

obligations – overrode the openness towards them, since both ethics lowered the evaluation scores of the teaching activities of the experimenter in the study.

Conclusion

Out of the three ethics of delivering lectures, the ethic of care and responsibility seems to be the most functional and egalitarian one. The least functional and most one-sided one is the ethic of care. By contrast, the most demanding and formalised one is the ethic of justice. In the described experiment, the experimenter got the lowest evaluation scores when behaving fairly and balancing care with responsibility, and the highest scores when one-sidedly caring for the students' well-being. One can say that this is to a certain extent logical in that good is rewarded with good. This is not, however, a logic of a proper concern for the quality of education. A recommendation stemming from this study would perhaps be to stress the need for improving the ethic of care and responsibility and associating it with the relevant criteria for student evaluations of teachers.

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