KTM+

Konstanz Dilemma Discussion

Training Manual

by

Georg Lind

Last revision: January. 20, 2021

Paper size: US-letter format

Changes

• In the phase "the best argument of the opposing side", the KMDD teacher no longer has the arguments written on the board, but now has the participants themselves recall the arguments of the opposing side - in teams of two (approx. 4 minutes). This not only saves the minute-takers, but also gives the participants an additional opportunity to deal with the counter-arguments. The trials went well. (GL, JAN. 22, 2019)

• We no longer speak of "dilemmas" when we actually mean the stories we use to elicit a sense of dilemma, and thus reflection and discussion, in participants. After all, dilemmas are in the "eye of the beholder." Everyone can see a different dilemma in the same story. We therefore speak simply of stories, decisions, cases, or whatever else is best called for a particular group of participants.

• In announcements of KMDD events for non-experts, we also usually avoid the words KMDD, dilemma, and discussion. These word may trigger fears in some addressees that prevent them from participating in KMDD events or openly expressing their opinions there. During this event, participants are carefully introduced to the discussion of the story - by being given the opportunity to think for themselves and to exchange ideas with others (see phase "dilemma clarification", pp. 31, 38).

The Table of Contents

Contact

Author

    Georg Lind

Titles and Degrees

    Chair of the Institute for Moral-Democratic Competence (IMDC) (registration pending)

    Editor of Moral Competence Research & Education web-site (http://moralcompetence.net)

    KMDD Trainer & Head of the KMDD-Certification Program

    Apl. Professor em. at the University of Konstanz, Germany

    Dr. phil. habil. (doctor of philosophy)

    Dr. rer.soc. (doctor of social sciences)

    Master in Psychology (diplompsychologe)

Contact

    Schottenstr. 65

    78462 Konstanz, Germany

    E-mail: Georg.Lind@moralcompetence.net

Updated versions

    http://moralcompetence.net

    (Some material downloads require an ID and a password. Both can be obtained from the author)

The KMDD/DT training and certification contract overrules any statements in this manual.

The most important at a glance

The *Konstanz Method of Dilemma Discussion* (KMDD)® alias *Discussion Theater* has been developed to promote moral-democratic competence (moral competence for short). Moral competence is defined as the ability to resolve problems and conflicts based on moral principles, through reasoning and discussion, rather than through ignoring, force and deceit, or submission to authority (Lind 2019 a). Just as we best exercise our muscles by using them, we best enhance our moral democratic competence by using them. KMDD offers participants the opportunity to apply, and thus develop, their moral competency - but only when presented by well-trained and certified KMDD teachers.

KMDD was developed based on well-established findings from many years of basic research (Piaget 1963/1932; Kohlberg 1984; Lind 2019 a; 2019 b):

• Moral ability and orientation (cognition and emotion) are two distinct aspects or properties of human behavior, but not components that can be separated from each other. Both aspects are necessary for people to behave morally.

• However, while moral orientations such as the pursuit of freedom, justice, cooperation, and truth are innate, moral competence must develop (and this development oft must and can be fostered).

• The application of moral orientations, attitudes, values, or principles often leads to decision conflicts (dilemmas) that require moral competence to resolve. Indeed, as many studies show, the higher our moral competence, the more likely our behavior is guided by moral considerations.

• If we want people to behave morally, that is, according to their moral orientations, then we need to promote the development of their moral competence.

• The greatest obstacles to the development of moral competence are, on the one hand, the lack of suitable tasks, which is mostly due to a lack of time and prohibitions. Second, it is the refusal to face such tasks for fear of failure.

KMDD offers suitable tasks for the development of individual moral competence (especially: dealing with dilemmas and confrontation with counter-arguments and dissenters) and, if applied correctly, it prevents the learning-hampering fear of failure, as it can be triggered by too large tasks or by sanctions from authorities.

How the KMDD came into being

I developed the Constance Method of Dilemma Discussion (KMDD) in the early 1990s based on the method of dilemma discussion by Moshe Blatt and Lawrence Kohlberg (1975). The authors immediately had a resounding success with it. It was tested by numerous educators and psychologists in many intervention studies and showed a significant impact on participants. As I have shown by means of a meta-analysis of these studies, the mean effect size of the Blatt-Kohlberg method, expressed as a correlation coefficient, is r = 0.40. That is very much. According to Lipsey and Wilson (1993), the authors of a large meta-analysis of efficacy studies in very different fields (vocational training, education, psychotherapy, and medicine), the "sound barrier" is r = 0.30! Moreover, no study showed a negative effect (Lind 2002). In other words: with this method one can hardly do anything wrong, but achieve a lot.
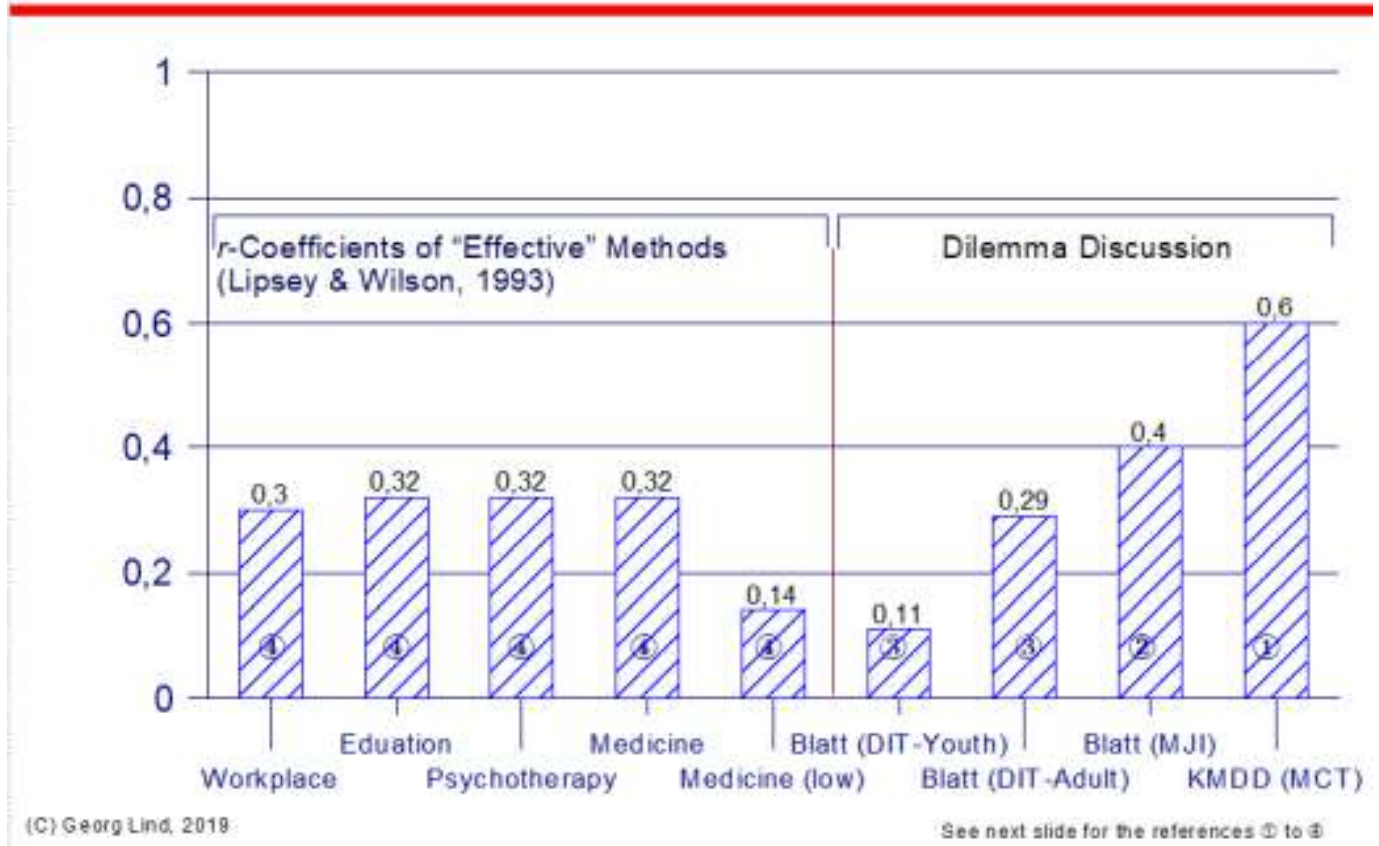
See Lind (2002; 2019 a)

Despite this great effectiveness, Kohlberg (1985) declared the dilemma method dead because, as he writes, none of the participating teachers wanted to use it beyond the trial projects. I felt that this decision was premature. The Blatt-Kohlberg method had some weaknesses. But they seemed curable to me:

▸ Instructing the teacher, in order to stimulate a higher form of judgment, to recite arguments to participants at a somewhat higher developmental level (the so-called "+1 convention") fits more with Kohlberg's heavily criticized socialization theory but not with his own developmental theory, according to which people should discover morality for themselves and learn to formulate their own arguments. Moreover, participants were shown to be at least as likely to be nurtured by confronting counterarguments as by "better" arguments (Walker, 1983), meaning that it is probably not at all the quality of the arguments one has to confront that matters, but that any kind of discussion can foster moral competence. Teachers have reported that the +1 convention is hardly applicable because participants are at different developmental levels. In KMDD, this instruction is dispensed with altogether.

▸ In the Blatt-Kohlberg method, a session is 45 minutes. During this time, 3 to 5 dilemma stories are presented and allowed to be discussed by the participants. Obviously, the teacher's activities take up a lot of space in this method, leaving relatively little time for the participants to engage in their own learning-stimulating activity. In KMDD, the session was extended to 90 minutes and the number of dilemma stories was reduced to one. Even though some new elements were added here, in KMDD participants are left with much more time for their own activity.

▸ In the Blatt-Kohlberg method, participants are asked to comment on the protagonist's decision immediately after hearing the story. Our experience has shown that this overwhelms many participants, for whom these stories are usually new and challenging and can also trigger anxiety in some. In KMDD, we have therefore placed three preparatory phases before the discussion, which serve to strengthen the participants.

First, the participants are given the story in writing and given up to 5 minutes to read through the story calmly and think about whether there is a dilemma at all and, if so, what it consists of. No one is allowed to interrupt them in the process.

Second, dilemma clarification: Then the teacher conducts a discussion with everyone about this question: Does the protagonist of the story really have a problem and what does it consist of?

Third, strengthening one's own position: after the first vote, the participants get the opportunity to collect supporting arguments in small groups of like-minded people in order to prepare for the discussion in plenary.

▸ In the Blatt-Kohlberg method, participants are asked to classify the arguments presented using Kohlberg's six-step scheme. This task places very high demands on the classifier, which is why Kohlberg had deemed a workshop lasting several days necessary. To me, this exercise seemed unnecessary. I therefore replaced it with another exercise. After the discussion, the participants have to nominate the "best argument of the opposing side" for an "Argument Oscar". The purpose of this exercise is to reconcile participants if they

have developed hostile feelings against the other group during the discussion. With this exercise, we make sure that no animosities are left behind after the KMDD event, if any have developed.

‣ Most participants enjoy discussing dilemma stories. The observer can see this even without questioning. In KMDD, however, time is nevertheless reserved at the end of the session to ask the participants whether they enjoyed it and, more importantly, what they learned from this event. This provides the instructor with important information for designing future KMDD sessions. In addition, this question encourages participants to reflect on their own learning and to appreciate such event as a source of learning.

‣ In the process of moral development, feelings play a very important role. They are essential for learning and guide us in making important decisions. However, they can also inhibit learning if they are too strong or negative. Fear and euphoria in particular have a negative effect on learning. In the Blatt-Kohlberg method, feelings and emotions are hardly ever addressed. In KMDD, feelings are strongly challenged, but never too strongly. An optimal "excitement level" is achieved in KMDD by constantly alternating phases of challenge and support.

‣ In the Blatt-Kohlberg method, "ready-made" dilemma stories are mostly used, which come from Kohlberg's measuring instrument or dilemma collections by philosophers. In this way, the dilemma of "Heinz" became a story known all over the world and very often used in the classroom. This is problematic not only because the same story is also used in measuring the effectiveness of such sessions, but also because ready-made stories often fail to exploit the educational potentials inherent in these stories. KMDD teachers are therefore shown how to construct their own educational dilemma stories to achieve good discussion and thus maximally stimulate students' moral learning. With stories that are well matched to the learning needs of specific students and specific subject matter curricula, KMDD sessions can be very effective in incidentally stimulating students' subject-specific motivation to learn.

Why do we need to foster moral-democratic competence?

Moral-democratic competence is urgently needed. Democracy, as a way of living together (John Dewey), is not easy. While most, if not all, of us esteem the *moral ideal* of democracy and its moral principles (freedom, justice, cooperation, and truth), we find it often very difficult, if not impossible, to solve the problems and conflicts which this ideal and these principles inevitably produces: How should we decide, when we cannot be just without lying, or cannot be free without being unjust, or cannot be truthful without ending a cooperation? How can we find a solution by thinking and discussion only, instead of using brute force, or deceiving others and ourselves, or by bowing down to some authority, letting them decide for us what is right or wrong?

As research shows, most people lack moral-democratic competence. Most people did not have the opportunity to develop this ability and thus cannot solve the moral dilemmas of democratic life without resorting to violence, deceit or submission to an authority. Hence, they tend to pursue moral ideals with immoral means. Hence, they would behave morally, if they would have the opportunity to develop their moral-democratic competence. As Socrates states: Those who really understand what the right thing to do is, cannot help but do it.

Therefore, if we want to reduce criminality, dysfunctional behavior and anti-democratic sentiments, we must help all people to develop moral-democratic competence. We must provide them with the opportunity to use and practice the moral competence they have. Morality is like a muscle: it develops only if we use it.

To provide such opportunities is the most important task of schools and universities. But it not an easy task. Such opportunities may not be challenging enough to get a learning process started, or they may be too challenging and create fear.

The KMDD training and certification program is to help you to become a good opportunity-provider for moral-democratic learning. The ability to teach moral competence also can and must be learned, and it becomes the better the more you use it und do the exercises which I describe here.

We should always remember: our teaching works only when we reach all our students equally and when we tune into their learning needs and methods. If you only execute the methods that you will learn here, you will not be effective. If you try to rush them through the sessions in order to fulfill your teaching obligations but do not synchronize with their learning speed and needs, you will not be effective. Unless you practice yourself what you preach, you will not be effective.

To give you a concrete idea of what "effective" means: Your teaching is effective, when the members of a 90-minute KMDD-session gain at average at least 2 C-points, and nobody shows regression. It is very effective if they gain 5 C-points. This latter margin you will achieve only after quite some training and

experience. You can be proud, if you can move everybody's level of moral competence above the critical level of 20 C-points.
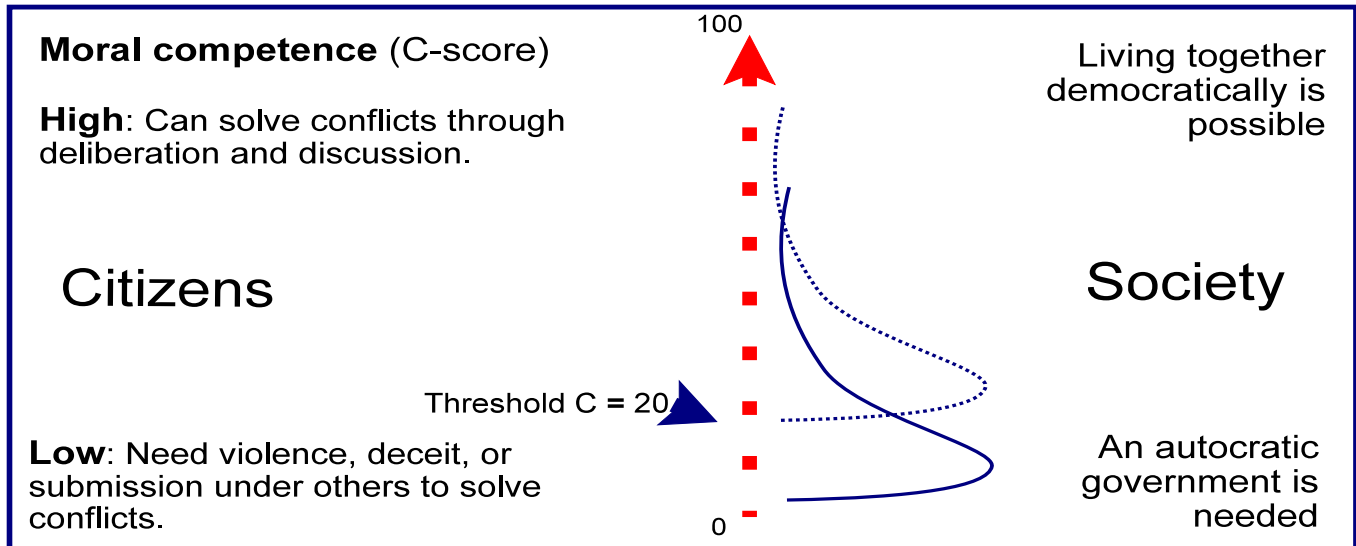
You will learn in this course what these C-points mean and how you get them. They are the test scores of the *Moral Competence Test* (MCT) which you should regularly apply (anonymously!) in order to measure your own teaching efficacy. Of course, these numbers (2, 5 and 20 C-points) are relatively arbitrary. They are not sharp cut-off points. They should only serve your orientation. Even though studies have used different methods of measurement and have been conducted in very different populations, they all show an strong impact of moral competence on behaviors when a certain level of moral competence is reached.

The *Moral Competence Test* (MCT) is the first objective test which can make moral competence visible. It confronts the participants with two dilemma stories in which the protagonist has to make a difficult decision. After saying whether one finds this decision right or wrong, the participants are invited to rate arguments in favor and opposing the protagonist's decision on a scale from -4 to +4. The pattern of their responses makes ability visible, to rate arguments in regard to their *moral quality* instead of their *opinion agreement* or other qualities. This pattern can be turned into a score ranging from zero to one hundred, the C-score. Another test is Kohlberg's *Moral Judgment Interview* (MJI). The MJI assesses the participants' Stage of reasoning in an interview on three or more dilemma stories (Stages 1 to 6). In the *Defining Issues Test* (DIT) people's preference for principled moral reasoning is measured (P-score from zero to 95).

We should not wait until it is too late. If we want to preserve freedom and democracy then we must prepare people better for democracy by fostering their moral competence, We must provide each and every person with sufficient opportunities to develop their moral competence.

Mission impossible? Not at all. After more than two decades working with the *Konstanz Method of Dilemma Discussion* and its sister method, *Discussion Theater*, and doing research on its efficacy, I am convinced that it is possible to foster moral competence very effectively at little costs, and without change of "the system." However, these methods work only if applied by thoroughly trained teachers. We hope that all institutions of higher education will install our KMDD-Teacher training program so that we can really improve our democracy.

Democracy As A Form Of Life Requires A Minimum Of Moral Competence

Moral competence (C-score)

High: Can solve conflicts through deliberation and discussion.

100

Citizens

Living together democratically is possible

Society

Threshold C = 20

Low: Need violence, deceit, or submission under others to solve conflicts.

An autocratic government is needed

0

Support by correlative und *experimental* studies:

Measurement instruments:
MCT - Moral Competence-Test
MJI - Moral Judgment Interview
DIT - Defining Issues Test

■ Care
- ▸ *Helping people in distress* (*MJI*) 17, 11, 22
- ▸ Saving Jews under great own risk (MCT) 4
- ▸ Rating the moral competence of peers well (MCT) 23

■ Justice:
- ▸ Keeping laws (MJI, *MCT*) 1, *8*, 24
- ▸ *Keeping a contract (MJI, DIT*) 12, 9
- ▸ *Being honest*(*MJI*) 11, 21
- ▸ Blowing the whistle (MCT, *DIT*) 21, *25*

■ Freedom:
- ▸ *Refusing to obey immoral orders, Milgram-Exp.* (*MJI*) 11
- ▸ *Judging autonomously, Ash-Experiment* (*MCT*) 18
- ▸ Rejecting violence as a means of politics (MCT) 14
- ▸ Engaging for freedom of speech (MCT, MJI) 5, 6

■ Health and well-being:
- ▸ *Making decisions swiftly* (*MCT*) 16, 20
- ▸ "Behaving well" in the classroom (MJI, MCT) 1, 10, 3
- ▸ Learning well and getting "good grades" (MCT) *7*, 13, 19
- ▸ Doing open classroom teaching (MCT) 14
- ▸ Avoiding drug consumption (MCT) 13
- ▸ Tolerating ambiguity (MCT) 15
- ▸ Having ego-strength (MCT) 15
- ▸ Deciding oneself about abortion (MCT) 5

References for the cited studies in the above graph:

1 Bear, G. G. (1989). Sociomoral reasoning and antisocial behaviors among normal sixth graders. *Merrill-Palmer Quarterly 35,* 2, 181-196.

2 Blasi, A. (1980). Bridging moral cognition and moral action […] *Psychological Bulletin 88*, 1-45.

3 Doehne, M., v. Grundherr, M., & Schäfer, M. (2018). Peer influence in bullying: The autonomy-enhancing effect of moral competence. *Aggressive Behavior 44*, 591-600.

4 Gross, M. L. (1994). Jewish Rescue in Holland and France during the Second World War […] *Social Forces 73,* 463-496.

5 Gross, M. L. (1997). *Ethics and activism.* […] Cambridge, MA: Cambridge University Press.

6 Haan, N., Smith, M. B. & Block, J. H. (1968). Moral reasoning of young adults: Political-social behavior, family background, and personality correlates. *Journal of Personality and Social Psychology 10*, 183-201.

7 Heidbrink, H. (2010). Moral judgment competence and political learning. In: G. Lind, H. A., Hartmann, & R. Wakenhut, eds., *Moral judgment and social education*, pp. 259-271. New Brunswik, NJ: Transaction Books.

8 Hemmerling, K. (2014). *Morality behind bars - An intervention study on fostering moral competence of prisoners as a new approach to social rehabilitation.* Frankfurt: Peter Lang.

9 Jacobs, M. K. (1975). *Women's moral reasoning and behavior in a contractual form of prisoner's dilemma.* Toledo, OH: University of Toledo. Unpublished Dissertation.

10 Kohlberg, L. (1958). *The development of modes of moral thinking and choice in the years 10 to 16.* University of Chicago. Unpublished Dissertation.

11 Kohlberg, L. (1984). *The psychology of moral development*, Vol 2. San Francisco: Harper & Row.

12 Krebs, D. L. & Rosenwald, A. (1977). Moral reasoning and moral behavior in conventional adults. *Merrill Palmer Quarterly 23*, 77-87.

13 Lenz, B. (2006). *Moralische Urteilsfähigkeit als eine Determinante für Drogenkonsum.* Universität Konstanz. Unpublished diploma thesis, Psychologie.

14 Lind, G. (2019 a). *How to teach moral comptence.* Berlin: Logos.

15 Lind, G., Sandberger, J.-U. & Bargel, T. (2010). Moral competence and democratic personality. In G. Lind, et al., eds., *Moral Judgment and Social Education*, pp. 55-77. New Brunswik, NJ: Transaction Books.

16 Mansbart, F.-J. (2001). *Motivationale Einflüsse der moralischen Urteilsfähigkeit auf die Bildung von Vorsätzen*. University of Konstanz, Unpublished diploma (master's) thesis, Psychologie.

17 McNamee, S. (1977). Moral behavior, moral development and motivation. *Journal of Moral Education 7*(1), 27-31.

18 Mofakhami, A. (2019). *Moral competence and conformity*. Presentation at the 13th International Symposium "Moral Competence..." in Konstanz, July 25-26. 2019.

19 Nowak, E. (2008). Personal communication.

20 Prehn, K. et al. (2008). Influence of individual differences in moral judgment competence on neural correlates of socio-normative judgments. *Social Cognitive and Affective Neurosience 3*(1), 33-46.

21 Roberts, D. H. & Koeplin, J. P. (2002). Impact of cognitive moral judgment ability on knowledge of red flags. *Research on Accounting Ethics 8*, 125-143.

22 Sprinthall, N.A. et al. (1994). *Educational psychology*. 6th edition. New York: McGraw-Hill.

23 Wasel, W. (1994). *Simulation moralischer Urteilsfähigkeit.[…]*. University of Konstanz. Unpublished diploma (master's) thesis, Psychology.

24 Wischka, B. (1982). *Moralisches Bewusstsein und Empathie bei Strafgefangenen*. University of Marburg. Unpublished diploma thesis, Psychology.

25 Brabeck, M. (1984). Ethical characteristics of whistle blowers. *Journal of Research in Personality 18*(1), 41-53.

26 Froming, W. J., et al. (1977). Predicting compliance behaviour from moral judgment scales. *Journal of Research in Personality, 11*, 368-379.

The effects of KMDD / Discussion Theater

If well done, a single performance or session can improve the average moral competence of the participants considerably. Beginners should expect only moderate increases of the moral competence score (C score) of their participants by two to five points. If there is only little increase of test scores or even a drop, you should do some additional training. You can repeat the exercises which you will learn in the workshop and review your performance with the help of video tapes and a supervisor. How to prepare such a supervisor will also be a topic in this workshop

As you develop more routine and expertise you will achieve stronger effects. Five to twelve C-points are possible. This is a huge increase, if you compare this with the low increases achieved even by good schools in a whole year.

The effect size will not grow proportionally to the number of sessions. Probably the first session has the biggest effect and the effect size of the subsequent sessions becomes lower. So it makes more sense to let more people participate in your KMDD/DT sessions instead of offering the method to a few people many times.

There are additional indicators for the success of your KMDD session, which do not substitute the MCT but give you a quick feedback

DT / KMDD is not only much more effective in promoting moral and democratic competence than other approaches. Its great advantage over other approaches is also that it requires little time (90 minutes as compared to many days and weeks other methods require) and requires no change of the "system," that is, no changes of time tables, curricula or vacation planning.

These are the good news. The "bad" news is that it requires the teacher/performer to be very well trained and very well prepared for using the KMDD. It seems a paradox but it is true: because the teacher/director has only a small part in the "play," this part is hard because a very food performance is decisive for the success of the play.

I speak of play, although such sessions are no play at all for the participants. When they vote on the rightness or wrongness of the protagonist's decision, they vote really. When they are asked to defend their vote and try to convince their opponents that they are wrong, these opponents are real opponents for them. Discussion Theater is not like Bert Brecht's *epic theater*. While in an epic theater the audience is "forced [!] to see the world as it is," Discussion Theater takes the audience as it is—that is, it sees them as participants and not merely as audience. While an epic theater is tough on the audience, Discussion Theater is tough on the teacher/director.

Other methods can also be effective. This has been shown to be true especially for good schools and good university programs in our country (Lind 2002). But their effects are considerably lower than those of DT / KMDD and, which is often overlooked, they result from a much greater investment of time and money on various levels of the school system. That is, they are less *efficient*. Moreover, the effects of good schooling depend much on individual teachers, schools and fields of study, and their effects do not reach all people. Large proportions of adolescents are not reached at all, namely those who leave the public schools system after nine or ten years for good. Overall, our schools do not enough to foster the moral-democratic competence of their students. Else we would not need so many expensive institutions in order to control their behavior.

In this manual, I show how you can determine the effect size of the KMDD / Discussion Theater or other educational methods in the appendix (p. 91, 115). The Moral Competence Test (MCT) provides you with a behavioral test which makes moral competence directly visible without invoking questionable assumptions ("latent variables"). See chapter 4 "How to make moral competence visible" of my book *How to Teach Moral Competence* (Lind 2019 a).

Together we can show that it is possible to foster effectively all people's moral-democratic competence, and that, therefore, on the long run, controlling institutions – laws, police, courts, punishments, and prisons – are less and less needed to make people behave decently.

How to make sure that the KMDD has an effect

" You should prepare well for each KMDD session, even if you have done it many times before. A little 10 minutes of mental training before each session has worked well. This will make your instructions shorter and more accurate, preventing confusion and leaving more time for the participants.

" You should always have the abridged version of the KMDD flowchart (p. 98) on hand during a session. This is the only way to make sure you don't forget a phase or run out of time to complete a KMDD session properly.

" Have the sequence of events well in mind so that you can give participants your undivided attention.

" Always remind participants friendy of a rule violation - always be consistent. Otherwise, they will wonder why you remind some and not others.

" Avoid anything that can cause fear in participants. Fear inhibits all learning. Most participants try to hide their fear. Over time, you will get a sense of this:

- You can unconsciously express your displeasure with your body language. Participants register this more accurately than you think. Check your body language with the help of video recordings and supervisors briefed by you.

- Choose the dilemma story so that it is a strong challenge for all participants, but not too strong one that creates fear in you.

- Always use simple language. Difficult words and phrases trigger anxiety in many people.

- Do not single anyone out. Always introduce unfamiliar participants at the end of the session. Even "more respected participants" can cause anxiety.

" If you find that the dilemma story does not provoke discussion, do not start the lessons over again with another story. Otherwise, the participants will perceive the situation as a role play, which usually has no lasting impact on moral competence. It always gives another time.

" Never give the impression that you have to do the session for any other reason than to provide your participants with an enjoyable discussion on important matters.

" Never forget to take short breaks from speaking, as listeners have a limited capacity to absorb new information and need to process it before another information can be absorbed (see page 26 for more on this).

The KTM and training are designed to help you avoid mistakes so that participants' moral competence is maximally enhanced by the KMDD session or discussion theater. In the first part of the KMDD Training Manual (KTM), you will find materials and instructions for the KMDD workshop seminar. The second part is designed to help you improve your knowledge of the nature of moral democratic skills, as well as your teaching skills, through self-directed exercises in your field of work, so that you gain routine in using this method. "Routine" means that you should feel at home with KMDD and be able to apply it without constantly thinking about whether or not you are doing everything correctly. Routine also means that you are able to focus all your attention on your participants rather than on the method. The less you have to think about the certificate exam during a KMDD session, the more effective KMDD is for learning! But never rely completely on your routine. Every KMDD session offers something new!

Our job as teachers is to enable learning, not force it.

Learning is innate. Unfortunately, pressure and fear often undermine this innate motivation to learn in many people. Moral-democratic learning should be fun. Only then can it be effectively promoted. But having fun is not enough. Learners must also be provided with appropriate opportunities that challenge their moral competence but do not overwhelm them.

Also, always try to encourage learning from all participants and leave no one behind. Promoting the moral democratic capacity of only a few people would be a contradiction in terms. Too much inequality can break a democracy.

An overview on the KMDD-Training-Manual (KTM)

Welcome to the KMDD training & certification program. Please note that where only "KMDD" is mentioned, it should always read "Discussion Theater / KMDD."

If you have not yet become certified as a KMDD-Trainee, this program will be meaningless to you. If you are interested in learning to use this method of fostering moral and democratic competence in youth and adults, you can attend a one-week KMDD workshop-seminar. For dates and fees please see: *http://moralcompetence.net/*.

This Training-Manual will be an essential part of the training & certification program. Please study it carefully. It also contains much material which you will need for conducting KMDD-sessions, writing your portfolio, doing efficacy studies and "best practice videos" of your sessions.

Through the KMDD training and certification you will learn how to foster *effectively* and *responsibly* the moral-democratic competence of your students. In many interventions studies, the KMDD has shown to be very effective — however only if the teacher was well trained. Good training and certification are also prerequisites for responsible teaching. KMDD-Teachers leave no students behind or exclude her or him from its benefits. There have been no reports that any student has been negatively affected in any way by a KMDD session led by a certified KMDD-Teacher.

The *KMDD-Training & Certification* process will help you to deepen your knowledge of *moral-democratic competence* and to acquire *good routine* in the *Konstanzer Methode der Dilemma-Diskussion*. Besides this training program you should also use the handbook "How to Teach Moral Competence" (Lind 2009a), which is available in German, Spanish, Greek, and English. See also the papers, articles and books that are listed on my website (http://moralcompetence.net); many of these publications can be also downloaded.

"Good routine" means that you feel fully comfortable when using this method, that is, that you can do it without thinking all the time about "What does I have to do next?" and "Is this correct or not?" *Good routine* means that you are able to focus at least 90 percent of your attention on your participants' learning, and not on other things. The less you need to think about passing the exam for the certification the better teacher you are!

But do not feel too much routine:

- You should always prepare yourself well when you plan to do a KMDD/DT session even if you have already done several, though preparation time can become shorter.

- You should always use the short form of the KMDD-Schedule (p. 102) for preparing your KMDD session and also during the session in order to make sure that you do not forget a phase and to allocate appropriate time to each phase.

- You should always check on mistakes (with the help of peer-supervisors, p. 79, and observations by others, p. 108) and think how you can improve your teaching.

- You should never forget to make little pauses, thus giving your students time for thinking.

To get full proficiency and routine in using the KMDD method you must, as a minimum, do all exercises (i.e., tasks and work-items) which are described in this training manual (including the tasks for the KMDD-Trainee certificate!). You can and should repeat them as often as deems you necessary. However, you should not exercise too much! You are not expected to be a perfect KMDD-Teacher when you apply for the KMDD-Teacher certificate. Nobody is perfect, not even after years of practice. If you have done all exercises and documented them carefully in your portfolio (see the p. 66) and if your training has reached the total of 80 work hours, you should be ready for certification. You can improve your records and repeat the certification process up to two times.

The aim of the KMDD-certification program is to help you to become an effective and responsible KMDD-Teacher. After successful certification you can use the *KMDD-Teacher*-certificate for advertisement. Uncertified teachers are not allowed to use it. To protect your investment of time and money into this training, we have registered the KMDD as a trade mark with the *Deutsche Patent- und Markenamt* and internationally for the European Union, Switzerland, China, and Turkey. Please inform us about cases of abuse. We will act against it. The KMDD-training program consists of exercises and tasks where you work alone by yourself or with a learning partner. Some works at least you will have to do with partners (e.g., a peer supervision, reviewing of work items). As a school teacher or a professor of university teachers, you will usually have many opportunities to do the exercises and tasks as part of your regular work. Most exercises will mean little additional work for you, and you will not need any special permission. It is part of your teaching obligations. Yet it is wise to inform your employer and your colleagues about this training program before your start is, not only to prevent embarrassing situations but also to make the KMDD known to them. If you think that the KMDD will raise some concerns with them, be as open as possible. You may invite them to serve in your KMDD-classes as observer or peer-supervisor (p. 79). You may also suggest to them to take part in a KMDD-workshop-seminar. The first day is usually free for trial.

If you do not have access to students of your own, you may want to contact a befriended teacher or professor, or an institution of educational which lets you work with a class. For getting access to exercising fields outside your professional jurisdiction, showing your KMDD-Trainee certificate can be very helpful.

The *KMDD-Trainee* Certificate

This certificate testifies that its owner has taken part in a one-week KMDD workshop-seminar and is able to apply this method proficiently under the guidance of a KMDD-Trainer.

The trainee has

- actively participated in a one-week workshop-seminar directed by a certified KMDD-Trainer,

- participated in the self-evaluation of the seminar,

- provided a learning portfolio which documents the work in the seminar, and has

- written a feedback essay on the workshop-seminar.

The workload for the KMDD-trainee certificate is 40 hours (28 hours of presence and 12 hours of course preparation and homework).

The KMDD-Trainee certificate expires after two years, on the date printed on the certificate. To re-validate it, the KMDD workshop-seminar has to be taken again.

The *KMDD-Teacher* Certificate

The *KMDD-Teacher certificate* affirms that its owner can use the KMDD effectively and responsibly for fostering moral-democratic competence. It affords the successful participation in a one-week KMDD workshop-seminar (about 40 hours of workload) and a training and certification process of about 80 hours as described in this manual.

In detail, for the certification the *KMDD-Teacher* has

- written and presented educative moral dilemma-stories,

- initiated and supported a dilemma clarification process,

- shown respect for the opinion of all participants regardless of their stance on the discussed issues,

- learned how to self-evaluate his/her own teaching efficacy,

- learned how to provide and receive peer-supervision, and has

- reflected on the seminar's outcomes.

For the candidate's rights and obligations see the contract which you have signed. The requirements are detailed in this manual. For an overview on all required work-pieces, see p. 111. The KMDD-Teacher certificate expires after the date stated on the certificate. For recertification as KMDD-Teacher you have to submit a portfolio with full documentation of one KMDD-session (including self-evaluation and video).

The KMDD Mission:

To align method and aim of moral-democratic education

by creating a learning environment, full of challenges, but free of fear.

Foster, not force: The KMDD training program has been designed with the intention to *foster* moral-democratic learning, not to *force* it. Force creates fear, and fear hinders learning.

Fun: A KMDD-session should be an exciting challenge for the participants. Fun is important for learning.

Efficacy: But fun is not enough. As a teacher we must not rest content if students had fun. We must always make sure that their moral-democratic competence has really increases.

Equality: Foster learning of ALL! Fostering moral-democratic competence of only *some* or *most* but not of *all* students would be a contradiction in itself. Creating inequality is a threat for true democracy. Especially, increasing the competence gap in people invites the exploitation of people by people, and invites the use of power and violence.

Learning motivation: All people want to learn – we, the teachers are needed to give them sufficient opportunities for learning. We do not need to motivate students to learn. Often it suffices that we stop demotivating them.

Requirements for the KMDD-Teacher Certificate

All requirements are defined in the contract which you get from the KMDD-Trainer. For general information please visit this web-site: http://www.uni-konstanz.de/ag-moral/moral/

The names of all certificate holders will be published in the internet:

http://moralcompetence.net/moral/kmdd_lehrer.htm

On the use of this training manual

Please make a note of all errors and unclear points in the text and send me the information (see contact on p. 5).

You can also write to me if the participants have questions on the KMDD for which you cannot find the answer in the training program or the handbook. Take care that you reach all participants and not only a small proportion. Fostering the moral-democratic competence of only a few people would be a contradiction in itself.

Along with this manual you may also consult my book "How to Teach Moral Competence" Berlin: Logos Publisher, 2019 a.

Preparation: You Need These Materials

- The handbook: G. Lind (2019 a). *How to teach moral competence*. Berlin: Logos. Also available in Spanish, Greek, English, Korean and Chinese. **G**

- A computer with a text-processor (Open Office, MS word, WordPerfect) **G**

- Broadband access to the internet (see contacts, p.3) for e-mail and downloading forms, templates, literature, videos, tested dilemma-stories, etc. **G**

- Access to participants (classes, seminars, theaters etc.) **G**

- At least one learning partner (preferable another KMDD-trainee/teacher)

  - for peer supervision **G**

  - for practical exercises (school classes, seminars, *ad hoc* groups and the like) **G**

- A video camera with a good microphone (see recommended equipment on p. 54) **G**

- Printer driver for PDF files (for the electronic portfolio; this is partly integrated into text systems, or available from Adobe or as freeware (e.g., FreePDF or PDFX-Viewer) **G**

(Note. Because of quick technological changes, some of these recommendation can become outdated.)

The first part of this training manual, starting on the next page, deals with the tasks in the KMDD workshop-seminar. The second part (starting on p. 43) contains the tasks of the on-the-job training, preparing you for the certification process.

Training Program for the

KMDD-Trainee Certificate

Tasks

1   Participation in the Pretest Survey (ITSE, Improvement of Teaching through Self-monitored Evaluation)

Aim: Continuous improvement of the KMDD-Trainee program

After registration for the KMDD workshop-seminar you will be sent the address of the electronic questionnaire for the collection of the initial data per e-mail. If you do not have access to the internet, a paper version of the questionnaire will be sent to you. Further information on the concept of self-monitored evaluation can be found in the unit "ITSE" on p. 69.

Notes on the final collection of data can be found under Task 8.

2   Writing and Testing of Dilemma-Stories

Aim: Preparation for the construction of educative moral dilemmas.

Each of you should collect two stories involving a moral dilemma from one of the following areas:

- your own immediate life-world (your family, school, or job, etc.)

- your professional field of action (subject area, professional sphere etc.)

- the spheres of politics, economics or law

Present these dilemma-stories to one or more persons and ask them to respond to the following three questions. Note down the answers later or record them on an audiotape.

- Do you see or feel that this story involves a moral dilemma?

- Which moral principles are opposed to one another here?

- What probably went through the mind of the main actor?

DIDACTIC REFLECTION

If your dialog partner cannot see any dilemma (problem, difficulty) in the story you have presented, ask yourself the following questions:

- Was I well prepared?

- Did I present the dilemma graphically enough (tone of voice, pauses, eye contact)?

- Did I reveal my own position on the dilemma by means of verbal or nonverbal signals and thus influence the listener?

- Was the dilemma too easy or too difficult for my dialog partner? Did I demand too little or too much in regard to the moral issue involved?

3   Carrying out a Little Survey on the 'Definition of Morality'

Aim: To become aware how many definitions of morality there are and to realize how greatly the scientific concept of morality can differ from the everyday concept. This is important later for the retranslation of what has been learned into everyday language.

Present the following questions to six people who do not have a professional interest in moral education or moral psychology.

- What is the meaning of the word "morality" from your point of view?

- How can morality be fostered?

Document the answers in written form (transcript of tapes or minutes written from memory). Produce a short written summary and make a summary interpretation of your findings which takes into account the following thoughts:

DIDACTIC REFLECTION

- Does the use of the word "moral" by your interviewees correspond to the scientific use?

- How would you define the word "moral" yourself? How does this differ from your interviewees?

- How would you define the word "moral" to a layman in order to express as precisely as possible what YOU mean by it?

- Is it possible to behave morally without knowing the word "moral?"

To be done during the KMDD Workshop-Seminar

4   Revise a Moral Dilemma-Story

Aim: To learn how to produce and improve educative moral dilemmas by oneself.

Revise one of your own dilemma stories using the unit "Construction of an Educative Moral Dilemma" (p. 57) and the "Dilemma Checklist" (p. 63).

Present the dilemma to other people and ask them:

- Is in your opinion a moral dilemma involved or is the decision simple?

- Why are you of this opinion?

Document the answers of the interviewees on a tape (please provide a transcript) or with minutes written from memory using key words.

Revise the dilemma or dilemmas again on the basis of this pretesting and the dilemma checklist (p. 63).

5 Present a Dilemma-Story, instruct the Participants for Quiet Reflection, and Dilemma-Clarification

Aim: These three phases are a special feature of the KMDD. They are designed to enable each participant to identify with the main actor in the dilemma-story, to understand and reconstruct the difficulties involved in his/her decision. They should enable as many participants as possible to sense the dilemma of the main actor in the story. The participants should also be aware that not all of them can see or feel the dilemma and that other participants can see completely different dilemmas in the story than they themselves.

In our experience such preparation improves the quality of a dilemma discussion. It helps the participants to better understand the story, to identify more closely with the main person and to recognize not only that different opinions are possible in regard to such stories but also completely different perceptions. It occasionally happens that participants simply cannot *sense* the dilemma that we as teachers see in the story. They would not have any learning experience if they were forced to discuss a dilemma which they do not see themselves. A purely intellectual discussion about a dilemma-story would have scarcely any effect if it does not trigger off the *feeling* of a dilemma in the participants.

Dilemmas are not objective facts, rather they lie in the eyes of the beholder. Consequently it irritates participants if the teacher introduces such a lesson as a "*dilemma* discussion." In their eyes the teacher seems to claim an interpretative superiority over the feelings (or lack of feelings) of the participants. The teacher should always make it clear both verbally and nonverbally that he or she respects students' perceptions of the story and feelings about the dilemma. This respect means that a teacher should even encourage students to speak up who feels no dilemma at all. If there are many students who feel no dilemma, the teacher should not enforce a discussion but she should stop after the dilemma clarification or the first voting. He or she should also consider improving the dilemma-story for future uses (see the checklist on p. 63, and the task 'revision of a dilemma' on p. 30), but never change the dilemma-story on the spot in order to enforce a split-vote and a discussion.

 In order to adopt a neutral or even positive attitude toward all the interpretations presented on the story the teachers should practice the phase of clarification of the dilemma with stories on which they themselves have a clear opinion. They must try to remain relaxed and react positively to counter-arguments even when the participants openly or covertly contradict this clear opinion! The participants register this response very precisely and take it as a model for their behavior toward their opponents!

Practice the first two phases of the KMDD lesson – the "dilemma presentation" and the "dilemma clarification" – up to the first vote using a moral dilemma that you have constructed yourself. First practice each of the individual phases and then all of them one after the other. It is important to have the support of a peer supervisor, who can tell you how well you have achieved the goals you have set yourself (Instruction unit "Peer Supervision," p. 64). Finally you should reflect on the exercise and document this. Include this in your learning portfolio as a work item.

PHASE: PREPARATION

Read through the dilemma story two or three times and read it out aloud, so that you are in a position to present it without notes. If you find this difficult, you should practice frequently and take the advice of a peer supervisor (see the unit on p. 64).

PHASE: BEGINNING THE LESSON

Aim: To prepare the participants for the targeted learning process by directing their full attention to the dilemma story.

Stand in front of the participants (eye contact) and wait until all of them look at you and are completely quiet. Stay calm and friendly yourself. Wait for a few more seconds after the class has grown quiet, before starting with the presentation of the dilemma. In this way you increase the tension and heighten the attentiveness of the participants.

Begin your presentation with an introduction which leads directly to the dilemma. Example: "We have to do with XY. He is faced with a difficult problem." (Always vary the introduction!)

PHASE: PRESENTATION OF THE DILEMMA-STORY

In this phase the dilemma story is presented which the participants will later discuss - provided that the behavior of the main actor depicted in the story is felt to be a dilemma and the voting on it is controversial. This should take place *without any pressure*! If many or all of the participants cannot feel that the story involves a dilemma the teacher should not urge them to vote on it or start a discussion. There is also no point in holding a discussion if the voting of the participants goes clearly in one direction and there is no strong minority to oppose the opinion of the others. *On no account the teacher should force a discussion on the participants*! There will certainly be other opportunities to lead a controversial dilemma discussion with

them. The teacher should, however, be prepared for such an event and have an alternative topic ready or bring forward learning activities which were planned in any case.

In the presentation of the dilemma it is important (a) that the teacher should present the story he feels to contain a dilemma worthy of discussion so well that the participants can comprehend his/her feelings and feel a dilemma in the story. It is like a good joke. If I tell it badly, nobody laughs. It is also important (b) that *everyone* should recognize that the story can be perceived differently by each of the participants and that others can see different dilemmas in the story. During the discussion of the story presented what we call co-construction occurs incidentally, namely the development of shared concepts and a kind of shared perception of the moral situation with which the main actor is confronted.

The presentation can be made in a matter-of-fact way or dramatically. But it must be clear and easily understandable. Speak slowly and clearly. Tell the dilemma story as if you have just heard or read it for the first time yourself. The story should be presented without using the text and small deviations from the original wording can be tolerated. Yet important facts must be presented correctly.

Wait time rule (micro pauses)

In order to increase the understanding of the story and the tension very short pauses of one to three seconds should be made regularly during the presentation. These pauses in speech arouse attention and enable the participants to empathize with the main actors in the story. They are always required with punctuation marks: for commas about a second, for full stops two seconds and for paragraph marks three seconds. Pauses are also important when the main actor is introduced or a rare word is used.

The younger the audience and the more unaccustomed the story is, the more (meaningful!) pauses should be inserted into the presentation beforehand – as in a music score.

Example: Preparing the story "Joanne." Insert a long pause at the beginning until all participants are sitting quietly and looking at you. Then continue like this (the pauses in speech are given in brackets):

(Teacher presents the following story orally, if possible free, without reading the text. Each "V" signifies a pause of about one second. This sign is not in the text given to the participants)

VVV _{see below note}1 "I have a story for a discussion."

VVV2 "Joanne, V Joanne's former love3 VVV 4

"Joanne is happily married and has two nice children.V5 She also has a good job. V But sometimes it's all too much for her. VV 6

The music festival in town comes at the right moment. To let her have some time for herself, her husband took the children to the grandparents. VV

As she is wandering between the stalls, she sees *him*, VV her former love. VV He has hardly changed, she thinks. VV Now he also has seen her, too. VV He says he is in the town with his band. VV "Let's go to my hotel room for a glass of wine. We have so much to talk about. Tomorrow I'll have to move. We have the whole night." V

Joanne hesitates. VV7 "What should I do?" VVVV

Then she takes his arm: "Let's go!"

VVV8 "I have written this story down. You can read it through again at your own speed and write down your thoughts on it." (*Teacher distributes the prepared texts with the story*) 9

VV "Each of you should now please work alone. Don't disturb your neighbor. We will talk about the story together afterwards."

(*Teacher makes sure that no one speaks or disturbs the others. Gentle, friendly reminders are sufficient. After about five minutes you begin with the "clarification of the dilemma.*")

VVV "You can finish making your notes." (*Teacher waits for about half a minute*)"

VVV "I would like to discuss Joanne's V problem with you.

V But V10 do you also think that there is a problem?

V11 Who thinks that there is no genuine problem here which is worth discussing?

VV Please raise your hands!" *(Teacher counts the hands slowly and clearly and write down the result on the blackboard or LED projector.)* 12

VVV Cross-check: V "Who is of the opinion that the decision was a problem for Joanne, perhaps even a big problem?"

VVV "Please raise your hands!" (*Teacher counts the hands again, slowly and clearly*).

VVV "Why did Joanne hesitate? VV What probably went through her mind at this moment?"

VVV (These questions can be repeated a couple of times if the participants seem to wander off the point.

D<small>IDACTIC</small> N<small>OTE</small>:

See also the overall schedule of the KMDD lesson, p. 48.

Notes on the exercise "dilemma presentation"

1. The teacher only begins to speak after the participants have remained silent for three seconds, not before! The attention of all the participants must be focused on the teacher before he/she begins. Otherwise they will be unable to hear and understand parts of the story, which usually leads to many misunderstandings and a confused discussion. If the participants feel a great need to talk with their neighbors, this need should be satisfied first, if there is time, before the lesson begins. Such discussions also promote the learning process.

2. The introduction, which should be as short as possible, is clearly separated from the story by a long pause.

3. © Copyright by Kay Hemmerling und Georg Lind. The dilemma may be freely used by holders of a valid KMDD certificate. Others require the written permission of the authors.

4. The "dilemma person" can be presented in the title. The longer pause gives the participants an opportunity to familiarize themselves with this person Although the person is fictional the image of a real person is created in the listener if he/she is given enough time.

5. Punctuation marks such as commas, full stops and paragraph marks indicate pauses of differing length which are to be made while reading the story. The pause marks "V" are actually superfluous here.

6. The paragraph marks are inserted when the "scene" changes. It also implies a longer pause.

7. The longer pauses before and after "Joanne hesitates" serve to emphasize her hesitation.

8. The shift from the story to the instructions is marked by a longer pause. In order to mark this change more clearly the speaker should change his/her position, for example, by turning and making a few steps.

9. Instructions for the teacher are written in Arial.

10. This short pause serves to muster the attention of the listener. It is important that everyone now realizes that the teacher is not insisting on his/her definition of the story as a dilemma, but wishes to encourage other perceptions. The facial expression of the teacher should be friendly and inviting

11. After such difficult questions the participants must always have enough time to work out their answers.

12. The slow and clear counting of the votes is important, so that everyone can follow the process. The results must be written on the blackboard or LED projector. Only in this way does the voting become a *social fact*, i.e. shared knowledge.

TRAINING : "PRESENTATION OF A DILEMMA-STORY"

In what follows you will find an exercise on dilemma presentation. Carry it out with a partner or, even better, with three partners, changing your roles. One should be the supervisor and the other two students. Take a few minutes before starting the exercise in order to prepare yourself.

For this presentation, groups of four participants are formed. Each participant has 20 minutes to present and/or explain his/her dilemma. The entire exercise lasts 80 minutes.

A. The "teacher" presents the dilemma to the students making micro pauses of 1 - 3 seconds

• before important words or phrases, in order to catch the participants' attention, and

• after them, in order to give them time to "digest" this information and integrate it into exiting knowledge.

B. The "Supervisor" takes the time (no group should exceed the time limits!), and interrupts the teacher if she forgets to make micro pauses (she or he can interrupt the teacher up to three times and ask him/her to repeat the presentation).

C. The two other participants are the "students."

THE PRESENTATION TRAINING UNIT

(maximum 20 minutes)

Phase one: Preparation (approx. 3 minutes)

> The teacher prepares the presentation by reading his/her dilemma-story and inserting pause-marks into it.

Phase two: Presentation (three minutes)

• The teacher enters the classroom and presents the dilemma.

• The teacher hands out the written version of the dilemma-story and lets students reflect on it

Phase three: Clarification (10 minutes)

• The teacher asks: "Do you feel that there is a dilemma in this story?"

• "If yes, what makes it a dilemma for the actor X?"

• "Which thoughts might have crossed his/her mind while hesitating?"

The teacher must give *all* participants an opportunity to make a contribution.

The teacher takes notes but makes *no* commentary on the students' comments!

Phase four: Reflection (four minutes)

• The teacher, supervisor and students reflect on this exercise and take notes for their portfolio.

• The next teacher prepares for his/her session.

Portfolio: The revised dilemma of the teacher and the report of the supervisor must be included in the portfolio.

Voice

Besides micro-pauses (wait time rule, p. 33), the teacher should also consider his voice as a possible barrier to attention and learning. If a teacher has a weak voice or a dysphonic voice, he or she may make it hard for the participants to listen and understand instructions (Rogerson & Dodd, 2005; Nussek et al. 2014). In such a case, the voice should be trained with the help of professional voice trainers or therapists.

Eye contact

The teacher/director should always look at the one who speaks and must not turn his eyes away before the speaker ends.

PHASE: QUIET REFLECTION

> *"Who wants to speak must be able to keep silent and listen. Words, too, grow only slowly."*
> *Frank Richter (1998)*

Aim: This phase gives the learners the opportunity a) to "digest" the story they have heard, b) to become aware of their own emotional reaction, and c) and to arrive at a standpoint of their own which they are willing to advocate openly in the discussion. Distribute a sheet with a written version of your dilemma-story to all the contributors. You will find examples for dilemma-stories in the appendix to the handbook *Moral ist lehrbar* (p. 125) and on the KMDD-Website.

Instruction: "I have written down the story for you. Please read it through and make notes on anything that strikes you. Please work on your own. Do not disturb your neighbor!"

During this quiet phase your task is to look around attentively and to intervene gently but decisively if the neighboring person is spoken to or disturbed in any other way. Remind gently any disturber to stop disturbing his or her neighbor(s). But do this quietly in order not to disturb the participants yourself.

DIDACTIC NOTE:

Participants generally find quietness so pleasant that they gladly observe it. I have never encountered any serious problem.

If discussions or other activities occur which have nothing to do with the lesson and disturb it, the reason

could be that the story or the instructions have not been properly understood. Consider how you can make a better presentation the next time!

The quiet reflective phase should last as long as some participants are making notes. Yet, after five minutes you should announce the end of this phase. "You have time to finish the sentence you are writing; then we will carry on" (wait for about 15 seconds).

The dilemma presentation must not be disturbed by participants who arrive late. It is advisable for the teacher to wait until all are present or to put a note on the door asking latecomers to wait for about fifteen minutes until the presentation of the dilemma has been completed. But this should be announced to the participants before the course.

The participants should keep their sheets as a reminder. At the end of the lesson they can, however, be collected for inclusion in the learning portfolio if the participants have no objections.

This phase of quiet reflection must always come before the dilemma clarification phase.

PHASE: DILEMMA CLARIFICATION

Aim: To give the participants the opportunity a) to present their perception of the story, b) to make the experience that the perceptions of others can be (very) different, and c) to realize that their own perceptions and those of others can be changed as a result of the exchange of ideas (constructivism) (see Lind 2006). Oft en they converge.

Now the participants should work out whether or not the story of XY involves a dilemma, and if it does they should explain the dilemma. An example for a transition: "I have told you about XY because I was of the opinion that he is in a dilemma. [Pause] But perhaps someone does not agree with what I am saying and says to himself/herself: 'I don't see any problem.' [Pause] Who feels like this? Please raise your hand!"[Pause]

Look at the class in a friendly and encouraging way. Count out loud. "Three of you can't see any dilemma in the story. Thank you. You can put your hands down again." [Example. Insert the correct number.]

Cross-check: "Who can see a problem here?" [make a pause!] "Please raise your hands." Count out loud! Write the voting-results on the backboard (or LED projectors).

Ask the participants: "Those of you who you say that there is a dilemma here, I like to ask: [Pause] What is the dilemma? What makes the matter a problem for XY?"

If the answers come only hesitantly or if only a few students participate in the clarification of the dilemma, ask: "Why does XY hesitate in taking his/her decision? What do you think is going through his/her mind?"

Finally, at the end of this phase, ask the participants about their feelings. "When I read out the story of XY earlier what did you feel? [Pause] Nothing at all? Or did you have a feeling like: "Good that I'm not in his/her shoes!" Take up some of the answers to this question.

How to encourage the participants to speak up: Listen carefully to each speaker. Respond to each contribution by saying "thank-you" or "hmm" or "any more contributions?" or simply by nodding.)[1]

You can discourage participants from merely repeating others: "Who feels another dilemma?"

Stop the dilemma-clarification after about five minutes, or if there are no further contributions from the participants.

DIDACTIC NOTES

- Start a KMDD-Session only if all participants are quiet and attend to you. Then wait for another three seconds before you start talking. This may take some time the first time. But when the participants have learned that you do not say anything as long someone else is talking, they will be quiet sooner.

- Don't start the KMDD lesson with topics which might divert attention from the dilemma.

- Do not say: "Now we're going to have a *dilemma* discussion!" Referring to a "dilemma" would signalize that the participants ought to see a dilemma in your story even if they don't see one. It may also signalize that you need to work through a curriculum rather than being concerned about students' (moral) learning.

- If an announcement has to be made or some other issues are dealt with before the KMDD-session begins, a pause of three seconds should make it clear that there is no connection between the two matters.

- If you have problems of understanding your participants, let the participants retell the story briefly in their own words (paraphrase) "What exactly happened?" Make sure that every interpretation is dealt with respect. (There are no "right" or "wrong" answers.) Avoid paraphrasing their statements.

- Show by your attentiveness (eye contact!) and body language that you respect every answer even though you may inwardly reject the one or the other. This is not easy for beginners, so you should take advantage of peer supervision to check your behavior and to learn for the future.

- Don't repeat (paraphrase) the answers of the participants! In this way you would inevitably reveal your own position. A brief nod, a friendly "hmm" or a "thank you" is sufficient as a confirmation (maintain eye contact!). If the contribution of a participant could not be easily understood by the others ask him/ her to repeat the contribution.

- If you have the impression that a participant is expressing himself/herself unclearly or that some disturbance makes it difficult for the others to follow the contribution, ask him/her to repeat what he/she has said loudly and clearly.

DIDACTIC REFLECTION

- Did *all* participants have the opportunity to present his/her opinion on the story during the clarification of the dilemma??

- Were the (moral) feelings of all participants (e.g. sense of justice, feelings of tolerance) stimulated by the story!'
- Produce a written documentation and reflection on your experience of this phase as an item of work for your learning portfolio.

---

6   Optional: Implementation of KMDD-Sessions in Your Teaching

Aim: Preparation for the implementation of the KMDD in your own teaching field; generation of questions and problematic situations which can arise, so that the KMDD-Trainer can respond to them.

- Reflect on the use of the KMDD in training courses and document your results.
- Discuss these ideas with a learning partner.
- Present your ideas to a larger circle of listeners.

To be done after taking the KMDD Workshop-Seminar

---

7   Reflect on Your Training

- Write down on 2 - 3 pages what you have learned from the workshop-seminar: "In the workshop-seminar I learned that..."
- Supplement this assessment, where applicable, with constructive criticism and proposals for improvement.

8 Participate in the Posttest Survey (ITSE)

Aim: Quality control and continuous improvement of the KMDD-Trainee program

The address of the electronic questionnaire for the final collection of data will be sent to you per e-mail. If you do not have access to the internet the questionnaire will be sent to you on request in paper form. Information on the concept of the self-monitored evaluation of teaching are found in the unit on p. 69.

Note: *In the instruction for the posttest, the participants must be told that the questions are largely the same as in the pretest.*

9 Review the Portfolio of Your Learning Partner

Aim: *Encouragement of reflection on what has been learned; avoidance of careless mistakes; learning to value cooperation with others. Improvement of the portfolio.*

Every participant reviews the portfolio of another participant, usually that of his/her learning partner (½ page - a page). A copy of this review is included in his/her own portfolio and a second copy is given to the learning partner for his/her portfolio.

See also p. 114

10 Let Your Portfolio Be Reviewed by Your Learning Partner

Aim: *Encouragement of reflection on what has been learned; avoidance of careless mistakes.*
See also p.114

In order to prepare your portfolio for review by a learning partner and for your review of your learning partner's portfolio you can make use of the following checklist.

Assemble and Submit the Portfolio

Please see instructions on page 97.

Issue of the KMDD-Trainee Certificate

After successful completion of the Workshop-Seminar, the participants are given a "KMDD-Trainee certificate". This certificate will help you to get access to practicing opportunities, if these are not available in your job. With the certificate you can attest that you have a basic command of the KMDD and that you are entitled to hold KMDD-sessions under the guidance of a KMDD-Trainer.

Training Program for the

KMDD-Teacher Certificate

Tasks

Note: The KMDD-Teacher training program starts with Task #1 above !

Keep in contact with your KMDD-Trainer during the whole training by sending him or her short reports with your insights, doubts, and questions. These reports and the answers by the trainer become are work pieces for the portfolio.

11   Winning a Peer Supervisor & Learning Partner

Aim: Peer supervision is to increase your own teaching competence, to ensure the quality of the KMDD and to communicate about the KMDD with outsiders.

The learning partner is needed for sharing experiences, mutual advice, and review of one's portfolio. He or she can also function as a peer supervisor.

Familiarize yourself with the method of developmentally oriented clinical peer supervision (see p. 64) and win over one or more persons who can support you in your exercises by providing supervision (observation and advice). The best partners, of course, are other KMDD-candidates (learning partner). If necessary, contact the KMDD-Trainer. But you can also try to win colleagues or friends as peer supervisor.

12   Prepare, Conduct and Analyze an Efficacy Study: ITSE

Aim: ITSE stands for "Improvement of Teaching through Self-Evaluation." The aim of ITSE to provide unbiased, fruitful feedback for you about the efficacy of your teaching (Do I use the KMDD effectively?), and to give you the opportunity to adapt the KMDD to specific teaching contexts without reducing its effectiveness and to develop the method further and increase its effectiveness and efficiency.

ITSE is an integral part of the educational quality management of the KMDD. It is done by those who are most familiar with the aims and the method of KMDD, namely you, assisted by the KMDD-Trainer and other evaluation experts. For more details, see p. 44 and p. 84.

The efficacy study must be carried out with the standard questionnaire containing the MCT, which can be

supplemented by a few own questions (see appendix, p. 92). It should not take longer than 20 minutes to fill it out for the slower participants. It always contains two surveys: one before the intervention (pretest) and one after (posttest).

The survey must always be anonymous for the participants and the teacher.

The analysis brings accurate results only if a) at least 90% of the participants fill out both the pretest and posttest questionnaire and if the KMDD group consists of at least 15 persons. Analyses on the basis of a lower number are too unstable to draw reliable conclusions on the efficacy of a KMDD intervention.

Because quality management is an integral part of the KMDD lesson, participation in the two surveys should be made obligatory.

For the certification process the raw data from the two assessments must be submitted together with the C-scores you have calculated in electronic form (p. 92). More information on the format and the evaluation of the data can be found on pages 69ff.

You can also carry out your effectiveness study with the help of the internet-supported ITSE program. This way of assessing the data produces more complete data sets, involves fewer errors and safes you calculating the C-scores. The order form is printed on p. 106. Fees are defined in the contract.

Note:

- At the beginning you may deal only with the effects on the moral competence of the participants in order to check your own effectiveness as a teacher and the state of your training. For this purpose the *Moral Competence Test* (MCT) and other instruments are at your disposal (see appendix).

- Later you may ask, which further factors influence the effect size of KMDD-sessions? To keep the questionnaire short, study only a few effects at a time.

In order to familiarize yourself with the aims and methods of effectiveness studies and with the self-evaluation of methods, read the chapter on ITSE in the appendix (p. 69).

Schedule of an efficacy study (ITSE)

To be completed by the participant	To be completed by the KMDD-Trainer
Effectiveness studies (initial and final survey) can be carried out *electronically* or with *paper and pencil*.	
Surveys via internet (electronic) - ITSE	
Controlling the preconditions - Do all the participants have access to the internet? - Its use can be carried out individually or together in class. Problem: Distraction by other internet pages	
Applying for support: see form (on p.83)	- Set up an ITSE data base - Disclose the link for ITSE on the web
Implementing the pretest - Instruct students to sign up for the survey **Implement the posttest**	- Control acknowledgments and, if necessary send a reminder to the participants
	- Validity analysis of the data - Evaluation of the data, calculation of C-scores and effectiveness - Communicate the average score to the teacher (never communicate individual scores)
Surveys with paper and pencil-tests	
Controlling the preconditions - Are all the means available for printing out the questionnaire and for collecting and correcting the data electronically ?	
- Request the questionnaires for the initial and the final data survey from the KMDD-Trainer	The KMDD-trainer sends the printed forms for the initial and the final test

Carry out the pretest	
Carry out the posttest	
When collecting the questionnaires control for completeness (Classification code, mother's forename etc); number the completed questionnaires	
Enter the raw data into an Excel-file or other electronic table (Request instructions from the KMDD-Trainer) and send it electronically to the KMDD-Trainer (see p. 3).	- Validity analysis of the data - Evaluation of the data, calculation of C-scores and effect sizes - Communication of the calculated values to the course participants
Analysis of data and report for the portfolio	

13 Running a DT / KMDD-Session

Aim: A KMDD/DT-session is to provide a good opportunity for acquiring moral-democratic competence.

Note: Do not create the impression in your students that the session is serving your needs (to get certified or to fulfill a curriculum plan) rather than their needs!

There can be no discussion if the voting on the existence of a dilemma goes clearly in one direction and there is no strong minority to oppose the opinion of the majority. *If participants do not feel that there is a dilemma involved in the story, they must never be pressed to think so, neither should they be pressed to vote if they cannot vote for one side or the other. Neither should you come up with another story after your first story did not create a dilemma feeling in most participants or if the vote was too one-sided to have a discussion.*

There will always be another opportunity for a KMDD/DT-session. As teacher you should always prepare alternative activities for such a case.

For preparation read also the information for dilemma presentation and dilemma clarification above.

The Nine Acts/Phases of a KMDD/DT-session according to the

Konstanz Method of Dilemma-Discussion **(KMDD)®**

For a short version, see page 102

The following script shows all twelve phases of a KMDD/DT-session, yet without timing. The timing can be found in the appendix below (p. 102).

Preparation: You select an educative moral dilemma-story (p. 74), which can trigger moral feelings and a controversial moral discussion among the participants. Existing dilemma stories are not always suited for this. Therefore, you have learned how to write educative dilemma stories themselves so they fit the participants and the curriculum.

Before the session, you should carefully read the story, so you can present it freely, and think through all phases of the session.

Start of session (duration 80 to 90 minutes)

Aim: You prepare the participants for the learning process by drawing their full attention to the presentation of the dilemma-story.

You wait until the participants are completely quiet and look at you. Then you count silently to three and make a short introduction which leads immediately to the dilemma-story. Example: "I want to tell you a story about XY. She had to make a decision ..." .

1. Dilemma-story presentation (challenge)

    Aim: The participants should identify themselves with the main actor of the story and feel, understand and explain the dilemma in which the main actor is.

    Your presentation can be calm or dramatizing, depending on which method achieves best the optimal level of excitement in the participants (not too much and not too little). Your presentation must, whatsoever, be short and clear for *everyone* in the room, and must be structured with short pauses. (See chapter *presentation*, p. 32, and wait time, p. 33).

2. Quiet reflection (support)

    Aim: The participants get an opportunity, to become aware of their own moral feelings about the story, to put their moral feelings into words, and to discuss their moral feelings with other people who may see no dilemma or another dilemma.

    Give every participant a sheet with the dilemma-story (for an example see p. 105); make sure everyone gets one. After everyone has a sheet, ask the participants to read through the story silently and, if they want, make notes. Explain that there is sufficient time for thorough reading and that this work should be done individually. "Do not disturb your neighbors!". Important: Give the instruction only after all participants have the sheet and attend to you again, not during the distribution of the sheets.

3. Dilemma-clarification (support)

Aim: The participants get opportunity to present their perception of the dilemma and to learn about different perceptions of other people. He or she learns also that his or her perceptions can change during this communication (see page 31, 38).

First, ask the participants:

- "For whom is this *no* dilemma?" (encourage agreement!). Then count votes.

- "For whom is it a dilemma (a difficult decision, etc.)?" Then count votes.

- "If so, what makes it a dilemma? What might have made the main figure hesitate? What may have crossed her mind?" Call up the participants who raise their hands one by one. Encourage contributions by giving non-verbal friendly feedback. Discourage repetitions: "Any news aspect?"

- Ask: "Who felt the dilemma in his / her guts when I told you this story?"

4. First voting (challenge)

Aim: The participants learn to speak up and listen to others in a controversial discussion. They learn to make decisions under pressure, and they learn to respect opposite opinions on a moral problem.

The teacher asks: "Was X right or wrong? Who agrees with X's decision?"

The participants must raise their hands as long as you count them (loud!). Then you write the votes on the blackboard or laptop/screen for documentation.

The teacher continues: "Who disagrees with X's decision?" Again you count the votes and write them down.

If some participants withhold judgment, you should put some mild pressure on them to vote and repeat the voting: "In real life we often one cannot withhold a decision. Try to make up your mind. Please raise your hands again: Was X right?" or wrong?" If some still do not vote, you can assign then the role as an observer and give them the KMDD observation sheet (p. 108) or something like it.

You should always thank the participants for voting. Expressing one's opinion in the public is a high democratic value. It is not easy for everyone.

You should *never* ask the participants why they agreed or disagreed, nor should you comment on their voting. The participants should feel that they have a right to vote freely, without having to defend their behavior against the questioning of an authority (= you!).

Some participants may also perceive their peers or clique in the classroom as an authority which may cause them to withhold or influence their voting. The KMDD-Teacher can either try to ease this problem by making the participants cover their eyes with one hand while voting, or make it purposefully a learning challenge for the participants.

After the votes are counted and documented, the teacher asks the students to split into pro and contra groups (see above 'seating arrangement,' p. 54).

5. Small groups (support, strengthening one's position)

Aim: The participants learn to estimate the "others" (not only friends) as a resource of support. They learn that supporting arguments can be of quite different quality.

The teacher instructs the participants to form small groups of 3 or 4 (a little rhyme may help: "three or four – no less, no more") within each camp. Within these small groups, the participants are to collect arguments supporting their opinion on the dilemma in the story. There is no need to achieve a "group-opinion".

6. Discussion by the whole group (challenge)

Aim: The participants learn to appreciate public debates about difficult moral problems, and to speak up, to get own arguments to be heard, and to listen to others carefully. They also learn to distinguish the moral quality of arguments (about which there can be a controversial discussion) and to respect people, about which there is no debate.

The class meets in the plenum. Let the participants turn into the direction of the opponents. (Pause three seconds) Explain the two discussion rules:

- "Free speech rule: Every argument is allowed; everything can be said. But you must not qualify anyone in or outside this room– not even positively." (pause three seconds)

 "Ping-pong rule: You call each other up (not me, the teacher). When someone you has spoken, you decide who of the other group may answer you. So the right to speak travels between the two groups back and forth." (pause three seconds)

- "Questions?"

- "If I feel that you violated one of the two rules, I will remind you by waiving with one or two fingers."

Your task is to remind the participants immediately and consistently, if they violate one of the two rules, disrupting the discussion as little as possible.

7. Nominating of the best counter-argument (support)

Aim: The participants learn that the opponents' arguments differed in regard to their moral quality, and that opponents can have good arguments, which may inform one own's thinking about a topic. In the case that the controversial discussion has created hostile feelings in some toward the other group, this phase is to make sure that such feeling is replaced by friendly feelings.

The teacher says: "Please think of the arguments you have heard from your opponents. Collect as many of their arguments. Discuss this with a learning partner or other participants. However, you do not need to come up with a 'group-nomination'. Everyone can have his or her own favorite for 'best argument'."

The KMDD-Teachers gives the participants about two minutes for making up their mind. Then s/he asks: "Which of the other side's argument to you nominate as 'best argument'?"

Each participant should be heard. However, you can stop them repeating statements to save time.

If participants start again to discuss or to criticize the other group's arguments, you should gently but firmly remind´them that only nominations (and compliment to the other group are allowed in this phase.

8. Second voting (challenge)

Aim: The participants learn to appreciate critique, and learn that controversial discussion can take place in a friendly environment, free of personal attacks and hate, and thus free of anxiety and fear.

The participants must raise their hands as long as the teacher counts them (loud!). Then the teacher writes the votes on the blackboard or laptop for documentation.

You shall thank all for voting. He or she must *not* ask the participants why they have (or have not) changed their votes. The participants should feel that they have a right to hold up their opinion on the issue, and also the right to change it, without having to defend their behavior against the questioning of an authority (= teacher)! Control your body language which may send out contrary signals.

9. Reflection (support)

Aim: The participants become conscious of their moral feelings and their learning process during a KMDD-sessions. They learn to appreciate the learning environment which the KMDD approach provides, and start to think about different ways such session can help themselves and others in their personal development and social life.

The teachers asks two questions:

- Did you have fun?

- What have you learned during this session? About the topic? About discussions? About oneself and other people?

End in time, but not prematurely![1]

You thank the class for the discussion. If the session went well it is self-gratifying, no gratification by you is necessary; it may even be dysfunctional. If the session did not go well, there is always another opportunity for you! You should avoid any value judgment about the participants and their behavior (see rule #1). Each valuing of participants may increase their fear which inhibits their thinking.

---

[1] KMDD-session should always end in time! The participants often need to leave after the end, and the session would end chaotically, without giving all participants the opportunity to benefit from the last phase(s). Of course, the KMDD-Teacher can schedule also a session which longer than 90 minutes. However, he/she must do it beforehand.

For the implementation of a discussion you need:

- A sufficiently large room for the plenary discussion and for the work in small groups (3-4 persons). These groups should not be out of earshot of the teacher. A picture of such a room is shown below.

- The room should have chairs for all participants and writing equipment (tables and the like). Needed are also small tables that can accommodate groups of four participants. The tables should be arranged so that all participants can easily look at the screen or blackboard. This is possible if the tables are arranged like diamonds. Later, during the pro-contra-discussion, the tables and chairs should be moved to the sides and the participants should sit facing the other group.

- A sufficiently large writing surface (blackboard, wall, flip-chart) or screen for LED-projector for recording and visualizing the arguments in the plenary discussion.

- Print-out of the dilemma used for every participant (for examples see the appendix of the handbook and the KMDD web site).

- The teacher should always keep the short schedule of the KMDD-session with timing always in his or her hands (see p. 102).

- Prepare one or two participants to keep the minutes in the plenary discussion. Show them how to use the observation sheet (p. 108).

- Optional: Additional observation and report sheets (see p. 108) for peer supervisors or occasional observers.

- Video camera (see also p. 71)
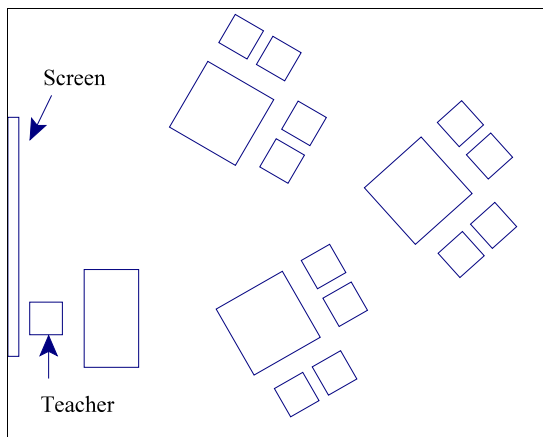
Seating arrangement in the phase "pro-contra discussion" of a KMDD-session. The pro and contra groups face each other. The KMDD-Trainee stands in the upper left corner of the picture. This way he can see all participants, yet not all participants cannot see him very well and perhaps some may feel being "super-vised" by the standing teacher. Therefore, it is better to sit between the groups as indicated by the blue arrow, in the lower right corner of the picture). In this session, two observers volunteered. (Source: KMDD workshop-seminar in the Medical School of the Universidad de Chile, Santiago, 2012)

PREPARATION

If you are not yourself a teacher with access to a class for training purposes you must find one. A good way for finding a training opportunity for you is to offer to conduct a KMDD session in a school or another educational institution. In principle you can hold a practice lesson in every kind of school and at all ages from eight upwards.

As a teacher you usually enjoy the pedagogical freedom to carry out a KMDD-session at any time if you think that this will help you to achieve your teaching aims. Consider whether the KMDD session can be fitted into the timetable and the curriculum (which, in all probability, will usually be the case).

As a result of the openness of this method it will relatively quickly become a topic of discussion among students, parents, colleagues and superiors. This is usually a desirable effect and contributes to the dissemination of the method.

Participating in a KMDD-event should always be voluntary, otherwise it not only contradicts its own aims but has also only little, if any, impact on the participants' moral competence development. This does not mean that you should only do it when students request it (which can happen), but you can always suggest it as a learning event and be prepared for a refusal by some or all students. After many years of practice I can assure you that this has never happened yet. Avoid any mentioning that the students *must* do it because *you* say so or because the curriculum *requires* it.

New methods often meet with scepticism or opposition from outsiders if they are not familiar with the KMDD or feel excluded. It is best to encounter such reactions openly and transparently. Peer supervision, in particular, has proved to be a confidence-building measure. Invite your superiors, your colleagues or parents to observe you while you are conducting a KMDD lesson in accordance with the rules of peer supervision. Make use of the observation sheet on p. 85

Organize a peer supervision of your KMDD teaching (see p. 79).

Seating arrangement

The rooms for a KMDD-session need to be large enough so that the participants can sit in small groups of 3 to 4 around small tables, and no one has to sit too tight. The tables should be placed like diamonds with the chairs arranged so that two parties of two can sit ad adjacent sides and can easily see the teacher.

The participants will move around during the KMDD-Session. First they can be seated as they like. After the first vote, the participants must split up in two big groups. Then within each group, they must form small groups of 3 to 4 participants ("three to four - no less no more") to discuss arguments supporting their decision. Make sure that the groups really have only three to four members. If they have less, the discussion comes too quickly to an end; if they are more, often one is left out from the discussion. Direct the participants gently but firmly if they find it difficult to do this themselves. In my experience, participants will find it much easier the second time.

During the pro-contra discussion the two groups should face each other. Nobody should turn his or her back to the other group. There should be a clear demarcation between the two groups. The following picture shows such a seating arrangement in a KMDD session.

To make it easier for you at the beginning of your training, you can use well-tried dilemmas-stories in your KMDD-sessions (see the handbook and the KMDD web site). But later you should make up stories of your own, which fit better the curriculum and your participants (see p. 57). Adapt them to the curriculum and the level of learning of your students. In selecting and making dilemma-stories you must make sure that *all* the participants feel a dilemma and understand the story, otherwise you run the risk of excluding some from the discussion. The dilemma can be morally demanding but it should not require knowledge that a part of the group does not have. The dilemma should touch the participants but should not place excessive emotional demands on them. The greatest learning effect will be achieved by a dilemma which triggers off moral feelings (annoyance over injustice, feelings of responsibility, concern) among (almost) all the participants.

For a KMDD session at least 90 minutes must be available. Teachers at school can make use of double lessons by exchanging lessons with other teachers. If only 45 minutes are available, you can use make use of this by doing just a *dilemma clarification* (without voting) (see p. 16).

Make a video recording of the KMDD-session as documentation for yourself (see the unit on video takes on p. 54).

With help of a SHORT SCHEDULE (see p. 102) plan the time schedule for the KMDD lesson. Read through the dilemma story you would like to present several times.

Using the book "Morality can be taught," recall once again the general educational aims of the KMDD (development of moral-democratic competence) and its psychological-didactical principles:

- Respect the time which the participants need for thinking and learning!
- Be aware of the ambiguity of meaning of the words exchanged in a KMDD-session!
- Do not be afraid to stir up moral emotions, but make sure that they do not injure anyone!
- Show yourself that the shared moral and democratic principles can really be lived by!

If you have the impression that you do not have a good command over the KMDD-session repeat the exercises on dilemma presentation and dilemma clarification.

IMPLEMENTATION

On the implementation of a KMDD-session see the KMDD Handbook and the exercises on "dilemma presentation" and "dilemma clarification" (pp. 16 and 25).

What should I do when no discussion is possible

There should be no discussion if one of the following conditions applies:

- many participants cannot see any dilemma,

- the voting is too one-sided, or

- too many participants abstain from voting.

There can be no good discussion if the votes are too one-sided. However, you must decide each time what "too one-sided" means. If he/she follows the 25% rule, he/she is on the safe side. (Never announce a 'discussion'. Then the participants are less disappointed if there will be none.)

If there are abstentions the teacher can gently urge the participants to make a decision in order to put themselves in the position of the protagonist in the story who has to make the decision.

If some participants still feel unable to decide, they can be asked to do observations during the plenary discussion of the class (using the observation sheet, p. 108). But if too many abstentions remain, then the KMDD session should be ended, too. The teacher must decide, how many observers he/she can allow without undermining the educational efficacy of the KMDD-session.

What else can be done when the voting does not allow a pro and contra discussion?

As far as your teaching plan is concerned: There is always a next time! To prepare for the next attempt, you should reflect on possible reasons for the fact that the vote was too one-sided or that there were too many non-voters:

- If you let the participants vote: Is the story controversial at all?

- Was the story too difficult to understand? Did you use negations, or clauses, or words which are not common among your participants? Even the words "pro" and "contra" are not very common among plain people!)

- Did you tell the story to fast? Did you forget making micropauses (wait-time)

- Does the issues in the story trigger too strong moral (or religious) feelings?

- Was the story too easy to decide for your participants? (Usually this feeling diminishes after some time during 'dilemma clarification.')

What to do when a KMDD-discussion makes no sense?

If you know your class well, you may continue the KMDD -session even when less than 25% are on one side. Yet there should always be more than three participants in the smaller group, who appear to be strong enough to face a large crowd of opponents.

If this is not possible, then think: It is nice that the participants agree on this story. If the conditions for an effective KMDD-session do not seem to be given, you should on no account insist on a discussion or replace it by role-playing! In order to prevent the participants from attempting to "help" the teacher, changing sides after the voting is not allowed. If the participants do not actually have moral feelings and only act as if they supported a particular position, the KMDD-session cannot contribute to the development of their moral competence.

Neither should to ask the participants why they voted as they voted. Remember: You are the authority in the classroom! With the KMDD, the participants do not have to justify their opinions to the authority, only to their peers. Even if you did not mean it, the participants will mostly likely interpret it this way.

Note: Never change the dilemma-story during a KMDD-session in order to influence the voting. Such change has proven to be disadvantageous because the participants feel that you try to get your job done rather than to provide them with an opportunity for voluntary discussion.

What can the teacher do when participants do not want to stop discussing?

A teacher wrote: "When I wanted to move on to the nomination of the best counter-argument phase, some students did not follow my instruction and still insisted on arguing for his or her view. So, at this stage, I felt a bit weak in encouraging students to appreciate others' view."

At this point the KMDD-teacher must be very firm. Otherwise the whole schedule of the KMDD session is in danger. All the subsequent phases are educationally important and none should be sacrificed, especially not the phase of 'reconciliation' after a controversial discussion.

First, when you feel that there is a strong desire for continuing the discussion, you should acknowledge this desire, and say something like this: "I hate to interrupt you here because this is such a good conversation (or discussion), but we need to go on to the next question (phase, topic, pont etc.). You may continue with discussing when we are through here."

How does the teacher end a phase?

A phase should never be ended too abruptly, thus taking the participants by surprise. You should say in advance that the session has several phases. Before the end of the phase I something like this: "We have to come to an end with this phase soon." During the "Silent phase" you can continue: "But you have time to

write down your last thoughts." Then after about 30 seconds I say: "Well, thank you. We will now go on ..." If there are still some who write or discuss intensively, and if time allows this, you should still wait until they are all quiet and looking at you.

In case of the big discussion you should interrupt when it when it is the group's turn that started the discussion and say something like this: "I am sorry to interrupt this highly interesting discussion. But for time reason we must go on. Each group can make still one last statement."

After that, when both groups have made their last statement, I say: "I feel that you want to continue this discussion. Me, too. But now there I have another task for you. ..."

Should the teacher respond when the class invites his or her comments or questions?

You should never comment on the participants' arguments and votes, and never request an explanation. As a teacher you are mostly, if not always, seen as an authority, and may create big anxiety in the participants if you make comments on your participants' arguments or voting behavior, or asks for an explanation. Fear and anxiety and other strong emotions may interfere with the learning process.

This report of a KMDD-Trainee shows how the request for explanation can lead to too strong emotions: "Finally, in the second voting, two from the con-side changed their stance. When I asked a girl why she changed her view, she said she thought of her grandma who has just passed away (our holiday last week is a holiday to memorize ancestors) and she felt so pity that she could not take care of her because she has to study. She had tears in her eyes when she was talking. Oh, gosh, I did not know what to do! I remember you said getting emotional is not good. Fortunately, she held back tears and carried on calmly soon."

Taking a stance on a difficult, controversial issue in public takes some courage. Depending on participants' personality and on the moral-democratic atmosphere of the school and the society, a public voting can afford very much courage. Hence you should always thank the participants for voting and speaking up. You can do this silently by smiling at all participants and nodding at them, or by simply saying thank you. Do not exaggerate.

Yet, to refuse any statement and comment is not a good role model either. Hence it seems a wise solution to respond to such requests but only toward the end of a KMDD-session when the comment cannot do much harm anymore.

The central criterion for judging the effectiveness of a KMDD session is how much the average C-score (of the *Moral Judgment Test*) increased from pretest to posttest. You will find further comments on this on p.34 above and in the unit ITSE (see p. 69). At the beginning you should not have high expectations in regard to your own effectiveness or the effect size (On the calculation of the effect size see above p. 34 and Lind 2010). Moreover, you should be aware of technical errors of measurement, and other factors influencing the change of the C-score (see a checklist for error-search on the web: http://www.uni-konstanz.de/ag-moral/mut/mjt-engl.htm#error). Finally you should also consider other indicators of intervention success.

There are two kinds of effects of KMDD-sessions: firstly KMDD can have, and indeed often has, a good "entertainment effect." Many people like to engage in discussions, especially when the topic is interesting for them. To have fun in class, is a good thing. It helps the learning process which we want to foster with the help of the KMDD. Yet, as KMDD-Teacher you should not rest content with the entertainment effect. A class may be great fun but no learning may take place. Therefore, we are also (predominantly) interested in the "learning effect" produced by KMDD sessions.

One can easily recognize whether a lesson is *entertaining* by the alertness and co-operativeness of the participants and by their contributions. The participants themselves will also tell you how entertaining the KMDD-session was when you ask them in the reflection phase.

Yet it is far easy to recognize how much your students have learned in your KMDD-session. You can get some idea about this by asking them how much and what they think they have learned. But you get a more reliable and valid feedback if you use an objective test like the MCT. For this reason self-evaluation of one's teaching efficacy is an integral (and obligatory) part of the KMDD (see the unit "ITSE" on p. 69ff.)

Besides the MCT there are more indicators for checking on learning effects which you can use for quick feedback and for the overall evaluation of your work (extend this list yourselves):

- In the dilemma clarification phase: Did the participants take up the viewpoint of the previous speaker? Did they learn to see dilemmas they had not recognized at the beginning?

- In the plenary discussion: Did the participants take up the arguments of the previous speaker and deal with them constructively? Did they show thoughtfulness or explicitly state that the discussion had led them to think over their position? Did participants who seemed bored at the beginning then pay attention to what was going on in the class?

- In the "reconciliation phase" in which the best argument of the opposition was to be nominated: Did many participants join in nomination of the best argument of the opposite group?

- In the reflection phase: Did participants report explicitly on their own learning processes?

- Personal observations and observations of guests: Did the behavior of the participants reveal learning effects from the point of view of the observers? (This will be seen above all by observers who have known the participants for a long time!) Do things happen which indicate a learning process (For

example: Are mixed groups formed in classes in which the boys and girls usually sit and play separately? Are outsiders accepted in the small groups? Do the strict boundaries of cliques no longer play a part in the formation of the small groups?)

- An important special point: Were there any signs of successful control of affects? (Examples: A participant is sad because he/she is reminded of a sad experience by a contribution to the discussion; after an interruption of the discussion he/she calls upon the others to continue with it. A participant is annoyed because a contribution makes him/her aware of an inner conflict; after a short time he/she explains his/her annoyance and is conciliatory.)

FOLLOW-UP WORK

Write a report for your learning diary and the portfolio a) about the KMDD-session you have conducted and b) about the subsequent peer supervision cycle shortly after the events have taken place. Fill out the report sheet (in the appendix of the handbook; see p. 106).

DIDACTIC NOTES

- Don't set your sights too high at the beginning. It is above all important that you feel confident in the role of a KMDD-Teacher.

- If you do well you may perhaps have the strange feeling at the start that you are not the person standing in front of the class/group. Usually the KMDD requires a different kind of behavior from the teacher than you perhaps are accustomed to (speaking very little yourself, making many pauses, NOT reacting to "false" opinions of students, consistently ensuring that the – few – rules are observed etc.).

- Avoid dilemmas which: a) are not sufficiently demanding for the participants because they can be easily solved, b) require specialist knowledge which only some of the participants have, c) trigger off too powerful emotions, or d) cannot be solved by means of moral considerations but require the participants to take other considerations into account (see Unit CONSTRUCTION OF MORAL EDUCATIVE DILEMMAS, p. 57, and).

- Intervene *immediately* if there is even only a small violation of a rule of the discussion in the plenum. React non-verbally so the discussion is not disturbed to much, e.g., by waiving with your thumb for reminding the participants that rule #1 has been violated, and with thumb and second finger reminding that rule #2 has been violated. But always remain friendly and restrict your intervention to reminding the participants of the rules but do not punish. This is almost always effective because the participants evidently accept the two rules even though they occasionally forget to observe them.

Always treat your students with respect, in exactly the same way as you would like to be treated yourself. Try to remember how you felt when you knew little. Appreciate how much courage it takes to admit lack of knowledge. Feeling dumb is not a good feeling. Lack of respect for the learners is the main source of a bad atmosphere in the classroom and of resistence to learning.

Always keep eye contact with the one who speaks to you and do not turn you head away before he or she is finished speaking. Thank him/her or nod you head to show that you have listened and will think about what he or she has said.

14   Observing the KMDD-Session of another teacher

Aim: The observation of a KMDD-session held by someone else serves, firstly, to support other participants in their training and, secondly, to train your own capacity for perception of things which are important for the KMDD.

Observe the KMDD-session held by a member of your learning group in a local school (If this is impossible: Look at the video recording of a KMDD-session held by another teacher.) Suitable videos can be downloaded from the KMDD web site or requested as a DVD from your KMDD-Trainer.

Document your observations using the KMDD observation sheet or the KMDD report sheet. (For templates see pp. 85 and 86).

DIDACTIC NOTE
- Offer to carry out for your learning partner a complete peer supervision with pre-conference, observation and post-conference, in which he/she instructs you on the points to which you should pay particular attention. (Unit: Peer supervision, see p.64).
- Has your learning partner understood the psychological-didactic basic principles of the KMDD? Has he/she applied the principles in the correct sense if he/she diverged from the guidelines for the implementation of the discussion at any time?

15   Running a 2nd KMDD-session

Aim: Doing more KMDD-session helps to consolidate your learning success, to improve your teaching competence and to help you acquire a routine.

Carry out one or more KMDD-sessions in accordance with the Konstanz method in your own professional field, using a tested dilemma or a new dilemma taken from your special field .

In doing so make use of the notes on the implementation of a KMDD-session.

DIDACTIC REFLECTION

• Did this KMDD-session go better than the first one? Does the comparison indicate an improvement of your own teaching competence? Could you eradicate earlier mistakes and avoid new ones?

16   Observing a 2nd KMDD-session

Aim: Supporting other participants in their training as well as providing you with a stimulus for reflection on the KMDD and your own teaching competence.

Please make use of the notes on the observation of a KMDD-session .

Offer to carry out a peer supervision for the person who is teaching . Alternative: Watch a video with a KMDD-session held by another KMDD-Teacher. Suitable videos can be downloaded from the KMDD web site or requested as DVDs from the KMDD-Trainer.

DIDACTIC REFLECTION

• Document your observations using the templates provided.
• Did the observation help you to understand what counts in the KMDD?

- Have you ideas of your own on how you would like to improve your behavior as a KMDD-Teacher?

17   Running a 3ʳᵈ KMDD-session

Aim: Opportunity to deepen your own teaching competence, particularly for participants in this training program who have little teaching experience or are still unsure in regard to their teaching competence

Hold further complete KMDD-sessions using a new dilemma-story or one you have written yourself which is taken from a different field of activity than those of your previous KMDD-session.

DIDACTIC NOTE

- Document the KMDD-session with a video camera (see p. 71).
- Arrange for further peer supervision in your KMDD lessons.
- Discuss your impressions with a learning partner.

DIDACTIC REFLECTION

- Were the participants of the opinion that they had learned something?
- Did everything go well with the observation of the two rules of the KMDD?
- Were the participants motivated to learn by the discussion?
- Were they eager to acquire new factual knowledge?

18 Observe More KMDD-sessions and other sorts of dilemma-discussions

Aim: To deepen your competence and to encourage suggestions for variations in the method and also to make an important contribution to furthering the teaching competence of colleagues and learning partners

Observe KMDD-sessions held by teachers in another subject and/or with other age groups, or observe a KMDD-session using another approach in order to compare them with the KMDD.

DIDACTIC REFLECTION

- How can a dilemma be made harder or easier, so that it can be an appropriate challenge for a specific target group?
- How can the method be adapted so that it provides a greater challenge?
- Discuss new suggestions with your participants.
- Make a systematic comparison of the KMDD with other approaches to KMDD-sessions. What are the important differences? How do the effects compare?
- Change the focus of your observations systematically. If necessary, adapt the observation sheet to your questions of interest. Keep the observation always manageable. Do not focus on too many aspects, especially if you will not have the time to analyze this information.

19 Make a "Best Practice'"-Video of Your KMDD-Sessions

Aim: Show that you are able to use the KMDD/DT in a class-room context effectively and responsibly.

(For instructions on how to make a best-practice video for your portfolio, see page 71)

20   Exchange of Experiences with other KMDD-Teachers

Aim: Reflection on the KMDD and improvement of your own teaching competence.

Exchange ideas with other KMDD-Teachers either in small working groups or via the internet.

DIDACTIC REFLECTION

- What have you learned from the KMDD-exercises?
- What ideas have you gained from the KMDD for the teaching of your subject?
- What limits of the method did you encounter?
- What experience and ideas have other teachers made with the KMDD and what ideas have they gathered?
- What problems and topics should be dealt with in a KMDD workshop? (Write to your *KMDD-Trainer.*)
- Were the exercises sufficient in order for you to understand the core of the method and to apply it in a confident fashion?
- At what point did you reach your own limits? What need for further training do you see for yourself?

21   Exchange of experiences with other professionals in your field

Aim: To make suggestions for the improvement of the KMDD method and your own teaching activities and to open it up for outsiders.

Invite professionals (e.g. the head of your school and colleagues) to observe one of your dilemma lessons and to discuss it with you subsequently. ("What did you observe?" Did the participants behave differently than you expected?" etc.) Explain the theory and method of the KMDD to them.

DIDACTIC REFLECTION

- How difficult was it for you to explain the KMDD method to other professionals in your field? What feedback did you receive?
- Were you able to make it clear that the effective conduct of a KMDD lesson requires thorough training?

22 Reflect on your training

Aim: Reflection serves to improve your personal awareness and hence to increase your learning success. It also provides feedback for the leader and developer of the KMDD training, which then forms the basis for the further improvement of the training program.

As a piece of written work for your portfolio answer the question: What have I learned during the KMDD-training?

- To this end look at the filled out KMDD observation sheet and the report in your learning diary shortly after teaching and also look at the video if you have made one.
- Think about the points you can improve next time in preparing and/or holding the lesson.
- Examine how far you have succeeded in restricting your participation in the discussion phase to controlling the observation of the basic rules and enabling the participants to discuss freely.
- Were all the participants present and attentive throughout the lesson (at least receptively)?
- Did the participants of the pro-group listen carefully to the contributions from the contra-group and vice versa?
- Did your body language also express encouragement and friendliness towards *every* participant (video)?

How to assemble and submit a portfolio

Put together your learning portfolio for the certification. Please make use of the instructions on learning portfolios in the appendix (see pages 66, 97, 111).

Make a cover sheet for the individual work items, containing also a short description and commentaries (model: see p. 113)

Control the portfolio for completeness and correct arrangement (see p. 89).

Certification as a *KMDD-Teacher*

Aim: Obtaining the KMDD-Teacher certificate, which states that you can use the KMDD method effectively and responsibly.

You can use this certificate for advertising your services as a KMDD-Teacher according to the conditions defined in the KMDD-training contract.

The requirements for application for this certificate are also described in this contract.

Please send your portfolio as a PDF file to your KMDD-Trainer (for address see p. 5). In exceptional cases other formats are permissible: MS Word (up to the version of 2007), WordPerfect, Open Office. If you have to divide your portfolio up over several files please name them as follows:

      Your family name-your given name_year_KMDD-Portfolio_01

      Your family name-your given name_year_KMDD-Portfolio_02 etc.

You will also receive per e-mail a link from uploading your portfolio.

Suggested Time Required for the Work on These Tasks[2]

	Task	Comments	Sugg. Hours	Actual hours
KMDD Workshop-Seminar				
	Introduction to practice and theory of the KMDD (Seminar)	including preparation follow-up work, completion of seminar tasks and portfolio	40	
KMDD-Teacher Certification				
	Study of literature on the KMDD theory		20	
	KMDD: Conduct of 3 KMDD-sessions incl. preparation and follow-up work, each 4 hrs	Construction of new dilemmas; briefing of a peer supervisor	12	
	Preparation, implementation and evaluation of two video takes		6	
	ITSE: Planning and implementation of an efficacy study for one of your KMDD-sessions* Preparation: One hour	Use of the internet-based ITSE-Program (see ITSE Unit). Reserve additional time for working with paper and pencil-test: 10 minutes per person	6	
	Observation and documentation of three KMDD-sessions conducted by others; feedback to the KMDD-Teacher, three hours each	Resources: KMDD-observation sheet	9	
	Exchange of ideas with other KMDD-Teachers		7	

---

[2] These time estimates is to serve the planning of your work. The actual time can be longer or shorter. Please report to the KMDD-Trainer, how much time you have spent on these works. If your actual time deviates more than 20% from the estimations, please give reasons.

Exchange of ideas with superiors and external professionals		6	
Reflection on the KMDD-training		6	
Compilation of the learning portfolio	Pay attention to the notes (p. ?)	8	
SUM	Without voluntary additional work	120	

Instruction Units

"Best-Practice Video" of a KMDD/DT-Session

The central "work item" for the certification is a "best-practice" video of a KMDD/DT-session. You can record several lessons and choose the one you consider the most successful for submission for certification. The video must contain a complete, 90 minute KMDD/DT session, which has not been revised. Most of the time it should show you, the teacher. Make sure that you can be easily understood (the best results can be achieved with a wireless microphone hung around the neck). Find more details below.

Permissions & Privacy Protection

If you plan to show your video to colleagues and/or to a wider audience, in many countries you need to get the participants' written permission to be video-taped. If your participants are minors, you must get their parents' written consent. You should offer to show your video to the participants and, if they are minors, also to their parents.

Please remember that the participants might not feel free to speak up if they fear that their contributions are recorded or even shown to people whom they do not know. Think of possibilities to protect their privacy, for example, by showing the video only to your KMDD-Trainer or only to other KMDD-Teachers and teacher students.

Required equipment

You need a video camera and eventually a mains cable and/or extension cable; an external microphone with a *long* cable (around 5 meters), possibly with a tripod; simple headphones, sufficient recording materials, spare batteries for the external microphone; possibly charged storage batteries for the video camera; adhesive tape for extending/fixing the cables.

In principle you can use any video camera. To ensure that your work item is of good quality the camera should meet the following requirements:

- Important: You, the KMDD-Teacher must be clearly understood on the video and no external noises should interfere with the recording! Get a good microphone: A directional microphone on the camera or

an external microphone with "cardioid characteristic" should be used. The recording area of such microphones corresponds roughly to an inverted umbrella, which is so placed that the teacher and the participants are within the recording area. This way possible sources of interference behind the microphone are reduced.

- Autofocus and automatic exposure adjustment (nowadays available in most cameras). An image stabilizer is not necessary.

- A stable tripod that can be set at a height of at least 160 cm or a table on which you can place a smaller tripod.

- Data carrier for a longer recording (at least 90 minutes). Camera with MiniDV, hard disk, or USB-RAM. Don't set the video tapes to "long-play mode", as this diminishes the sound and picture quality.

- The camera should have ports for an external microphone and external headphones.

- Attach the external microphone to a tripod of its own with adhesive tape or fix it on the ceiling (or a lamp etc).

- When laying the sound and power cables take care that no-one can trip over them. Possibly fix them on the floor or the tripod with adhesive tape.

- The video recording should be made by an experienced person or someone who has been well instructed. Inexperienced persons should make trial runs before recording. The camera person should control the sound continuously with headphones (Can the teacher be heard well? Is there external interference, traffic noise, noise from the corridors?) and ensure that the recording is really taking place. If a tape ends too soon it must be replaced in time. This is best done after the end of the phase PLENARY DISCUSSION.

- The recording process must not disturb the KMDD-session. The purpose of the recording should be explained to the participants (self evaluation of the teacher) and they should be informed that it will only be used for internal training purposes. If a presentation to the public is planned the written permission of every participant must be given. In the case of minors the permission of the parents or legal guardian must be obtained. This might take some time!

- After the recording has been completed the recording medium should be "locked", labeled (date, dilemma, name of the teacher) and stored in a safe place!

To set up the video equipment before a lesson you must reckon to take around 30 minutes. The room (classroom or other room) must be freely accessible. Possibly someone will have to unlock the door and help you to connect the equipment and lay the cables (supervisor, caretaker?)

The video camera should be set up in such a way that the light comes as far as possible from behind, permitting a good recording of your activities as a KMDD-Teacher. An external microphone must be used

for the sound. Wireless microphones hung around the neck have proved their worth, as have wired microphones hung from the ceiling close to the teacher (Hooks: lamps, map stands sound booms)

Work item or work piece

For the KMDD certification the video recording you submit in your learning portfolio must have a cover sheet of its own and satisfy the following criteria

- The video must be uncut. It must be submitted in raw form.
- The teacher must be easy to understand. The teacher must be in the picture for at least 90% of the time and the picture must, as far as possible, show his/her entire body, so that the body language is recognizable. For short moments individual participants or small groups should also be shown.
- The video must be recorded in one of the following formats: DVD (MPG2), WMV, MPG4, MOV or MTS (high definition). Please use other formats only after previous consultation with the KMDD examiner.
- Please Submit your video on DVD, USB-stick or through Dropbox or other downloading services. Tapes cannot be accepted anymore.
- Only one video (your best one) can be submitted for the certification

Constructing an Educative Moral Dilemma-Story

Definitions and aims

Educative moral dilemma-stories are a central feature of the KMDD. An educative dilemma is a story which with some degree of probability will trigger off conflicting moral feelings and thoughts in the listeners and will stimulate the learners to solve the dilemma.

A dilemma lies "in the eyes of the beholder", that is to say that it does not exist outside us independently of our perception of the situation. We can always only assume that others perceive a story in a similar fashion to ourselves and also see that it involves a moral dilemma. As a result of our different biographies and experience, however, our perceptions rarely coincide exactly and they can even lie very far apart (Lind 2006: "Das Dilemma liegt im Auge des Betrachters").

For this reason we can never be sure as teachers whether the story we present to the participants in a KMDD lesson will be perceived by all the participants in the same way as a moral dilemma or even whether it will be seen as one at all. For this reason the phase DILEMMA CLARIFICATION in the KMDD is indispensable.

> Rule of thumb: If more than 10% of the participants say they cannot see any dilemma, the story should be revised for future use.

> Note: Do not try a changed story immediately on your students! In such a case the serious character of the story would be lost and hence also the motivation of the participants to find a solution for the dilemma. To this extent the earlier advise in the handbook (Lind, 2003, p. 83) no longer applies.

An *educative* dilemma story is not merely an exciting story but also a story in which the main protagonist is faced with a difficult dilemma. It is not only a moral dilemma but also one which is designed to further individual and collective learning *processes*, i.e. it serves an "educative" purpose Most stories only fulfill this precondition after they have been correspondingly revised and tested. It does not matter which moral norms and principles of the participants are involved. What counts is the fact *that* such a conflict exists in them.

An educative dilemma story should not place too slight or too great a demand on the moral judgment and discourse competence of the participants, whereby under-challenging seems to diminish the learning effects more than overtaxing. If the participants are overtaxed they can usually adapt the dilemma to their own moral abilities.

Avoid too strong emotions

An educative dilemma should not be boring, neither should it not give rise to too strong emotions or persistent emotional strain. It should not be constructed in such a way that it triggers off *insoluble conflicts of conscience* in the participants, as, for example, by asking if one should sacrifice one of one's children to save the other. This would pose a serious dilemma. But in my opinion, no moral principle justifies the sacrifice of life, not even a single one. Such dilemma must be decided on different grounds than moral grounds. Consequently, in discussion of such dilemmas participants mostly bring up considerations like economical considerations (it is more opportune to save many lives than only a few), conventions (women and children should be saved first) or considerations of (self-)sacrifice (if I was in such a situation, I would give my life for others).

I strongly advice against the use of such dilemmas not only because they trigger non-moral arguments but because they may also trigger feelings of frightening and cause nightmares in some participants. On that high level of emotional arousal learning is no longer possible for the individual. But not only for this reason, I think it is irresponsible to confront students with such tormenting decisions.

The following guidelines provide the practical equipment for the construction of a good educative dilemma. What is otherwise needed is experience and a certain degree of creativity.

Collection of Dilemma-Stories

Look in the media, your daily experience and your professional field for dilemma stories. In the course of time you will be able to identify more and more dilemmas.

The core of a dilemma: moral feelings

Pay attention to your inner feelings. Do you feel there is a moral dilemma (or even several) yourself? Does your body react? Do you even catch your breath when you imagine yourself in the position of the main protagonist who is faced with the dilemma? How do others react when you tell them the story? Does the story contain various dilemmas?

The protagonist

Listeners can empathize better with the actors in a dilemma if specific people in specific situations are affected. Choose the main protagonist who has a dilemma and must make a decision. Give him/her a name. Name this person right at the beginning and mention him/her more frequently than the other characters in the story. The others can be characterized more generally (e.g. "his best friend", " a colleague"). Let the main protagonist make his/her decision at the end after he/she has struggled the problem. Give the story a concise title which refers to the main protagonist or the conflict.

The pressure to decide and act

Is it clear from the start who is involved and that the situation is problematic (see above)? Is the pressure under which the main protagonist is standing to decide quickly and to act made clear?

Story: Brief and to the point

Is the story nonetheless as brief as possible (maximum of a ¼ of a page)? Can some of the other persons be omitted? Can some explanations and information which are irrelevant to the moral core of the dilemma be left out? Are hints which the listener can fill out in his/her own imagination enough?

Does the story create a "dilemma feeling" in the participants?

Not every exciting story contains a moral dilemma. A moral dilemma is felt to exist when every conceivable decision leads to the violation of one of the own moral principles. "No matter what you do, it is always wrong" Which moral ideas or principles come into conflict with one another in the story? Count as many as possible. Ask others to list the questions that make the story problematic for them.

Conflict of action choices

Always remember: A dilemma is in the eyes of the beholder! When you present a story to your class which you think contains a moral dilemma, your students might see a very different dilemma than you or might see no dilemma in your story.

A fundamental dilemma which is involved in almost all "successful" dilemma stories is a situation in which all available courses of action would violate one's own moral feelings or principles.

What is at issue is not simply the opposition between egoism and altruism but the violation of equally important moral principles, such as, for example, freedom v. justice, friendship versus observance of the law, the direct threat of harm versus a very probable but more abstract harm (e.g. in tobacco smoking) or, the right to follow one's own feelings versus the right to listen to the promptings of reason.

The dilemma must allow the presentation of good arguments for and against the behavior of the main protagonist (otherwise the situation would scarcely be experienced as a dilemma).

Preparation:

- Make a list of all the ideas or principles which speak for or against the decision (or the behavior) of the main protagonist. (It is perfectly feasible that advocates and opponents of the decision refer to the same principles!).

- Try out your story with some people before you use it with your class.

Variety of the demand level of a moral dilemma-story

Understanding the dilemma depends very much on the "demand level" of the story. Some stories presuppose a lot of knowledge about the people and the situation involved. If this demand level is too high for some participants, they will be practically excluded from the discussion.

In accordance with the democratic and inclusive intentions of the KMDD, the demand level of a story should be chosen so low that all participants understand it and can engage in the discussion. A good educative dilemma should be of interest to people at different levels of development and with different cultural and religious backgrounds.

In order to find out whether a dilemma story meets this requirement you should try out the story with different participants. The most important criteria should be that all participants feel a "dilemma" in the story.

Testing the dilemma-story

Test the dilemma-story with several people. Ask them to answer the following questions:

- Did you feel that there was a problem or a dilemma?
- What feelings did the case trigger off in you?
- How difficult would you find it to make a decision if you were the main protagonist?
- From your point of view is there a simple "technical" solution which renders a closer treatment of the moral core of the story superfluous? (If many people see a simple technical solution to the dilemma it is probably inappropriate for use in a KMDD lesson).

Test yourself as well:

- What are your own feelings about the story?
- In your opinion does the main protagonist wrong or right?
- Do you feel you are in a position to present the dilemma with expressing equal sympathy for both possible decisions?
- Can you listen actively and with interest to someone who presents the arguments from a point of view that differs from your own point of view?

Presentation and clarification of the dilemma

If a story containing a moral dilemma is to trigger off "mixed feelings" it must be well understood. To be well understood it must be brief and simply constructed, and the participants must have sufficient time to digest the story and the feelings it triggers off in them.

The phases of dilemma presentation and dilemma clarification serve this purpose.

For a further account of these two phases see p. 16.

Create your own of dilemma-stories!

In the appendix to the KMDD handbook (Lind 2009) you will find several dilemma stories which have already been tested. They are intended for beginners who would first like to try out the method with a ready-made dilemma, before they go on to use dilemmas of their own. as a good KMDD-Teacher you should not rely only on "instant" dilemma-stories but construct your own KMDD dilemma-story, so that it suits well your students' learning level, the subject which you are teaching, and your specific teaching aims (see above p.57).

These are important recommendations. Deviations from these criteria are possible, for example, in order to increase the level of difficulty of the dilemma. However, a dilemma-story should never elicit too strong feelings. This would diminish the learning effect, and could cause harm to participants.

<div style="border:1px solid">

Checklist: Construction of Dilemma-Stories for KMDD-Sessions

(the answer should always be "yes") *

- Is the story short? (Maximum of ¼ of page or less)
- Does the story end with a clear behavioral decision of the main person?
- Does his/her decision oppose conventional wisdom?
- Is there no other alternative? Can "technical" solutions for the dilemma be excluded?
- Is the main person under time-pressure to decide?
- Does the dilemma-story avoid too strong feelings (e.g., fear) in the listeners?
- Is it made clear that the main person makes this decision after careful thought (by reflecting and hesitating)?
- Is there only one main protagonist? (There should never be more than one main person)
- Does the main person enter the "stage" first and is he/she introduced in such a way that the listeners can identify themselves with him/her? [Use the full name or only the given name. If other persons occur in the story they should be kept in the background by referring to them less often and by naming only their profession or category (e.g. "mother", "son", neighbor", boss").
- Is the story in "spoken language", i.e. in the way we actually speak (and not in the written style of an academic text)?
- Are the following words avoided: "not", although", "whereas", "but", "however".
- Is the whole story told through the eyes of the main person, so that she/he knows just as much as the audience?

</div>

Peer-Supervision

In the context of the KMDD-training program supervision serves two purposes

- the further training of the participants and
- revealing the method and making it transparent for outsiders (by drawing on persons as supervisors who are not acquainted with the program and must be instructed in accordance with its specifications.

As a method of supervision for the KMDD a developmentally oriented, clinical approach of the kind developed by the American counseling psychologists Alan Reiman and Lois Thies-Sprinthall (1997) is particularly appropriate.

The concept "developmentally oriented" refers to the fact that the person who is seeking advice

- is seen as a person capable of learning who is involved in a learning process;
- determines for himself/herself the criteria for the evaluation of teaching competence and for counseling in regard to their further development.
- expects that the definition of the aims and the implementation of the supervision will be discussed and agreed upon with the supervisor in a collegial fashion.

Developmentally oriented supervision requires a high degree of restraint, sensitivity, patience and judgment competence. Evaluation and counseling on the basis of external criteria is incompatible with this approach.

This kind of supervision is also called developmentally oriented because it helps you to sharpen your understanding of reality. It does not serve the purpose of imposing external aims and standards on you as advisee, or of observing and evaluating your behavior in accordance with externally determined incompatible rules.

This kind of supervision is called clinical because the teaching behavior of the (prospective) KMDD-Teachers is observed "on the job". This enables the supervisor to make direct and precise observations of your teaching, but it is also a considerable intervention whose effects on the observed behavior and the process of peer supervision must be taken into account.

For further details please consult the textbook of Reiman and Thies-Sprinthall (1997).

The supervision is carried out in a three-phase cycle which can be repeated several times (a so-called "supervision": preliminary conference > observation > follow-up conference).

Preliminary conference (duration around. 10 - 30 minutes)

The aim of the conference is to determine the purpose of the supervision and counseling and of the observation. Both should be determined solely by the person seeking advice. The supervisor should provide for a relaxed, anxiety-free atmosphere for the discussion, encouraging the person seeking advice to clarify his/her aims by means of purposeful questions, and should ensure that the immediate aims of the supervision cycle are manageable and practicable.

In the early phase of the training complex counseling topics should be avoided, in order not to place too heavy a demand on the learner (and the supervisor). The topics should be split up into smaller units and worked through systematically in several supervision cycles.

 Later, as a preparation for the KMDD-Teacher Certificate, it can make sense to ask the supervisor to observe your KMDD-session and to pay attention to the things which you still find difficult (see Lind, 2009). In the follow-up conference the video recording of your KMDD lesson should be drawn upon.

The preliminary conference is introduced by the supervisor with questions designed to reveal the present feelings of the person seeking advice in regard to the upcoming demonstration lesson. In doing so he/she should look directly at the prospective KMDD-Teacher and give him/her sufficient time to answer the questions asked. Such an approach helps to create an atmosphere of trust, to clarify problems and to guarantee the learning yield of the supervision.

Guidelines: Preliminary conference

Theme of the supervision		
	What do we want do deal with in this cycle?	
Talking about feelings		
	How do you feel in regard to the upcoming lesson?	
	Are you relaxed or tense?	
Learning aims		
	What do you plan to achieve in the lesson?	
	What should the participants have learned and understood by the end of the lesson?	
	By what means do you wish to observe or measure the effects of your teaching behavior?	
	Why did you choose precisely these aims?	
Teacher behavior		
	Would you like me to pay attention to specific points?	
	Which points are most important for you?	
Organizational questions		
	Where would you like me (the supervisor) to sit?	
	Is all the recording equipment ready for use and how much time do we need to set up and dismantle it?	
	Would you like to introduce me to the others at the beginning of the session?	
	Who will take care of the recordings?	
	Is it possible to visualize the arguments presented (e.g., pin-board, flip-chart, laptop with LED- projector)?	
	Must preliminary discussions or local inspections be carried out?	
	When and where should we meet for the follow-up conference?	

Observation

The observation of the interactions of the advice-seeker with his/her professional environment "on the job" serves to enable the collection of as much objective data as possible on his/her teaching behavior in accordance with the criteria the advice-seeker wishes to be used. The supervisor should plan sufficient time for the preparation of the observation. As a matter of principle every observation in the context of peer supervision should- in analogy to the aims of the supervision and observation - be restricted to one or two central points. The supervisor should fulfill the task in such a way that he/she has free capacity for his/her own general observations.

Every observation by the supervisor must keep strictly to the agreements reached in the preliminary conference! Peer observation must always be planned and implemented individually even when there are recurring topics for which the observation sheets can be changed.

Follow-up conference

The follow-up conference (duration 30 minutes) serves the purpose of reflecting together on the observed situation in accordance with the agreements reached in the preliminary conference.

As a preparation the advice-seeker should personally assess his/her own experience with the help of the guidelines (see below).

Guidelines: Self-assessment for the follow-up conference

Learning aims:
Have I achieved my learning aims?
What are the reasons why I achieved (failed to achieve) my learning aims?
Presentation of the material
(Did I give an overview at the start, maintain attention and learning motivation at a high level?)
Did my teaching contribute favorably to the achievement of my aims?
Teaching behavior:
How well did I implement the three psychological principles of the KMDD?

> *Behavior*:
>
> In which phases of the KMDD-session did I feel unsure?

The preparation of the supervisor for the follow-up conference consists, among other things, in recalling the agreements reached in the preliminary conference.

The follow-up conference should, as far as possible, take place one or two days after the KMDD lesson. The participants can reach an agreement on its duration. Normally half-an-hour is enough. It should be conducted in a similar fashion to the preliminary conference (see the opening questions below). First the supervisor asks the advice-seeker how he/she feels at the moment. Mostly the prospective teachers are tense and nervous as they are perhaps afraid of hearing criticism or negative comments. A brief exchange on the state of their feelings can facilitate the subsequent discussion.

The advice-seeker should first of all report on what he/she has observed in himself/herself. It is also important that the supervisor does not evaluate his/her client's report, but leaves this to the client ("How do you evaluate that yourself?"). The observations should be presented to the advice-seeker in an understandable form and be as value-free as possible. The use of checklists and graphics can help here.

As the personally set teaching goals of the advice-seeker fulfill a decisive function in the peer supervision the follow-up conference must also always refer to them. The focus should, above all, be on those aims which the advice-seeker set himself/ herself in the preliminary conference. It is the task of the supervisor to bring the discussion back to these aims in a friendly but firm manner.

Opening Questions of the Supervisor in the Follow-up Conference

> How do you feel at the moment?
>
> How did you feel during the demonstration lesson?
>
> Have you achieved what you planned to achieve in the preliminary conference?
>
> How do you know this?
>
> Shall I tell you now what I observed?
>
> What are your plans for the next supervision cycle?
>
> In what area would you like to continue your work?"

Improvement of Teaching through Self-Evaluation (ITSE) [3]

> "The potential for faculty to grow and develop as teachers based on feedback provided by students is enormous." (Weimer, 2010, p. 51)
>
> "Unfortunately, many (most?) teachers have been burned by the way institutions collect, disseminate, and use student feedback. ... Overall, there are still way more liabilities than assets, way more missed than realized opportunities in the way institutions evaluate instruction." (Weimer, 2010, p. 14)

Evaluation has acquired a bad reputation because, as the psychologist Campbell (1978) has observed, it necessarily invites corruption. But only *external or high stakes evaluation* does this. By this we mean evaluation which is connected with sanctions regarding someone's reputation, income, or life outlook.[4] According to my experience, teachers do like self-evaluation once they understood what the difference is.

Thus the important difference here is whether or not evaluation is external and aimed at praising or blaming certain people (e.g., students, teachers, school principals or parents) or whether it is done by the learners themselves in order to improve their skills. In order to avoid sanctions of any kind and corruption, evaluation must be done anonymously. Publishing names invites praising and blaming of people and thus their wish to gain praise and avoid blame through various strategies which in the end will distort the data and render any study useless for the improvement of teaching. In order to improve your teaching skills only *you* need to know how many C-points your students gained by your KMDD/DT session, and you need to know only their average C-score gain, but not to identify their individual scores and their names.

We call this approach *Improvement of Teaching through (objective) Self-Evaluation (ITSE)*. The particular aim of ITSE is the continuous improvement of one's own teaching skills and the efficacy of the KMDD as a method for enhancing moral-democratic competence. For the teachers it is an important and effective way of finding out whether they have achieved the goals they have set for themselves. The evaluation of the method thus makes an important contribution to the development of more effective teaching and to the improvement of the learning performance of the students. Whereas external evaluation by students "does not improve instruction as measured by subsequent scores" (Weimer, 2010, p. 55), ITSE has contributed very much to the increase of efficacy of the KMDD and the teaching competence of the author.

---

[3] For further information on the ITSE see: http://www.uni-konstanz.de/itse-projekt/itse_home.htm

[4] External evaluation with high-stakes assessments serves rewarding or punishing people or selecting them and placing them in different "performance-oriented groups". Several studies have shown that this approach to evaluation is mostly unsuccessful (Amrein & Berliner, 2002; Nichols & Berliner, 2005; Lind, 2009 b).

The evaluation of methods and self-evaluation must be designed to strengthen the teacher and his/her teaching competence. If continuously used, ITSE gives you the opportunity to improve your teaching skills. The effectiveness and efficiency of the teaching can in this way be maintained and improved step by step. Therefore, ITSE is also an important source for the intrinsic motivation of the teachers. It allows them to see whether their efforts and ideas lead to the results they hoped to achieve.

The self-monitored evaluation of methods depends on the cooperation of the participants. They have to complete questionnaires and tests before and after a course – and sometimes some time later. The quality of any evaluation study depends on a high, or near-to-perfect, participation rate and complete answers. Because the ITSE-questionnaire which we use short and the participants need not fear that they are being assessed or graded, this is hardly ever a problem. Participation in these questionnaires should, as far as possible, be obligatory, in order to minimize the selection effects that could distort the results, because the readiness to participate in studies correlate substantially with moral competence (Krebs & Rosenwald, 1977; Mieg, 1994, p. 140).[5]

Because ITSE is a quality management device and, therefore, an integral part of the teaching process, approval for ITSE studies through research ethics committees should not be required. ITSE is fully covered by your teaching responsibility.

Evaluation helps to improve teaching and learning only it fulfils the following criteria (see also Lind, 2004; 2011):

Clear aims	The evaluation must be embedded in a quality development with clearly defined aims.
Aim Validity	The survey instruments and design must be precisely attuned to the aims of quality development and evaluation.
Object	It must always be oriented on measures and methods and not on people or groups; it must provide protection against the assignment of blame and sanctions. Otherwise the evaluation becomes "uncertain" (see Campbell, 1976; Amrein & Berliner, 2002).
Motivation	Evaluation must avoid extrinsic gratifications; the "reward" should lie solely in the improvement of teaching quality and learning outcomes or in the satisfaction resulting from the feeling of having done one's work well (intrinsic motivation).
Input-output	It must be designed in such a way that the attribution of cause and effect is as clear as possible, as otherwise no clear recommendations for action can be derived from it. This necessarily involves examining and comparing both the output and the input. Cross-sectional studies are also important in order to better evaluate the effectiveness of the intervention (see below).

[5]

Efficiency	It should also be tested in accordance with the principle of efficiency. It often achieves the greatest effects with the lowest input when it occurs "top-down" instead of "bottom-up, i.e. by examining the possibilities for improvement first of all at the top of the hierarchy and not at the bottom. Causes should first be evaluated which can be changed before focusing on causes that can scarcely be influenced.
Transparency	Design, implementation and interpretation must be made as transparent as possible for the addresses.
Evaluation of the evaluation	Good evaluation must always itself be evaluated!

Teaching and training can only be improved step by step by tackling specific problems and deficits and attempting to overcome them. It often also makes sense to introduce such improvements first of all in a particular teaching course and then to adapt them step by step to other types of course. For this reason every evaluation must be adjusted to meet the specific requirements of quality development

Measurement and Observation

In order to receive feedback on the effectiveness of a KMDD-session, you can use several methods, from highly standardized, objective methods to *ad hoc* observations. Each method has its merits and its disadvantages. So it is important to know how they can help you to get unbiased feedback on our teaching efficacy, and how to combine them.

If you are interested to know how much the learners' moral competence improved during a KMDD-session or during a semester or year, you can use the *Moral Competence Test* (MCT) of Lind (2008a). [The MCT was formerly called Moral Judgment Test, MJT.] Besides this also other criteria for measuring the effectiveness of the KMDD are used like questionnaires about opportunities for accepting responsibility and for guided reflection (English abbreviation: ORIGIN), about opportunities for communication on problems (OCOP) and about the so-called moral atmosphere (MAF). Another important questionnaire concerns the self-evaluation of learning success by the participants. Most of these instruments can be found on p. 115 ff.. The survey can be carried out in paper form or online. For support with online surveys please contact the KMDD-Trainer early enough. (Application form, see p. 106). For evaluation, I do not recommend to use common psychometric tests which are constructed on the basis of simple test theory (classical test-theory, or item response theory). They are designed to measure conformity of the individual with social norms but not with their own moral principles. However, you may use these tests for research on the relationship between moral competence and norm conformity.

Note that competence tests such as the MCT are sensitive to adverse testing condition. The pressure of time, tiredness and rejection are the most frequent causes of diminished test values. You should therefore ensure

that the participants can fill out the MCT in a quiet and friendly atmosphere without any time pressure. The MCT may not be used to diagnose and evaluate persons. In order to keep the pressure on the participants as low as possible the test should not last longer than 20 minutes for most participants and 30 minutes at the most for the slower ones. If the MCT is used within the framework of a more comprehensive instrument it should be placed as far forward as possible.

Survey plan (design)

The minimal design of an effectiveness study contains two surveys held at the beginning and at the end of the course respectively (initial survey and final survey; see the graphics below). A single collection of data is by no means sufficient in order to measure the effectiveness of your course. The two surveys are sufficient if there are enough other surveys which enable an assessment of the "normal" development of moral judgment and discourse competence (measured with the MCT). In Germany, for example, students in secondary schools gain 3-4 C-points per year (out of 100 possible points), even though no KMDD-session has been carried out with them (Lind 2002).

If no reliable information is available, so-called control surveys should be carried out. Ideally these involve pretest-posttest-surveys of persons who resemble the course participants in regard to their educational status, ethnic origins and social milieu. If a survey with the experimental group cannot be carried out at the same time it can be done with the experimental group, which can serve as its own 'control-group': Before it takes part in the KMDD program, it can be tested twice over the same period that they later participate in KMDD-sessions.

If this is too complex and costly a so-called cross-sectional study can be carried out(see graphics below) in which persons participate who are 6 – 12 months apart in their educational development. The data from such a cross-sectional study also provide good clues on whether the KMDD intervention has led to better results than the "natural" development over a period of time. It can even be the case that the absence of change in the C-score indicates a success of the KMDD, namely when a decline in moral judgment competence usually occurs without the KMDD. This seems to happen often, for example, in medical studies and in the prison system.

By using the online version of the test instrument it is now possible to carry out such a comparative study independently of the size of the sample and hence for a very reasonable price.

It is desirable that a further survey is made later (some weeks or months after the KMDD intervention) in order to ascertain the sustainability of the learning effect.
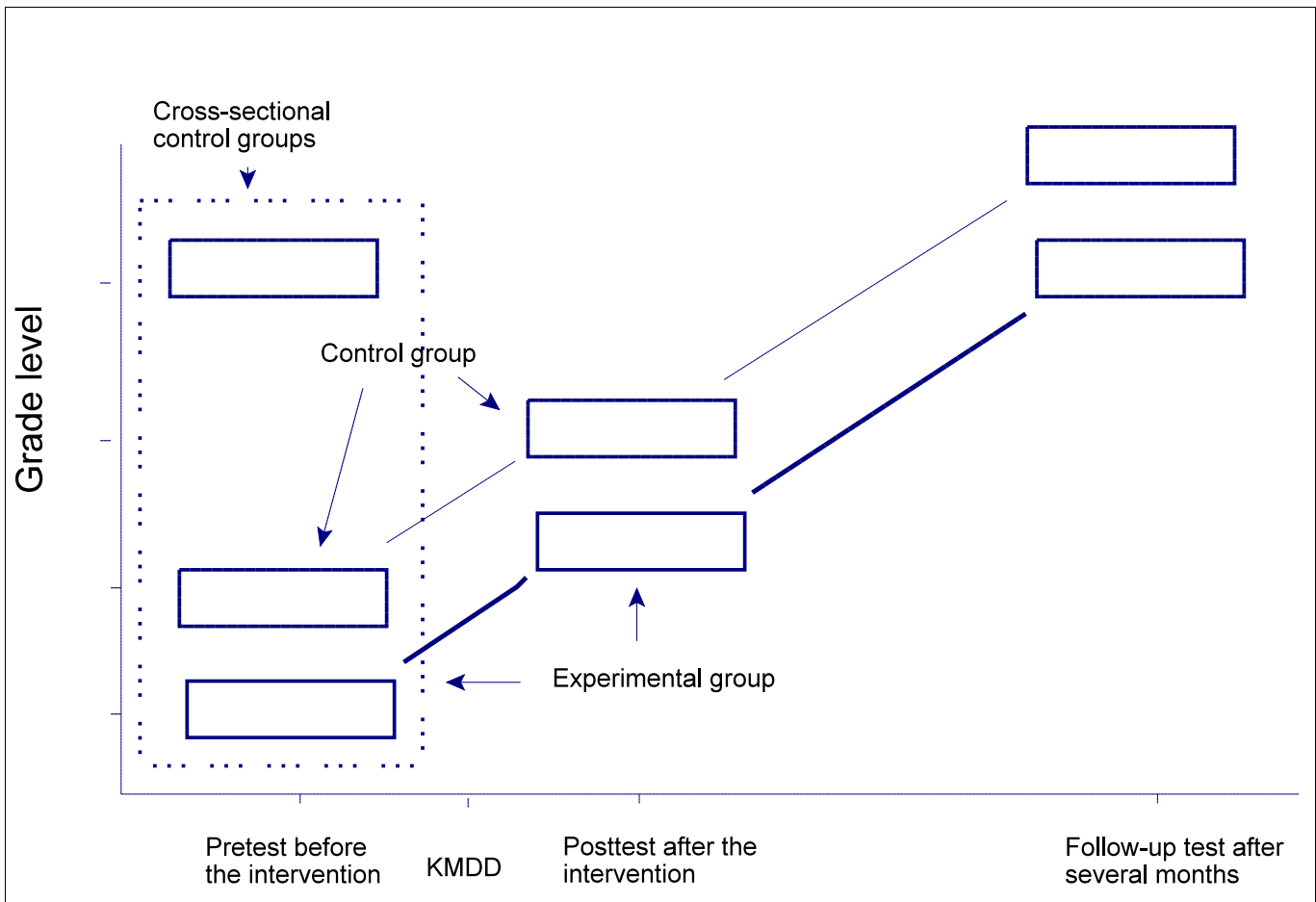
Figure: Survey design for the evaluation of the efficacy of a KMDD/DT session. The solid lines indicate obligatory elements; the dotted lines are optional.

Reporting

Your report on every self-monitored evaluation of a lesson must contain the following:

• The filled out header sheet of the KMDD-Teacher (see appendix, p. 83.)

• A copy of the instrument used in the initial and final surveys (MCT: optional: ORIGIN etc.).

• The design of the survey: Dates of the initial and final survey and, if applicable, further surveys; repetition of the measurements with allocation of the data. If surveys of control groups have been carried out these should be described in the same way as the data for the experimental group.

• Raw data (answers of participants) must be sent to the KMDD-Trainer in electronic form on a CD or as an attachment to the portfolio in text or Excel format. The raw data tables must contain the names of the variables in the first line. For the Moral Judgment Test (MCT) the names of the variables must be standardized. They can be copied from the following lines (all in one line!). The raw data (i.e., the answers of the participants) follow from the second line on. The data of *each* person from the initial and the final survey must be entered in *one* line.

Here follows an example of a raw data file (text file) with data of one participant: *

```
Participant        S_NAMMUT   S_NAMVAT  S_date of birth     S_place of birth    Age         sex
PREHE      PRELTERN  PRGESCH    PRFREUND  PRANDE     WIEVIELK  O_VORTRA  O_GEMAUF  O_IDEEN     O_VERBES
O_FREIWI  O_HELFEN  O_FREILE    A_ENT     A_P_1      A_P_4     A_P_3     A_P_6     A_P_2       A_P_5
A_C_4      A_C_6     A_C_2 A_C_5          A_C_3      A_C_1     D_ENT     D_P_6     D_P_5       D_P_1


D_P_2      D_P_4     D_P_3 D_C_3          D_C_5      D_C_6     D_C_1     D_C_2     D_C_4       MUEHE1
AUSFUEZE  TEILNR_2  SNAMMUT2    SNAMVAT2  SGEBTAG2   SGEBORT2  ALTER_2   GESCHL_2  AUFGABEN    ANZKMDD
SPASSKMD  OEFTERDI  ANREGUNG    AUFWAND   LERNERGE   LERNERWA  LERNVERA  LERNBERU  LERNPRIV    LERNVERG
THEORIEP  WIEDERTE  PREHE2 PRELTERN       PRGESCH2   PRFREUN2  PRANDE2   WIEVIEL2  OVORTRAG    OGEMAUF2
OIDEEN2   OVERB2    OFREIW2     OHELF2    OFREILER   A_ENT_2   A_P_1_2   A_P_4_2   A_P_3_2     A_P_6_2
A_P_2_2   A_P_5_2   A_C_4_2     A_C_6_2   A_C_2_2    A_C_5_2   A_C_3_2   A_C_1_2   D_ENT_2     D_P_6_2
D_P_5_2   D_P_1_2   D_P_2_2     D_P_4_2   D_P_3_2    D_C_3_2   D_C_5_2   D_C_6_2   D_C_1_2     D_C_2_2
D_C_4_2   ERHMÜHE2  ZEIT_2
```

```
001        1         0          1           -2         -4        2         2         4           -2
3          3         0          1           4          4         -3        1         4           4
-4         1         2          1           0          1         3         -3        1           1
3          -4        2          1           1          4         4         3         -1          -1
-4         -4        -4         -     2     -4         -4        -4        -4        -4          -1
-1         0         1          3           2          1         0         1         3           -3
1          1         3          -     4
002 etc.
```

* The file structure is largely adapted to the questionnaire in the appendix (p. 92). The data of each participant stand alone in a single line. In a text file, the entries must be separated by means of the tab key (delimiter). For each person the data of the final survey must be attached after the data of the initial survey on the same line. Tip: in text systems with automatic line breaks the fonts can be set to the smallest possible size so that all the data fits onto one line and the on-screen display can be enlarged. Free program editors are often more suitable for the entry of data, because the lines can be set to unlimited. Problems can arise with MS Excel as the number of columns is limited. Statistics programs are better but also more expensive.

Here is an example of a Excel file (excerpt only):

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
id	code_mother	code_father	code_bir	code_str	t1_age	t1_gender	t1_hig	t1_A_ENT	t1_A_P_1	t1_A_P_4	t1_A_P_3	t1_A_P_6	t1_A_P_2	t1_A_P_5	t1_A_C_4	t1_A_C_6	t1_A_
46 BI	JU	19	22	23 f	4 years	1	-1	1	1	3	1	0	2	1
14 CA	YA	16	11	20 m	4 years	0	0	0	0	0	0	0	0	0
37 CH	LE	15	78	25 f	4 years	-2	-2	-3	-1	-1	-2	-1	4	3

Answering the question: Was my KMDD-session (not) effective?

The process of drawing conclusions from data is more complex than many seem to believe. Yet it can be managed. Follow these three steps: First make sure that your data are free of errors and valid, second, ask yourself, whether you used the KMDD adequately, and third, finally ask what the data mean for the efficacy of the method(s) used.

First, check carefully the validity of your data, and whether they are free from errors. (The answer to the following questions should be "YES"):

- If you used a paper-and-pencil format: Did you carefully check the transfer of the data into the computer for mistakes? (In one case, sloppy data handling converted a positive finding into a negative one!)

- Do the C-scores lie in a logically possible range of values between 0 and 100?

- Is the distribution of the C-scores "negatively skewed", i.e. do most of the cases lie between 0 and 50? In very rare cases the mean C-score is larger than 50.

- Individual values should NOT be interpreted, as they strongly reflect "chance" influences and hence do not permit clear conclusions on the effect of the KMDD. These values become much more stable when the sample size is 15 or larger.

- On the basis of three validity criteria for the MCT (Lind, 2008 a) you can test whether your data are really valid. These validity tests can be provided if you carry out your study with ITSE (p. 35). There is a small fee for this.

If the results still seem "strange" to you, you can check the MCT website for possible explanations and ways of dealing with the problem: *http://http://moralcompetence.net/mut/mjt-engl.htm* . If you can't find anywhere an answer to your question you can write to the author.

Second, after you have checked all possible sources of data error, you can draw conclusions from your data about your teaching skills. If you get a low effect size (see below) you should search for reasons of a low effect size in these directions:

- **Do not blame the method prematurely!** Ask yourself always whether you can improve your teaching performance! If you used a well-tested method like the standard KMDD, you should first ask yourself: Must I improve my level of teaching proficiency? Did I make some of the typical mistakes of beginners: Too much rushing and too little time for the participants to think for themselves and to discuss with others? (If your session took much less than 90 minutes, you were probably rushing the participants).

Too few micro-breaks (wait-time) during your presentation of the dilemma-story? Giving instructions while the participants' attention is still distracted? Comments and questions which could have had an intimidating effect on the participants? (E.g., questions like "Why did you change your opinion?" or "Why did you stick to your opinion?" require the participant to justify his or her opinion before an authority, namely the teacher.) Did I leave out an important phase of the KMDD?

- If I can be sure that your KMDD-teaching proficiency is high and up-to-date, you should ask: Was I prepared for the KMDD-session well enough? (Even highly skilled KMDD-Teachers need some preparation like careful selection and rehearsal of the dilemma-story, memorization of the KMDD-schedule.) Did I chose the right dilemma-story? Were the participants witnessing, or even involved in, a debate about an issue similar to the one in the dilemma-story? (Two examples: The Judge Steinberg story, which involves the issue of torturing, did not work well at a time when torturing was hotly debated in the public. A dilemma-story which involved peer-relationship was burdened with an unsettled issue in the class-community.) Did I use a dilemma-story which does not interest parts of the participants, or over-burden them intellectually. (Use of clauses and too long sentences? Use of unusual terminology, e.g. 'pro' instead of 'for'? Too much factual knowledge required?)

Finally, if you can rule out all the technical shortcomings explained above, and the possibility of low teaching proficiency, you can make a judgment on your teaching method: Is the KMDD effective with my kind of participants? Was the modification I made effective or not? Was the alternative method which I used effective or not?

If no comparative data are available and the change of the C-scores in a learning group is also otherwise unknown, the following points will provide clues to answering the question as to what the C-score differences mean as a way of measuring the efficacy of a KMDD-session or course. The more experience you yourself have as a result of your self-evaluation, the more confident your judgment will be.

- In German secondary schools we found a yearly increase of about 3-4 C-points on average, whereby the distribution of these values seems to be considerable (Lind, 2002).

- In KMDD-interventions with few KMDD-sessions effects of over 10 points have been ascertained in recent years. In almost all of these cases the KMDD-sessions were led by a highly experienced KMDD-Teacher. Beginning KMDD-Teachers can regard their performance as good if they achieve an increase of 3 C-points and more.

- We call the change in C-scores in the time before and after a pedagogical measure or intervention the *absolute effect size* or briefly: aES. The calculation is made simply by subtracting the mean C-score *before* the intervention from the mean C-score *after* the intervention: $E_2 - E_1 = aES$, whereby E_1 stands for the average C-score before the experimental intervention and E_2 for the average C-score after the experimental intervention.

- A better assessment of the aES can be made if data from so-called control or comparison groups are available. The aES can then be calculated with the following formula

$$(E_2 - E_1) - (K_2 - K_1) = aES_K.$$

(Note: In the case of a reduction of the C-score in the control group the value in the second pair of brackets is negative and consequently the entire term with the minus in front becomes *positive*. In this case something is then added to the value in the first pair of brackets instead of being deducted and the effect size is greater than appears at first sight.)

This formula gives different results than the simple calculation in case the control group also changes in the time that the intervention occurs. For example there are institutions in which moral judgment competence fails to develop or develops negatively. In such cases it can be regarded as a success if the development of moral judgment competence is stabilized as a result of the KMDD-session (i.e. there is no regression). A regression of moral competence was observed for example among people in prisons and reform schools, among 8th grade students in Columbia and among students of medicine and business administration in various countries. Whenever changes in the C-scores in comparison groups can be assumed you should calculate the effect sizes AES_K according to the formula above (see survey plan p. 72). If no suitable date for comparison are available, surveys of "control groups" should be made.

Efficiency: The effect size should be valued differently depending on whether it is achieved over a longer period of time with a great deal of effort or over a shorter period with correspondingly less effort, i.e. when it is *more efficient*. *Example*: If a single KMDD-session with the KMDD results in the same increase as an entire year of teaching, this intervention is characterized as being more efficient.

Advice for Designing and Reporting Program Evaluation

Before you use the MCT, you should have some basic understanding of moral psychology and should make yourself acquainted with the theory behind the MCT. Otherwise you cannot interpret the scores.

If you have specific questions, you can consult the section "Frequently Asked Questions" on the Web: http://www.uni-konstanz.de/ag-moral/mut/mjt-engl.htm#faq.

- Before you start planing your research or self-evaluation study, you should read my advice, which is based on several decades of research and evaluation in the field of moral psychology and education especially with the MCT:

- It is important to be aware of biasing factors in MCT research in order to draw correct conclusions from your findings. Below I will discuss factors which can bias C-scores upward and factors which can bias them downward. The question, whether these factors should be considered either as "measurement error" or as substantial influences which need to be discussed, cannot be answered once for ever. You, the researcher must decide what the best interpretation is, and must defend this with good reasons. Whatsoever: Always keep your analysis fully transparent for the reader!

- The MCT is a competence test. Like all tests of competence, ability, proficiency etc., the MCT cannot be faked upward (Lind, 2002), but a person's moral competence score (C-score) can be below his or her real competence level because of some depressing circumstances. Many of these circumstances causing biases of measurement are listed below.

- The strongest biasing factor is fear and anxiety, which can depress the C-score. Therefore, do not make the MCT look like a high stakes school test which produces fear and anxiety (unless you have chosen to study these factors more closely). Fear can be created by the instruction to give the "right" answers, or by implicit signals like placing the MCT behind a high stakes mental test, letting a feared authority for the participants administer the test or be mentioned as director of the research; having the participants place their names on the questionnaire; etc. The MCT must only be used anonymously!

- The MCT contains a difficult task for most participants! Only when participants are confronted with a really difficult task can we observe and measure his or her competence. A test without a difficult task can never let us measure competence. Hence, it is quite natural that some participants complain about the difficulty of the MCT.

- Never delete or throw away data, at least not before you have documented and analyzed them! It can happen that some participants do not fill out the MCT completely or show pattern of responses which appear to be invalid to you. Deleting these data must be considered a breach of scientific standards, and also of a waste. Some of the incomplete data can be used for analysis. If not more than two answers are left out, you can substitute them by the individual mean value (please count these cases and include this count into your research report) and included them in all your analysis. If you have many such cases you should do some analyses with and without these cases, seeing who this might change your central findings.

- Never delete data which appear invalid to you! By throwing away such data you create a bias because you are likely to throw away data which indicate low competence. That is, by deleting these data, you cause the mean C-score to increase artificially. Alternative: If you believe that some data are not valid, you can run two separate analyses, one with and one without these data, and report both findings.

- The MCT has been very thoroughly validated over a period of 40 years for use in research and program evaluation (Lind, 2006). Yet the MCT must be used carefully, otherwise it may produce false results. Unexpected results should be carefully analyzed with the help of the MCT web-site: http://moralcomptence.net/mut/mjt-engl.htm. If technical errors can be ruled out as causing unexpected results, one should consider new phenomenon which call for intensive research. "Segmentation" is such a phenomenon through which we became aware of the depressing impact of various kinds of authority and fear on moral judgment competence. Instead of changing the MCT in order to rid segmentation, we decided to let the MCT unchanged in order to measure segmentation. Possibly, for the observation of certain types of authority and fear, we need to develop new dilemmas.

- When you analyze your data, remember that mean scores are sufficiently reliable only when they are based on the data of 15 or more individuals. This is true if you are interested only in substantial differences of 5 points and more. If you are interested into smaller differences, you should increase the number of individuals used for calculating a mean C-score. The exact determination of numbers must be left to future publications. For now it suffices to say: take more individuals if you want to be on the safe side.

- For the graphical display of findings, some conventions have developed which help to make easier comparison between different studies and prevent that the reader gets a false impression, even if the data are correctly depicted: If the (mean) C-score is shown as dependent variable on the Y-axis of a graph, we always let Y-axis range from "0" to "40" (if not higher scores are to be reported). The statistical program should allow you to set this range manually. Otherwise, the program blow up the smallest difference to a huge gap, which actually does not really exist.

- Accordance to new estimations, the minimum moral competence needed for coping with the tasks of life is C = 20.0 (see p. 5). You can indicate this with a thin dotted line across your graph at that C-point.

- If the (mean) acceptance score for the six moral orientations are given, the y-axis should range at least from "-2" to "+2", or even better from "-4" to "+4". If sum scores are used, the y-axis should range from "-8" to "+8".

- In the graphs, the numbers should always be shown with only one digit behind the decimal comma (or point). More digits fake a higher accuracy that is available, and they blur the picture.

- Effect size reporting. The concept of "statistical significance" is often mis-used and is not very informative for telling us about the real significance of differences and correlations. Their value depends very much on the sample size and on the variance of the measures in the sample. Both things can vary very much between studies and thus make them incomparable, and both can be influenced by the researcher. Unfortunately, many journals and reviewers still ask for it. So you'd better report "statistical significance." But you should also report (and discuss!) relative and absolute effect sizes. Relative effect sizes [rES] like "r" and "d" are now also required by scientific associations like APA and AERA. Good statistics textbooks show you how to convert significance statistics into *r* and *d* (I prefer *r*, but reporting

both seems like a good policy). Because rES still depends on the variance of the data, it is also not optimal. Better is absolute effect size [aES] which depends only on the found differences. For more information and for calculating formulas for aES, see page 91, and Lind (2010).

- Keep your data and findings and document them well (date, participants, etc.). At a later time, these data will be very helpful for improving your teaching methods when pooled and analyzed together (see Lind, 2009 b).

If you have also suggestions for improving MCT research, please send me a note.

Further Analyses

When you, as a KMDD-Teacher, carefully document and archive your data, these data can also be pooled across different courses and across teachers, and then be used for general analyses in order to collect and evaluate experience made with differing didactic methods and measures. This way self-evaluation also contributes to the expansion of the didactic knowledge of all teachers and to the improvement of the DT / KMDD (see Lind 2009b).

Assembling and Submitting the KMDD Portfolio

A learning portfolio is a folder in which all the work items are collected which were produced in the course of a learning process. These must be submitted in electronic form: The portfolio must have a cover sheet with all the important points and a list of all the individual work items (see model in the appendix, page 111)
.

A work item can, for example, be the elaboration of a topic, the documentation of a questionnaire or a video recording of a KMDD-session. The individual work items can thus vary widely, but they must be clearly structured and labeled. They can contain quotations and examples of materials which were important for the learning process.

Each work item must have a cover sheet (see p. 113).

Work items must not contain copies of work done by others.

A portfolio fulfils three basic purposes:

Proof of achievement: Although as a proof of achievement a portfolio is more time-consuming to evaluate than, for example, examinations or multiple choice tests it is more revealing. A clearly structured portfolio is no less "objective" as a proof of achievement than the results of other testing procedures.

Learning resource: As a learning resource it provides an opportunity to practice the application of and reflection on newly learned materials as an act of personal responsibility. Consequently the first feedback on a personally developed portfolio is always given by a learning partner.

Application for job: As an application document a well-structured portfolio with good materials also provides a sound basis for successful application for a job. Judicious personnel managers can gather from a portfolio a clear picture of the profile of an application in relation to the profile required for an available post.

Review of the Portfolio by the Learning Partner

G The cover sheets of the learning portfolio must be written with the computer and be clearly and neatly arranged.

G The work items themselves can contain handwritten material. But if it is difficult to read it must be "translated" by a typewritten text. If it makes sense, the handwritten parts can be attached to the portfolio.

G Title and number of the work items must be identical with the list on the cover sheet of the portfolio.

G The cover sheets of the portfolio and the work items must be filled out completely.

G The form of the templates available in the internet can be changed as long as there is no loss of information.

G All the work items must be submitted which are necessary for the acquisition of the desired certificate.

G The portfolio must be submitted completely in electronic form as a PDF file.

G The name of the file must consist of the surname, year, certificate and portfolio. Example: *Mueller-2008-KMDD-Portfolio*

G If the portfolio consists of several files these must bear the same name and be numbered serially with two-digit numbers. Example:

> Mueller-2008-KMDD-Portfolio_01
>
> Mueller-2008-KMDD-Portfolio_02 etc.

G Video-documents must be submitted in one of the popular video formats.

G Videos must be submitted on DVD, RAM-stick, or cloud (e.g., drop-box). They must be labeled as follows: family name, given name, date of the KMDD-session, title: KMDD-certification. Do not use paper labels on DVDs; they bend the DVD.

Frequently asked questions about the portfolio

- Must the numbers on the work items be identical with the numbers on the overall cover sheet?

Answer: Yes, definitely.

- Must everything be written with the computer?

No. Handwritten material is permitted but it must be clearly written.

Please scan in handwritten pages and attach them to the portfolio as a PDF (Adobe) or JPG or PNG file. As the resolution the choice of "fax" (150 dpi) is recommended..

- Should everything be transmitted electronically (per e-mail)?

Yes, as far as possible.

- In which file format?

As a file format please use on principle PDF (Adobe). Most text systems (Open Office, WordPerfect) permit the storage of text in PDF format. With other formats (MS Office) you can install a free driver such as FreePDF in order to create PDF files. If there are insurmountable difficulties the formats Open-Office, MS Word (version 2003) or Corel WordPerfect can be used.

- How should the individual files be labeled?

The file name must contain your family name, your given name, the year, certificate and "portfolio" If there are several files please number them serially. Example:

Mueller-2008-KMDD-Portfolio_01

Mueller-2008-KMDD-Portfolio_02 etc.

- Can my portfolio be lost as a result of electronic transmission?

Yes, unfortunately this can occur sometimes because of the anti-spam filters or for other reasons. If you have not received a receipt for your portfolio within two weeks of the submission please contact your KMDD-Trainer. At all events you should keep a copy of your portfolio so that you can submit it again if necessary.

- Can I show a KMDD participant his/her C-score?

Definitely not! The MCT was made for research and program evaluation which uses measurements from many individuals, but not for individual diagnosis. For an individual the C-score is not precise enough and mostly like wrong. Furthermore, the MCT is not allowed to be used as a "high stakes"-assessment. MCT scores cannot be faked upward, but eventually they would become object of faking and corruption

if the MCT was used for high-stakes purposes, and thus would loose its value for research and teaching improvement.

For further notes on portfolios, see the course website.

Templates and Forms *

* Most templates and forms can be downloaded from the KMDD website: see the address on p. 3. You will receive access information (user, password) once you have been accepted in the KMDD-training program.

Nine phases of a KMDD-Session (for long version see p. 48)

Dilemma-Story: _____ Date: _____

Institution: _____ Class: _____

Teacher: _____

Min.	Time-table*	Changes	Teacher's Activity	Notes
0			Present the story about X's decision. Speak freely.	Use micro-breaks at proper places to enhance comprehension and feeling of the dilemma.
5			Distribute sheets with the dilemma story. Have all participants read the dilemma silently and answer these questions: "Why did X hesitate? What might have crossed his/her mind? What have you felt, when I told you this story?"	Leave sufficient time for all participants; remind participants gently but firmly not to disturb their neighbors. Announce opportunity for discussion later. If some speak, remind them quietly of the rule.
10			Ask: "Why did X hesitate? What might have crossed his/her mind? Do you think it was a difficult decision?" If too many say "not difficult", you may end session.	Make sure that all participants can say something. Do not allow repetitions or discussion. Do not repeat session with a changed story!
20			Ballot: "Do you agree with X's decision? Yes or no? Please raise your hands so I can count!" Count both votes aloud and document the results visibly for everybody. If two many are undecided press gently to vote. Repeat the ballot.	Assign "undecided" participants to observation or documentation task. If there are too many or all are on one side, end the KMDD-session friendly: "How wonderful that (nearly) all agree". Option: Let the participants write their own dilemma-story (see guidelines on page 104).
25			Divide the class into pro and contra groups .Then have groups of 3-4 persons (no less, no more) prepare for the discussion by collecting supportive arguments.	Keep strictly to the group size (3 or 4)! Let the participants chose their groups but help them if they do not come to an end.
35			Plenary discussion: Explain the two basic rules: #1 "Freedom of speech": Everything can be said but no persons must be qualified negatively or positively; #2 "Pingpong-rule": the one who spoke picks a respondent from the opposite group. Open up discussion: "Try to convince your opponents with your arguments!" Start with the smaller group. Let record the arguments (short form) visibly for all by an assistant (see "report form" on page 109).	The two groups should face each other. The teacher sits where s/he can be seen from all participants. The teacher must not intervene verbally or non-verbally with the discussion. He should listen intensively and guard the two rules strictly! Remind of all (even slight) transgressions! Intervene always gently, e.g., by waiving with one or two fingers if the first or the second rule are violated, respectively.
65			"Best argument"-nomination: "Which was the best argument of the other group?" First, let the participants recall as many arguments of the other side as possible. Encourage exchange. Then, everyone may nominate an argument as "best".	Do not allow repetitions, continuation of discussion, and negative comments on the discussion: "This is an opportunity to say something nice to the other group."
75			Take vote: "Do you agree with X's decision? Yes or No? Raise your hands so I can count the votes."	Record the votes visibly for all.
80			Ask: "Did you have fun? What have you learned?"	Optional: "Have you ever discussed such problems with others (e.g., parents, teachers, friends)?"
90			End of KMDD. Finish punctually! Thank the participants.	Make no specific comments on the discussion!

* Your time-schedule; use "Corr."-column to recalculate times during session, if necessary.

Step ① Please read these tips first:**

- Short! Your story must fit into the place on the right side (step ②).

- Tell you story as you would talk to a friend. Use simple language.

- Create your fictitious protagonist (the main person who experiences a dilemma). Mention his/her first name. Do not use real persons.

- There must be only one main protagonist X. If other people need to be mentioned, use general descriptions like "his teacher", "her mother", etc.

- Pressure: X is under pressure to decide before a certain deadline. There is no easy way out like waiting or hoping for a technical solution.

- X should somehow indicate that he/she feels a dilemma and does not find it easy to decide. For example, let him/her "hesitate," "think it over," etc.

- The story must end with a clear decision for or against a certain option (but not with a question or with information about the consequences of the X's decision.) To get a controversial vote from the audience, you may let decide X against the mainstream.

- Review: Scrutinize your story for things than can be left out. The shorter the better.

** If an instruction is not clear, please ask the instructor.

Step ② Write up your story here:

The protagonist (main person) is (do not use the real person's name who you have in mind!). Use his/her first name or both first and second name:

This was his/her problem (fix, quandary, jam, catch-22, predicament...; use the word 'dilemma' with caution):

Decision: X _____ decided to ...

Step ③ Ask a learning partner for comments: Could you feel the dilemma (fix, jam...) which X had?

ᴳ **Yes, clearly**   ᴳ **yes, a little**   ᴳ **No**

Why did X hesitate (think it over...)? What might have crossed **his/her mind**? Please write down your thoughts:

Judge Steinberg's Decision

Judge Steinberg cannot enjoy an undisturbed week-end. Shortly before he is about to leave his office, the director of the secret service rushes in. He presents evidence that a terrorist group is planning a bomb attack on a much used bus for the next day. They intent to kill two hundred people, he says. The group is known for its cruelty and uncompromising policy.

Fortunately, he reports, the police got hold of a woman who they believe be one of the top-leaders of that group. Apparently she participated in the planning of that attack. The police tried hard to make her speak. But she refuses to cooperate.

The director says if the woman does not speak it may soon be too late to prevent the attack. Therefore, he asks Judge Steinberg to allow them to use torture to make the woman speak.

Steinberg thinks: "What should I do?"

Finally he gives permission to torture the woman.

Why did Judge Steinberg hesitate? How difficult was his decision?

Very easy   0   +1   +2   +3   +4   +5   +6   **Very difficult**

What thoughts might have crossed Judge Steinberg's mind while he was hesitating? Why was the decision not that easy for him? Please write down here everything that comes to your mind:

_____

_____

_____

_____

_____

* Recommendation: Use ready made stories like this one only at the beginning of your training to get practice, but else use your own studies.

Application form for support of an efficacy study using the ITSE-Program

Language : (In the case of all foreign languages please contact the course leaders.	❏ German ❏ English ❏ Other:_____

Teacher	Surname:
	Forename:
Title of course (as announced):	
Short name of the course (*one* word):	

Survey instruments

Initial survey	❏ MCT *
	Side conditions:
	❏ Age *
	❏ Sex *
* Obligatory questions when used for KMDD certification	❏ Educational status of the participant *
	❏ Education of the mother
	❏ Education of the father
	❏ Experience with KMDD-sessions *
	❏ Religious affiliations
	❏ Expectations on the course
	❏ Interest in the course (v. pure sense of obligation) *
	❏ Other boundary conditions:

** Only make sense if also asked in the final survey.	Further effects criteria**
	❏ Learning environment (ORIGIN), adapted for:_____
	❏ Friends
	❏ Communicative opportunities (OCOP)
	❏ Moral atmosphere (MAF, 19 Items)
	❏ Other effects criteria:

Final survey	❏ MCT *
	❏ Questions on subjective learning success *
* Obligatory questions when used for KMDD certification	❏ Age *
	❏ Sex *
** Only make sense if also asked in the initial survey.	
	Further effects criteria **
	❏ Learning environment (ORIGIN), adapted for:_____
	❏ Friends
	❏ Communicative opportunities (OCOP)
	❏ Moral atmosphere (MAF, 19 Items)
	❏ Other effects criteria:

Survey period	
Initial survey (from ... to....)	
Final survey from ...to .....)	

Registration for the survey	
E-mail-Address	❏ Individual registration ❏ E-mail-list

Expected effect	
Level of personal teaching competence	❏ Beginner with KMDD-Trainee certificate ❏ KMDD-Teacher ❏ KMDD-trainer
Self-evaluation as KMDD-Teacher	❏ I feel good using the method ❏ I feel unsure using the method
Planned scope of the intervention	_____ sessions distributed over _____ weeks
Assessment of the "normal" gains of the target group in the same period	_____ C-Points gains /losses ❏ Basis: Subjective assessment ❏ Basis: Information from comparable studies: specification of literature:

Information on the cost is given by the KMDD bureau on request.

Date   Signature

KMDD® Discussion Theater

Family name, given name of the observer: _____

Institution/class/group: Teacher:

Date: Starting time: End: Dilemma-Story:

Please choose *one* of the following aspects (activity, attention) for the observation of the whole group or a sub-group of participants during the discussion in the plenum (tick your choice) and note your observations every five minutes with the relevant code and brief comments.

	Code	
□ **Activity**	A0	No-one is interested in the session
	A1	Only a few (less than 1/4) are interested
	A2	More than 1/4, but less than 3/4s of the participants are interested
	A3	More than 3/4s, but not everyone is interested.
	A4	Almost all or all are interested
□ **Attention**	R0	No-one pays attention to what other students are saying
	R1	Only a few (less than 1/4) pay attention to the other participants
	R2	More than 1/4, but less than 3/4s pay attention to the other participants
	R3	More than 3/4s, but not everyone pays attention
	R4	Almost all or all pay attention

Observed group: □ Whole group   □ Only the participants showing no interest at the start

□ PRO-group   □ CONTRA-group   □ Others: please describe):[6] _____

Min.	Code (from above)	Notes
5		
10		
15		
20		
25		
30		

[6] "Others" can be, for example, male versus female participants or new versus old participants etc.

KM DD-Teacher :	
Date, time:	
Dilemma:	
Class level, class:	
Institution, school:	
Address (place, country):	
Special points: (Video recordings, observers etc.)	
Occasion and positioning in the curriculum for the class/group:	

Blackboard / LED-projector notes: *Dilemma of X*

Pro (the behavior of X was correct rather than incorrect) Vote count: | 1. |2. |3.	**Contra** (the behavior of X was incorrect) | 1. |2. |3.

Further enquiries and knowledge questions from the students/participants:

Answers to question as to what the participants learned, from their own point of view, from the KMDD-session and whether they liked it:
Observations of other persons (name and/or profession of the observer):
Commentaries of other observers:

Attachments (e.g., minutes, filled out forms, video and sound recordings, learning reports):

Deadline: _____

Please print out, fill out, sign and submit as PDF-file

Portfolio for the KMDD-Trainee Certificate
List of Required Work Items

Family name, given name: _____   Date of birth: _____

(please print clearly)

Nº.	KTM page	Task/Title	com-plete ✔	please leave free
		Obligatory items		
1		Receipt for the initial survey (pretest): Receipt for the final survey (posttest):		
2		Collection of at least two self-produced dilemma stories (no copies of published stories!)		
3		Survey (interviews) on the concept "morality"		
4		Revision of ones own educative dilemma-story according to the guidelines		
5		Documentation of the exercise "clarification"; revision of story and reflection		
6		Documentation of the calculation of the C-score for one data set		
7		Documentation of the exercise "presentation"; revision of story and reflection		
8		Reflection on the KMDD-training: What did I learn? (about 2-3 pages)		
9		Review of the portfolio of a learning partner. Name:		
10		Review of one's own portfolio by a learning partner. Name:		
		Additional (optional) work items		
11		(Please enter here the title of the optional work item)		

Declaration: I declare that the work items were produced without outside help.

_____   _____

Place, date   Signature of the participant (optional)

Please, give the files of your portfolio names as follows (always use two-digit numbering):

    Name_Portfolio_01_(optional: cover page)
    Name_Portfolio_02_a_(optional: cover page)
    Name_Portfolio_02_b_(optional: cover page)
    Name_Portfolio_03_(optional: cover page)   etc.

Deadline: _____

Please print out, fill out, sign and submit as PDF-file

Portfolio for the KMDD-Teacher Certificate
List of Required Work Items

Family name, given name: _____   Date of birth: _____
(please print clearly)

No. of task	Task/Title	Approx. no. of pages	com-plete ✔	Please leave free
	Obligatory items (non-English portfolios must also have cover pages in English)			
	Copy of the *KMDD-Trainee* certificate			
11	Winning a peer supervisor	1– 2		
12	Preparing, conducting and analyzing an efficacy study (including all raw data in electronic form) (see also page 84)			
13	Running a KMDD-session			
14	Observing a KMDD-session by another teacher			
15	Running a 2nd KMDD-session			
16	Observing a 2nd KMDD-session			
17	Running a 3rd KMDD-session			
18	Observing more KMDD-sessions (KMDD and others)			
19	A "best practice"-video (see page 71)			
20	Exchange with other KMDD-Teacher(s)			
21	Exchange with other professional in your field			
22	Reflection on the training: What have I learned?	2–3		
	Review of the portfolio of a learning partner (see page 98, 114)	½ – 1		
	Review of my portfolio by a learning partner (see page 98, 114)	½ – 1		
	Additional (optional) items			
	Other items:			

I guarantee that all of the items were produced without outside help.

_____   _____

Place, date   Signature

K M D D.
Discussion Theater

K MD D -Work Item/Task

Each work item must have a cover page. Non-English work-items must have cover page in English

Family name, given name: _____   Date: _____

(Please print clearly)

No.	Title:	
Short description:		
My activities:		
Hours of work:		
What I have learned: (complete sentences)	I learned that....	
List of attachments:		

Review of the portfolio by a learning-partner

As the author of the learning portfolio you have your completed portfolio reviewed by a learning partner and include the following proof in your portfolio. You can review your portfolios mutually or in an exchange among several participants. Your learning partner receives a copy of this confirmation for his documents.

For guidelines see "review ..." on pages 98, 114)

Review: **Author's confirmation**

I hereby confirm my portfolio was reviewed by my learning partner:

Family name, given name: _____

(Family name, given name of my learning partner)

My family name, given name: _____
(Please print clearly)

Date_____   Signature _____

Review: **Confirmation by the learning partner**

I hereby confirm that I have read the portfolio of

_____ (family name / given name)

in its entirety and that all the work items it contains correspond to the requirements of the KMDD training program. All the work items and cover sheets are complete; they are easily readable and understandable.

Number of work items   _____

Family name, given name   _____

(Learning partner)

Date _____   Signature _____

Cover Sheet for a Survey by the KMDD-Teacher

(To be filled out for each survey)

1. Date of the survey: _____

2. Starting time of the survey: _____

3. Surname, forename of the teacher: (3.) _____, (4.) _____

   or anonymous survey with the following code of the teacher:

5. Mother's given name (first two letters) ___ e.g., for <u>An</u>na: AN

6. Father's given name: first two letters: ___ e.g., for <u>Ti</u>mothy: TI

7. Your date of birth (two digit) ___ e.g., <u>05</u>.04.1988: <u>05</u>

8. The last two digits of your house number ___ [talk with your KMDD-Trainer if not applicable]

9. What kind of study? G Efficacy study$_1$ G Broad study$_2$ G Longitudinal studies$_3$

10. Number of the survey? G 1st G 2nd G 3rd G 4th survey

11. When was the KMDD-Session? G KMDD G KMDD G KMDD

12. Which questionnaire? G MCT Standard$_1$ G Other questionnaires$_2$: _____

13. Personal experience: Altogether, I have carried out KMDD lessons ___ times

14. How well do you know the KMDD? G scarcely$_1$ G a little$_2$ G well$_3$

15. Do you have a KMDD certificate? G No$_0$ G Trainee$_1$ G Teacher$_2$ GTrainer$_3$

16. What training do the participants have? G _____ $_1$

    (Leave free) G _____ $_2$

    G _____ $_3$

    G _____ $_4$

17. Special features of the group of participants:

    _____

    _____

(The questionnaire can be supplemented with further questions which enable a more comprehensive assessment of the effects of the KMDD. In this case, however, the MCT should not be placed too far back.)

18. Participant Nº _____

Questionnaire for the Pretest (Effect Size Study)

Dear participant,

this survey serves as the basis for the evaluation of my teaching. It is anonymous. Please do not make a note of your name anywhere. At the end of the course there will be a second survey. In order to match the second survey with the first without your name I require the following information as identification:

19. First two letters of your mother's given name: ___ | ___ (e.g. **M|A** for **MA**ria)

20. First two letters of your father's given name: ___ | ___ (e.g. **P|E** for **PE**ter)

21. Day of birth (only the day, not the month or year; two digits):   ___ | ___ (e.g. **0|5** for <u>5</u>th of April 1980)

22. The last two digits of your house number   ___ | ___ (e.g. **2|5** for **house number 1**<u>**25**</u>)

In the questions either one of several answers must be ticked or something must be entered.
Please answer every question!

23. How old are you?   _____ years old

24. What sex are you?
    __ male₁
    __ female₂

25. What is your level of education?
    __ secondary school leaving certificate(1)
    __ middle school leaving certificate, 10th grade(2)
    __ high school leaving certificate (3)
    __ university (4)
    __ Does not apply /Don't know (5)

26. Which language do you speak at home?
    __ German (1)
    __ Other languages(2)

Who can you talk to when you have problems?

27. . . . with my husband/wife or life partner
    ☐ Not available(5)

28. . . . with my parents/father or mother
    ☐ Not available (5)

Not at all				always
0	1	2	3	4

29. . . . with brothers and sisters
    ☐ Not available (5)

Not at all				always
0	1	2	3	4

30. . . . with friends
    ☐ Not available (5)

Not at all				always
0	1	2	3	4

31. . . .with someone else:

Not at all				always
0	1	2	3	4

32. How many good friends do you have with whom you can sometimes speak about your problems?

None	One	Two	3 and more
0	1	2	3

There are two stories on the next pages. What do you think about them?

Recently the company fired some people for unknown reasons. The workers suspect that their bosses are listening in on their private conversations through cameras and microphones in the building and using the information against them. The bosses deny this.

The workers cannot legally do anything until they can prove that their bosses are listening in on their conversations.

Two of the workers then break into the main office and copy the files that prove their suspicion.

33. Would you agree or disagree with the workers' action ...

I strongly disagree agree						I strongly
-3	-2	-1	0	1	2	3

How acceptable do you find the following arguments *in favor* of the two workers' action? Suppose someone argued they were *right* for breaking in . . .

34. because they didn't cause much damage to the company.

I strongly reject								I strongly accept
-4	-3	-2	-1	0	1	2	3	4

35. because the company had disregarded the law what they did was permissible in order to re-establish law and order.

-4	-3	-2	-1	0	1	2	3	4

36. because most of the workers would approve of their action and many would be happy about it.

-4	-3	-2	-1	0	1	2	3	4

37. because trust between people and individual dignity count more than the householder's rights of the company management.

-4	-3	-2	-1	0	1	2	3	4

38. because the company had done something wrong first by listening in, the two workers were right in breaking into the main office.

-4	-3	-2	-1	0	1	2	3	4

39. because the two workers saw no legal ways of proving the company misused their trust by listening in, and therefore chose what they considered the lesser of two evils.

-4	-3	-2	-1	0	1	2	3	4

How acceptable do you find the following arguments against the two workers´ actions? Suppose someone argued they were wrong for breaking in . . .

40. because if everyone acted as the two workers did, we would be going against law and order in our society.

I strongly reject								I strongly accept
-4	-3	-2	-1	0	1	2	3	4

41. because one must not break such a basic right as the right of property ownership and take the law into one's own hands, unless some universal moral principle justifies doing so.

-4	-3	-2	-1	0	1	2	3	4

42. because risking getting fired from the company in order to help other workers is not very smart.

-4	-3	-2	-1	0	1	2	3	4

43. because the two workers should have used all the legal ways available to them without breaking a law.

-4	-3	-2	-1	0	1	2	3	4

44. because a person doesn't steal if he wants to be considered decent and honest.

-4	-3	-2	-1	0	1	2	3	4

45. because the firing of other workers had nothing to do with them, the two workers had no reason to steal the tapes.

-4	-3	-2	-1	0	1	2	3	4

Here is another case. What is your opinion on it?

A woman had cancer and she had no hope of being saved. She was in terrible pain and was so weak that a large dose of a painkiller such as morphine would have caused her to die. During a brief period of improvement, she begged the doctor to give her enough morphine to kill her. She said she could no longer stand the pain and would be dead in a few weeks anyway. The doctor decided to give her an overdose of morphine.

46.   Do you agree or disagree with the doctor's action?

I strongly disagree   I strongly agree

-3	-2	-1	0	1	2	3

How acceptable do you find the following arguments in favor of the doctor's actions?
Suppose someone said he acted in a right way . . .

I strongly reject   I strongly accept

47.   because the doctor had to act according to his conscience and what he believed was right. The woman's pain made it right for the doctor to his moral obligation to preserve life.

-4	-3	-2	-1	0	1	2	3	4

48.   because the doctor was the only one who could do what the woman asked; respect for her wish made him act the way he did.

-4	-3	-2	-1	0	1	2	3	4

49.   because the doctor only did what the woman talked him into doing. He does not need to worry about negative consequences.

-4	-3	-2	-1	0	1	2	3	4

50.   because the woman would have died anyway and it didn't take much effort for him to give her an overdose of a painkiller

-4	-3	-2	-1	0	1	2	3	4

51.   because the doctor didn't really break the law. Nobody could have saved the woman and he only wanted to shorten her suffering.

-4	-3	-2	-1	0	1	2	3	4

52.   because most of his fellow doctors would most probably have done the something in a similar situation.

-4	-3	-2	-1	0	1	2	3	4

How acceptable do you find the arguments presented *against* the doctor's action? Suppose someone said that he acted in a *wrong* way. . .

I strongly reject   I strongly accept

53.   because he acted opposite to other doctors´ beliefs. If the rest of them are against mercy-killing, then the doctor shouldn't have done it.

-4	-3	-2	-1	0	1	2	3	4

54.   because a person should be able to have complete faith in a doctor's commitment to save every life even if someone with great pain would rather die.

-4	-3	-2	-1	0	1	2	3	4

55.   because protection of life is everyone's highest moral duty. We have no clear moral way of telling the difference between mercy-killing and plain murder.

-4	-3	-2	-1	0	1	2	3	4

56.   because the doctor could get himself into a lot of trouble. Other doctors where punished before for doing the same thing.

-4	-3	-2	-1	0	1	2	3	4

57.   because he could have had it much easier if he had waited and not interfered with the woman's dying.

-4	-3	-2	-1	0	1	2	3	4

58.   because the doctor broke the law. If a person thinks that mercy-killing is illegal, then one should refuse such requests from the patient.

-4	-3	-2	-1	0	1	2	3	4

Not difficult at all   Very difficult

59. How difficult was it for you to fill out this questionnaire?

0	1	2	3	4	5	6	7	8

60. Roughly how much time did it take you to fill it out?   _____ minutes

If you have any suggestions or criticisms you can contact me personally or make anonymous comments in the space provided here:

Please check again whether you have filled out and ticked everything. Then return the questionnaire to me.

Many thanks for your cooperation!

Cover-questions to be filled out by the KMDD-Teacher

for every survey

80. Date of the survey: _____

81. Starting time of the survey: _____ o'clock

82. Family name, given name of the teacher: _____

Or in the case of anonymous surveys following code of the teacher:

83. Mother's first name (first two letters) _____ e.g. for Anna: <u>AN</u>

84. Father's first name (first two letters): _____

85. Your day of birth (two digit) _____ e.g., 05.04.1988 <u>05</u>

86. The first two letters of the your place of birth. _____

87. What kind of study? G effectiveness (ITSE)$_1$ G Broad study$_2$ G Repetition study$_3$

88. Date of the survey? G 1st G 2nd G 3rd G 4th G 5th time

G Pretest G Posttest

89. Which questionnaire? G Standard version$_1$ G Changed version$_2$

90. Personal experience: I have already carried out a KMDD lesson _____times

91. How well do you know the KMDD? G Scarcely$_1$ G A little$_2$ G Well$_3$

92. Do you have a KMDD certificate? G No$_0$ G ID$_1$ G Teacher$_2$ G Trainer$_3$

93. Special features of the group of participants (use also next page):

_____

_____

This questionnaire can be supplemented by further questions which permit a more comprehensive assessment of the effects of the KMDD. In this case, however, the MCT must be placed near the beginning of the questionnaire, and the questionnaire must not become too long.

Participant Nº. _____ 94.

Posttest

Dear Participant,

This second survey at the end of the course serves as the basis for the final evaluation of my teaching.

As with the initial survey, this survey is anonymous. Please do not make a note of your name!

In order to match the second survey with the first without your name we require the following four items of information. This information will be deleted as soon as the matching has been completed:

95.	First two letters of your mother's given name:	___ | ___ (e.g. **M|A** for **MA**ria)
96.	First two letters of your father's given name:	___ | ___ (e.g. **P|E** for **PE**ter)
97.	Day of birth (only the day, not the month or year; two digits):	___ | ___ (e.g. **0|5** for 5th of April 1980)
98.	The last two digits of your house number:	___ | ___ (e.g. **2|5** for **house number 1**2**5**)

In the rest of the questionnaire either one or more answers must be ticked or something entered, unless it is expressly stated alongside one of the questions that you should leave it unanswered if it does not apply to you!

In order to compare the final survey with the initial survey a part of this questionnaire is identical. Please answer all the questions as carefully as you did the first time.

99.	How old are you?	_____ years
100.	What sex are you?	__ male (1) __ female (2)
101.	Which tasks (homework, paper, investigation) have you completed hitherto for the course? (More than one answer is possible)	__ Homework, item of work (portfolio) (1) __ paper (2) __ investigation (3) __ others (4):
102.	Do you learn less, the same amount or more for this course in comparison to other courses?	Much less Much more -4 -3 -2 -1 0 1 2 3 4
103.	Have you participated in a KMDD-session?	__ No (0) __ Yes (1)
104.	In how many KMDD-sessions have you participated already?	None (0) | one (1) | two (2) | more (3)

105. What are the most important things you learned from this course? (Please write clearly and use additional paper if necessary).

(If necessary you can use the back of the page. Note the number of the question there.)

How did you find the course?

106. Did you enjoy the dilemma discussion?

Not at all / Very much

0	1	2	3	4	5	6	7	8

107. How much have you learned hitherto in this course in comparison to what you expected?

Much less / Much more

-4	-3	-2	-1	0	1	2	3	4

108. . . .in comparison to other courses?

-4	-3	-2	-1	0	1	2	3	4

109. How greatly will what you have learned here be of use to you later in your profession?

Not at all / Very much

0	1	2	3	4	5	6	7	8

110. I would participate again in this course

__ yes (1)   __ no (2)

When you have a problem, who can you discuss it with?

111. . . . with my wife/husband/life partner/friend)
☐ Not available (5)

Not at all / always

0	1	2	3	4

112. . . . with my parents/one of my parents
☐ Not available (5)

Not at all / always

0	1	2	3	4

113. . . . with brothers or sisters
☐ not available (5)

Not at all / always

0	1	2	3	4

114. . . . with friends
☐ not available (5)

Not at all / always

0	1	2	3	4

115. . . . with somebody else:

Not at all / always

0	1	2	3	4

116. How many friends do you have with whom you can sometimes talk about a real problem?

None	One	Two	Three and more
0	1	2	3

What is your opinion on the following two stories, which you already know?

Please answer the questions as carefully as you did the first time.

(Here follow two stories "Workers" and "Doctor" are the same as in the pre-test)

Thank you for your cooperation!

Please give the questionnaire back to the teacher

References

Amrein, A. L. & Berliner, D. C. (2002). High-stakes testing, uncertainty, and student learning. *Education Policy Analysis Archives, 10* (18), March 28, 2002, [online] http://epaa.asu.edu/epaa/v10n18/

Blatt, M. & Kohlberg, L. (1975). The effect of classroom moral discussion upon children's level of moral judgment. *Journal of Moral, Education, 4*, 129 - 161.

Campbell, D.T. (1976). Assessing the impact of planned social change. *Occasional papers # 8. Social research and public policies*. Hanover, NH, Dartmouth College, The Public Affairs Center. [online:] http://www.wmich.edu/evalctr/pubs/ops/ops08.pdf

De Waal, F. (2009). *Primates and philosophers: How morality evolved*. Edited by Stephen Macedo & Josiah Ober. Princeton, NJ: Princeton University Press.

Gross, N. (2013). Application of the Konstanz Method of Dilemma Discussion in French class and its impact on pupil well-being. In: E. Nowak, D. Schrader & B. Zizek, eds. *Educating competencies for democracy*, pp. 173 - 184. Frankfurt: Peter Lang.

Habermas, J. (1990). *Moral consciousness and communicative action*. Translated by C. Lenhard & S. W. Nicholson. Cambridge: MIT Press. (Original published 1983)

Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature, 450*, 557-560.

*Hemmerling, K. (2014). *Morality behind bars – An intervention study on fostering moral competence of prisoners as a new approach to social rehabilitation*. Frankfurt: Peter Lang.

Hemmerling, K. & Scharlipp, M. (2013). The keys of cognition: Insights into moral and democratic education in prison. In: E. Nowak, D. Schrader & B. Zizek, eds., *Educating competencies for democracy*, pp. 287 - 304. Frankfurt: Peter Lang.

Keasey, C. B. (1974). The influence of opinion-agreement and qualitative supportive reasoning in the evaluation of moral judgments. *Journal of Personality and Social Psychology, 30*, 477-482.

Kohlberg, L. (1964). Development of moral character and moral ideology. In: M. L. Hoffman & L. W. Hoffman, eds., *Review of Child Development Research*, Vol. I, pp. 381-431. New York: Russel Sage Foundation.

Kohlberg, L. (1984). *The psychology of moral development*. Vol. 2: Essays on moral development. San Francisco: Harper & Row.

Kohlberg, L. (1985) The Just Community approach to moral education in theory and practice. In: W. M. Berkowitz& F. Oser, eds., Moral education: Theory and application, pp. 27-87. Hillsdale, NJ: Erlbaum.

Kohlberg, L. & Candee, D. (1984). The relationship of moral judgment to moral action. In: L. Kohlberg, *Essays on moral development,* Vol. II, The psychology of moral development, pp. 498 - 582. San Francisco. Harper & Row.

Liaquat, A. W. (2013). *Effect of dogmatic religiosity and educational environment on moral judgment competence*. Unpublished doctoral dissertation, Department of psychology, International Islamic University, Islamabad, Pakistan.

*Lind, G (1978). Wie misst man moralisches Urteil? Probleme und alternative Möglichkeiten der Messung eines komplexen Konstrukts. In: G. Portele, ed., *Sozialisation und Moral*, pp. 171 - 201. Weinheim: Beltz.

Lind, G. & Raschert, J., eds. (1987). *Moralische Urteilsfähigkeit. Eine Auseinandersetzung mit Lawrence Kohlberg über Moral, Erziehung und Demokratie* [Moral judgment competence. A conversation with Lawrence Kohlberg about morality, education and democracy]. Weinheim: Beltz.

*Lind, G. (1989). Essay Review: 'The measurement of moral judgment' by Anne Colby, Lawrence Kohlberg et al. *Human Development 32*, pp. 388-397.

Lind, G. & Althof, W. (1992). Does the Just Community experience make a difference? Evaluation and evidence of the effect size of the German program. Moral Education Forum, pp. 19-28.

Lind, G. (2002). *Ist Moral lehrbar? Ergebnisse der modernen moralpsychologischen Forschung.* [Can morality be taught? Findings from modern moral-psychological research.] Berlin: Logos-Verlag. ISBN: 3-897-22255-8.

Lind, G. (2006a). Perspektive "Moralisches und demokratisches Lernen". In: A. Fritz, R. Klupsch-Sahlmann & G. Ricken, eds., *Handbuch Kindheit und Schule. Neue Kindheit, neues Lernen, neuer Unterricht*. Weinheim: Beltz, pp. 296-309.

*Lind, G. (2006b). Das Dilemma liegt im Auge des Betrachters [The dilemma lies in the eye of the beholder.] Zur Behandlung bio-ethischer Fragen im Biologie-Unterricht mit der Konstanzer Methode der Dilemma-Diskussion. *Praxis der Naturwissenschaften. Biologie in der Schule*, Januar, 1/55, 10 - 16.

Lind, G. (2008a). The meaning and measurement of moral judgment competence revisited – A dual-aspect model. In: D. Fasko & W. Willis, eds., *Contemporary Philosophical and Psychological Perspectives on Moral Development and Education* Press, pp. 185 - 220. Cresskill. NJ: Hampton.

*Lind, G. (2008b). Teaching students to speak up and to listen to others: Cultivating moral democratic competencies. In: D.E. Lund & P.R. Carr, eds., *Doing democracy and social justice in education: Political literacy for all students*, pp. 319 - 335. New York: Peter Lang Publishing.

*Lind, G. (2009a). *Moral ist lehrbar. Handbuch zur Theorie und Praxis moralischer und demokratischer Bildung*.[Morality can be taucht. Handbook on the theory and practice of moral-democratic education.] München: Oldenbourg Schulbuch-Verlag (2nd extended edition).

*Lind, G. (2009b). Favorable learning environments for moral development – A multiple intervention study with nearly 3.000 students in a higher education context. Paper presented at the annual meeting of AERA in San Diego, April 13 - 17, 2009. *Ethics in Progress*, 2013 (http://ethicsinprogress.org/).

*Lind, G. (2010). Die Förderung moralisch-demokratischer Kompetenzen mit der Konstanzer Methode der Dilemma-Diskussion (KMDD), pp. 285 - 302. In: B. Latzko & T. Malti, eds., *Moralentwicklung und -erziehung in Kindheit und Adoleszenz*. München: Juventa-Verlag.

Lind, G. (2011). Editorial: Moral competence and the democratic way of living. *Europe's Journal of Psychology 7*, 4, 569-596. Http://www.ejop.org/images/2011/11/1.-Editorial-Lind.pdf .

*Lind, G. (2014). Effektstärken: Statistische versus praktische und theoretische Bedeutsamkeit [Effect sizes: statistical vs. practical and theoretical significance]. Revised edition.
https://www.uni-konstanz.de/ag-moral/pdf/Lind-2014_Effektstaerke-Vortrag.pdf

*Lind, G. (2013). The art of experimental psychology. Thoughts in progress. Download:
http://www.uni-konstanz.de/ag-moral/pdf/Lind-2013_The%20Art%20of%20Experimental%20Psychology.pdf

Lind, G. (2012b). Moral competence and democratic ways of life. In: W. G. Weber, M. Thoma, A. Ostendorf, & Lynne Chisholm, eds., *Democratic competencies and social practices in organizations*, pp. 62 - 85. Wiesbaden: Springer VS.

Lind, G., Hartmann, H. A. & Wakenhut, R., eds. (2010). *Moral judgment and social education. Studies in the psychology and philosophy of moral judgment and education*. Edison, NJ: Transaction Publisher.

Lind, G. (2011). Moral education. Building on ideals and fostering competencies. *Contemporary Issues in Education, 2, 1, 45 - 59.*

Lind, G. (2015). Favorable learning environments for moral competence development – A multiple intervention study with nearly 3.000 students in a higher education context. *International Journal of University Teaching and Faculty Development* 4, 4.

*Lind, G. (2017). *Moralerziehung auf den Punkt gebracht*. Schwalbach/Ts.: Wochenschau-Verlag.

*Lind, G. (2019 a). *How to teach moral competence. New: Discussion Theater*. Berlin: Logos.

Lind, G. (2019 b) Discussion Theater. A method for democratic education. *Ethics in Progress 10*, 1, 23-40.

*Lind, G. (2019 c). The art of experimental moral psychology. Ideas for studying moral competence and beyond. Work paper. DOI: 10.13140/RG.2.2.18268.64641

Lupu, I. (2009). *Moral, Lernumwelt und Religiosität. Die Entwicklung moralischer Urteilsfähigkeit bei Studierenden in Rumänien in Abhängigkeit von Verantwortungsübernahme und Religiosität*. Dissertation, FB Psychologie, Universität Konstanz. http://kops.ub.uni-konstanz.de/volltexte/2009/9586/

Lupu, I. (2013). Moral competence and dogmatic religiosity. In: E. Nowak, D. Schrader & B. Zizek, eds., *Educating competencies for democracy*, pp. 379 - 390. Frankfurt: Peter Lang.

*Reinicke, M. (2017). *Moral competence reloaded.* Self-publishing. Order: martina.reinicke@outlook.de

Mieg, H. A. (1994). *Verantwortung. Moralische Motivation und die Bewältigung sozialer Komplexität*. Opladen: Westdeutscher Verlag.

*Nowak, E., Schrader, D. & Zizek, B., eds. (2013). *Educating competencies for democracy*. Frankfurt: Peter Lang. Contents: http://www.uni-konstanz.de/ag-moral/moral/artikel-frei/nowak_et_al_2013.html

*Nussbaum, M. (2012). *Not for profit. Why democracy needs the humanities*. Princton, NJ: Princton University Press.

Piaget, J. (1965). *The moral judgment of the child* (Original 1932). New York: The Free Press.

Prehn, K., Wartenburger, I., Mériau, K., Scheibe, C., Goodenough, O. R., Villringer, A., van der Meer, E., & Heekeren, H. R. (2008). Influence of individual differences in moral judgment competence on neural correlates of socio-normative judgments. *Social Cognitive and Affective Neuroscience. 3*(1), 33-46.

*Prehn, K. (2013). Moral judgment competence: A re-evaluation of the dual-Aspect Theory based on recent neuroscientific research. In: E. Nowak, D. Schrader & B. Zizek, eds., *Educating competencies for democracy*, pp. 9 - 22. Frankfurt: Peter Lang.

Reiman, A., & Thies-Sprinthall, L. (1997). *Mentoring and supervision for teacher development*. New York: Longman.

*Reinicke, M. (2017). Moral Competence Reloaded. (Eigenverlag. Bestellung: m.reinicke [ät] primacom.net).

Rest, J. R. (1969). Level of moral development as a determinant of preference and comprehension of moral judgments made by others. *Journal of Personality, 37*(1), 220 - 228.

Richter, F. (1998). *Worte wachsen langsam. Aus dem Herbst '89*. Dresden: Christoph Hille.

Rogerson, J. & Dodd, B. (2005). Is there an effect of dysphonic teachers' voices on children's processing of spoken language? *Journal of voice, 79*, 47 - 60.

Sen, A. (2009). *The Idea of Justice*. Cambridge, MA: Harvard University Press.

Scharlipp, M. (2013). Experiencing freedom and democracy at school: Konstanz Method of Dilemma Discussion. In: E. Nowak, D. Schrader & B. Zizek, eds., *Educating competencies for democracy*, pp. 23 - 45. Frankfurt: Peter Lang.

Schillinger, Marcia (2006). *Learning environments and moral development: How university education fosters moral judgment competence in Brazil and two German-speaking countries*. Aachen: Shaker-Verlag.

Schillinger, M. (2013). Verifying the Dual-Aspect Theory: A cross-cultural study on learning environment and moral judgment competence. In: E. Nowak, D. Schrader & B. Zizek, eds., *Educating competencies for democracy*, pp. 163-172. Frankfurt: Peter Lang.

Sen, A. (1999). Democracy as a universal value. *Journal of Democracy*, 10 (3), 3 - 17.

Sprinthall, R. C., Sprinthall, N. A., & Oja, S. N. (1997). *Educational psychology: A developmental approach*, 7th edition. New York: McGraw Hill.

Walker, L. J. (1983). Sources of cognitive conflict for stage transition in moral development. *Developmental Psychology, 19*, 103-110.

Weimer, M. (2010). *Inspired college teaching. A career-long resource for professional growth*. San Francisco, CA: Jossey-Bass.

Wittgenstein, L. (2001). *Philosophical investigations*. Translated by G. E. M. Anscombe. London: Blackwell Publishers.

* Recommended reading.

For more literature on the KMDD and the MCT and, in part, files for downloading see this web-site:

http://http//moralcompetence.net/

Subject Index