Student peer review in teaching media ethics

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This reflective paper discusses on how the ‘Student Peer Review in teaching Media Ethics at undergraduate level engage student’s participation and facilitate learning. As part of the unit requirement the students are required to bring a newspaper article of their choice for the respective tutorial topics. The students write 400 words every week in which they identify, evaluate and assess the ethical issues involved. They review each other’s work based on various ethical philosophies, concepts and theories built into the unit. This paper argue that Student Peer Review of Teaching is essentially the best method available to facilitate thinking on ethical issues. This has been formulated because ethical issues can be perceived and understood entirely different by each student and most importantly the experience of teaching the unit over a period of time reveals that they learn from each other. Each student has different understanding and expectations of how a journalist should function, and what ethical values one should have. These variances help each other in commenting about ethical journalistic practices, ethical values and theories.

REFERENCES
