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
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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
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

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<tr>
<th>Scene-setting</th>
<th>Staging an inquiry</th>
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<td>Directing</td>
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<td>Instructing</td>
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- 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 → 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?
<table>
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<tr>
<th>Functions</th>
<th>Ethical moves</th>
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<tbody>
<tr>
<td>Generating</td>
<td>Clarifying ethical move</td>
<td>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</td>
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<td>Articulating ethical move</td>
<td>A teacher’s action that makes the students generate an articulation of their ethical standpoints and the argumentation for it</td>
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<td>Judging</td>
<td>Evaluating ethical move</td>
<td>A teacher’s action that makes the students ethically judge through evaluating an ethical standpoint</td>
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<td>Testing ethical move</td>
<td>A teacher’s action that makes the students ethically judge through testing the validity of an argument</td>
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<td>Controversy creating ethical move</td>
<td>A teacher’s action that makes the students ethically judge through staging a controversy</td>
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<td>Hierarchizing ethical move</td>
<td>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</td>
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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?
Katrien Van Poeck

CENTRE FOR SUSTAINABLE DEVELOPMENT

E  katrien.vanpoeck@ugent.be
T  +32 9 264 82 07
M  +32 475 59 05 54

www.ugent.be
www.cdo.ugent.be