical leadership
- Identify ways to promote ethical leadership

MODULE 5: ETHICS, DIVERSITY AND PLURALISM

This Module explores the concepts of diversity, tolerance and pluralism. It examines ways in which the acceptance of diversity may be challenging but can be understood and accomplished by drawing on ideas and examples of ethical behaviour. The Module provides a menu of options and approaches for addressing ethical challenges involving issues of race, religious belief, gender, sexual orientation, (dis)ability, political views, and a range of others. It illustrates the relevant concepts through discussing historical social systems in which tolerance and pluralism were evident, and historical role models of integrity who provided inspirational leadership in modelling diversity and acceptance in vexing situations. The Module also discusses moral quandaries in which solutions to a moral dilemma are not clear-cut and require specific forms of ethical reasoning. The discussion emphasizes and explores the importance of diversity, not only in the context of fairness to individuals and marginalized groups, but also as a means to improve society as a whole. The Module engages the students with a variety of pedagogical techniques, including mini-lecture, discussion, debate, and role playing, to encourage participatory decision-making within both hypothetical and real-life diversity-sensitive situations.

The learning outcomes of this Module are:

- Understand and define diversity, tolerance and pluralism
- Perceive the value of cultures, identities, histories and points of view other than one's own
- Provide examples of moral role models whose actions promote the values of tolerance and pluralism
- Demonstrate a preliminary understanding of more complex aspects of diversity such as intersectionality, identity and subcultures

MODULE 6: CHALLENGES TO ETHICAL LIVING

The Module seeks to help students understand some of the psychological mechanisms that can lead one towards unethical behaviour in certain circumstances. By discussing several well-known psychological experiments, the Module highlights certain basic human features which, while often working in our favour, can sometimes lead us to act unethically. The Module seeks to motivate students to take responsibility for their lives by avoiding common pitfalls that can impair their ability to act ethically. Experimental research suggests that self-control is essential to ethical behaviour, but that self-control is like a muscle that develops with exercise and becomes fatigued by overuse (Baumeister, 1999). This shows the extent to which keeping out of harm's way is perhaps as important as working to strengthen our capacity to control ourselves. For the purposes of this Module, taking responsibility for ethical behaviour in our lives means strengthening our self-control 'muscle' and learning how to avoid situations that may lead us to do things that we would later regret. The experiments discussed in the Module were chosen because of their pedagogical value, the issues they highlight, their relevance to the lives of students, and the diversity of useful materials (including videos) available for them. There are many other psychological factors that influence ethical behaviour, which are outside of the scope of this Module (some of them are explored in Modules 7 and 8).

The learning outcomes of this Module are:

- Understand mechanisms that lead us to act unethically and identify their impact on one's own life
- Explain and demonstrate how these mechanisms can play both positive and negative roles in our lives
- Understand the relationship between taking responsibility and being ethical, and how this applies to one's own life
- Gain insights that could facilitate working towards ethical improvement

MODULE 7: STRATEGIES FOR ETHICAL ACTION

This Module introduces practical strategies for taking ethical action in the workplace (in the public or private sectors), university, community and in life more broadly. Acting ethically is often not easy. As discussed in Modules 6 and 8, there are numerous psychological quirks and contextual pressures that often make it difficult to do the right thing. The present Module discusses several practical strategies that can help well-meaning people overcome at least some of these obstacles. The strategies explored in the Module go beyond merely raising awareness of the challenges and pitfalls that obstruct ethical behaviour. They are action-based approaches or methods that build capacity to act ethically. For example, the Module shows the extent to which script writing, action planning, rehearsal and peer coaching can help navigate challenging ethical situations even in circumstances that can lead ethical people to act in ways that contradict their genuine commitments. These action-based approaches draw on research and experience suggesting that capacity for ethical action can be built through training and good practice examples.

The learning outcomes of this Module are:

- Understand how to overcome common psychological and contextual impediments for taking ethical action
- Adopt strategies for taking ethical action that have been developed in different sectors and areas
- Craft, refine and deliver scripts for enacting ethical action and build the habit to do so
- Become more effective change agents
- Apply peer-coaching techniques around workplace ethics conflicts

MODULE 8: BEHAVIOURAL ETHICS

Evidence from behavioural science research has shown that people are less consistent and less rational in their decisions than they would like to admit to themselves. Sometimes a person may not be aware when his or her behaviour diverts from ethical standards. This is because justifications and biased judgment blur the perception of ethical breaches (OECD, 2018). This Module provides a brief introduction to the field of behavioural ethics, which studies the psychological processes that drive ethical and unethical behaviours. The aim of this Module is to provide students with insights into human behaviour that can be easily translated into actions they can take to create more ethical environments. The Module relies on students completing up to three surveys before class begins, as part of the preparation process. These surveys will provide data that can be used to illustrate concepts presented in the Module. Students will understand the concepts better when they can see those concepts in their own

behaviour. The pre-class surveys are a critical innovation for this Module, as they illustrate not only course content but also how behavioural science is conducted.

The learning outcomes of this Module are:

- Identify ethical risks in everyday life, societies, and organizations that can lead to unethical choices, such as structures that diffuse responsibility or a group that has collectively de-stigmatized unethical behaviour
- Understand that ethical choices are not made in isolation, but are part of social interaction (so what others think or do matters)
- Use behavioural insights to create an environment which encourages more ethical behaviour
- Appreciate that behavioural policy design can be implemented effectively to increase ethical behaviour at very little financial cost

MODULE 9: GENDER DIMENSIONS OF ETHICS

This Module introduces the gender dimensions of ethics. It aims to increase students' awareness of how even implicit or unconscious gender-based prejudices and biases prevent individuals from leading an ethical life. The Module focuses on gender-based marginalization of women. This is not to suggest that men cannot be discriminated against. However, as recognized by the United Nations' Sustainable Development Goals (SDGs), women are overwhelmingly subjected to several types of gender-based discrimination and violence throughout the world. The Module discusses different forms of gender-based discrimination suffered by women and considers feminist approaches that developed in response to these harms. It focuses on the relational feminist ethical theory known as the Ethics of Care (EoC) and shows how this framework can help in identifying and addressing gender discrimination. Although the Module focuses on the marginalization of women, many of its insights can be applied to address marginalization of other groups.

The learning outcomes of this Module are:

- Correctly define basic gender concepts, gender discrimination and the Ethics of Care approach
- Understand the ways in which people are marginalized based on gender, and that gender intersects other demographics
- Define and detect sexism in one's own everyday life and understand the ways one can combat it individually and collectively as a generation, culture or community
- Understand the movements and ethics of feminism in their historical context
- Apply the Ethics of Care theory to address and prevent gender-based discrimination

- Demonstrate what adopting an Ethics of Care approach and taking a moral position against gender discrimination mean in one's own everyday life

MODULE 10: MEDIA INTEGRITY AND ETHICS

This Module discusses the relationship between the concepts of ethics and media. It aims to facilitate introspective reflection on the ways in which all of us, as individuals, play a part in the creation and dissemination of media. The Module explores the critical importance of ethics to both traditional forms of media, such as journalism, as well as modern forms of social media. The advent of social media technologies and digital news has increased the ethical responsibility of individuals in this field, especially given the global reach and powerful impact of these new media forms. These changes, together with fake news and increasing media restraints worldwide, render this Module important and relevant to students from all disciplines.

In recognition of this changing landscape, the Module extends the discussion of ethical responsibilities beyond professional journalists to news consumers, social media users, and the so-called "citizen journalists". It is designed to help lecturers enhance their students' understanding of who exactly a media provider or consumer is, and what type of ethical considerations need to be considered by those who are in these roles. The Module also seeks to provide students with an understanding of the detrimental effect that a lack of integrity and ethics in media provision and consumption can have.

The learning outcomes of this Module are:

- Appreciate the responsibilities of the media and the ethical dimensions of media creation/provision and consumption
- Understand the ethical obligations that media providers have towards society
- Make ethical decisions regarding the media, whether as providers or consumers, professionals or non-professionals, or simply as users of social media
- Analyse media ethics cases and issues using the Potter Box decision-making model

MODULE 11: BUSINESS INTEGRITY AND ETHICS

This Module introduces students to the idea that integrity and ethics are key to sustainable business success. It examines the reasons why individuals in corporate entities should act with integrity and do business ethically. It further provides an overview of the building blocks of an effective integrity and ethics culture that supports businesses in acting as good corporate citizens. Compliance, which is a concept encompassing the measures that businesses take to adhere to standards, rules and regulations, is also an important part of any discourse on integrity and ethics and therefore is touched upon in this Module. Emphasis is placed on the

role of codes of ethics or codes of conduct as tools for businesses to achieve both ethical behaviour and compliance. Although codes are only one component of an overall business ethics programme, they are a tangible way to actualize ethical practice in business.

E4J Integrity and Ethics Module 1 (Introduction and Conceptual Frameworks) defines the terms integrity and ethics, introduces basic ethical concepts and their philosophical roots, and demonstrates ethical reasoning and analysis. This Module builds on those discussions. A central message of the Module is that businesses need to adopt a comprehensive and multidisciplinary approach to uphold integrity standards and address ethical issues. The Module also briefly explains how businesses can contribute to the achievement of the United Nations Sustainable Development Goals.

The learning outcomes of this Module are:

- Explain why integrity and ethics are important for both corporations and individuals in the world of business
- Present the business case for the importance of integrity and ethics in business (both in terms of driving long-term value creation and protecting value)
- Describe the key components required to design, implement and support a successful integrity and ethics programme in any business
- Suggest ethical management approaches for businesses of various characteristics in terms of size, legal status, or level of complexity

MODULE 12: INTEGRITY, ETHICS AND LAW

Why is it that some actions are legal but not ethical, or ethical but not legal? This Module is designed to be used by lecturers in a variety of disciplines who wish to introduce their students to the ideas of integrity, ethics and law, including what these concepts stand for and how they are different. Integrity, ethics and law are in the news daily and regularly impact students' lives, so all students will benefit from having a clear understanding of these ideas and the challenges they raise. The discussion of legal issues is basic, rendering the Module ideal as a component in non-legal courses and programmes. However, law students would benefit from this Module as well because it introduces a fundamental distinction that all law students will encounter: what is the difference between law and ethics? Thus, the Module could be integrated into introductory courses in law and national legal systems, courses in legal ethics, or any law course that raises issues of ethics.

The learning outcomes of this Module are:

- Understand the concepts of integrity, ethics and law, including how they overlap and how they are different

- Understand and analyse a problem involving integrity, ethics and law in the public domain, and create and evaluate solutions
- Anticipate, identify and reflect on problems regarding integrity, ethics and law in their own lives
- Recognize the importance of integrity, ethics and law in resolving challenges students will face in the future

MODULE 13: PUBLIC INTEGRITY AND ETHICS

This Module examines methods and approaches to strengthening integrity in the public sector. It is designed to be used by lecturers who wish to introduce students to the importance of public service integrity and the ways in which public organizations can promote ethical working environments. The Module explores the concept of integrity management in the public sector. It also discusses other ethical frameworks that apply to public organizations, such as codes of ethics and codes of conduct. After highlighting the importance of integrity in the public sector – or public integrity – the Module focuses on two main ideas. The first idea is that ethical behaviour is driven by both external and internal incentives. Therefore, establishing ethical public organizations requires processes that reach stakeholders’ minds and hearts. The second idea examined in the Module is that strengthening the integrity of public organizations requires working in parallel on personal ethics, organizational culture, and management systems. The discussions build on the concepts elaborated in Modules 1 and 14. Going beyond theoretical and conceptual explanations, the Module includes interactive exercises that help students reach a deeper understanding of the issues.

The learning outcomes of this Module are:

- Understand the key instruments for strengthening public integrity and ethics and the processes of integrity management in public organizations
- Appreciate the challenges involved in strengthening integrity and ethics in the public service
- Analyse codes of ethics as specific sets of public values and action principles, and understand the interdependence of the values
- Evaluate and analyse public service scenarios and attempt to create instruments that manage the risk of integrity breaches

MODULE 14: PROFESSIONAL ETHICS

Should a journalist publish very private information about someone to inform the public about an issue? Should a lawyer withhold confidential client information that would save someone’s life? This Module is designed to introduce students to the nature, practices and importance of

professional ethics. The Module first helps students distinguish professional ethics from personal and theoretical ethics, and then sensitizes students to a major issue raised by professional ethics, that of potential conflicts between role morality and personal morality. The Module also familiarizes students with professional ethics codes, something students will encounter when they begin employment in a profession. Students may have already encountered such codes that apply in the university environment, such as ethics codes for lecturers. The Module will help students realize the significance of professional ethics to various entities, including institutions, individuals, and society at large. By highlighting the importance of professional ethics, the Module will help lecturers encourage students to adopt an ethical orientation in their professional lives. If the Module is taught as part of a programme aimed toward preparing students for a specific profession such as medicine, business, law, education, or journalism, the lecturer is welcome to add examples and practices from those professions.

The learning outcomes of this Module are:

- Clearly distinguish between personal, theoretical and professional ethics
- Think critically about ethical issues, which are encountered first hand within a career, and apply personal, theoretical, and professional ethics to vexing moral decisions within specific professions
- Grasp the challenges posed by potential conflicts between role morality and personal morality, and consider ways of resolving those conflicts
- Understand the role of professional codes of ethics, the difference between aspirational and disciplinary codes of ethics, and how professional codes may apply in their career

SECTION FOUR: MODULE ADAPTATION AND DESIGN GUIDELINES

The University Modules on Integrity and Ethics have deliberately been designed to be adapted. Each Module provides an outline for a three-hour class but can be used for shorter or longer sessions. The following paragraphs provide examples of the kind of adaptation that can take place. It is not an exhaustive list and can be expanded where required.

To be able to support lecturers even further, UNODC would appreciate receiving any adapted versions of the E4J Modules (messages should be sent to unodc-e4j@un.org). UNODC will then share these with its network lecturers as examples of how the Modules can be adapted to different regions, contexts and disciplines.

A. LOCALIZING THE CONTENT

The lecturer can take the following steps to localize the content:

- Determine if there is any content that might be deemed offensive in a local cultural context and remove or adapt that part
- Provide a customized introduction that refers to relevant legal frameworks and case studies, perhaps recent examples that appeared in the local media
- If required, replace or complement the existing readings, case studies and exercises with examples that reflect the local context
- If appropriate, merge the E4J content with an existing module
- If required, translate the content into a local language
- Adapt content to better relate to a certain discipline, sector or industry

B. INTEGRATING WITHIN AN EXISTING COURSE

All the E4J Modules have been designed in a way that they could either be offered as a stand-alone module or integrated within an existing course. As mentioned before, the modular structure allows lecturers to select only those that are relevant within a specific context. Lecturers may also create a complete course on integrity and ethics by using all 14 Modules.

Lecturers have many options to use an E4J Module. As a stand-alone module, it could be offered as either a voluntary or mandatory addition to a course, e.g. as a workshop offered outside the normal scheduled sessions. It could also be offered as part of summer or interim sessions or as public sessions with broader participation than simply the registered students.

Integration within an existing course requires advanced planning, because a specific session would have to be scheduled in a course outline, which may have to go through internal

approval processes. Lecturers often have substantial flexibility to introduce new, but related, content in a course outline. For example, in a media and communications studies course there is likely to be an existing focus on ethics. In such a case, the lecturer can either replace the existing content with the E4J Module or adapt / merge the existing content with the E4J content. If there is no existing ethics content, the lecturer will have to rearrange the current content to create space in the course outline for the E4J material.

It remains the responsibility of the lecturer to familiarize herself or himself with the academic requirements of the specific institutions. The process described above might not always be possible.

C. CHANGING THE TIMEFRAME

The three-hour time slot is offered as a guideline. Depending on the lecturing style and the class size a typical E4J Module, with all exercises, could probably be offered in a timeframe that ranges between one and four hours. These requirements vary between institutions and programmes. Undergraduate contact sessions are usually shorter, and one E4J Module might have to be spread over two or more sessions. By contrast, postgraduate sessions could last two or three hours, which might be sufficient to cover the content of an entire Module. However, some lecturers may still wish to spread the Module over two sessions, as the break in between the two sessions could allow students to process and internalize the materials better. In some cases, lecturers might wish to introduce additional content to offer a half-day or even a full-day workshop.

There are no rigid guidelines in this regard and lecturers need to make adjustments to fit their circumstances.

D. DEVELOPING A STAND-ALONE COURSE

Each Module contains a separate section, “Guidelines to develop a stand-alone course”, that is described as follows:

This Module provides an outline for a three-hour class, but there is potential to develop its topics further into a stand-alone course. The scope and structure of such a course will be determined by the specific needs of each context, but a possible structure is presented here as a suggestion.

The guidelines are very flexible and provide some high-level suggestions on the content and structure of a stand-alone course. They can also be used to provide ideas for adding content to longer sessions or workshops.

E. MODULE COMBINATIONS

Lecturers might wish to deliver combinations of the available Modules. These could potentially be developed into courses that would meet requirements of systems such as the European Credit Transfer System (ECTS), which forms part of the Bologna process. More information about the ECTS is available [here](#). The table below provides suggestions on possible combinations that could be considered in different disciplines. These are offered as suggestions for courses that comprise seven sessions. If required, an eighth session can be scheduled for an examination. Each session in Table 1 can refer to a three-hour contact session, the proposed timeframe for an E4J Module, or it can cover a longer or shorter period that would fit the specific requirements. In the case of shorter contact sessions of one hour or less, an E4J Module could also be delivered over three separate sessions.

	Social Sciences	Economics and Management	Engineering	Law
<i>Module 1: Introduction and Conceptual Framework</i>	Session 1	Session 1	Session 1	Session 1
<i>Module 2: Ethics and Universal Values</i>	Session 2			Session 2
<i>Module 3: Ethics and Society</i>	Session 3	Session 2	Session 2	Session 3
<i>Module 4: Ethical Leadership</i>		Session 3	Session 3	Session 4
<i>Module 5: Ethics, Diversity and Pluralism</i>	Session 4	Session 4		Session 5
<i>Module 6: Challenges to Ethical Living</i>	Session 5			Session 6
<i>Module 7: Strategies for Ethical Action</i>	Session 6		Session 4	
<i>Module 8: Behavioural Ethics</i>		Session 5	Session 5	
<i>Module 9: Gender Dimensions of Ethics</i>	Session 7	Session 6	Session 6	
<i>Module 10: Media Integrity and Ethics</i>				
<i>Module 11: Business Integrity and Ethics</i>		Session 7		
<i>Module 12: Integrity, Ethics and Law</i>				Session 7
<i>Module 13: Public Integrity and Ethics</i>				
<i>Module 14: Professional Ethics</i>		Session 7	Session 7	

TABLE 1: POSSIBLE COMBINATIONS

Combinations will be determined by institutional or faculty requirements and informed by thematic priorities. Lecturers could also consider combinations involving E4J Modules in other areas. It is recalled in this context that E4J also offers university modules on the core crime mandates of UNODC, including anti-corruption, crime prevention and criminal justice, cybercrime, firearms, organized crime, trafficking in persons/smuggling of migrants and counter-terrorism. Given the availability of E4J Modules on a variety of subject areas, and in the context of the myriad of possibilities provided by different timeframes, the entire E4J module series is adaptable to many different environments.

F. TEACHING LARGE CLASSES

Given their highly interactive nature, the exercises in the Modules are most appropriate for relatively small classes of up to 50 students, where students can be easily organized into small groups in which they discuss cases or conduct activities before group representatives provide feedback to the entire class. In larger classes comprising a few hundred students, it is more challenging to have the same small group structure and the lecturer might wish to adapt the facilitation techniques to ensure sufficient time for group discussions as well as providing feedback to the entire class. The easiest way to deal with the requirement for small group discussion in a large class is to ask students to discuss the issues with the four or five students sitting close to them. Given time limitations, not all groups will be able to provide feedback in each exercise. It is recommended that the lecturer make random selections and try to ensure that all groups get the opportunity to provide feedback at least once during the session. If time permits, the lecturer could facilitate a discussion in plenary after each group has provided feedback.

CONCLUSION

The E4J initiative offers an innovative approach to global ethics education, an area that is of critical importance to address some of the biggest challenges of our time. It is the hope of the United Nations Office on Drugs and Crime that universities around the world will make use of this module series and that it adds value to new or existing course offerings, for both students and lecturers.

APPENDIX: TABLE OF EXERCISES

The E4J University Modules on Integrity and Ethics include over 70 interactive exercises. The table below lists all these exercises and briefly describes each of them. In addition, the table indicates which of the five core learning principles discussed above (see section on “Helping people learn”) are relevant to each exercise.

<i>Module / exercise #</i>	<i>Exercise title</i>	<i>Brief description</i>	<i>Core learning principles</i>
1.1	Personal values	After showing a video on personal values, the lecturer asks the students to develop a list of their own personal values and to prioritize their top ten values and then to discuss them in small groups.	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning
1.2	Shipwreck situation	The lecturer asks the students to imagine that their ship has started to sink in the middle of the ocean. Eleven people have jumped into a life-boat that only fits ten people, and the life-boat is also starting to sink. What should the passengers do? Throw one person overboard and save ten lives? Or stick to the principle of “do not kill”, which means that everybody will drown? The lecturer can invite contributions from the class and even take a vote, and then illustrate how different theoretical approaches (e.g. utilitarianism and deontology) will lead to different solutions that are both valid in terms of the particular approach.	<ul style="list-style-type: none"> • Prior knowledge and experience • Varied and active engagement
1.3	Case study: Baby Theresa	The lecturer presents a case of parents who have to decide what to do with their baby, who was born with one of the worst genetic disorders. The lecturer facilitates a group discussion around these questions: How do we put a value on human life? What should one do when there is a conflict between the law and one’s own moral position about an issue? If you were in a position to make the final decision in this case, what would it be and why?	<ul style="list-style-type: none"> • Social nature of learning • Varied and active engagement • Challenge of transfer
1.4	Case study: Emails exposed	After presenting a case study in which school authorities are monitoring student’s social media and e-mail accounts, the lecturer facilitates a group discussion around these questions: Should universities be allowed to monitor student email and social media accounts? If so, under what circumstances? What crosses the line between campus safety and invasion of privacy? Are university rules regarding email and social media monitoring too vague? If so, how can these rules be changed for more clarity? Should Robert have been punished for cheating in class if he did not know his email was being monitored? What about his tutor?	<ul style="list-style-type: none"> • Social nature of learning • Varied and active engagement • Challenge of transfer

1.5	Case study: The Parable of the Sadhu	In this exercise the lecturer presents another case in which a group of people – hikers in this case - has to respond to an ethical dilemma. At the highest point of their climb, the group encountered a man barely alive. They wrapped him in warm clothing and gave him food and drink. A few members of the group helped move the man down toward a village two days’ journey away, but they soon left him to continue their way up the slope. The lecturer facilitates a group discussion around these questions: Can you identify the ethical issues in this case? If you were in the position of the travellers, how would you respond? What is the relevance of this case in contemporary society?	<ul style="list-style-type: none"> • Social nature of learning • Varied and active engagement • Challenge of transfer
2.1	Performance: Enacting universal values	The lecturer asks the students to read a speech by former United Nations Secretary General Kofi Annan. The students divide into five teams and each is assigned one of five values mentioned in the speech. Each team must then write a short performance in which they act out their value.	<ul style="list-style-type: none"> • Social nature of learning • Varied and active engagement • Challenge of transfer
2.2	Simulation: Creating a Universal Declaration of Human Values	In this exercise, students are asked to create a Universal Declaration of Human Values (UDHV). This is modelled on the Universal Declaration of Human Rights (UDHR), though its focus is on values rather than rights. Students will be organized into groups of at least five and no more than eight to create a declaration of 10-15 articles.	<ul style="list-style-type: none"> • Varied and Active Engagement • Social nature of learning
3.1	Today's News	Students are encouraged to bring a daily newspaper to class or to access any news-related web site. They are given five minutes for individual preparation – the task is to explore the front page or headlines and to identify three to five stories with a clear ethical component. After five minutes, small groups are formed to discuss and share examples. Each group is required to present one example to the class.	<ul style="list-style-type: none"> • Becoming self-aware • Varied and active engagement • Social nature of learning
3.2	The Everyday Ethicist	The lecturer presents a TED Talk on different kinds of ethical issues we face in our daily life. The students are divided into small groups to discuss the video and the following questions: What is the relationship between ethics and society? What is the origin of our own ethical standards and the ethical standards of society? The lecturer should invite some students to provide feedback.	<ul style="list-style-type: none"> • Challenge of transfer • Social nature of learning • Varied and active engagement
3.3	Expedition to Mars	This exercise simulates John Rawls’ Veil of Ignorance thought experiment. It involves videos, hand-outs, small group discussions and students’ presentations. Students are told they will be sent to Mars to establish a colony and will be given different roles once they reach the destination (builders, administrators, entertainers, scientists, and caterers). They are asked to agree as a group on a few rules of	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning

		engagement (a social contract) before their departure and before they know their roles, such as how to determine the order in which completed houses will be allocated, the salaries of the different positions, etc. The students are paired in small groups to discuss and come up with recommendations. In the next step the students are allocated their roles and they deliver presentations based on the different roles. The lecturer facilitates a group discussion and debrief.	
3.4	What do I owe society?	The lecturer explains that the university environment forms part of society, and highlights the roles of different sectors of society vis-à-vis the university (e.g. the public sector is involved through funding and regulation of university and degree requirements, the private sector is involved through the production and sale of text books and other support material or through the creation of infrastructure, and the students themselves – especially once qualified and working in a professional environment – will be in a position to make a contribution to society. The lecturer then leads a discussion around the question: What do I owe society?	<ul style="list-style-type: none"> • Becoming self-aware • Challenge of transfer
4.1	Leader's view	This exercise is intended to encourage students to reflect carefully on their current views on leadership and to stimulate their interest in learning more about ethical leadership. The lecturer asks the student to complete a questionnaire, either in class or before they arrive to class, and facilitates a discussion in class around the questions.	<ul style="list-style-type: none"> • Prior knowledge and experience • Becoming self-aware
4.2	Decision cards	This exercise involves distributing decision cards to students, asking them to decide in which “box” to place the cards, and to consider the choices made by their fellow students. The purpose of this card exercise is to encourage students to make decisions in given situations and to evaluate the decisions’ ethical dimensions from the point of view of others. Lecturers could design their own cards and adapt the exercise accordingly.	<ul style="list-style-type: none"> • Varied and active engagement • Challenge of transfer
4.3	Pop culture examples of ethical leadership	Either during class or at home before the class, the lecturer asks the students to research online a current example of ethical leadership among pop culture figures and celebrities. Each student has to provide an explanation as to why this figure or celebrity demonstrates ethical leadership.	<ul style="list-style-type: none"> • Varied and active engagement
4.4	Case study: Telling the truth	A case in which an employer has to deal with an ethical conflict regarding frequent absences of his employee due to a serious disease is presented to the students. The lecturer asks the students to discuss the following questions: Should you reveal to	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning

		<p>your employees the reason for their co-worker's absence? Why or why not? Should you explain to your boss what is really going on? How would you handle this situation? The lecturer facilitates a group discussion with the students on their answers at the end of the exercise.</p>	<ul style="list-style-type: none"> • Challenge of transfer
4.5	Case study: Stay neutral or not	<p>This case study involves a somewhat more complex ethical conflict for a leader compared to the previous one. The guidelines for conducting this exercise are similar to the previous one: After giving the students a few minutes to read the short case and prepare individual answers, have them discuss their answers in small groups and elect a spokesperson to provide feedback to the plenary group. Ask the groups' spokespersons to provide feedback. Summarize by explaining the dilemma and highlighting how the application of different ethical theories might lead to different actions.</p>	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning • Challenge of transfer
4.6	Turning knowledge into practice	<p>The idea behind this exercise is to turn knowledge about ethical leadership into practical guidelines. Students are encouraged to carefully examine the ten activities Daft associates with a moral leader, and then to review the five principles of ethical leadership suggested by Northouse (see Key Issues section of the Module). After carefully considering the approaches of Northouse and Daft, Students are encouraged to critically evaluate these approaches, and come up with their own set of practical guidelines for ethical leadership.</p>	<ul style="list-style-type: none"> • Challenge of transfer
5.1	I Am Malala	<p>The lecturer asks the students to reflect on the following questions, drawing on the pre-assigned reading of the excerpt (pp. 183-190) from I Am Malala: 1) Can diversity principles ignore the teachings of prevailing local religions that in this case might encourage discrimination against girls and women? 2) What can Malala's father's behaviour tell us about diversity, tolerance and pluralism? The students have a few minutes to write down their answers, before they present their views and discuss them with the others.</p>	<ul style="list-style-type: none"> • Social nature of learning • Varied and active engagement • Challenge of transfer
5.2	DNA testing video	<p>This exercise aims to introduce the students to the complexity of the concepts of diversity, tolerance and pluralism, by showing them a short documentary that demonstrates our common ancestry and mixed racial and geographical backgrounds. After watching the video, the students are asked to analyse it and to discuss its implications by addressing the following three questions: Whether it is literally accurate or not, the spirit of the research suggests we are all related and unaware of the full spectrum of our origins. Do you think that is true? What are the implications of this thinking for your own sense of</p>	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning • Challenge of transfer

		identity and that of your family and friends? How does this sense of identity change your relationships with others and your interaction with those who seem “different”?	
5.3	Mandela’s The Long Walk to Freedom	The students are asked to draw on the pre-assigned reading of the excerpt (pp. 50-55) from The Long Walk to Freedom. The excerpt describes Nelson Mandela’s first major ethical/racial injustice case, when his university president threatens him with expulsion if he does not violate the wishes of other students he represents who are involved in a boycott and school election. The students are paired in small groups to discuss what they would have done if they were in Mandela’s shoes.	<ul style="list-style-type: none"> • Social nature of learning • Challenge of transfer • Varied and active engagement
5.4	Video montage of three moral role models	The lecturer shows a video montage of three different moral role models – Gandhi, Mother Theresa, and Bayard Rustin, and subsequently leads a discussion of differences and commonalities of the three role models, particularly focusing on their approach to ethics and diversity.	<ul style="list-style-type: none"> • Varied and active engagement
5.5	An Intersectional Constitution	In this exercise, students are asked to take on the persona of different religious/cultural/ideological figures and develop a short constitution with a bill of rights for the society in which they will live together. This short constitution should reflect their differences and yet also provide protection to ensure that those differences do not prevent a functioning social and political system. The students should be asked to think about questions of intersectionality and pluralism as they develop their constitutional framework.	<ul style="list-style-type: none"> • Varied and active engagement • Challenge of transfer
5.6	Model United Nations simulation	The lecturer asks the students to choose the country that they will defend in a small Model United Nations simulation, ideally one which is not their own, nor one they know well. They also choose a debate topic.	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning • Challenge of transfer
6.1	Understanding dishonesty	In this pre-class exercise the students are asked to watch the RSA Animate video on Dan Ariely’s book The (Honest) Truth About Dishonesty. After watching the film, the lecturer asks them to consider why is dishonesty everywhere but almost always kept within bounds? Why, in other words, are there many little cheaters and few big cheaters?	<ul style="list-style-type: none"> • Prior knowledge and experience
6.2	Failing to see what is right in front of you	A video called The Monkey Business Illusion is presented to the students. After watching the video, the lecturer asks them to try to count the number of times players in white make passes. After the students finish counting the passes, the lecturer facilitates a discussion about the mechanism of	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning

		selective attention and its potential to induce unethical behaviour.	
6.3	The Good Samaritan Experiment	The lecturer shows a short video clip about the famous Good Samaritan Experiment conducted by J. M. Darley and C. D. Batson. The students are asked to explain the experiment and link it to the phenomena of selective attention and psychological distance.	<ul style="list-style-type: none"> • Becoming self-aware
6.4	Asch's Conformity Experiment	The lecturer can choose either to reproduce the Conformity Experiment or to show the students the video that describes Solomon Asch's influential experiment. The lecturer could pretend to be Solomon Asch and a group of students could either be confederates or subjects of the experiment. Students should record how hard it is for them to remain honest to the evidence of their senses or, most typically, honestly report on what they see. The lecturer facilitates a group discussion, during which the students should consider what ethically relevant lessons could be drawn from this experiment. How, for instance, can they avoid the pull of conformity when required? Pay attention to specific examples provided by students, focusing in particular on what they felt when refusing to conform.	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning
6.5	The Milgram Obedience Experiment	A video about Stanley Milgram's controversial obedience experiment is presented to the students. After they watch the video, the lecturer asks them to explain the Milgram Experiment.	<ul style="list-style-type: none"> • Becoming self-aware
6.6.	Zimbardo's Stanford Prison Experiment	The lecturer shows a short video of the controversial Stanford Prison Experiment, which demonstrates the problem of situationism – i.e. the extent to which external circumstances can influence behaviour. Then the lecturer asks the students to explain the experiment, focusing in particular on the specific mechanisms that led guards and prisoners to adopt their roles.	<ul style="list-style-type: none"> • Becoming self-aware • Challenge of transfer
7.1	Building a no-blame, just culture in an organization	The lecturer presents a scenario to the students in which they are a group of consultants that have to advise a custom authority in a country X that seeks to build a no-blame culture. The students are paired in small groups and discuss the following questions: What are basic principles of a no-blame culture? What steps would you recommend for developing a no-blame culture in the customs authority? How can the no-blame culture be implemented in practice? How can the customs authority raise awareness among its staff for the no-blame culture?	<ul style="list-style-type: none"> • Challenge of transfer • Social nature of learning • Varied and active engagement
7.2	A tale of two stories	This exercise has three parts. In the first part the students reflect on a time when they voiced their values in a values conflict situation; in the second part they reflect on a time when they did not do so; in the third part the students engage in small group	<ul style="list-style-type: none"> • Challenge of transfer, • Social nature of learning

		discussions and then the lecturer facilitates a class discussion. Answers to the Part 1 and 2 questions should be prepared in advance of the classroom discussion as they can be challenging to recall in the moment.	<ul style="list-style-type: none"> • Varied and active engagement
7.3	Peer coaching and the value of feedback	In this exercise students are asked to consider a scenario in which a legal advisor notices that certain clauses in a contract for a new client of his company are vague and may pose a commercial risk to the client. The legal advisor informs the manager but is put off with the argument that revenue targets must be reached. The students are asked to reflect individually on a strategy the legal advisor could employ to speak up, and on arguments that could be used for this purpose. Then they are paired in small groups and in each group one student assumes the role of the legal advisor and the remaining students act as “peer coaches”. The student designated as the legal advisor explains to the peer coaches his or her strategy and scripted arguments (ten min). The participants are then asked to silently reflect on this explanation, according to the following guidelines.	<ul style="list-style-type: none"> • Challenge of transfer • Social nature of learning • Varied and active engagement
7.4	Ethical business practices	The main objective of this exercise is to encourage students to train their “moral muscle” and develop the skills in terms of the action-based approach to integrity and ethics. They are asked to imagine a situation in which they work for a company that is bidding on a large, publicly tendered contract with a foreign government. To get the contract this company is requested by the government to pay a last-minute “closure fee”. Students are asked to discuss this situation first in groups. Subsequently, the rationalizations discussed in the groups are discussed with the larger class.	<ul style="list-style-type: none"> • Challenge of transfer • Social nature of learning • Varied and active engagement
8.1	Pre-class survey: Own versus others' behaviour	You can demonstrate self-righteousness by simply having people predict how likely they are to engage in a series of moral and immoral behaviours compared to others in the class. This survey asks students to do so. Specifically, students are asked to predict how likely they are to engage in a series of 14 behaviours compared to others in the class. You can simply show to the class the average rating for each behaviour. You can also report the average rating for the seven moral behaviours and the seven immoral behaviours separately.	<ul style="list-style-type: none"> • Becoming self-aware
8.2	Pre-class survey: How much?	This survey asks students to indicate how much they would need to be paid for performing several different actions. This survey reflects the existence of five different basic moral foundations, first proposed and identified by Jonathan Haidt and his colleagues.	<ul style="list-style-type: none"> • Becoming self-aware

8.3	Pre-class survey: Investment adviser demonstration	This demonstration illustrates the concept of ethical awareness by asking students to imagine that they are investment advisers who are considering four mutual funds, one of which (Fortitude Investments) is the Bernard Madoff feeder fund (the fund that was the largest Ponzi scheme in history, to date).	<ul style="list-style-type: none"> • Varied and active engagement • Challenge of transfer
8.4	Case study: Ethical beacon	The lecturer asks students to think of the organization or society that seems most ethical to them. This would be an organization or society that is an ethical beacon that the students might want to emulate. The students are asked to focus specifically on what the organization or society does to turn its ethical principles into daily practices, and discuss the following questions: What was your ethical beacon? How do they lead with ethical principles? How do they enact principles in day-to-day practices? How do they respond to inevitable ethical failings?	<ul style="list-style-type: none"> • Varied and active engagement • Challenge of transfer
9.1	Privilege is invisible to those who have it	The lecturer shows to the students a TED Talk and then discusses with the class the following questions: How does this Ted talk make you feel? Can you reflect on the ways that sexism and/or racism has/is impacting your life as an individual (positively and negatively)? How can you relate Borrego's and/or Kimmel's ideas to the Ethics of Care?	<ul style="list-style-type: none"> • Social nature of learning • Challenge of transfer
9.2	Role play: The power walk	To further help students understand the idea of privilege, and make them aware of their own privilege, in this exercise the lecturer can ask the students to do the "privilege walk", sample of which are widely available on the internet. To avoid causing discomfort and embarrassment to the students, it is recommended to use the role-play method and assign fake identities to the students.	<ul style="list-style-type: none"> • Varied and active engagement • Becoming self-aware • Social nature of learning
9.3	Self versus other	The lecturer shows the TED Talk "Wiring a Web For Global Good" to the students. After watching the video, they are asked to discuss what an Ethics of Care approach tells us about how to balance the needs of vulnerable others with the need to provide for ourselves and our dependents.	<ul style="list-style-type: none"> • Social nature of learning
9.4	The "Gender-Career Implicit Associations Test"	In this exercise, students are asked to take the Harvard Implicit Associations Test (IAT), which provides the opportunity to explore implicit bias on a range of topics. Once the students have completed the tests the lecturer asks them to share their results with the class and compare those results with the overall findings.	<ul style="list-style-type: none"> • Becoming self-aware • Social nature of learning
9.5	Gender equity in recruitment advertisements ("Gender Decoder")	The lecturer asks the students to find a job advertisement for a position they are interested in and asks them to use the "Gender Decoder for Job Ads" tool to review the wording of their chosen job advertisement. At the end of the exercise the lecturer facilitates a group discussion on the	<ul style="list-style-type: none"> • Varied and active engagement • Challenge of transfer

		<p>following questions: Consider how this tool and the Ethics of Care would direct you to rewrite the advertisement to ensure it is more gender neutral. What words did you change? Are there any words in the Decoder that you would question, or you feel are missing? Reflect on what you learnt about your own biased use of language.</p>	<ul style="list-style-type: none"> • Social nature of learning
9.6	Sexual harassment online	<p>During this exercise the lecturer shows the students a video about online harassment of women. Then the students are paired in small groups to discuss how workplace sexism and sexism more generally play out in online forums. If time allows, the student can also discuss their suggestions with the class.</p>	<ul style="list-style-type: none"> • Challenge of transfer • Social nature of learning
9.7	Role play: Sexual harassment in the workplace	<p>The students are asked to write and perform in pairs their own script for setting the culture in an organization they feel close to. An alternative to role-playing is to set an assignment asking students to come up with a lesson plan to teach the class about what sexual harassment is and how their chosen "organization" will respond to an allegation that has been made public.</p>	<ul style="list-style-type: none"> • Challenge of transfer • Social nature of learning • Varied and active engagement
9.8	Class wrap up - Minute Paper	<p>A few minutes before the end of class, the lecturer asks the students to write down their responses to the questions below and to briefly present them to the rest of the class: What was the most important thing you learned today? What question remains in your mind?</p>	<ul style="list-style-type: none"> • Becoming self-aware
10.1	What do we know about media ethics?	<p>This pre-class exercise could be useful for expanding students' thinking about the Module topics. Before the class takes place, students are asked to prepare a one-page report assessing their use and view of media and social media. Lecturers should provide students with ample notice and time to complete this assignment before class.</p>	<ul style="list-style-type: none"> • Prior knowledge and experience • Varied and active engagement
10.2	How to choose your news	<p>The lecturer asks the students to write down their current sources of news stories, whether traditional media or trending social media. The lecturer then facilitates a group discussion on the following questions: Why they chose that source(s)? Why they think it is reliable? Could they identify the author of the story? How many times have they re-sent, re-tweeted or posted a story without any investigations of its authenticity or reliability?</p>	<ul style="list-style-type: none"> • Challenge of transfer • Varied and active engagement • Social nature of learning
10.3	The rise of fake news	<p>The students are asked to watch a documentary that shows fake news 'factories' in FYR of Macedonia. After a short discussion of the documentary, the lecturer asks each student to create a fake news story and show it to the class together with another story that is true. The rest of the students must distinguish the true from the fake news and facilitate a discussion around that.</p>	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning • Becoming self-aware

10.4	Role play: Does the media have a "duty of care"?	The lecturer divides the class into four groups representing different parties: media consumer, journalist, media producer (owner), and government regulator. The lecturer asks the students to role-play or debate the following themes: Does the media have a duty of care to be accurate? To whom does it owe this duty?	<ul style="list-style-type: none"> • Social nature of learning • Challenge of transfer • Varied and active engagement
10.5	The Potter Box	The lecturer introduces the Potter Box method, which is explained in the Key Issues section, and demonstrates each of the method's four steps through a discussion with the students.	<ul style="list-style-type: none"> • Social nature of learning
10.6	Astroturf and manipulation of media messages	The lecturer starts the exercise by screening the TED Talk "Astroturf and manipulation of media messages", which demonstrates the need for ethical investigation of news and the harm from not doing such ethical investigations. Following the TED Talk, the students are assigned to small groups to prepare stories from a Fake News site for considering whether "astroturfing" was behind the fake news. At the end the students are asked to present their results in a class discussion.	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning • Becoming self-aware
10.7	Citizen journalism	The TED Talk "Citizen Journalism" is presented to the students. This video provides an excellent point of departure to introduce the Code of Ethics for Journalists from the Society of Professional Journalists and allows for a final class discussion with the caution that errors, manipulation or fake news are always likely, mandating the principles found in the code of ethics. The class ends as it began with an open and student-centred class discussion.	<ul style="list-style-type: none"> • Social nature of learning • Varied and active engagement
11.1	What do we know about business Integrity?	Before attending the class, students are asked to complete one or more of the video-modules associated with the e-learning tool https://thefightagainstcorruption.org/ .	<ul style="list-style-type: none"> • Varied and active engagement
11.2	Mapping business contributions to the Sustainable Development Goals (SDGs)	This exercise seeks to familiarize students with the United Nations' Sustainable Development Goals (SDGs). The lecturer can get the class, individually or in small groups, to develop an understanding of the SDGs and of potential contributions and impact that businesses may have. The aim of the exercise is not that students present a comprehensive assessment of business contributions to SDGs but rather that they understand the concept and can make use of the SDGs as a framework for responsible and ethical business conduct.	<ul style="list-style-type: none"> • Challenge to transfer • Varied and active engagement • Becoming self-aware
11.3	Role play: Convince your supervisor that ethics pays	In this exercise, the lecturer encourages students to consider the business case for integrity and ethics, to reflect on concrete examples of how following a path of integrity and ethics can be good for a business. First, the lecturer divides students into small groups and asks them to brainstorm on how following a path	<ul style="list-style-type: none"> • Challenge of transfer • Social nature of learning

		for integrity and ethics can be positive for business, and to think of possible consequences for lack of integrity in business. To internalize the arguments, students are asked to engage in a role play. At the end, a couple of groups can present their role play in front of the rest of the class.	<ul style="list-style-type: none"> • Varied and active engagement
11.4	Case study: Analysis of codes	The aim of this exercise is to introduce codes of ethics or codes of conduct to the student. The lecturer starts with explaining what codes are and present some examples, highlighting the different components and how they fit together. The students are split up into small groups to analyse examples of codes and identify their main components. Then the lecturer asks the students to present their findings to the class.	<ul style="list-style-type: none"> • Social nature of learning • Varied and active engagement
11.5	How to communicate codes?	In this exercise, the students are asked to go back to their groups and take a second look at the codes they have already analysed. The aim of this exercise is to consider how the codes analysed in Exercise 3 contribute to the building and implementation of a successful integrity and ethics programme. The lecturer encourages students to choose a few key elements and come up with ideas on how the rules and regulations could be effectively communicated to employees.	<ul style="list-style-type: none"> • Challenge to transfer • Social nature of learning • Varied and active engagement
12.1	Case studies	The lecturer starts the exercise with introducing one of the six case studies listed in the Module and leads a discussion which allows students to address and debate issues of integrity, ethics and law. If time allows, the students can vote on which case studies they want to discuss.	<ul style="list-style-type: none"> • Varied and active engagement • Challenge of transfer • Social nature of learning
12.2	Definitions	The lecturer splits the class into three groups and assign each group the task of presenting the definitions of integrity, ethics and law to the whole class	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning
12.3	Interviews	Prior to meeting students, the lecturer assigns them the task of interviewing someone they think is ethical or has integrity. Students should ask the person about a difficult decision they made, and report back to the class about the interview. If this exercise is used, it is important to discuss privacy and confidentiality with students and talk about whether the person interviewed wants to remain anonymous or not.	<ul style="list-style-type: none"> • Varied and active engagement • Challenge of transfer
12.4	Videos	In this exercise the lecturer encourages students to watch and discuss movies or videos that address this Module's topics. In large classes, students can view videos outside of class and lecturers can facilitate discussion during class, using small groups that report back on questions.	<ul style="list-style-type: none"> • Social nature of learning • Becoming self-aware

12.5	Teaching integrity, ethics and law	Prior to class, the lecturer plans for his students to teach the concepts of integrity, ethics and law to younger students, e.g. university students can visit and teach high school students. In class, class time should be allocated for students to come up with interactive, age-appropriate ideas, prepare activities and practice the lesson (role play can work well here). Outside of class, as part of the class or an extra-curricular activity, the lecturer accompanies students to the high school. After the session, the students are asked to debrief and evaluate the teaching experience by using a diary or report.	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning
13.1	Reception on values	After a short brain-storming on important values, the lecturer distributes cards to the students and asks them each to write on the card one value that is the most important value in their life. The lecturer also asks them to imagine that they are at an opening reception of a new programme and have to introduce themselves to the other students by referring to the value on their card. Their card is their business card. The students have to go to others and present themselves by explaining their guiding value. After short mutual introductions, they should walk to others, to make new contacts.	<ul style="list-style-type: none"> • Prior knowledge and experience • Varied and active engagement • Challenge of transfer • Social nature of learning
13.2	Ethics codes for civil servants	The exercise starts with distributing list of core values and action principles of the national civil service code in the country or another national code for public service available from OECD website. Then the students are divided into five groups and each group has to work with one core value from the Temporary Steward scheme used by Lewis and Gilman (explained in the Key issues section). The groups should identify the values and principles from the code with the corresponding core value they were assigned from the Lewis-Gilman scheme. Finally, the group representatives explain their groups' choices before the larger class.	<ul style="list-style-type: none"> • Becoming self-aware • Social nature of learning • Varied and active engagement
13.3	Integrity breaching practices	The lecturer asks the students to give examples of integrity breaching practices and shows them the video "Just Do Your Job!". The Students are asked to react to the situation presented in the video. The lecturer leads the discussion towards the understanding that public servants may not be able to act ethically when their organizations have weak internal controls and low levels of compliance.	<ul style="list-style-type: none"> • Prior knowledge and experience • Varied and active engagement
13.4	Case studies and structured ethical reflection	The lecturer selects a case study that present ethical dilemmas and facilitate a discussion in a manner that allows students to experience effective dialogue and understand how the dialogue shapes interpretations and opinions. For example, the students can sit in a horseshoe shape, and place two chairs at the open end of the horseshoe. On each of the two chairs at	<ul style="list-style-type: none"> • Becoming self-aware • Social nature of learning • Varied and active engagement

		the open end place a sign with one of the possible solutions to the dilemma discussed. Then the students are asked who wish to speak to move from their own chair to the chair reflecting their selected solution, and from there argue in favour of their solution.	<ul style="list-style-type: none"> • Challenge of transfer
14.1	Case studies for professional ethics	In this exercise the lecturer can choose to present one of four different case studies on professional ethics and facilitates a group discussion with the students by asking them questions regarding the case.	<ul style="list-style-type: none"> • Social nature of learning • Varied and active engagement • Challenge of transfer
14.2	Case studies for role morality	This exercise is similar to the previous one, except the presented case studies explain the role morality. The students again are asked to discuss them in a group, facilitated by the lecturer.	<ul style="list-style-type: none"> • Social nature of learning • Varied and active engagement • Challenge of transfer
14.3	Additional exercise 1	The lecturer can provide the photograph or ask students to identify and suggest photographs published in a reputable newspaper of an individual experiencing extreme suffering, such as a victim of war or famine, etc. The lecturer then assigns roles for the students to play and ask students to express the opinions of the person in those roles regarding the publishing of the photograph, e.g. the victim, parents of the victim, a professional photographer seeking permission from the parents to publish the photograph. In their roles, students should express role-appropriate views, ethical concerns and priorities, and suggest what they would do and why.	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning • Challenge of transfer
14.4	Additional exercise 2	Lecturers wishing to address engineering ethics and codes of ethics can review the article “Thinking Like an Engineer”, on the explosion of the space shuttle Challenger and starts a group discussion with the students on the political sensitivity of the investigation into the explosion and the urge to cover it.	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning • Challenge of transfer
14.5	Additional exercise 3	To spice up class discussion, the lecturer might want to compare the ethical reasoning done by students with an online ethical reasoning app from Santa Clara University’s Markkula Center for Applied Ethics and ask the following questions: Can a list or online ethics tool help or hinder ethical reasoning? Does student reasoning produce results that differ from those of the app, and if so, which result is better?	<ul style="list-style-type: none"> • Varied and active engagement • Social nature of learning