

ETHICAL MOVES

HOW TEACHERS CAN OPEN-UP A SPACE FOR ARTICULATING
MORAL REACTIONS AND FOR DELIBERATING ON ETHICAL
OPINIONS REGARDING SUSTAINABILITY ISSUES

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TEACHERS' INFLUENCE ON STUDENTS' LEARNING

- 'Teacher moves' = interventions of a teacher that govern students' learning in a certain direction
- Origin: Research on Epistemological Move Analysis (*Lidar, Lundqvist and Östman 2006*)
 - clarifying the actions that educators perform in order to **guide students in their learning process** and the *effects* of these actions in terms of learning and meaning-making
 - 'epistemological moves': interventions that cause a change or enforcement of the direction of students' meaning-making
 - 'privileging': which knowledge, skills, values etc. are taken into account → gives the learning a certain direction

FOR EXAMPLE

- Comparing move:
 - Student 1: If it is possible to solve all environmental problems with better technology then we should of course do that.
 - Teacher: **Do you think that this is more effective than a change of lifestyle?**
 - Student 1: I don't know. Put our trust in scientists will come up with better methods, no I don't know. But in any case it's better than just lowering our standards and having the same old crappy tools to...

TEACHER MOVES

| Scene-setting | Staging an inquiry | |
|-----------------------|---------------------------|-----------------------|
| | Directing | Deepening |
| Instructing Adding | Confirming Reorienting | Generating Judging |

(Östman, Van Poeck & Öhman 2019)

- **Epistemological moves** *(Lidar, Lundqvist & Östman 2006)*
- **Political moves** *(Van Poeck & Östman 2018)*
- **Ethical moves** *(Van Poeck, Östman & Öhman 2018)*

ETHICAL AND MORAL LEARNING

- Ethical dimension of sustainability issues: the **good values** that people find desirable and the **right actions** that reflect these values → statements and judgements about what is right or wrong, good or bad
- Can be handled and experienced in varied ways:
 - **Moral reactions**: Spontaneous, unpremeditated reactions in response to deep, bodily feelings of care or disgust
 - **Norms for correct behaviour**: Social rules that prescribe the morally correct way of acting
 - **Ethical reflection**: Critical inquiry on good values and right way of acting, formulating and comparing systematic and rational arguments
 - **Ethical deliberation**: Taking a stand on an ethical issue and explaining and defending personal standpoints.

LEARNING THROUGH MORAL REACTIONS AND MORAL DILEMMAS

- Dewey: Morals ≠ something innate or fixed but something that we learn throughout life, through experiencing moral situations that make us reflect on responsibilities and concerns
- Important to use students' **personally felt experiences of moral situations** in real life as a learning opportunity
 - Moral reactions
 - Moral dilemmas
- Performing well-considered teacher moves to nourish authentic ethical inquiry

EXERCISE:

HOW COULD A TEACHER NOURISH ETHICAL INQUIRY

STARTING FROM MORAL REACTIONS/DILEMMAS?

ETHICAL MOVES

| Functions | Ethical moves | Description |
|-------------------|-----------------------------------|--|
| Generating | Clarifying ethical move | A teacher's action that makes the students generate a deepened way of arguing by clarifying the ethical claim or the arguments made for the claim |
| | Articulating ethical move | A teacher's action that makes the students generate an articulation of their ethical standpoints and the argumentation for it |
| Judging | Evaluating ethical move | A teacher's action that makes the students ethically judge through evaluating an ethical standpoint |
| | Testing ethical move | A teacher's action that makes the students ethically judge through testing the validity of an argument |
| | Controversy creating ethical move | A teacher's action that makes the students ethically judge through staging a controversy |
| | Hierarchizing ethical move | A teacher's action that makes students prioritise amongst different values and thus take a stand on which concerns about the good values and right actions take precedence and which must give way |

STUDENTS' GROWTH AS MORAL SUBJECTS

- To develop, on the basis of understanding and feelings, moral standpoints as well as ethical reflections and argumentations.
- By articulating and making meaning of moral reactions and dilemmas, by raising and defending different ethical opinions students can learn for example:
 - To increase their communicative ability in addressing ethical and moral issues
 - To formulate valid arguments for ethical standpoints and to consider other people's arguments
 - To respect the deeply personal, moral feelings that people show in different situations
 - To expand their awareness of different moral reactions and their ability to understand the various existential questions
 - That human actions are not entirely based on rational decision-making
 - To critically reflect on moral norms, evaluate different alternatives and, perhaps, influence norms

DISCUSSION:

USEFUL? RELEVANT?

PRACTICAL ENOUGH? UNDERSTANDABLE?

PRECONDITIONS? OPPORTUNITIES? DIFFICULTIES?

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