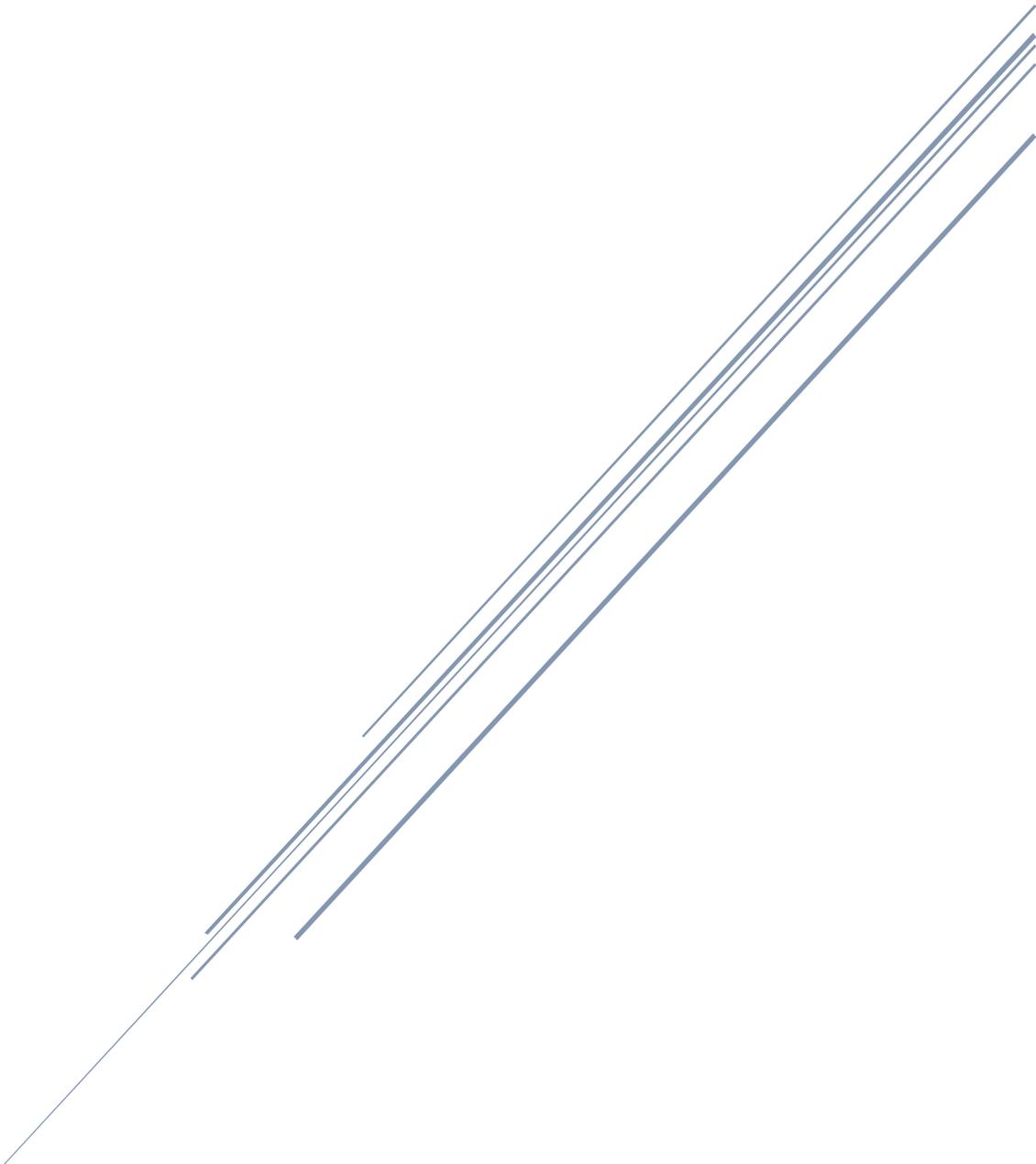


# Ethical Issues and Perceptions



[School]  
[Course title]

**1. Discuss the ethical issue of "fairness" and how it may be perceived in various educational settings: a) structured, b) unstructured, and c) distance education.**

Fairness is an essential attribute that the nursing-based educational settings need to incorporate with the core objective of improving the health care knowledge and proficiency of the enrolled students (Bastable, 2019, p. 355). The practice of fairness in various structured and unstructured educational settings is highly required to minimize the risk of student harm and improve the teacher-student relationship pattern. Fairness in educational practice also assists in reducing the risk of student exploitation and coercion. Accordingly, students perceive fairness in terms of a systematic education culture that allows equal participation of all candidates in the absence of biasing and enforcement.

Fairness in education practice substantially assists in creating an equilibrium between the interests/requirements of the teachers and students. Fairness in educational practice also assists in nurturing the professional ideals and accomplishing the educational goals through honesty and precision. Fairness in structured educational settings promotes the central role of students along with their nature, emotional consistency, and individual characteristics to promote the teaching methodology for the overall academic and professional development of the enrolled students (Tanner, 2013). Structured educational settings utilize a grading system to facilitate the academic enhancement and upgrading of the student population. Fairness in the structured educational settings not only elevates the transparency level in the grading system but also promotes the good moral conduct of students and teachers (Schinske & Tanner, 2014). Therefore, students in a structured educational setting perceive the fairness issues in the form of unexpected grades or the absence of moral conduct in the classroom environment

Fairness in the structured educational settings facilitates the provision of written feedback along with grades to improve the level of students' understanding regarding various nursing subjects. Structured nursing educational settings continue to follow the competency-based clinical education system with the core objective of individualizing teaching conventions to accomplish the diverse academic requirements of the student population. The students in the structured educational institutions who fail to qualify for various education and training programs in many situations file legal claims while revealing their perceived fairness discrepancies related to the incompetent grading system, teaching methodology, and feedback mechanism. Structured educational institutes undertake annual programmatic assessments to minimize the fairness threats and associated psychosocial and legal complications (Colbert,

French, Herring, & Dannefer, 2017). Some students continue to perceive these programmatic evaluations as acts of coercion and biasing to downgrade their participation and performance in various educational programmes.

Unstructured learning institutes utilize a range of interventions to grade overall performance of students across the academic environment. Progress monitoring, curriculum-based interventions, achievement test scores, sporting activities, and grades are some of the significant measures that assist in evaluating the students' performance and psychosocial capacity (Tompkins, Hopkins, Goddard, & Brock, 2012). The perceived fairness issues in the unstructured educational institutes relate to the inappropriate utilization of digital platforms and academic performance assessment measures. Juvenile students in many circumstances exhibit the tendency to misuse the digital content during their academic years (Mills, Stornaiuolo, Smith, & Pandya, 2018). Although the digital media provides enough opportunities to the nursing students in terms of improving their participation in various academic activities; however, the absence of transparency assessment of digital media use leads to various ethical and value-based conflicts between the nursing students, caretakers, and teachers. The inquiry-based/unstructured learning promotes the enhancement of students' innovative attitude and subjective assessment capacity related to the evaluation of a range of complex health care conditions. The system lacks objective parameters to evaluate the critical thinking capacity of the students. This leads to the occurrence of fairness issues that challenge the students' assessment mechanisms and the credibility of the self-directed learning outcomes (Billings & Halstead, 2016, pp. 163-164).

The perceived fairness issues of distance nursing education are directly related to serious deficits in the education delivery processes and course design that significantly deteriorate the learning results. Students' restricted access to educational resources and teachers substantially barricades academic communication that adversely impacts the students' clinical knowledge and proficiency (Sowan & Jenkins, 2013). The absence of a structured education delivery system in distance education settings reduces the achievement level and overall academic satisfaction of the nursing students. The lack of appropriate instructional strategies makes the entire distance education system questionable across the student community. The absence of an optimized and technology-based distance education system impacts the transparency of the distance learning environment that not only reduces the academic proficiency of candidates but also makes them less competent and skillful as compared to the students enrolled in the structured educational settings. Resultantly, the students enrolled in the distance education

system continue to question the fairness, transparency, and potential of the concerned learning methodology/environment and academic approaches.

**2. Describe how perceptions of unfairness can be addressed through: a) teaching strategies, b) educational environment management and c) available faculty/student support resources.**

The in-class activities during the formative assessment help in evaluating the level of students' resistance and pessimistic attitude (Brazeal, Brown, & Couch, 2016). The assessment of students' negative/passive behavior provides significant cues related to their unfairness perceptions regarding the grading procedures. The initiation of classroom scoring activities by the instructor helps in identifying students' disagreement regarding the currently implemented grading system. These classroom activities need to be configured through the incorporation of appropriate incentives to improve the level of students' participation. The nursing instructors need to utilize active learning strategies to effectively track and identify numerous types of students' resistance and their impact on unfairness perceptions. The instructors through the active teaching method effectively track students' reluctant compliance, disruptive behavior, excuses, blame on the teacher, class prioritization, authoritative conduct, deception, direct communication, avoidance, and active resistance (Seidel & Tanner, 2013). The recording of these students' attributes provides a thorough insight of their unfairness perceptions regarding the concerned structured, unstructured, or distance education systems.

Nursing instructors need to modify the nursing educational environment in accordance with the reformation requirement to effectively improve the engagement of students in the education and learning sessions (Farajpour, Raisolsadat, Moghadam, & Mostafavian, 2017). This step will improve the level of teacher-student interaction between the instructor and enrolled students to a considerable extent. This increased interaction pattern will substantially improve the scope of assessing students' unfairness perceptions in the educational setting. The instructors need to foster the learning environment in a manner to improve the interpersonal relationships between the students and teachers with the core objective of improving their values and sense of belonging to the respective classroom environment (Jiang, et al., 2018). The educational environmental modification should be performed to implement the appropriate reward-punishment systems to promote social justice and communication pattern across the student community. This will elevate the confidence of the enrolled nursing students to share their understanding and perceptions regarding the unfair evaluation criterion or grading system.

The utilization of faculty-student support resources is highly required to facilitate factitious evaluation of nursing students' attributes (including their personal preferences, unfairness perceptions, and shrinking responsibility pattern) in the educational setting (Sadeghi & Bagheri, 2017). Instructors require utilizing faculty-student support resources in the context of administering counseling services to the enrolled students to identify the emotional and personal challenges of nursing students in the concerned educational setting. Instructors also need to utilize the student-faculty resources while engaging both female and male teachers/students for the assessment of their unfairness perception. Male nursing students in many academic situations perceive unfair conduct or attitude of the female teachers (Rafiee, Moattari, & Mousavinasab, 2014). Similarly, female nursing students might also feel similar bias or discriminant conduct by the male teachers. Eventually, the engagement of both genders during the student assessment sessions is highly needed to analyze the unfairness perceptions of the students regarding the academic environment, grading system, academic evaluation process, and teaching methodology followed in the nursing educational institutes. Instructors also require using faculty/student support resources in the context of evaluating students' perceptions of the unfairness practices of nursing workplaces by the educators and senior nurses (Nesbitt, Baird, Canning, Griffin, & Sturrock, 2013). This will substantially assist in evaluating multiple perspectives and apprehension of the nursing student community regarding unfairness and biased conduct across their educational institutes.

**3. Identify an additional ethical issue in education you have encountered, or that is of relevance to your role as an educator. Discuss the issue and describe what approaches you would use to address related concerns.**

The greatest ethical issue that I have had encountered in nursing education is related to the elevated level of students' distress due to their inappropriate perceptions regarding the fairness of the grading system and unfavorable academic environment. This considerably impacts students' capacity to respond during the educational sessions while challenging their resilience potential and patient handling capacity (Sinclair, Papps, & Marshall, 2016). The elevated distress of the nursing students substantially downgrades their dignity and increases the probability of their reduced academic outcomes. Elevated students' distress leads to the dissemination of negative feedback during the academic sessions that radically defeats the objective of nursing education. The negative perceptions and apprehension of students regarding unfair evaluation downgrade the teacher-student relationship to a considerable extent. These findings emphasize the need for preserving the teacher-student relationship

through innovative teaching strategies in the context of improving the students' trust and confidence in the presently implemented nursing education system (Tsuruwaka, 2017). Being a nursing educator, I would believe in the requirement to reconfigure the education planning in a way to improve the knowledge and awareness of the nursing students regarding professional ethics, values, and culturally sensitive/ person-centered/holistic health care approaches (Dehghani, Mosalanejad, & Dehghan-Nayeri, 2015). The nursing students in this manner will be able to enhance their interpretation regarding the academic pitfalls and share their understanding regarding the level of equity and transparency followed in the health education system. Indeed, active communication between the nursing teachers and students is highly needed to delineate the perspectives of academic unfairness and their systematic mitigation across the educational settings. The active participation of the nursing students in various academic sessions and student-centered academic activities raises their confidence in the context of communicating their concerns, insight, and perceptions regarding the overall academic structure, including its inappropriateness and ethical conflicts. Accordingly, the instructors will acquire enough scope to address the academic concerns of students to effectively improve their trust and satisfaction on the presently implemented educational strategies.