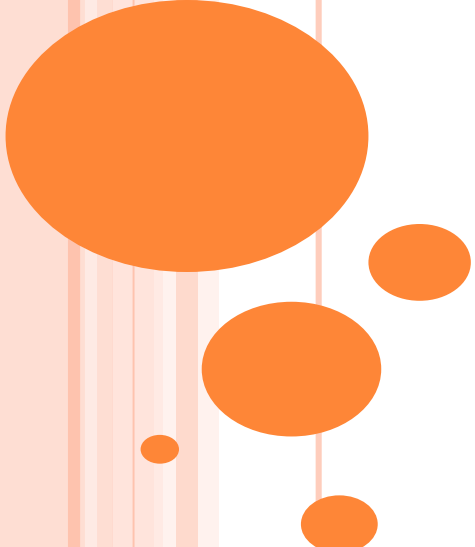


FOSTERING CRITICAL THINKING IN MORAL EDUCATION IN MALAYSIAN SCHOOLS: A NEW LEARNING FRAMEWORK



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INTRODUCTION

- Most thinkers, educational practitioners, and parents acknowledge that schools are not only brick-structures, which role is traditionally of information-dispensing, but, rather, schools are ought to educate the students, and mold them into well-balanced social beings, who are active members of the society, and who dynamically interact with their environment. In other words, transforming the students into responsible ethical thinkers, who are characterized by good judgment in all that they do, in their relationships with others, and with themselves .(Mathew Lipman 1993) and this is the core business of moral education.

MORAL EDUCATION AS A SCHOOL SUBJECT: THE DEBATE

- First view: While some scholars agreed to the fact that having moral education in schools is a proper – in some cases mandatory- educational activity.



- Second view: Others argue that moral education is not a legitimate activity of schools. (Hargreaves 1994). Some of them regard this activity as a tool of the state or the ruling elites or those who produce the moral rhetoric in general, to impose their own values in order to reproduce their dominance, ensure their continuity and most importantly manipulate the minds and hearts of their subjects especially if these values are disseminated in hidebound, unreflective and dogmatic ways. (Dewey 1991)



21ST CENTURY'S MORAL EDUCATION (ME) IN MALAYSIA

- advocate that the basic purpose of moral education has concentrated more on developing spiritual values, humanitarian, and social aspects in the holistic development of an individual.
- Exam oriented schools

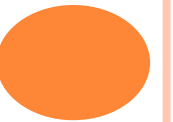


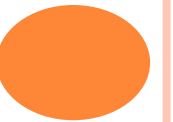
- It was stated in the Malaysian Educational Blue Print 2013, that “Education is a major contributor to the development of our social and economic capital. It inspires tools for working creativity and fosters innovation; provides our youth with the necessary skills to be able to compete in the modern labor market; and is a key driver of growth in the economy.”



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STUDENT-CENTERED APPROACH TO LEARNING

- While teachers are an authority figure in this model, teachers and students play an equally active role in the learning process.
- The teacher's primary role is to coach and facilitate student learning and overall comprehension of material.



- Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction.



INQUIRY-BASED LEARNING

- It is a teaching method which is rapidly gaining popularity.
- This teaching method can be used for virtually all subjects.
- Using inquiry-based learning takes a lot of time, energy, and planning, but it is often very effective.



INQUIRY-BASED LEARNING

- Students practice problem solving and critical thinking skills to arrive at a conclusion.
- This teaching method is extremely student-centered and student-directed, and can be modified for students at any level, reaching them where they are.



COOPERATIVE LEARNING

- With cooperative learning, students are put in small groups to work together.
- They are usually not grouped by ability, but put in a group with children at a variety of levels.
- The students are then given tasks to accomplish together.



COOPERATIVE LEARNING

- Teachers may need to monitor these groups carefully, to make sure they are staying on task and that all students are participating. This form of instruction also lends itself well to differentiation, because the teacher can assign specific tasks to children at different ability levels.



COOPERATIVE LEARNING

- Its greatest advantage is that it is applicable at every educational stage.
- Studies have shown that cooperative learning has great and positive psychological and educational outcomes.



TO SUM UP

- The three main teaching styles in educational pedagogy: direct instruction, inquiry-based learning and cooperative learning are important.
- Through these three teaching methods, teachers can gain a better understanding of how to govern their classroom, implement instruction and connect with their students.



TIPS FOR AN EFFECTIVE LESSON

○Planning

Take the following into consideration:

1-Is it interesting?

2- Does it cover the facts?

3- Will it fit in your allotted time?



TIPS FOR AN EFFECTIVE LESSON

- Have a vision for the lesson according to the sequence of the syllabus, or the curriculum of the school in general.



TIPS FOR AN EFFECTIVE LESSON

- Arts & Humanities and moral education in particular **ARE NOT** “Talking/ lecturing/preaching subjects”.
- **YOU MUST** have a substance.
- Your Lesson must cover the facts.
- Avoid/minimize The **“Off topic teachable moments”**.



- Present the facts with a high level of neutrality.
- Present the facts with a high level of clarity.
- Explain the key concepts



- Have a Discussion and guided activities.
- Give a variety of activities
- Get your students involved
- Use the teaching aids effectively.
- Don't ignore the needed skills for each subject(reading maps, charts, graphs...etc)

- Relate the facts of your lesson to students' daily life.
- Use work sheets
- Encourage exploring



CONCLUSION

- *“students should complete elementary and secondary school having learned what is essential and having learned how to learn whatever else they need to know, having become critical and creative thinkers, readers and writers; having learned how to reflect on their own experience and on the experience of others, having become proficient in inquiry, both with others and individually; having become unafraid to analyze, question and speculate; having become persons who persist in seeking to discover and eliminate their own prejudices and to correct their own errors ; having become adept at applying what they know to practical problems; having become people with a sense of proportion and a feeling for what is important, people one can reason with; in a word, people who are characterized by good judgment in all that they do, in their relationships with others, and with themselves.”*

Mathew Lipman . Thinking children and education. Kendal / Hunt Publishing Company. 1993 . pg. 3



