



XXII General Assembly Compostela Group of Universities

*'From the Triple to the Quadruple Helix: The Civil
Society as a Driver to University Innovation'*

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Ethics in the university curricula

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Is “ethics” a guise that we can bring out on special occasions, such as when corruption is eroding our financial or political organisations and society calls for ethical education at all educational levels and ethical training inside organisations to put a halt to this blight? Or maybe “ethics” should be understood, as in ancient cultures, as the individual and social “character” that is built into each human decision. Within this second understanding, ethics in university curricula should be designed from three perspectives: transversally in each subject, deontologically as a profession, and as ethics applied to each activity: bioethics, business ethics, research ethics, development ethics, engineer ethics, educational ethics, and so on. Universities have a responsibility for designing curricula that meet twenty-first century society demands for more ethical behaviour from our professionals and organisations.