

Integrative Ethical Education: Putting Flourishing back into Character Education

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Integrative Ethical Education (IEE) Model

- Initiated during the Minnesota Community Voices and Character Education Project, 1998-2002 (*funded by US Department of Education #R215V980001*)
- Refined at the Notre Dame Center for Ethical Education and Development (ND-CEED)

IEE Model of Character Development Offers

- A new way to look at *character*
- A new way to look at character *education*

What is *Character*?

Character is a set of skills or capacities
or ethical know-how
that can be cultivated to high levels of expertise

What Should Character *Education* Look Like?

Character should be coached and practiced
like any expertise or practical know how

Character as Ethical Know-how or Ethical Expertise

- Ethical expertise is NOT
 - narrow technical competence
 - merely intellectual skill
- Ethical expertise is refined, deep understanding evident in practice and action

Expertise Has Gained Prominence

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

How Are Experts Different from Novices?

- They have more and better organized knowledge
 - They have procedural & conditional knowledge:
 - What knowledge to access
 - Which procedures to apply
 - How to apply them
 - And when
- They perceive the world differently
 - They see underlying patterns
- They behave differently
 - Automatic and effortless behavior

How are *Ethical* Experts Different?

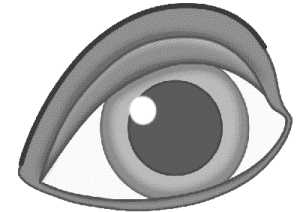
**“A wise (or virtuous) person is
*one who knows what is good
and spontaneously does it.*
Varela (1999, p. 4)**

What does this mean psychologically?

Persons With Ethical Expertise are:

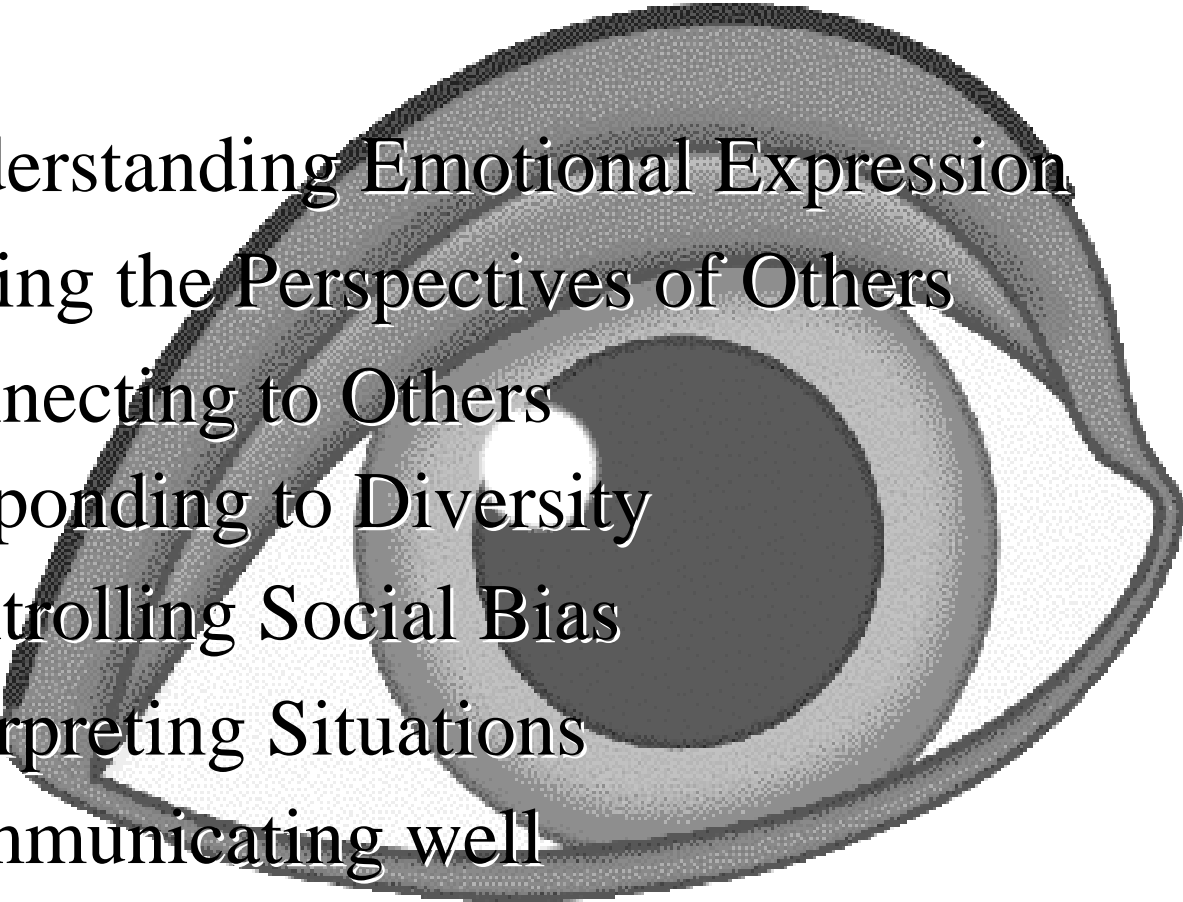
- More Ethically Sensitive
- Better at Ethical Judgment
- More Ethically Focused
- Better at Completing Ethical Action

Ethical Sensitivity Skills: NOTICE!

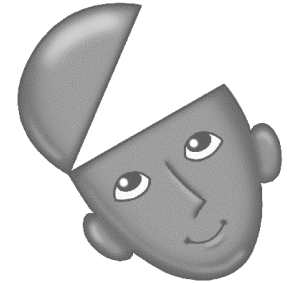


- ❖ Notice the need for ethical action
- ❖ Feel empathy
- ❖ Put yourself in the other person's shoes
- ❖ Imagine possibilities
- ❖ Determine your role

Ethical Sensitivity Skills: NOTICE!

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- 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

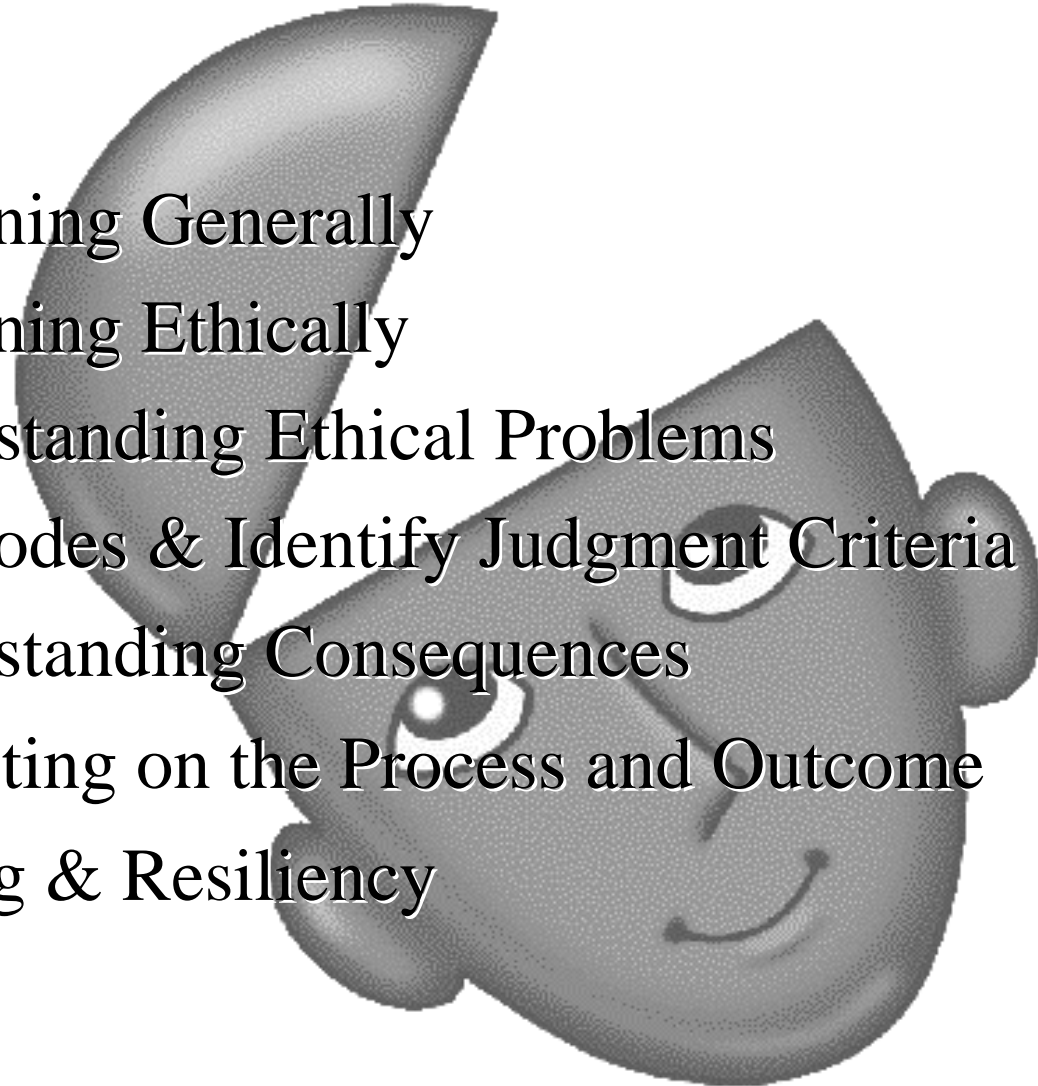
Ethical Judgment Skills: THINK!



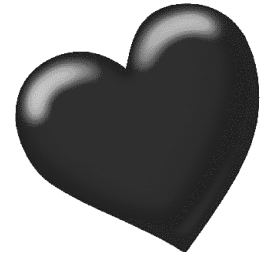
- ❖ Reason about what might be done
- ❖ Apply your code of ethics
- ❖ Judge which action is most ethical

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

Ethical Focus Skills: AIM!

EM-1: Respecting Others

EM-2: Cultivate Conscience

EM-3: Act Responsibly

EM-4: Be a Community Member

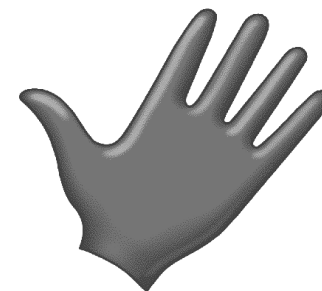
EM-5: Finding Meaning in Life

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

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



How Do Experts Become Experts?

Experts-in-training engage in practice that is

- Focused
- Extensive
- Coached

In other words, *apprenticeship*

How Can We Nurture Good Character in Schools?



Four Goals for Educators

1. Set up well-structured environments that foster appropriate ethical intuitions.
 - Build a caring school and classroom climate
2. Teach for ethical expertise
 - Teach the full complement of virtues with reasoning
 - Design instruction for novice to expert learning
3. Foster strong links to the local community to build collaborative, democratic citizenship
4. Foster self-regulation in students and community members

1. Teach for ethical expertise

- Cultivate character through apprenticeship and guided reflection
 - Immersion
 - Attention to facts and skills
 - Practice procedures
 - Integrate across contexts

2. Set Up Well-Structured Environments: Build a Caring Classroom and School Community

- ❖ 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

3. 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.

4. Foster self-regulation in students and community members

- Virtuous individuals must be autonomous enough to monitor their behavior and choices.
- Once developed, virtues must be maintained through the selection of appropriate friends and environments (Aristotle, 1988).
- 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).

Remember that Human Nature is Cooperative and Self-Actualizing

- Humans are by nature cooperative and social creatures (Fiske, 2004; Ridley, 1996).
- Communal values are embedded in our genetic code and species memory (de Waal, 1996).
- Darwin wrote much more about humanity's moral sensibilities than about human selfishness (Loye, 2002).
 - He set forth a theory of moral agency as a culmination of his theory of natural selection (Loye, 2002).

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

MN CVCE

- Collaborative model building over 3 years
- Volunteer educator teams at schools from around the state
- Research team offered character framework and novice-to-expert pedagogy
- Each local team designed unique implementation

Final Year Evaluation

- **Comparison of student effects at**
 - 2 high-implementing schools (n=88)
 - Advisory/homeroom, Curricular infusion, School-wide projects
 - Most if not all teachers involved
 - 2 low-implementing schools (n=168)
 - Only one or two types of implementation
 - Half or fewer teachers involved
 - 1 control school (n=125)

Measures of Comparison

- **Climate measure as covariate**

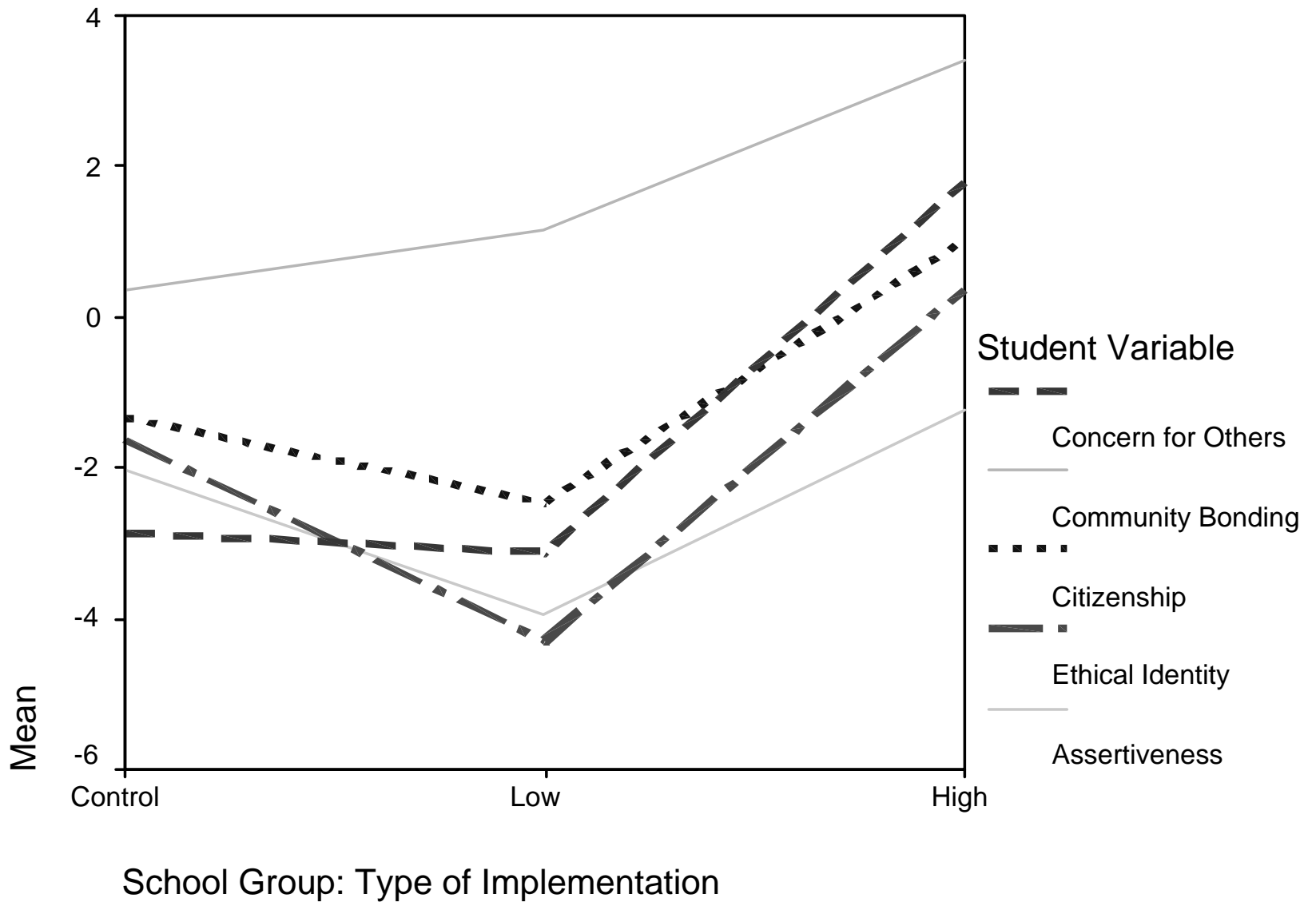
- student connectedness to school, perception of teacher connectedness to student, perceptions of teacher attitudes, perceptions of teacher behavior

- **Students compared on Gain Scores**

(Post Test – Pre-Test)

Student Gain Score Measures

- **Ethical Sensitivity**
 - Concern for others
- **Ethical Focus**
 - Ethical Identity
 - Community Bonding
 - Citizenship
- **Ethical Action**
 - Ethical Assertiveness



Analyses

MANOVA with 3 School Groups

- For Climate (covariate): Wilk's lambda = .68
 $F(5, 374) = 35.75, p < .001, \eta^2 = .32$
- For School Group (factor): Wilk's lambda = .89
 $F(10, 748) = 4.35, p < .001, \eta^2 = .06$

Univariate Analyses-1

For Climate:

- Concern for Others $F(1, 378) = .007, p < .93, \eta^2 = .00$
- **Community Bonding** $F(1, 378) = 113.42, p < .001, \eta^2 = .23$
- **Citizenship**: $F(1, 378) = 118.79, p < .001, \eta^2 = .24$
- **Ethical Identity**: $F(1, 378) = 45.33, p < .001, \eta^2 = .11$
- *Assertiveness*: $F(1, 378) = 21.38, p < .001, \eta^2 = .05$

Univariate Analyses-2

For School Group:

- **Concern for Others** $F(2, 378) = 14.80, p < .001, \eta^2 = .07$
- **Community Bonding** $F(2, 378) = 3.68, p < .03, \eta^2 = .02$
- **Citizenship:** $F(2, 378) = 2.82, p < .06, \eta^2 = .02$
- **Ethical Identity:** $F(2, 378) = 3.39, p < .03, \eta^2 = .02$
- *Assertiveness:* $F(2, 378) = 3.38, p < .03, \eta^2 = .02$

Summary of Findings

- **Climate** positively influenced the development of student Ethical Focus skills
 - Community Bonding, Citizenship, Ethical Identity
- **High Implementation positively** influenced the development of Ethical Focus
 - Community Bonding, Ethical Identity
 - And the development of Ethical Sensitivity
 - The two high-implementing schools worked on ethical sensitivity specifically

Summary of Findings

- **Deep and broad implementation** of ethical skill instruction had positive significant effects on students whereas minimal implementation had little positive effect

Summary of IEE Model

1. Build caring school and classroom climates
2. Teach for ethical expertise and self-actualization
3. Cultivate democratic citizenship and community flourishing
4. Foster self-regulation

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

- Narvaez, D. (in press). Integrative Ethical Education. In M. Killen & J. Smetana (Eds.), *Handbook of Moral Development*. Mahwah, NJ: Erlbaum.
- Narvaez, D., Bock, T., Endicott, L., & Lies, J. (2004). *The Minnesota Community Voices and Character Education Project*. Manuscript in final preparation.
- For copies of these and other papers, contact me: dnarvaez@nd.edu, or download from webpage: <http://www.nd.edu/~alfac/narvaez/>

