

FOSTERING ETHICAL MINDSETS: LANGUAGE PEDAGOGY FOR RESPONSIBLE STEM EDUCATION

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Introduction

The advent of globalization has catalysed significant shifts in the education sector, particularly enhancing the importance of English Language Learning and Teaching (ELT). Although ELT held significance before the 1990s, the onset of globalization accelerated its momentum in numerous countries. This acceleration was driven by the demand for English-speaking human resources and the necessity for a common language in both national and international communication. Currently, the ELT system is undergoing dynamic changes, including the diversification of English language usage, the influence of multilingualism on language planning, and the integration of technology into teaching and learning methods. ELT, implemented across various educational levels, aims to impart Listening, Speaking, Reading, and Writing (LSRW) skills to students. However, the intensity and objectives of ELT vary significantly across disciplines.

As technological advancements continue to reshape our world, the integration of ethical considerations into the education of students in Science, Technology, Engineering, and Mathematics (STEM) fields has become increasingly important. Amid the emphasis on language proficiency for technologists, it is crucial to recognize the importance of integrating human values into technology education. These values serve as guiding principles that shape individuals' behavior in contemporary society. Specialized Language pedagogy offers a powerful means to address this need by incorporating ethical principles and critical thinking into the teaching and learning of communication skills.

Parents and educators alike advocate for curriculums that complement academic learning with ethical and moral inputs, nurturing well-rounded individuals who are not only proficient in their subjects but also ethically conscious (Pinkley, 2012). Research underscores the significance of integrating human values activities into language teaching, emphasizing learners' personal growth alongside academic improvement (Arenas, Hincapié & Gutierrez, 2008). Focho (2011) underscores the humanistic values embedded in language learning, promoting virtues such as truth, honesty, and love to address societal challenges.

These transformations necessitate innovative approaches to address challenges such as contextualizing ELT, critically evaluating language policies and curriculum design, accommodating diverse learner needs, exploring alternatives to standardized proficiency tests, empowering teachers and learners, and leveraging technology for equitable education. In addition, these challenges call for a deeper understanding of the cultural, social, and individual factors that influence language learning and teaching. This understanding can inform the development of more effective and inclusive ELT practices and policies.

The approach known as Ethical Education Through Language Pedagogy (EELP) recognizes the significant role that language plays in shaping our understanding of complex issues and facilitating responsible decision-making. EELP aims to equip STEM students with the linguistic and critical thinking abilities necessary to engage with ethical dilemmas and to communicate their ideas and findings in a socially responsible manner. By integrating ethical education into language pedagogy, EELP seeks to foster a generation of technologists who are not only proficient in their fields but also guided by a strong ethical compass.

Objective

This co-edited book aims to explore the theoretical foundations and practical applications of EELP in STEM education. It will provide a comprehensive examination of the intersection between language pedagogy, ethics, and STEM disciplines, offering insights into how language instruction can be leveraged to promote ethical reasoning, social responsibility, and effective communication among STEM students.

Target Audience

The primary target audience for this co-edited book includes language educators, STEM educators, curriculum developers, instructional designers, and researchers interested in integrating ethical education into STEM curricula. Additionally, the book will

be of interest to policymakers, administrators, and educational stakeholders who seek to promote responsible and ethical practices in STEM fields. The book can also serve as a valuable resource for undergraduate and graduate courses in language teacher education programs, technical communication, and STEM education.

Recommended Topics

The proposed chapters may focus on, but are not limited to, the following topics:

- Theoretical foundations of EELP, including critical pedagogy, ethics in STEM education, and the role of language in shaping ethical discourse.
- Case studies and practical examples of implementing EELP in STEM classrooms and curricula.
- Strategies for incorporating ethical reasoning, critical thinking, and social responsibility into language instruction for STEM students.
- The integration of technology and multimodal communication in EELP to enhance ethical education and effective communication.
- Interdisciplinary approaches to EELP, bridging language pedagogy with STEM disciplines and ethical frameworks.
- Challenges and opportunities in implementing EELP in diverse educational settings and cultural contexts.
- The role of stakeholders (educators, policymakers, industry professionals) in promoting ethical education through language pedagogy in STEM.
- Future directions and emerging trends in EELP research and practice.

Submission Procedure

Researchers and practitioners are invited to submit, on or before May 20, 2024, a abstract of 250-300 words clearly explaining the mission and concerns of their proposed chapter. All submitted

chapters will be reviewed on a double-blind review basis. Contributors may also be requested to serve as reviewers for this project. All submitted papers must adhere to the 7th edition of APA stylesheet. Authors are requested to use endnotes in a limited manner. Additionally, any usage of Artificial Intelligence (AI) must be disclosed in the covering letter submitted along with the full paper. Prior to blind peer review, submitted papers will undergo a plagiarism check using Turnitin.

Important Dates

Submission of Abstracts: 20th May 2024

Acceptance of Abstracts: 20th June 2024

Submission of Full Chapter: 20th October 2024

Acceptance of Full Paper: 20th November 2024

For Further Details

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