

ETHICAL MOVES HOW TEACHERS CAN OPEN-UP A SPACE FOR ARTICULATING MORAL REACTIONS AND FOR DELIBERATING ON ETHICAL **OPINIONS REGARDING SUSTAINABILITY ISSUES** Katrien Van Poeck, Leif Östman & Johan Öhman Ghent, 14 November 2019 – Book launch in collaboration with the Flemish Government





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 \rightarrow 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...

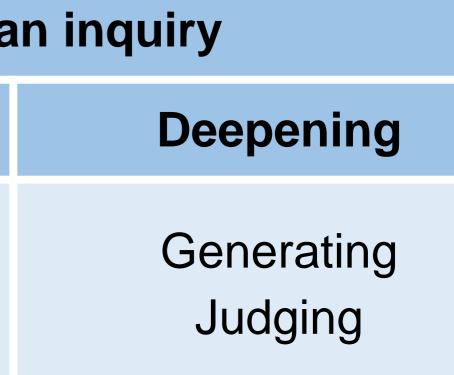


TEACHER MOVES

Scene-setting	Staging a	
	Directing	
Instructing Adding	Confirming Reorienting	

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





(Östman, Van Poeck & Öhman 2019)

ETHICAL AND MORAL LEARNING

- Ethical dimension of sustainability issues: the good values that people find desirable and the right actions that reflect these values \rightarrow 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?



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ETHICAL MOVES

E		Description
Functions	Ethical moves	Description
Generating	Clarifying ethical move	A teacher's action that deepened way of arguing arguments made for the cl
	Articulating ethical move	A teacher's action that articulation of their ethical for it
Judging	Evaluating ethical move	A teacher's action that n through evaluating an ethi
	Testing ethical move	A teacher's action that n through testing the validity
	Controversy creating ethical move	A teacher's action that not through staging a controve
	Hierarchizing ethical move	A teacher's action that r different values and thus about the good values and which must give way
111111		



makes the students generate a by clarifying the ethical claim or the claim

makes the students generate an I standpoints and the argumentation

makes the students ethically judge nical standpoint

makes the students ethically judge y of an argument

makes the students ethically judge versy

makes students prioritise amongst s take a stand on which concerns nd right actions take precedence and

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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