

Conference “International Cycle of Conferences: Thinking about the Future of Teacher Training: National and International Experiences”. Concepción, Chile, Sept. 12, 2019

¿Por qué debemos fomentar la competencia moral?

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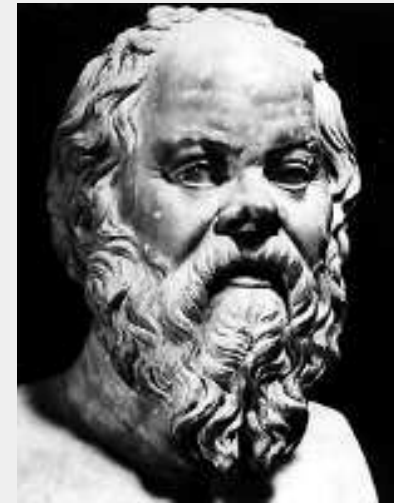
University of Konstanz

<https://www.uni-konstanz.de/ag-moral/>



Moral orientations and moral competence (virtue)

- “But if this be affirmed, then the desire of good is common to all, and one man is no better than another in that respect?
- And if one man is not better than another in desiring good, he must be better in the power of attaining it?
- Then, according to your definition, virtue would appear to be the power of attaining the good?”



Socrates (469 - 399 B.C.E.). Excerpt from Plato: Dialogue with Meno.



The four meanings of morality*

Layer:	Affective Aspect	Cognitive Aspect
Conscious reasoning and judgment (ethics)	Ethical ideals and principles as verbalized in a talk	Ethical judgment and reasoning
<i>Manifest</i> behavior and feelings (morality)	Moral orientations as manifested in a <i>pattern of behavior</i>	Moral competence

* Adapted from: Georg Lind (2019). How to Teach Morality... Berlin: Logos.



What is moral competence?

It is the ability to solve problems and conflicts on the basis of moral principles through thinking and discussion, instead of through violence and deceit, or through submitting to other people.

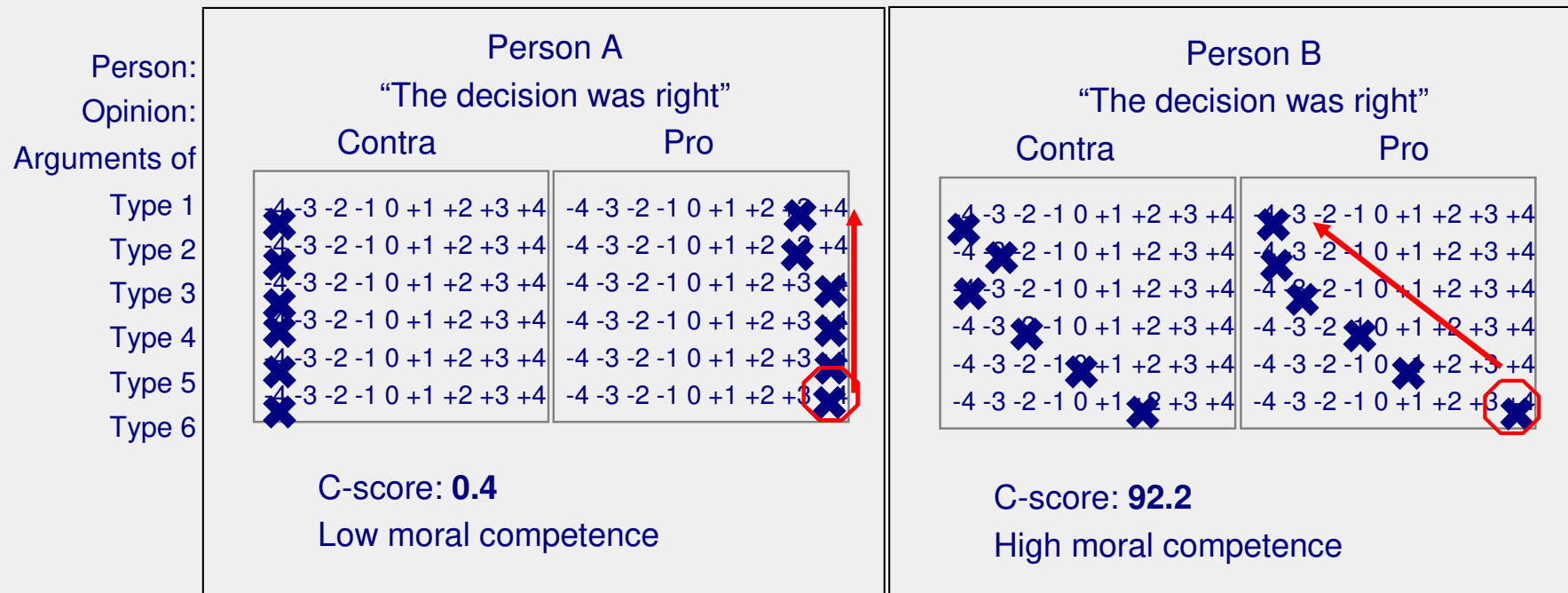
How can you see it in a person's behavior?

People with high moral competence judge the arguments pro and contra a decision, by their *moral quality* instead of by their *opinion agreement*.

Adapted from: Lind, G. (2019). How to teach morality... Berlin: Logos.



The experimentally designed *Moral Competence Test* (*MCT*) makes moral competence visible in an individual's pattern of responses.



El comportamiento humano está fuertemente influenciado por la competencia moral.

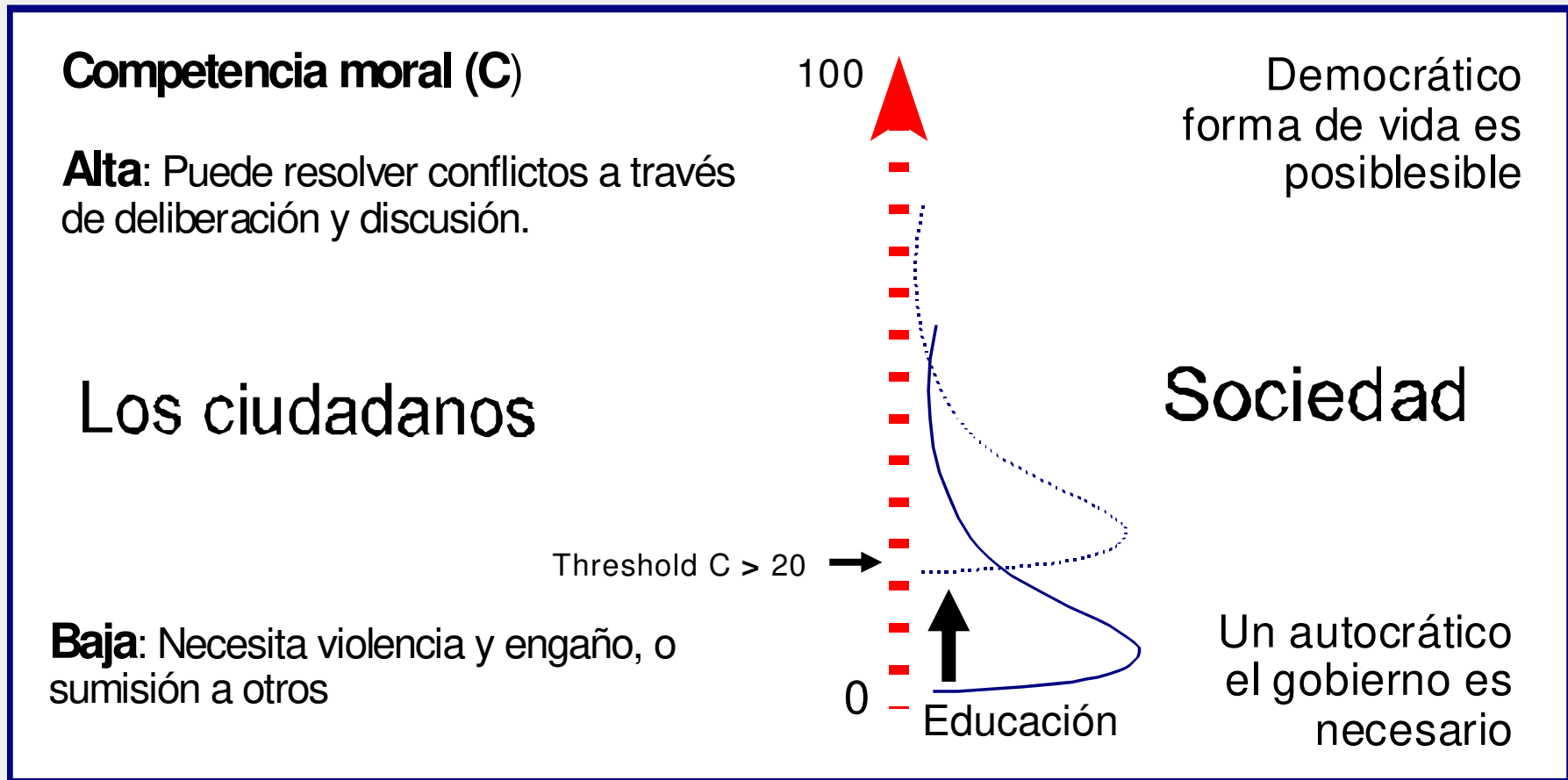
Resultados de encuestas y *conductual experimentos*

Los números pequeños indican las referencias.

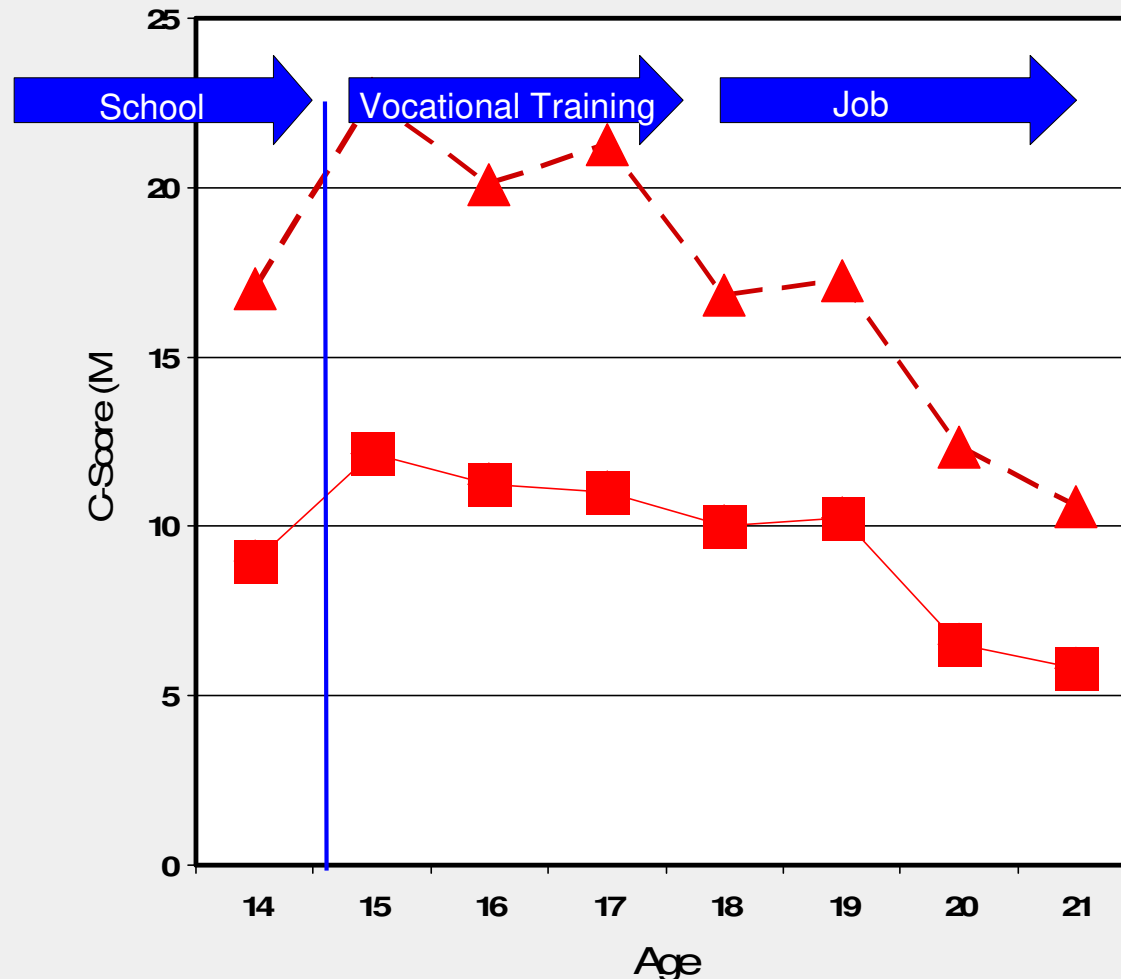
- Justicia:
 - ▶ Leyes de mantenimiento (MJI, MCT) 1, 8, 24
 - ▶ Mantener un contrato (MJI, DIT) 12, 9
 - ▶ Ser honesto (MJI) 11, 21
 - ▶ Soplar el silbato (MCT, DIT) 21, 25
 - ▶ Diagnóstico de la competencia moral de las personas (MCT) 23
- Libertad:
 - ▶ Negarse a obedecer órdenes inmorales, Milgram-Exp. (MJI) 11
 - ▶ Rechazar la violencia como un medio político (MCT) 14
 - ▶ Compromiso por la libertad de expresión (MCT, MJI) 5, 6
- Salud y bienestar:
 - ▶ Tomar decisiones rápidamente (MCT) 16, 20
 - ▶ "Comportarse bien" en el aula (MJI, MCT) 1, 10, 3
 - ▶ Aprender bien y obtener "buenas calificaciones" (MCT) 7, 13, 19
 - ▶ Hacer enseñanza en el aula abierta (MCT) 14
 - ▶ Evitar el consumo de drogas (MCT) 13
 - ▶ Ambigüedad tolerante (MCT) 15
 - ▶ Tener fuerza de ego (MCT) 15
 - ▶ Decidirse sobre el aborto (MCT) 5
- Cuidado
 - ▶ Ayudando a personas en apuros (MJI) 17, 11, 22
 - ▶ Salvar a los judíos bajo un gran riesgo propio (MCT) 4



Vivir en libertad requiere un mínimo de competencia moral en todos los ciudadanos.



Si la educación cesa demasiado pronto: la competencia moral retrocede



Graduates from low track secondary schools

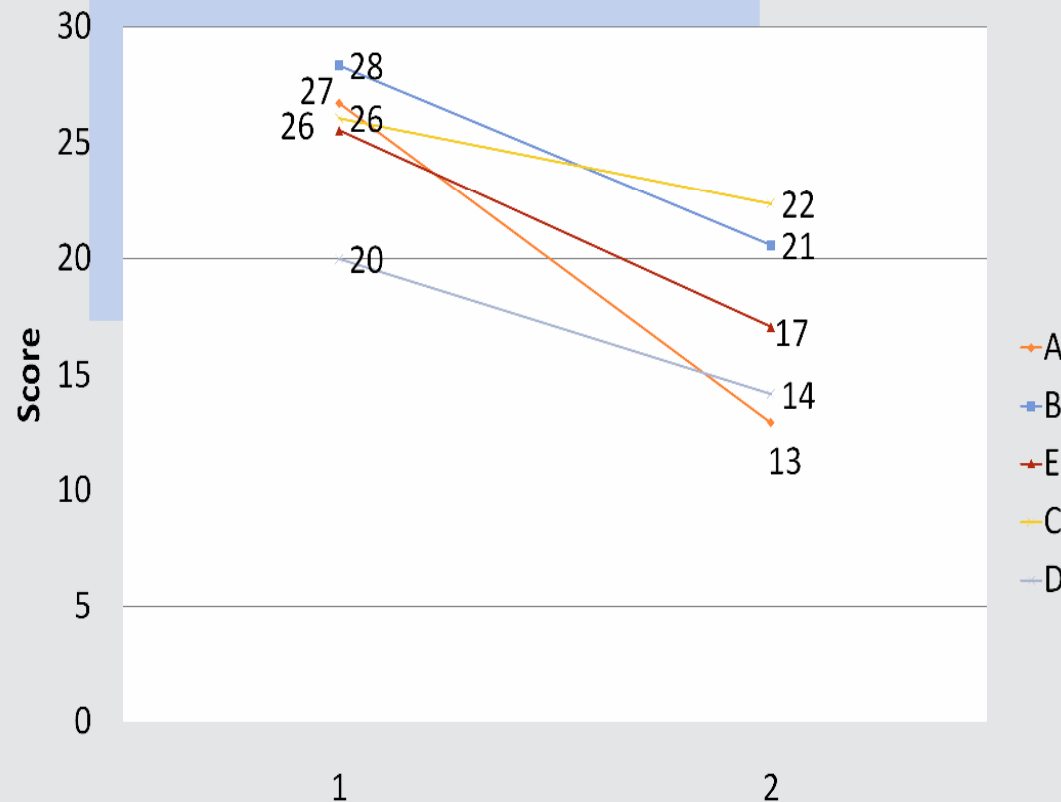
—▲— 'Hauptschule'
—■— 'Realschule'

Source: Lind, 2002

Study: EMNID, year 1999,
N=780



Si no se proporcionan suficientes oportunidades para pensar, la competencia moral retrocede: estudiantes de medicina



1 = First year of study

2 = Last year of study (6th year)

Five public universities in Brazil, all public; N ~ 451

A: n = 74

B: n = 83

C: n = 147

D: n = 28

E: n = 119

"A unidade 'A' tem um modelo considerado de forte inserção comunitária. As unidades B,C e D possuem um currículo tradicional. A unidade E possui um currículo estruturado como aprendizado baseado em problemas (PBL)."



Authors: Sergio Rego - Pesquisador Titular da Ensp/Fiocruz; Marisa Palacios - Professora adjunta da UFRJ; Carlos Dimas Martins Ribeiro - Professor adjunto da UFF; Patricia Bataglia - Professora adjunta da UNIFESP- Marilia; Marcia Silva de Oliveira - Doutoranda do PPGBIOS; Michelle Bernardino - Estagiária CNPQ.

An effective method: The *Konstanz Method of Dilemma-Discussion* (KMDD)[®] alias *Discussion Theater*

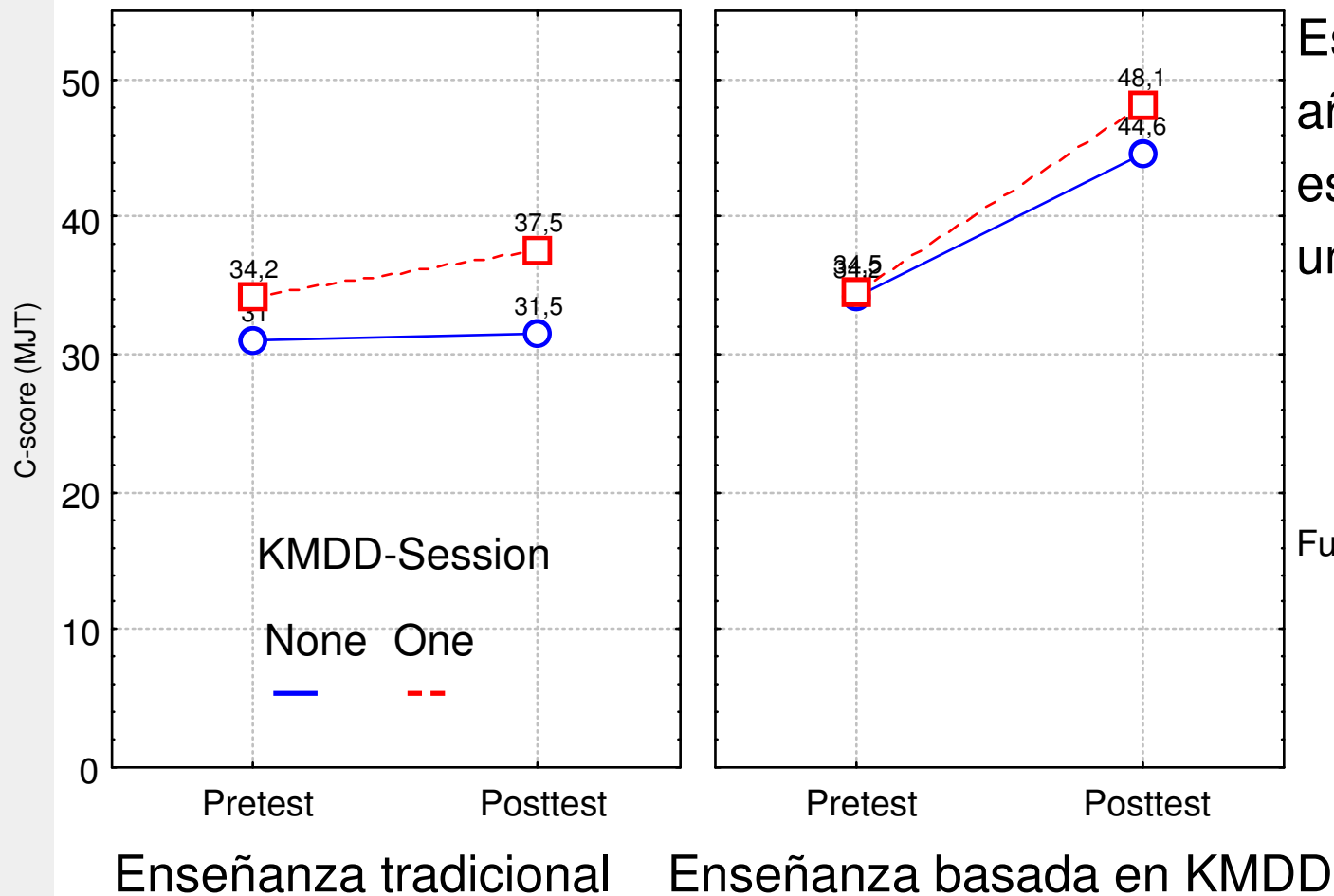
- It requires little time (one or two 90- minute sessions per year)
- ▶ It does not require a change of the “system.”
- It can be used in all institutions of education, e.g., grade schools (>3rd grade), high schools, universities, professional schools, and in many other institutions: prisons, retirement homes, professional training, military academies etc.

The KMDD[®] is registered as an international trade mark. It is not for profit.



Comparación de la eficacia de la enseñanza basada en KMDD y de enseñanza tradicional

Tamaño absoluto del efecto = 14.0 puntos C in one semester

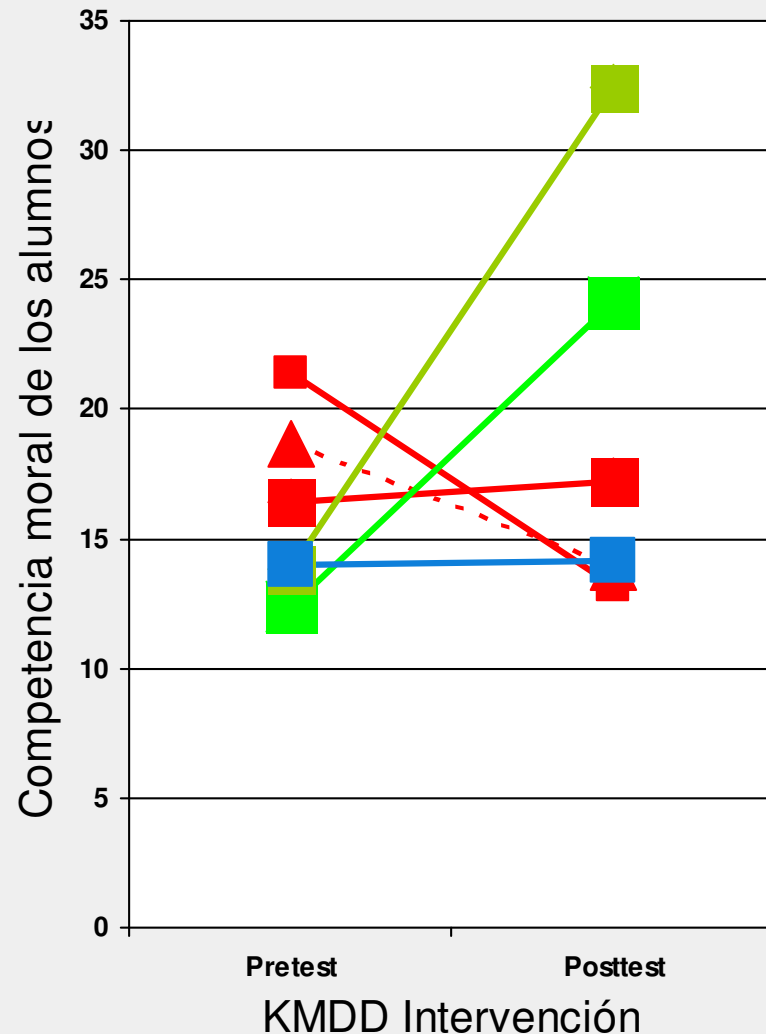


Estudio de ocho años con 3102 estudiantes universitarios

Fuente: Lind, 2015



El efecto de la calidad de la formación del maestra en las ganancias de competencia moral de los estudiantes



Calidad de la formación del profesorado.

- 1 - Insuficiente (maestra 1, 3, 4)
- 3
- 4
- 2 - Bueno (maestra 2, 6)
- 6
- 5 - Control: no KMDD (maestra 5)

Fuente: R. Koszinoffski (2006), pag. 29, Table 10.



Teacher training and certification

- KMDD-Trainee certificate
 - ▶ One-week workshop-seminar.
 - ▶ KMDD-Teacher® certificate
 - ▶ 80 hours on-the-job training, spread over two months.
 - ▶ Students' investment in their education is protected: The "KMDD®" is a registered mark in many countries. Only certified KMDD-Teachers are allowed to use this mark for advertisement.



Conclusión

- Si queremos vivir en libertad y democracia, todos los ciudadanos deben tener la oportunidad de desarrollar un mínimo de competencia moral.
- El Teatro de Discusión alias KMDD es un método altamente efectivo para fomentar la competencia moral.
- El método requiere poco tiempo y no requiere cambio en el currículum.
- Sin embargo, requiere muy buena capacitación y certificación de maestros de KMDD.

