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Abstract

One way to expand students' learning is to introduce exotic content into the syllabus. This paper describes an example of Australian research ethics principles and processes being adapted and adopted to inform teaching, learning and the curriculum in a European Masters level teacher-training course. Spanish students were introduced to this Australian research processes as a focus on ethical professional practice. Students discussed: legal obligations; duty of care; ethical issues in teaching; ethical evaluation of teaching; professional use of ethical principles; and ethical tensions in decision-making. The success of this case study suggests there is good potential for this approach elsewhere in higher education. (HRK / Abstract übernommen)