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Critical perspectives
on design, content
and pedagogy

EDITORS

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Teaching business ethics to pre-service teachers: An integrated approach

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Introduction

At the recent World Economic Forum event in Davos, Switzerland, the risks which climate change poses to the financial, environmental, and economic systems were again placed as the ethical and social responsibility of businesses and governments. Teenage activist Greta Thunberg's efforts to save the planet drew the attention of the socially conscious millennial generation worldwide (Bouw, 2020), including for her presentation at Davos. For more than a century, managers and global academic leaders perceived business education as being synonymous with the provision of a certain knowledge corpus that will enable individuals to acquire a global mind-set and achieve high corporate and self-performance levels (Anninos & Chytiris, 2011). However, the achievement of high-performance levels includes paying attention to ethics and other corporate responsibility issues, which depend on a way of thinking and acting beyond generally accepted business imperatives. Anninos and Chytiris

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(2011) aver that unquestioned assumptions by management practitioners and scholars about the 'bottom line' culture have stripped business education of its ethical dimension. Brenkert (2010) argues that an ethical code for business is vital to counterweight profit maximisation and self-interest by balancing the way business managers act and approve policies, and the role companies play in society.

Professional ethics education has a long history in diverse fields such as medicine, law and business schools (Slocum, Rohlfer & Gonzales-Canton, 2014; Warnick & Silverman, 2011), and has shown that the practical relevance of ethics as a field of study is both crucial and longstanding. For example, a physician's ability and willingness to act in accordance with accepted moral norms and values are key components of professional behaviour. As a result, educational objectives relating to ethics are now often incorporated into broader goals for professionalism education (Carrese et al., 2015).

However, if our students and school learners are able to become citizens who hold governments and corporations accountable for their actions, then how we teach business ethics as part of Business Studies Teaching methodology becomes equally important, but it is also a challenge. There is limited coverage of business ethics at school level in the *Curriculum and Assessment Policy Statement (CAPS)* for Business Studies (see DBE, 2011). The coverage and time allocation is restrictive for such an important section of business content knowledge. Education has a pivotal role to sensitise students about the impact of business activities and decisions, not solely in terms of economic advancement, but also in terms of business's role towards environmental and societal stewardship (America, 2014). The challenge is the teachers' understandings of ethical predicaments in the business world and how that is being taught. For example, the future realisation of the sustainability of the earth's resources, economic welfare and society's well-being is undisputed, yet many business textbooks focus on the traditional business frameworks with the ultimate goal of profit maximisation (Maistry & David, 2018). Amidst the Covid-19 pandemic, 31 companies are being investigated for excessive price hikes (see SANews, 2020). How do educators acquire a teaching, learning and practical skill set for ethical awareness?

The attention given to ethics in undergraduate courses at university level is varied, coupled with a continuous struggle to give ethics its due weight to provide students with the knowledge, skills, and ethical sensitivity necessary for the world of work (Slocum et al., 2014). In most business programmes, undergraduate students receive very little organised formal education in

business ethics, as this mostly occurs in postgraduate programmes (Desjardine, 2012). However, Glanzer and Ream (2007) and Warnick and Silverman (2011) reveal that certain professional majors, such as business, show a significant curricular attention to ethics, whereas a similar emphasis is not found in teacher education.

The issue of ethics in teacher education is mostly related to the professional ethics of teaching (Warnick & Silverman, 2011) – for example, practice teaching and the code of conduct for teachers – but less in the domain of the specialised disciplinary modules. Literature on ethics for initial teacher education is scant, particularly in business-related modules for teacher education such as the Business Studies Teaching module, which I teach to Postgraduate Certificate in Education (PGCE) students.

For the purpose of this study, I will refer to business ethics as: “a specialized study of moral right and wrong as they apply to business institutions, organizations and behaviour” (Velasquez, 2006:12). The moral right and wrong encompasses the virtues, values and standards that govern business or organisational decision-making.

A self-study methodology (see Van Laren, 2011; Zeichner, 2007) is undertaken to illustrate how two elements of the Productive Pedagogies framework (Lingard, Hayes & Mills, 2003) underpin the integration of business ethics in the PGCE teachers’ programme. Business ethics as part of Business Studies Teaching methodology is a challenge, but a necessary one if our school students are to become citizens who hold governments and corporations accountable for their actions.

Locating the study

Slocum et al. (2014:46) found three main approaches to introducing ethics into a module: a stand-alone subject, a modular approach within a subject or a fully hybrid approach. A stand-alone business ethics course in a teacher education programme is unlikely because business modules are electives and will come with additional resource and opportunity costs. A modular approach is where business ethics content is taught as a specific part, for example for a week, and thereby constitutes an additional component of the subject matter. I apply a hybrid approach which is a continuous integrated approach, incorporating characteristics of both traditional and online classroom settings where learning occurs in both synchronous and asynchronous modes. Business ethics modules do not normally reside within education faculties, and it is up

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to the teacher educator to discern if and how a module of this nature should be integrated into the Business Studies Teaching module. The challenge is that there are no clear-cut guidelines or universal answers as to the specific ethics that should be taught to Business Teacher educators apart from the incorporation of one's pedagogy with the limited school curriculum content.

In the PGCE Business Studies Teaching module, students enter the programme with prerequisite disciplinary or content knowledge acquired in their bachelor's degrees. The *Minimum Requirements for Teaching Education Qualifications* (MRTEQ) stipulates five types of learning for initial teacher education: disciplinary, pedagogical, practical, fundamental, and situational learning (DHET, 2015). As qualified teachers, they work with two types of knowledge predominantly: disciplinary and pedagogical. Disciplinary knowledge is the powerful knowledge that should be prioritised because it allows students to move beyond their ordinary lives (Young & Muller, 2013:107). Young and Muller assert that "powerful knowledge is reliable knowledge that aims to achieve truth about the world we live in and what it is to be human that is nevertheless *always fallible and open to challenge*" (107). Hordern (2018) is of the view that the powerfulness proposed by Young and Muller is also dependent on certain socio-epistemic and institutional conditions. Ethical misdemeanours have become pervasive in our society and cut across the business sector, government institutions, higher education institutions and various parastatals. But as pointed out earlier, Business Studies Teaching curriculum content which relates to ethics is not as prevalent and most discussions around ethical indiscretions are reserved for outside of the classroom and in social settings. The pedagogical challenge is to live up to the powerfulness of disciplinary knowledge; to keep it relevant, interesting and let it resonates with students from diverse contexts.

Pedagogical learning incorporates general pedagogical knowledge and refers to the study of the principles, practices and methods of teaching (including knowledge of learners, learning, curriculum and general instructional and assessment strategies) and specialised pedagogical content knowledge. Pedagogical knowledge includes knowing how to present the concepts, methods, and rules of a specific discipline in order to create appropriate learning opportunities for diverse learners, and knowing how to evaluate their progress (DHET, 2011). Shulman (1986) also refers to this as 'pedagogical content knowledge' and notes that teachers need both disciplinary (business) knowledge and pedagogical content knowledge to teach effectively.

The PGCE programme at my institution is underpinned by the Productive Pedagogies framework which consists of four dimensions (Lingard et al., 2003): intellectual quality; connectedness; supportive classroom environment; and recognition of difference (Figure 7.1). The Productive Pedagogies framework originated as a large classroom-based research project undertaken in Australia.

Figure 7.1 Productive Pedagogies framework for teacher education – thinking and planning around four principles (adapted from Lingard et al., 2003)

The purpose of this self-study is not to delve into all four of the dimensions, but rather to reflect on two elements of the intellectual quality dimension. Intellectual quality within the Productive Pedagogies framework refers to the higher-order thinking required of PGCE students to interrogate information and ideas in ways that transform their meaning and implications (Lingard et al., 2003). The two elements, namely, knowledge as problematic and substantive conversation, were selected as a focus of this study because of their potential to elicit critical discussion about contemporary business dilemmas. As the two dimensions become more prevalent in class, students can delve deeper into their own current perceptions which may then change over time.

Self-study methodology

Self-study broadly refers to a study based on a teacher educator's own practice, experience and action for reflection (Van Laren, 2011). The self-study research community is well established with marked focus on practitioner-generated knowledge about teacher education. This type of research sets out to create value for specific topics or to review particular issues (Cochran-Smith, Davis & Fries, 2004) as teacher educators' studies of their own practices have become more prevalent since the 1990s (Zeichner, 2007). However, self-study is sometimes labelled as 'navel-gazing' and a self-indulgent approach to research (Van Laren, 2011:336), and often not taken seriously by the broader educational research community. For Zeichner (2007:40), this criticism is of concern as the approach can make a difference "in the quality of education for teaching". Zeichner suggests that individual and case study research can contribute to accumulating knowledge in the field: learning through self-study to articulate knowledge about practice can manifest when self-study moves beyond the individual self.

Moving "beyond a recipe approach" to teaching and learning, self-study involves teaching about teaching that is linked to an understanding of teaching as being problematic (Loughran, 2005:9). Loughran maintains that in the process of "grasping" and "unpacking" the problematic knowledge of how to teach (teaching about teaching), a knowledge of teacher education practices begins to be recognised, responded to, and explicitly developed. In this self-study, I highlight some of the ambiguities and paradoxes of ethics education for Business Studies' pre-service teachers. I use Productive Pedagogies as a conceptual framework for my teaching, specifically as Slocum et al. (2014) suggest, to urge my students to pose questions, to think critically and to synthesise situational data and viewpoints in an integrated way, over time.

According to LaBoskey (2004), to legitimise the self-study methodology the research should be: self-initiated and self-focused; aimed at improvement; using multiple (mainly qualitative) methods; interactive at one or more stages of the process; and lastly, validated through the construction, testing, sharing and retesting of the exemplars of teaching practice. This self-study is therefore a hybrid approach to elicit ethical sensitivity based on two elements of the Productive Pedagogies framework: I contextualise the content through substantive conversation and confront (disciplinary) knowledge as problematic. Ethical considerations and being conscious of my integrity as a researcher were considered as I proceeded with the reflection of my practice. The reflection of my practice occurred through observation, journaling of my lectures and group discussions with thirty-five students over two years.

In Business Studies Teaching and teacher education, much depends on the teachers' own value propositions and ethical sensitivity. As Horden (2018) cautions, teachers need to understand that powerful knowledge is reliant on certain socio-epistemic and institutional conditions. In South Africa, the professional teacher qualification is based on MRTEQ, which encompasses broad learning principles for student teachers. However, the conditions within which powerful knowledge plays itself out are couched in a diverse, multilingual, and unequal (higher) educational environment. Business Teacher education is a field that functions at the interface of higher education and schooling, and therefore the complexity and context of the school system (in)directly impact on teacher education programmes (America & Le Grange, 2019). Moreover, in the case of teacher education, Brennan (2019) warns that unless educators are self-invested in knowledge about ethical issues of, for example, the environment, it is unlikely that a serious effort will be made to acquire proper understanding of the complex challenges local and global communities face.

I apply the five defining characteristics for self-study identified by LaBoskey (2004) to link the pedagogy of business ethics to the Productive Pedagogies framework that was adopted for the new PGCE programme, which started in 2018. As teacher educator, then, I present ethical dilemmas mainly in relation to the topics which deal with theories and principles of professionalism and ethics. I explore how these ethical aspects relate to the changing business environments and their application in practice.

First, I identify the need to have a more prominent focus on business ethics for teachers. I make the connection to the business environment, relating it to other themes in the curriculum (business operations: use of funds, abusing work time, misuse of resources, etc.). I incorporate real-life examples of how unethical business behaviour leads to corruption and deceit in the use of (government) resources. The state capture inquest in South Africa provides a mix of unethical examples including bribery, misuse of power for own ends, corrupt behaviour, capturing of state resources and irregularities with the issuing of tenders (see Business Day, 2019), which I incorporate in my classes.

Second, I focus on two aspects that fall under the intellectual quality dimension, specifically, 'substantive conversation' and 'knowledge as problematic' to elicit critical thinking aimed at improvement. Business ethics for teacher education does not necessarily focus on the students' personal value systems, but rather leads them to self-understanding (Sims & Felton, 2006) and to deepen their experiential awareness of ethical dilemmas particularly in diverse settings.

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Third, I use multiple methods, such as curriculum analysis, case study analysis and reflection on lesson analysis. Dion (2015:110) highlights three levels at which ethical issues arise: macro (business and society), meso (intra-organisational and inter-organisational levels), and micro (intrapersonal and interpersonal levels). Through case studies, business articles and newspaper clippings, I continuously integrate, discuss, and compare the ethics and inner morality of the market (macro level), the ethics of social institutions (meso level), and the ethics of organisations (micro level) as they would interact with personal value systems (Block & Cwik, 2007). By integrating the resource material (e.g. analysis of a case study) and the students' existing powerful knowledge, I integrate three basic questions asked by Gandz and Hayes (1988:666), which are still relevant today:

- ◀ Who will be affected by this decision that you are about to make?
- ◀ How will each party or stakeholder identified by you, be affected?
- ◀ How do the answers to the two questions above impact on society and the environment?

When students answer these questions, they will be guided to their decision in terms of the objectives they want to meet regarding the ethical dilemma presented. I also prompt them to seek alternatives to their perspectives and consider how their decisions can be implemented for the betterment of society and the environment.

Fourth, I changed the focus of the PGCE module to a continuous integration of ethical issues by using the theoretical underpinning of the Productive Pedagogies framework. The reflective questions above allow students' virtues, values, and standards to come to the fore – aspects which otherwise may not have been brought out by the problematic case or scenario presented.

Lastly, teaching practice must illustrate a deliberate attempt where students share and integrate activities related to ethics. Integration of substantive conversations and creation of a space where knowledge can be disrupted are used to illustrate a mind-shift of the pre-service teachers, which was evident in their lessons during teaching practice. Focusing on ethical dilemmas may make both teacher educators and students uncomfortable which imply that I had to take risks (see Loughran, 2005). I also recognise that I can reinvent myself as a teacher educator by continuously interrogating my own practice and any preconceived notions I may have had.

Knowledge as problematic and substantive conversation in PGCE Business Studies Teaching

All knowledge should be problematic and recognised as socially constructed. Knowledge should therefore not be presented as given because it then represents the subject content as an unchallengeable fact. In Business Studies Teaching, in certain cases, knowledge can appear static when presented in tables, charts and textbooks. However, the discussion around the interpretation of static knowledge can be fluid and problematic.

My engagement with the *knowledge as problematic* aspect of the Productive Pedagogies framework takes the form of creating a welcoming atmosphere in my lectures where students are encouraged to be open and frank without feeling restricted or self-conscious. I specifically welcome and explore multiple contrasting and potentially conflicting opinions, nudging my students to critically examine the scenarios under discussion. I highlight some of the paradoxes and disparities in how the business world functions, elicit curiosity, engagement and critique with the aim of robust discussion and self-reflection on the part of the students.

Still today, the traditional neo-classical underpinning of business continues to stand firm: profit maximisation, competitiveness and shareholder wealth remain the cornerstone of business activity. So, when Apple (2001) argues that it is justifiable when parents are concerned about their children's future, it is because the neoliberal business is notorious for putting profit before people and the environment.

Substantive conversation means that the interaction in class is thoughtful, reciprocal and promotes a common understanding. This kind of conversation is rooted in reality, and the exchange is meaningful and constructive. The idea is a reciprocal and sustained dialogue between the students and I, and amongst the students themselves. Talking about ethical conduct can be awkward, problematic and complicated, and could disrupt traditional ways of thinking about the business world, content knowledge and the curriculum. Essentially, I create a safe space where students feel comfortable with uncomfortable and difficult conversations. Substantive conversations reveal important tensions in the classroom, where autonomous and critical thinking are encouraged, and where these opinions can be voiced confidently. I integrate business ethics throughout the curriculum by following three features as part of substantive conversation as clarified by the Productive Pedagogies framework:

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- ◀ *Intellectual substance* encourages critical reasoning with regard not only to subject matter, but also to pedagogy and assessment. This includes making distinctions, applying ideas, forming generalisations, and raising questions. Sometimes I would also include fictitious scenarios from the macro, meso and micro-environments if I cannot find a real-life illustration, e.g. the agency problem which refers to conflict of interest in a particular relationship and where one party acts in his own interest, without taking the other party's interest into account (see Masson, Tibault & Misener, 2006). Professional codes of conduct are used to guide discussions, ultimately encouraging students to think as autonomous moral agents.
- ◀ *Dialogue and sustained exchange* are promoted where conversations include the sharing of ideas; this is reciprocal as opposed to lecturer-led narrations or presentations. Business Studies Teaching PGCE students enter this course with substantial disciplinary knowledge acquired in their bachelor's degrees, in some instances with work experience. The students extend our conversations and raise questions, coming from their own experiences. This also leads to sustained exchanges where discussions are prompted by our previous conversations, and new connections are made about topical issues. For example, the state capture inquiry brought about heated discussion around the professional and ethical conduct of ex-president Zuma and his involvement in the case. Students started asking questions about their rights as taxpayers, consumers, and citizens.

In contrast to a theoretical approach to the teaching of ethics, I use case discussions and scenario-mapping of ethical dilemmas in my classes. In these discussions, I look at the merits and demerits of the ethical dilemma and its moral implications. We explore plausible ways of implementation or means of solving a problem. By using case analysis, I allow my students to develop what Strike (1993:105) terms dialogical competence: "the ability to talk about, reason about, and experience appropriate phenomena via a certain set of concepts". Warnick and Silverman (2011) suggest that teachers need to offer some hope that an intelligent and principled resolution of ethical dilemmas is possible, but at the same time challenge students to reject the teacher's authority in simply giving them these resolutions. In this way, I encourage open-ended ethical inquiry as opposed to what Warnick and Silverman (2011:276) refer to as a "procedural view of objectivity" in ethics.

- ◀ *Logical extension and synthesis* are integrated as a follow-up on dialogue and sustained exchange. My synthesis of class conversations is always linked to the topics in the curriculum. The process I follow involves a framework using the different elements of ethics codes, e.g. the incorporation of the King Code of Corporate Governance (King Committee on Corporate Governance and Institute of Directors, 2002) and a business's code of conduct. These elements help ease the pedagogical tension between promoting moral autonomy and maintaining the possibility of moral objectivity. My lectures take the form of a properly constructed process where students critically examine texts, ideas and knowledge, and whilst I am open to differing student suppositions, I also do not give the impression that 'anything goes' or that ethics is only about subjective opinion. In consolidating the discussions, the following questions are put to the students:

- ◁ How do each of your opinions about solving the problem impact on the dilemma presented? Most students welcomed the diverse responses to scenarios, and many were influenced by the discussions in the class compared to their initial response to the ethical dilemma presented. Comments included: “I haven’t looked at it in that way ...”, or “I wish someone can teach government cabinet ministers a course in ethics and professionalism before they are appointed”.
- ◁ Do you see yourself as an important stakeholder in society? Do you think stakeholders in this case/scenario/dilemma are being treated fairly? If you were a stakeholder in this instance, how would you like to be treated? All the students felt that they matter. They would like to be treated fairly and consider that their human rights should not be violated. Comments like: “... we should be more vocal as consumers and voters to corruption...” and: “Many of our people are poor and illiterate, so businesses can take advantage of them for their own interest”.
- ◁ Are ethical and moral codes relevant in this scenario and how can they remedy the situation? The students appreciated the values clarification of professional and ethical codes of conduct which were integrated in the group discussions. They could extract what was relevant to a specific scenario and some referred to “the King Code of Corporate Governance as an important code of ethics to keep businesses in check”. Other students felt that the financial crisis of 2008 had not had much impact on “the greed of big business”.

My self-reflection was a meaningful way to uncover several assertions made by Loughran (2005) and Van Laren (2011) when they refer to the ultimate transformative nature of the self-study process. In addition, some of the basic goals for ethical sensitivity by Felton and Sims (2005) resonate with a continuous integrated approach to ethics teaching in the PGCE Business Studies module. I will explain, by means of four key aspects, how my process unfolded and led to the outcomes (see Figure 7.2).

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Figure 7.2 Business ethics framework for Business Teacher education

First, I saw improvement in the students' understanding and clarification of their own values. Some students admitted to being prejudiced initially by long held beliefs and stereotypes. Students realise that being professional is not enough; professionalism is important but it does not presuppose ethical conduct. The students showed a broader understanding of this and how ethics is embedded in Business Studies. I could therefore apply general awareness raising of contemporary ethical issues. For example, deliberations on current exposure of corruption within government parastatals such as the Passenger Rail Agency of South Africa (PRASA), the Electricity Supply

Commission (ESKOM), South African Airways (SAA) and others were welcomed in class discussions. This kind of consciousness is ongoing in my pedagogic approaches and interrogation of the content prescribed in the curriculum. I deliberately integrate the critical questions referred to earlier to create an enduring ethical sensitivity among students. I elicit deeper thinking of business's responsibilities toward all stakeholders, by the ethical awareness of the implication (and undermining) of scarcities and sustainable resource production in the supply chain. We focus on the ecological impact in the global arena (for example, climate change, the depletion of the ozone layer, threats to marine ecosystems) and how these developments shape the mindsets of students and educators. For example, the expanded view of the triple bottom line is part of my pedagogy for ethical awareness; this view moves beyond mere social, economic and environmental resilience in the business sector, to create a symbiotic relationship between natural, human, socially-manufactured and financial capital. Teachers can have an impact on how young learners become self-aware and conscious of the consequences of their own behaviour as current and future consumers, which could then become transformative (America, 2014). For example, consumers have the power to refrain from buying goods that are detrimental to society and the environment. In so doing, they put pressure on businesses to produce products which are environmentally friendly and of enduring value.

Second, I adopted a multicultural/cross-cultural perspective. I follow the path of inter-culturality to explicitly model contextualised teaching. This is an active process of unlearning and re-learning, highlighting integrated relationships between persons or social groups of diverse worldviews and cultures. This understanding mitigates students' preconceived notions that ethical misconduct may be more prevalent in certain groups than others. I consciously use case studies that reflect a diverse range of businesses, e.g. multinationals, local businesses and those from other African countries. Although African business case studies are not as freely accessible as cases in the broader business education world (America & Le Grange, 2019), it is important that business student teachers are aware of business operations on the African continent.

Third, I helped the students to explore the middle- and long-term effects of managerial decisions (Felton & Sims, 2005). Corporations are the primary agents of economic development. How they leverage ecological solutions in the face of economic and technological advancements, for example, is therefore crucial. My role was to anticipate divergent views on, for example, issues around the ethics of resource extraction (for example, fracking) and

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enquiries around the latest developments in the media. I facilitate discussions through ethical and moral questioning: What does it mean for a business to have ecological integrity? How do businesses show respect and care for the community? Do you stay silent if a business infringes on the social and economic justice of a community? How do you respond if fair trade, sustainable resource use, environmental protection and progressive labour standards are infringed? I also encourage students to interrogate and contest the content presented in textbooks, e.g. the relativism of the notion of professionalism across cultures where dress codes differ and business conduct varies. This normally takes the form of asking critical questions and contextualising my teaching. It requires a change of mind and emotion on the part of the students when they realise their interdependence and individual efforts are needed to keep businesses accountable. This is a mindset that can be trickled down to school level.

Fourth, I raised students' awareness of the accountability and responsibility that comes with being teachers and educators. My role is to help students understand and uncover the interconnectedness between personal values and the business/institutional/organisational and even educational values. A personal value may include being aware of the possible exploitation of consumers in South Africa (see SANews, 2020), a country where many people are not financially literate. A considerable part of the population does not have access to consumer education or financial literacy resources and lacks sufficient knowledge to make informed decisions about products offered to consumers, e.g. taking out insurance or opening a bank account. The Business Studies class should be seen from the perspective of different stakeholders and their obligations, e.g. making students aware of the role of 'watchdog' organisations such as the Consumer Association, the South African Insurance Association (SAIA) and the King Code of Corporate Governance (King Committee on Corporate Governance and Institute on Directors, 2002). Many of my student teachers realised that the power bestowed upon teachers is immense and their actions and ideologies can have a lasting impact on learners. What is learnt today can shape behaviour of tomorrow. Cultivating the skills to develop ethical sensitivity and moral courage cannot be sooner than at school level. This opportunity comes with risks and discomfort in confronting awkward issues that are often 'swept under the carpet' in typical class discussions.

Loughran (2004:18) avers: "Self-study defines the focus of study and not the way the study is carried out". The responsibility is therefore on myself as a researcher to justify my approach in relation to the desired outcomes of reframing, restructuring, and renewing (Van Laren, 2011). These outcomes are explained briefly as follows:

- ◀ *Reframing* refers to my reflection on what, why and how I was teaching. Through this self-study I realised the value of disrupting (existing) knowledge, asking uncomfortable questions and allowing substantive conversations to flow. My approach to teaching has taken a turn towards more real-world difficult scenarios in my classes.
- ◀ *Restructuring* is a deliberate shift to my identity as a business teacher educator and the focus on my students' teaching and learning of Business Studies instead of focusing on the context in which the students are situated. I flipped my lectures around so that all of us are dependent on one another for the lesson. All our views are important; not only mine as the educator. This restructuring worked well with the diversity in my classes. Students can bring their own experiences and (indigenous) knowledge systems to discussion. I realised that I function well in a less rigid, open-ended, yet objective role.
- ◀ *Renewing* enabled a fresh look at my past experiences and actions as a Business Education Teacher educator and expansion of pedagogical content knowledge integrated with contemporary issues and its relation to ethical awareness.

The reframing, restructuring, and renewing refer to my integration process, my discernment of what content is considered the most impactful and how it should be taught.

Conclusion

Excellence in the business world means more than merely having business acumen; it also presupposes a broad education that includes ethical integrity and virtuous behaviour in a business environment. However, in real life, having moral and ethical conduct are not necessarily treated as one of the core functions of a business. Often, Business Studies Teacher educators are not critical about the capacity of formal curriculum to mediate learning that raises questions about the conduct and decision-making of corporate businesses. The challenge for business teacher educators is that they do not teach the managers of the future; instead, they teach pre-service teachers to think ethically so that ethical sensitivity can be cascaded down to school level. The teaching of business ethics and its implementation (action) is therefore challenging, as student teachers are not actually going into the field to act on it although their learners might. Students, as citizens, need ways to think about what appropriate ethical conduct in business in a country is where corruption is experienced all too often. The pedagogical challenges of dealing with teaching business ethics is that this is a long and continuous process which requires patience from the teacher educator to facilitate substantive conversations. Arising in this study was a (re)new way of thinking about how ethical conduct by business plays out in society and how it is being taught in a constructive way.

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Through self-study I have explored how substantive conversations and treating knowledge as problematic can give credence to integrating business ethics in teacher education. In so doing, moral and ethical sensitivities could have an elevated function for business teacher educators. The responsibility lies not only with business education but also within business teacher education, as argued in this reflection.

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