Integrative Ethical Education

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Optimal Moral Functioning

- Developmental moral psychology
  - Identifies exemplarity and developmental trajectories
  - Suggests ways to facilitate and improve moral functioning based on what we know leads to human flourishing individually and communally

Getting to Optimal Moral Functioning: What is Moral *Character*?

Character is a set of skills or capacities

or **ethical know-how**

that can be cultivated to high levels of expertise

An Aristotelian thought

Expertise development has gained prominence in education

- Intellectual abilities are forms of expertise (Sternberg, 1998; 1999)
- Children develop along a continuum from novice to expert (Bransford et al., 1999)
  - In each area of study
  - Including moral character (Narvaez)

Expertise as "know how"

- Expert knowledge includes both deliberative and intuitive systems (Hogarth, 2001)
  - Knowing that
  - Knowing how, when, and how much
- *Adaptive* expertise (unlike *routine* expertise) allows flexible, innovative response in the situation (Hatano & Inagaki, 1986)
  - Act outside the [routine] box

Expertise is
situated, embodied, dynamic

- Mind development is inextricably linked to embodied experience (Lakoff & Johnson, 1999; Greenspan & Shanker, 2004)
  - We think in terms of physical metaphors (e.g., "up against the wall;" "see eye-to-eye")
- Cognition is ultimately represented in multiple biological systems (Damasio, 1999)
  - Biochemical responses to situations signal "good/bad" action (based on prior experience)

Educating Expertise

- Experts-in-training experience practice that is:
  - Relational
  - Focused
  - Extensive
  - Coached
  - Contextualized or situation-based (Hogarth, 2001; Sternberg, 1998, 1999)

Educating Expertise

- **Action schemas** are honed to high levels of automaticity (Hogarth 2001).

Educating Expertise

- **Foster <u>GOOD INTUITIONS</u>** through immersion and good feedback (right brain)
  - **Perceptions and sensibilities** are fine tuned and developed into *chronically accessed constructs and actions* (Lapsley & Narvaez, 2005)

- **Foster <u>DELIBERATIVE UNDERSTANDING</u>** (provide theoretical grounding and meta-cognitive guidance)
  - **Interpretive frameworks (schemas)** are learned and, with practice, applied automatically for information processing, judging action, taking action

How are *Ethical* Experts Different?

Moral Exemplary Action

- Moral exemplars exhibit at the same time
  - higher *affiliation* with others (communion and compassion)
  - *higher self efficacy or agency* (Walker & Frimer, 2008; 2009)
- Monroe (2001), study of WWII:
  - Rescuers: "What else could I do? —They were human beings like you and me."
  - Non-Rescuers: "What could I do? —I was one person alone against the Nazis."

Persons With Ethical Expertise are:

- More Ethically Sensitive
- Better at Ethical Judgment
- More Ethically Focused
- Better at Completing Ethical Action

Ethical Sensitivity Skills: NOTICE!
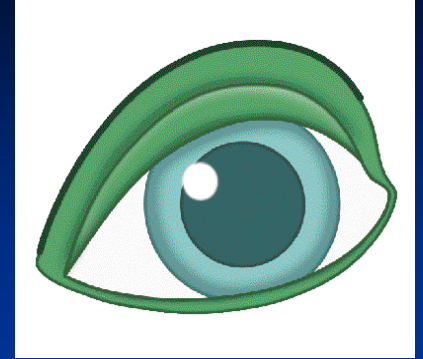
- **Perceive** the need for ethical action
- **Feel** empathy
- Put yourself in the other person's shoes
- **Imagine** possibilities
- **Determine** your role

Ethical Sensitivity Skills: NOTICE!

ES-1: Understanding Emotional Expression
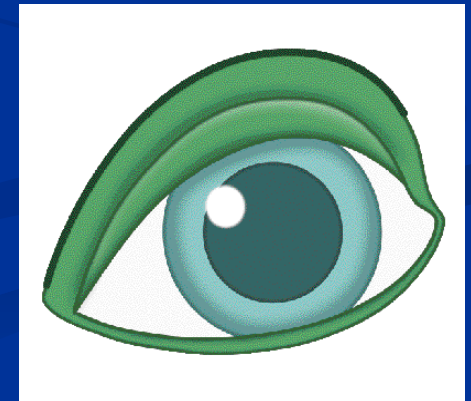
ES-2: Taking the Perspectives of Others
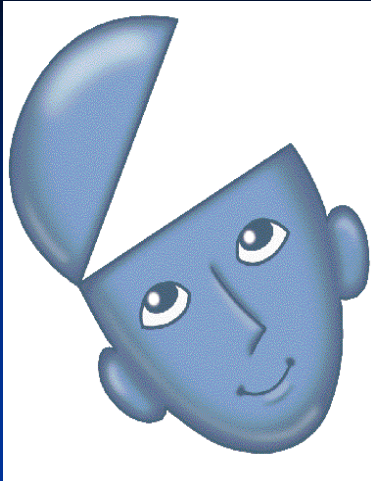
ES-3: Connecting to Others

ES-4: Responding to Diversity

ES-5: Controlling Social Bias

ES-6: Interpreting Situations
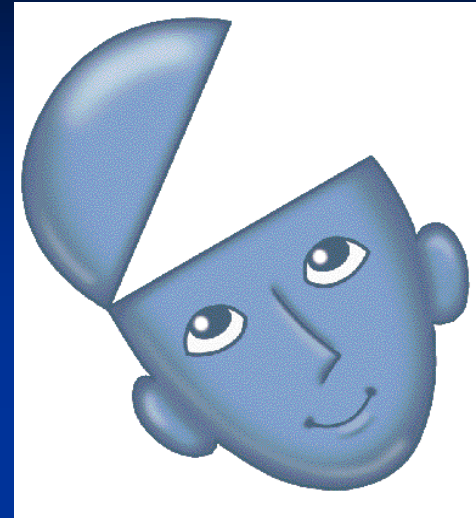
ES-7: Communicating well

Ethical Judgment Skills: THINK!

- **Deliberate** about what might be done
- **Apply** your code of ethics
- **Reason** about which action is most ethical
- Make a **judgment**
- **Reflect** during and after action

Ethical Judgment Skills: THINK!

EJ-1: Reasoning Generally

EJ-2: Reasoning Ethically

EJ-3: Understanding Ethical Problems

EJ-4: Use Codes & Identify Judgment Criteria

EJ-5: Understanding Consequences

EJ-6: Reflecting on the Process and Outcome

EJ-7: Coping & Resiliency

Ethical Focus Skills: AIM!

- ❖ Make the ethical action a **priority** over other needs and goals

- ❖ Align ethical action with your **identity**
  - ➢ Develop habitual empathic concern
  - ➢ Develop moral locus of control, moral self-monitoring, moral self-reflection

Ethical Focus Skills: AIM!

EM-1: Respecting Others

EM-2: Cultivate Conscience

EM-3: Act Responsibly

EM-4: Be a Community Member

EM-5: Finding Meaning in Life

EM-6: Valuing Traditions and Institutions

EM-7: Develop Ethical Identity & Integrity
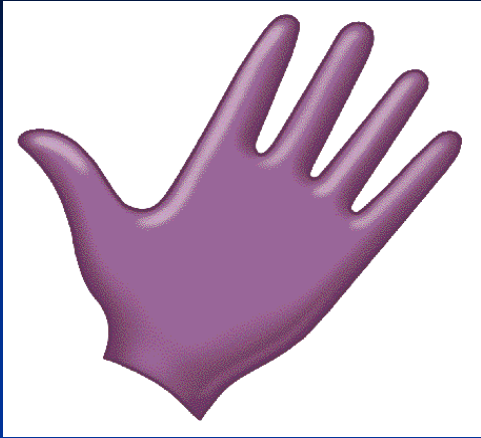
Ethical Action Skills: ACT!

- **Implement** the ethical action by
  - Knowing what steps to take
  - Getting the help you need
- **Persevere** despite hardship
- Develop **effectivities** (capacities for action in particular situations) across many contexts

Ethical Action Skills: ACT!

EA-1: Resolving Conflicts and Problems
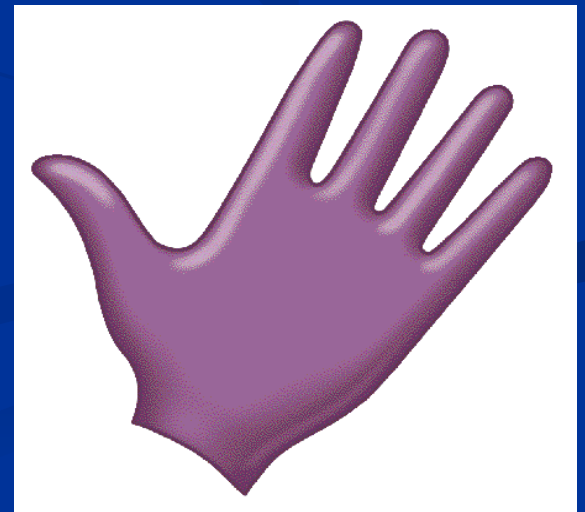
EA-2: Assert Respectfully

EA-3: Taking Initiative as a Leader

EA-4: Planning to Implement Decisions

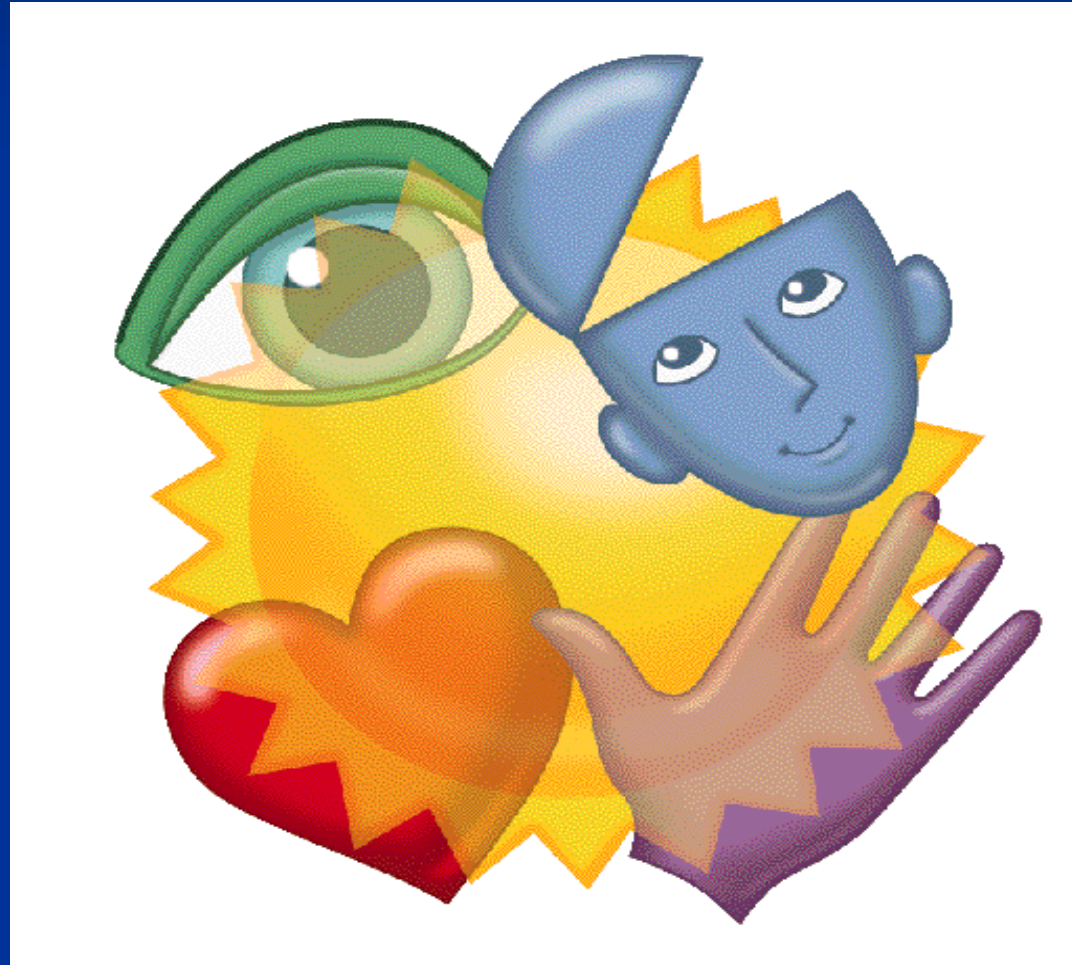EA-5: Cultivate Courage

EA-6: Persevering

EA-7: Work Hard

Success requires all processes!

Moral Exemplars

- Like other kinds of intelligence, moral intelligence is embodied in *action* (Varela, 1999)

- It is not enough
  - to *feel* empathy or sympathy
  - to *reason* well and make a good moral judgment
  - to be *motivated* to take a moral action
- Ultimately, what counts is the action that relies on these other processes (Trout, 2009)

How do you foster both
ethical intuitions
and
explicit ethical knowledge?

5 INTENTIONAL STEPS

1. Make a Caring Commitment to Each Child

"You cannot teach a child whom you do not love. You cannot teach a child whom you do not respect. You cannot teach a child whom you do not understand. You cannot teach a child whom you are afraid of. You cannot teach a child if your political baggage (i.e., sexism and racism) is brought into the classroom. You cannot teach a child without bonding first, which results from love, respect, and understanding."

(p. 32, *Countering the conspiracy to destroy black boys, Vol. II,* by J. Kunjufu, Chicago: African American Images, 1985.)

A Caring Relationship

- Engages the **emotions**
  - Fundamental to learning
- Fosters a **secure attachment**
  - Builds the bridge for instruction
    - Secures the child's attention
    - Establishes a line of influence
  - Physiological orientation toward engagement ethic (oxytocin, opiods)
- May take longer with some students

2. Set Up a Sustaining Environments
Establish a Caring Classroom Community

- Adults help kids meet their basic needs
- The five basic human motives are (Fiske, 2004):
  (1) Sense of control (choices)
  (2) Understanding (meaning)
  (3) Belonging (connectedness)
  (4) Enhancing Self (competence)
  (5) Trust (community support)

Good leaders/teachers make sure members needs are met.

Provide a Supportive Climate

- Keep Security Ethic calm
- Encourage engagement and prosocial imagination ethics
- Individual positive purpose
    - Enhancement of human potential
- Broad ethical skills
- Global awareness
- Link to community contexts

Well-Structured Social Environments Provide

❖ Student autonomy, self-direction, & influence

❖ Student interaction, collaboration, & participation in open discussion

❖ Teacher warmth, acceptance, support, & modeling

❖ Provide training in social skills

❖ Provide opportunities for helping others

❖ Foster discipline through a sense of citizenship to school

(From Solomon et al, 2002)

3. Use a Novice-to-Expert Approach to Cultivate Ethical Skills

- Expertise is developed through practice that is
  - Focused
  - Extensive
  - Coached

Bransford, Brown & Cocking, 1999

Teach Through Apprenticeship

- How does apprenticeship look?
    - Modeling by someone more "expert"
    - Model thinks aloud while solving problems
    - Instructor uses Zone of Proximal Development
    - Instructor scaffolds and fades
    - Theoretical explanation (reasoning, meaning) at the same time as authentic experience

Model-centered and Learner-centered

- **Model-Centered**
  - First, model the appropriate behavior
  - Throughout learning, coach students:
    - Guide students in completing small tasks they can successfully complete
    - Explain why, provide meaning
- **Student-Centered**
  - Help students construct a coherent understanding
  - Provide opportunities for extensive, focused practice

Novice-to-expert instruction

1. **Immersion in examples and opportunities**
   - *Attend to the big picture, learn to recognize basic patterns*
2. **Attention to facts and skills**
   - *Focus on detail and prototypical examples, build knowledge*
3. **Practice procedures**
   - *Set goals, plan steps of problem solving, practice skills*
4. **Integrate across contexts**
   - *Execute plans, Solve problems in different contexts*

Expertise Level 1: Immersion In Examples & Opportunities

- Attend to the **big picture**
- Learn to recognize **basic patterns**

The teacher **plunges** students into multiple, engaging activities. Students learn to recognize broad patterns in the domain (Identification Knowledge). Students develop gradual awareness and recognition of elements in the domain.

Expertise Level 2:
Attention to Facts and Skills

- Focus on **detail** and **prototypical examples**
- Build knowledge

The teacher focuses the student's attention on the elemental concepts in the domain in order to build elaboration knowledge. Skills are gradually acquired through motivated, focused attention.

Expertise Level 3: Practice Procedures

- Set goals
- Plan steps of problem solving
- Practice skills

The teacher coaches the student and allows the student to try out many skills and ideas throughout the domain to build an understanding of how these relate and how best to solve problems in the domain (planning knowledge). Skills are developed through practice and exploration.

Expertise Level 4:
Integrate Knowledge & Procedures

- Execute plans
- Solve real-life problems
- Solve problems in multiple contexts

The student finds numerous mentors and/or seeks out information to continue building concepts and skills. There is a gradual systematic integration and application of skills across many situations. The student learns how to take the steps in solving complex domain problems (execution knowledge).

When Teaching Ethical Skills

- Use multiple levels of instruction
  - To catch all students
- Start where students are
- Teach more than one process at a time
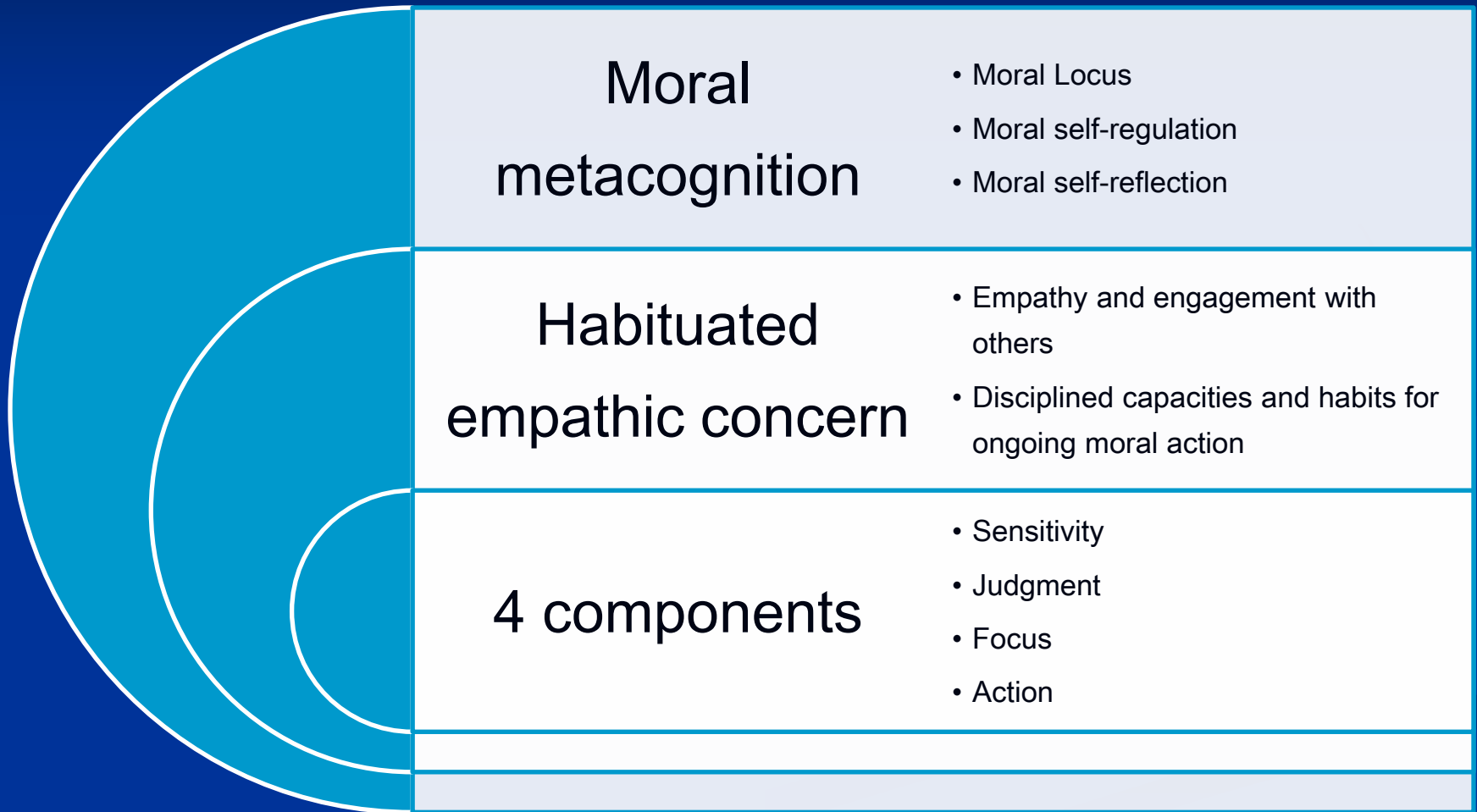 - So students learn that the skills are not static

Self-Authorship of Right Brain

- Self-awareness activities
  - Journal
  - Pay attention to likes and dislikes
  - Spend more time doing things that bring joy
  - Art. music, play
    - Playful activity is a good way to learn to stay in the present.

- Individuals can be coached in domain-specific self-efficacy and self-regulation (Zimmerman, Bonner, & Kovach, 2002).

- The perception of personal agency is formed from our self-regulatory skills and lies at the heart of the sense of self (Zimmerman, 2000).

Mindful Morality Grows

Moral metacognition	• Moral Locus • Moral self-regulation • Moral self-reflection
Habituated empathic concern	• Empathy and engagement with others • Disciplined capacities and habits for ongoing moral action
4 components	• Sensitivity • Judgment • Focus • Action

Step 5: Restore the Village:
Foster Strong Links to the Local Community to Build Collaborative, Democratic Citizenship

❑ The purpose of ethical behavior is to live a good life *in the community*.

❑ Together community members work out basic questions such as: How should we get along in our community? How do we build up our community? How do we help one another flourish?

❑ Each individual lives within an active ecological context (Bronfenbrenner, 1979) in which, ideally, the entire community builds ethical skills together.

# Restore the "Village" of Support for Engagement

- **Community immersion**
  - Active, full body experiences with others
- **Find pleasure from social relationships**
  - Embodied, positive sense of community
    - singing, playing, dancing, laughing

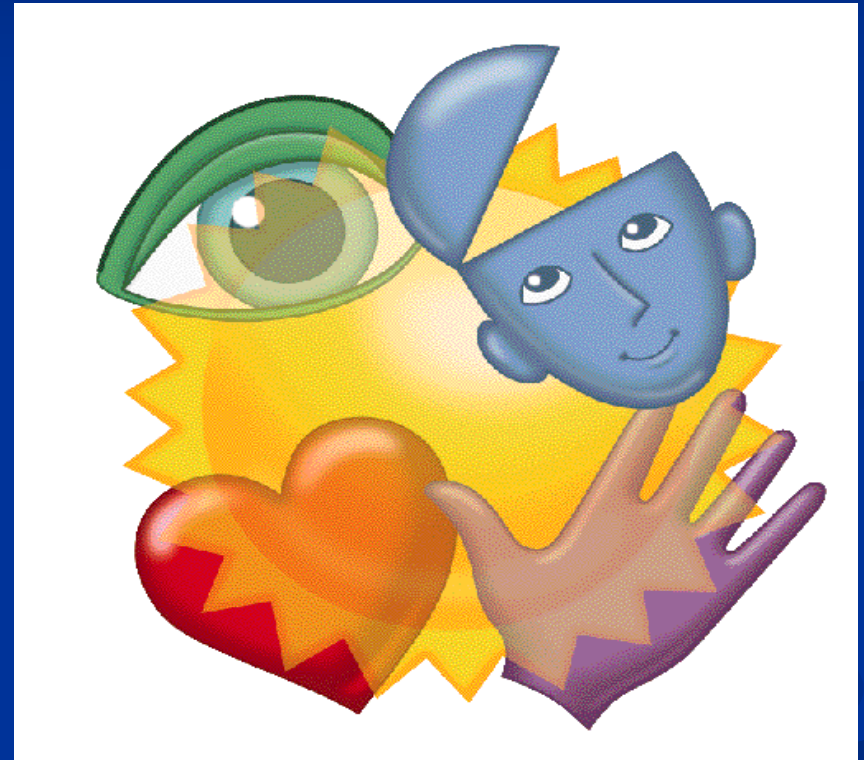# Mindful Morality Uses Our Fullest Moral Capacities

- **ENGAGEMENT**: Full presence in the moment *(right brain)*
  - Intersubjectivity
  - Resonance with the Other

- **COMMUNAL IMAGINATION**: Uses abstraction capabilities to solve moral problems *(left brain)*
  - Self-regulatory capacities
  - Ethical know-how
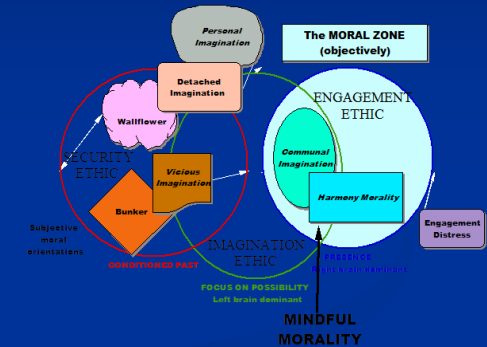
The ancient Greek understanding of ethics as still relevant today

Ethics is the practical and moral wisdom or expertise cultivated in the context of individual and community flourishing
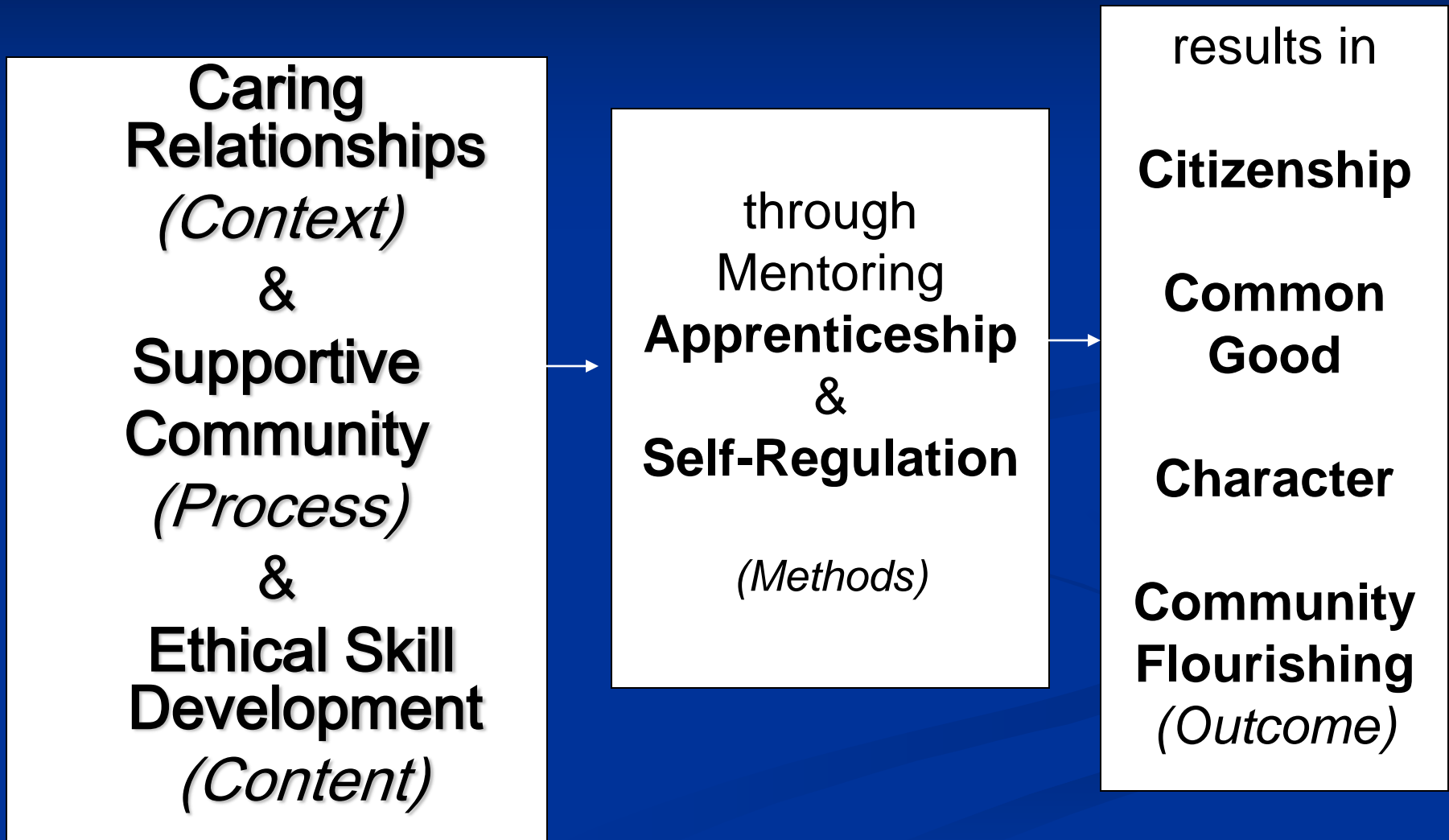
IEE Overall Framework for Success

Caring Relationships *(Context)* & **Supportive Community** *(Process)* & **Ethical Skill Development** *(Content)*

through Mentoring **Apprenticeship** & **Self-Regulation**

(Methods)

results in

Citizenship

Common Good

Character

Community Flourishing *(Outcome)*

The Minnesota Community Voices and Character Education Project

A collaborative project with educators who locally adapted the Ethical Expertise Model with 28 skills and novice-to-expert pedagogy

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COLLABORATION FOR ETHICAL EDUCATION

Curriculum

Online Curricula

- Community Voices and Character Education
- Final Report for Community Voices and Character Education

Books ($15 each or 4 for $50)

Curriculum

Community Voices and Character Education

Framework

- Overview (pdf)
- Introduction Booklet (pdf)

Classroom Application Booklets

- Activity Booklet 1: Ethical Sensitivity (pdf)
- Activity Booklet 2: Ethical Judgment (pdf)
- Activity Booklet 3: Ethical Motivation (pdf)
- Activity Booklet 4: Ethical Action (pdf)

Lesson Planning

- Lesson Planning Guide (pdf)
- Linking to the Community Worksheet (pdf)

Sample Lesson Plans

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- Examining Bias in Media and Everyday Situations (pdf)
- Analyzing Ethical Problems in Technology Plagiarism (pdf)
- Developing General Reasoning in Current Event Analysis (pdf)
- Values and Ethical Identity in Music (pdf)
- Helping Others Using Accounting and Research (pdf)
- Setting Reachable Goals (pdf)
- Overcoming Obstacles in Nature Conservation (pdf)

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- Getting Started (pdf)

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For More Information and Papers

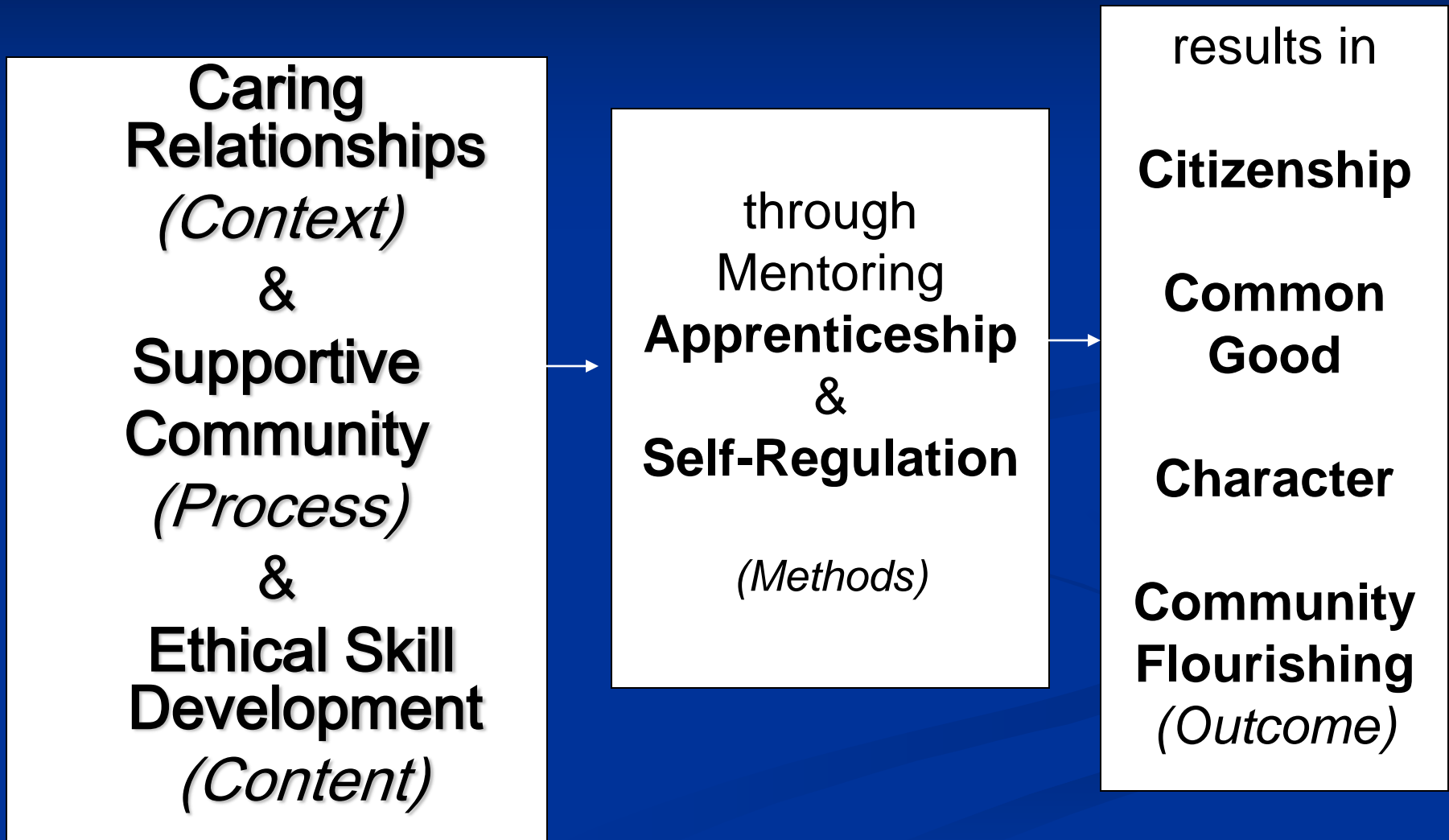Darcia Narvaez, University of Notre Dame, USA

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Webpage: http://www.nd.edu/~dnarvaez/

Psychology Today blog:

"Moral Landscapes"

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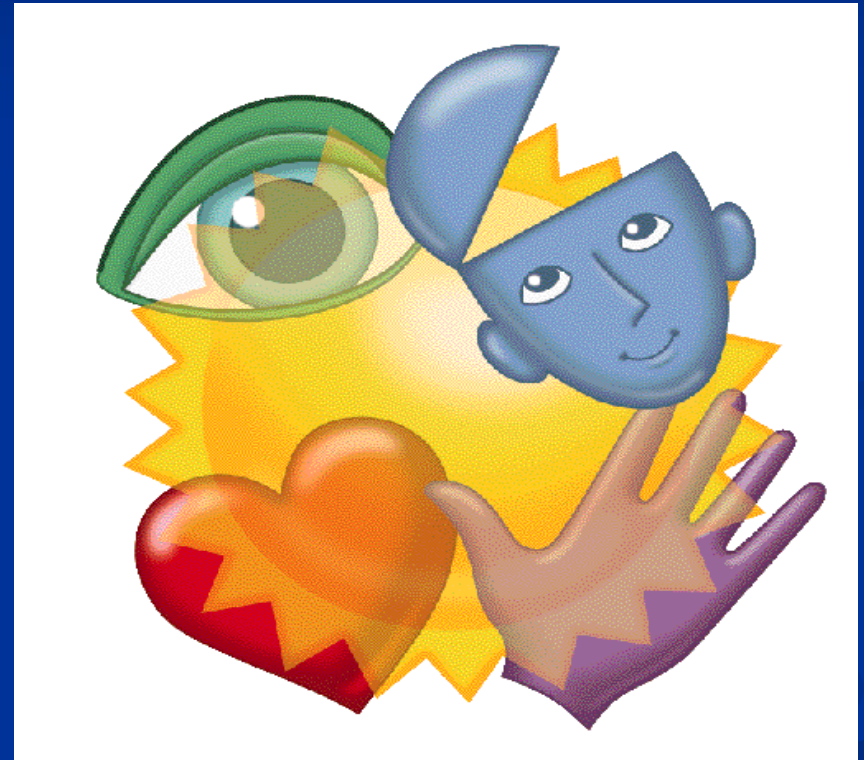
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Citizenship

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Self-Authorship

Ethical Skills through Apprenticeship

Sustaining climate

Caring Relationship

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Cognition is "situated" or contextualized
(e.g., Derry & Lesgold, 1996)

- In unfamiliar domains, we have to learn effective ways of thinking and acting

- In unfamiliar domains, we have to learn the **ethical** constructs, landscape, and actions for that domain

A Moral Behavior

- **Is influenced by the interaction among the components**
  - Focus on another goal decreases sensitivity
  - Focus on ideology decreases sensitivity and reasoning
  - Fear decreases sensitivity and shifts focus to self preservation

Integrative Ethical Education
(Narvaez 2005)

1. Form a caring and secure relationship.

2. Provide a supportive, sustaining climate.

3. Use a novice to expert approach to cultivate ethical skills.

4. Foster self-authorship and self-actualization.

5. Restore the village of support.