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Proceedings  
of the 7th International Symposium  
"Moral Competence and Behavior"

at the University of Konstanz, July 25 - 26, 2013

Edited by Georg Lind

These proceedings have been compiled as carefully as possible from the slides, abstracts, and proposals of the presenters.

If some contributions and items are missing it is because some were not submitted or slides and texts could not be opened for technical reasons.

If you are interested in the complete papers you can contact the authors who are listed at the end of these proceedings.

The symposium was held before the renaming of the core construct, which at that time was called "moral judgment competence," and has later been renamed as "moral competence" (Lind 2016). Accordingly the *Moral Judgment Test* (MJT) used in many of the studies is now called *Moral Competence Test* (MCT).

The order of presentation here does not follow the actual program, which can be seen on the following pages.

Reference

Lind, g. (2016). How to teach morality. Promoting thinking and discussion, reducing violence and deceit. Berlin: Logos.

Thursday July 25, 2013

|  |           |   |  |
|--|-----------|---|--|
| 9.00<br>-9.10  | Page<br>4 | Georg Lind  | Welcome & Introduction: Moral competence and behavior  |
| 9.10<br>-9.20  | Na        | Prof. Dr. Silvia.Mergenthal,<br>Vice-Rector, University of<br>Konstanz, l'national Relations &<br>Equal Opportunities | Greetings  |
| 9.20<br>10.00  | 19        | Shaogang Yang (Guangzhou)<br>Sharon To & Charles Helwig (both<br>Toronto, Canada)                                     | <i>Does democracy in the family and school promote<br/>adolescents' psychological well-being?</i>  |
| 10.00<br>10.15   | 20        | Lei Kang & Shaogang Yang,<br>Guangzhou, China   | <i>Using KMDD-sessions with Chinese business undergraduates<br/>-A preliminary report</i>  |
| 10.15<br>10.30   | 53        | Jing Zhang Guangzhou, China   | <i>Cultivating moral competence of Chinese economics<br/>undergraduates with KMDD-Sessions – My Experiences</i>  |
| 11.00<br>11.45   | 33        | Carla Winters Norman, Oklahoma,<br>USA  | <i>The relationship between exposure to higher levels of morally<br/>principled thinking and the development of moral decision<br/>making competencies of student-athletes</i> |
| 11.45<br>12.00   | 32        | Cristina Moreno Monterrey, Mexico   | <i>Citizen education in a Mexican context: formal interventions<br/>and learning environments in two teacher education<br/>environments</i>                                    |
| 13.30<br>14.15   | 16        | Marcia Schillinger Weingarten   | <i>Discussion of social and moral dilemmas in early education:<br/>pre-schoolers and conflict resolution (Research in progress)</i>  |
| 14.15<br>14.30   | 45        | Nermin Çiftçi-Arıdag Eğitim<br>Fakultesi, Yıldız Technical<br>University, Istanbul, Turkey                            | <i>The Examination of Moral Judgement Studies on Turkish Students?</i>   |
| 15.00 -16.30 "Ideas in progress" -Presentations (5 minutes presentation, 1 slide, 5 minutes questions) |           |   |  |
| 15.00<br>15.10   | 10        | Yakup Keskýn Ondokuz Mayıs<br>University, Faculty of Divinity,<br>Samsun, Turkey                                      | <i>Moral judgement competence in Turkish and English secondary<br/>school students</i>   |
| 15.10<br>15.20   | 7         | Petra Chvojková Brno, Czech<br>Republic   | <i>Teaching basics of social science at Grammar Schools as a<br/>means of development of students' moral competence<br/>(comparison of Czech and Russian model)</i>            |
| 15.20<br>15.30   | 14        | Andrea Quitz Erlangen   | <i>Moral competence and behavior in historical context: The case<br/>of bioethics in the former East Germany (DDR)</i>   |
| 15.30<br>15.40   | 8         | Lucia Faiciuc Cluj-Napoca,<br>Romania   | <i>Moral competence as measured with MUT and moral education<br/>through reading tales and stories</i>   |
| 15.40<br>15.50   | Na        | Kamila Stastná Roudnice nad<br>Labem, Czech Republic  | <i>The relation between moral competence and children's peer<br/>acceptance</i>  |
| 15.50<br>16.00   | 13        | Petra Lajciaková Ružomberok,<br>Slovakia  | <i>Empathy and moral judgment competence: A comparison of<br/>three age groups</i>   |
| 16.00<br>16.10   | 6         | Müge Akbag Istanbul, Turkey   | <i>Shame and guilt: an overview of moral emotions and moral<br/>behavior in cultural context</i>   |

|                  |  |   |   |
|------------------|--|---|---|
| 16.10 -<br>16.20 | 14   | <i>C.P Premalatha D/O<br/>Chellapa Pulau Pinang,<br/>Malaysia</i> | <i>The relationship between moral judgment competency and moral<br/>distress among nurses</i> |
| 18.30 -<br>19.15 | Book presentation: "Educating Competencies for Democracy" in honor of Prof. Georg Lind;<br>Wolkensteinsaal in Kulturzentrum at the Münsterplatz (Konstanz cathedral). Invited Addresses: |   |   |
| 18.35            | Prof. Dr. Ewa Nowak, Poznan, chief editor of "Educating competencies for democracy"  |   |   |
| 18.40            | Horst Frank, former Mayor of Konstanz (confirmed)  |   |   |
| 18.45            | Prof. Shaogang Yang Ph.D., Guangdong University for Foreign Studies, Guangzhou, China  |   |   |
| 18.50            | Prof. Dr. Georg Lind, University of Konstanz (confirmed)   |   |   |
| 19.00            | End  |   |   |

# Moral Competence and Behavior – A Much Overlooked Relationship

Georg Lind, University of Konstanz, Germany

Many scholars argue that there is little or *no* relationship between moral competence and behavior. Consequently, they argue that fostering moral competence in schools is not necessary. On the basis of experimental evidence reported in literature I will show that this belief does not reflect the state of research at all. Moral competence has a strong impact on social and civic behavior in many areas, and hence its fostering would be very beneficial for living together in a democracy.

When reading pertinent literature one gets the impression that the evidence is solid and unambiguous, that there is no (causal) relation between moral competence and behavior, or that there may be even a negative relationship: Scores in Kohlberg's test "hardly correlate significantly with moral behavior" (Shulman & Mekler, 1985, p. 16). "The correlation between moral judgment and moral behavior is not very large. At average it is .30" (Uhl, 1996, p. 100; my transl.). Social psychologists argue the strongest that moral competence is irrelevant for behavior: "The force exerted by the moral sense of the individual is less effective than social myth would have us believe" (Milgram, 1974, p. 6). "Moral reasoning competence [...] does not cause behavior in any direct sense" (Boom, 2009, p. 2). "Conduct is under situational control, and given the right conditions anyone is capable of breaking the rules" (Emler & Hogan, 1991, p. 74). "We argue [...] that the relationship between moral judgment and moral behavior is [...] complex" (Krebs et al., 1999, p. 221). "Basing the study of moral development on people's most rational judgments about philosophical dilemmas [...] may have led us to a [...] fundamentally invalid – model of how people actually make moral decisions in their everyday lives" (Wark & Krebs, 1996, p. 229). "Baron (1998) has demonstrated that people following their moral intuitions often bring about non-optimal or even disastrous consequences in matters of public policy, public health, and the tort system" (Haidt, 2011, p. 814). It is little more than a "self-serving justification" (Bandura, 1991, p. 73).

Even some Kohlbergians doubt that there is any relationship: "With a few exceptions it was not possible yet to describe and explain the gap between judgment and action in a scientific way" (Oser & Althof, 1992, p. 225; my transl.). "The exemplars' [MJI] scores are not dramatically higher than those of non-exemplars. [...] One need not score at Kohlberg's highest stages in order to exhibit high degrees of moral commitment and exemplary behavior." (Colby & Damon, 1992, p. 6 / p. 328). "The biggest puzzle for the field of moral development for the past forty years [is] the relationship of moral motivation and behavior" (Colby, 2002, p. 130). "One cannot predict behavior from stage of moral judgment" (Rest, 1999, p. 103; my transl.).

Contrary to these assertions, experimental studies have supported our theory that moral competence has a very strong impact on many of our behaviors (see the following table, compiled from Lind 2016; later updated by the editor).

## Findings from Experiments: Moral Competence Is Essential for These Behaviors

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- Keeping a contract (MJI, MCT)
- Honesty (MJI)
- Law-abiding (MJI, MCT)
- Rejecting violence as a means of politics (MCT)
- Resisting false authority, e.g., Milgram experiment (MJI, MCT)
- Whistle-blowing (MCT, DIT)
- Mental health, avoiding drug consumption (MJI, MCT)
- Helping others, rescuing lives, e.g., of Jews (MJI, MCT)
- Ability to rate other's moral competence (MCT)
- Swift decision-making (MCT)
- Good behavior in the classroom (MJI)
- Ability to learn (MCT)
- Student-oriented teaching (MCT)
- Engaging in democratic protest (MJI)...

**MCT** - Moral Competence Test  
**MJI** - Moral Judgment Interview  
**DIT** - Defining Issues Test

References in:  
Lind (2016). How to teach morality.  
<https://www.uni-konstanz.de/ag-moral/>

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- More: [Http://www.uni-konstanz.de/ag-moral/](http://www.uni-konstanz.de/ag-moral/)
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## Shame And Guilt: An Overview Of Moral Emotions And Moral Behavior In Cultural Context.

Müge Akba, Marmara University, Istanbul, Turkey

The present study focuses on overview of current theory and research on shame and guilt called as moral emotions and their links to moral behavior. Research and theory on the role of emotion in morality have received considerable attention in the last decade. At first, current thinking on the distinction between shame and guilt, and the relative advantages and disadvantages of these two moral emotions will be reviewed. Then, the role of moral emotions in moral behavior will be evaluated on the basis of research findings and theoretical framework. Finally, this topic will be discussed in cultural context.

Feelings of shame and guilt have long been an area of interest and practice for psychologists working in the sub-disciplines of psychology such as clinical, social and developmental psychology. There are various theoretical and empirical studies stating that these feelings originate from the early period interpersonal experiences in the family and other key relationships (Bradshaw, 1988; Fossum & Mason, 1986; Hoffman, 1998; Tangney & Dearing, 2002; Akba & Erden, 2010).

Feelings of shame and guilt have long been known to have a deep and continuous impact throughout our lives particularly on our behaviors in interpersonal relationships.

Tangney and Dearing (2002) point out that these feelings involve the self-assessment of the self and play a key role in the development of moral (ethical) behaviors. Both of these feelings are defined as complicated, negative and painful emotions targeted at the self.

# Teaching Basics of Social Science at Grammar Schools as a Mean of development of students' moral competence

Petra Chvojková, University of Brno, Czech Republic

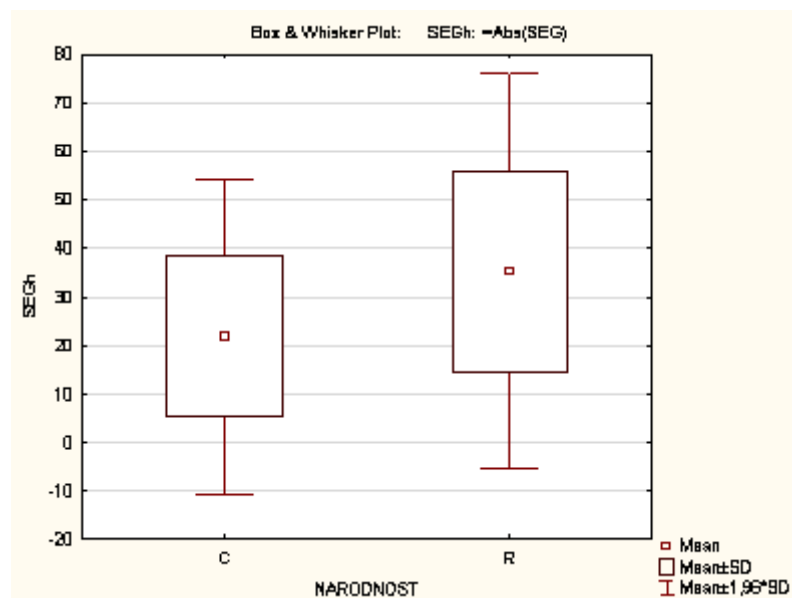
1st study: The author administered a questionnaire to Czech and Russian teachers (N = 18 plus 9): Questions about teachers' methods and strategies of improving students' moral competence teachers' attitudes and motivation teachers' evaluation of the process and results of moral education Moral Judgment Test (MJT, Lind, G, 1995) (N=34+15) [Now called Moral Competence Test, MCT] Czech translation by Slovackova, Russian translation by Krummer.

2nd Study: Cross sectional design, 3rd and 4th year grammar schools students.

Results:

Teachers' motivation, engagement, self-efficacy, and „self-fulfilling prophecy“ were more important for results than special topic or strategies of teaching.

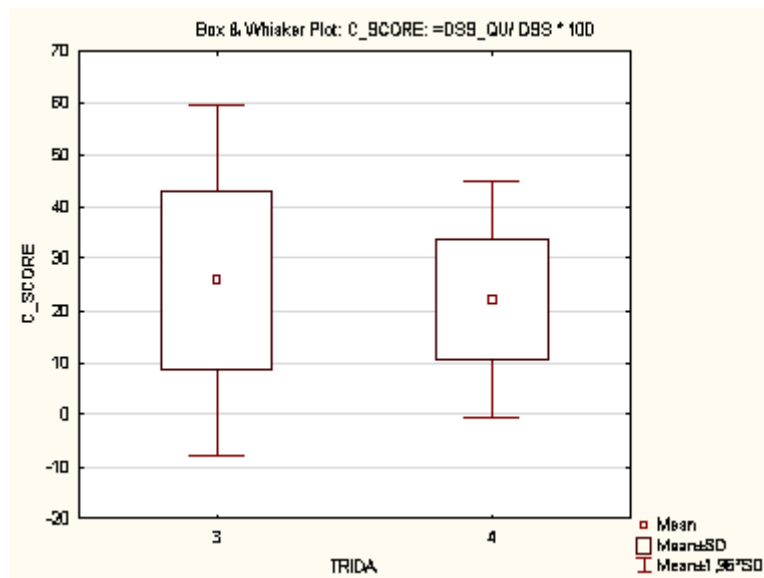
No significant difference in C-score in dependence on nationality or year of study (Russian sample got a little bit lower C-score, M= 21,7, 24,1, 4th grade students - lower C-score M=22,2, 25,9). All groups preferred type 5 and 6 arguments.



Moral competence of Czech and Russian sample.

There were significant differences in regard to moral segmentation depending on nationality (U=149,  $p<0,05$ ): the Russian teachers showed a higher degree of moral competence (N=35:21) than Czech teachers

Moral competence does not appear to increase with years of schooling (grammar students).



Moral competence of third and fourth graders

## Moral Competence As Measured With the MIT and Moral Education Through Reading Tales And Stories

Lucia E. Faiciuc, Romanian Academy, Cluj-Napoca Branch, Romania

To investigate whether moral competence, as measured with MJT, can be significantly changed on a short-term by mere reading a moral narrative, assumed to prime participants' moral identity and to elicit their moral elevation, supposedly linked with moral competence. The traditional importance of the moral tales and stories in the moral education. The scarceness of the empirical research in what respects the effectiveness of the moral narratives in contributing to moral development, in general, and to moral competence, in particular. The results of a few studies (Vitz, 1990; Tappan & Brown, 1989; Narvaez, 2002; Dehghani, Gentner, Forbus, Ekhtiari, & Sachdeva, 2009) that offer theoretical and empirical support for the view that moral tales may play a role in moral judgment. The results of a few studies that show indirectly the importance of the narratives for moral identity (Tappan & Brown, 1989; Aquino, McFerran, & Levan, 2011). Results of the studies that support the importance of the moral identity for the moral judgment and self-regulation of the moral behavior (Aquino & Reed, 2002).

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Levan, 2011). Results of the studies that support the importance of the moral identity for the moral judgment and self-regulation of the moral behavior (Aquino & Reed, 2002).

### Hypotheses

After reading a given moral tale, the moral competence as measured with MJT of the participants from the experimental group should increase in comparison with their moral competence measured before reading the moral tale, whereas the moral competence of the participants from a control group should remain the same after reading a similar literary text without moral meaning in comparison with their moral competence measured before reading it.

### Method

Participants 68 second year students at University of Fine Arts and Design from Cluj-Napoca (46 females, 22 males, with a mean age of 20,6 years), 34 in the experimental group, and 34 in the control group, randomly assigned. One participant from the experimental group completed MJT only at pretest. The participants received credit points for their completion of the experimental tasks.

### Materials

- Moral Judgment Test (Lind, 1978, 2000) in the Romanian variant (Lupu, 2009);
- As a moral narrative, the Romanian tale that is part of the Romanian cultural background: "The Old Man's Daughter and the Old Woman's Daughter", written by Ion Creanga;
- As a narrative without moral content, a fragment from "Alice's Adventures in Wonderland, by Lewis Carroll, similar in length (approximately two pages) and fantastic character to the moral tale.

### Procedure

The participants were collectively administered, in the same session:

- first the MJT,
- then they had to read, in an interval of twenty minutes, one of the two above-mentioned texts, depending on the group in which they were included, and, after that,
- they were asked to complete once again the MJT.
- Finally, they had to answer to two control questions regarding the content of the given texts, intended to control if they actually read and understood the given text.

Instruction: participants were told that the research had two independent purposes: to investigate their memory for the given text, and to find out how the results of MJT change in time.

### Results

By applying the nonparametric test Wicoxon, no statistically significant difference between the C-index at pretest and posttest was found for the both groups, although, surprisingly, the difference for the control group was relatively closed to the statistical significance at a threshold of  $p=.05$  (statistical significant at  $p = .08$ );

The relative effect size indicated by the Cohen coefficient for the control group was of  $d = .32$ , interpreted as a small to medium effect size.

The absolute effect size for the change difference between the experimental and the control group had a value of 0.7, as the difference between the posttest mean C-index and the mean pretest C-index for the experimental group was -2.05, and for the control group was -2.75.

### Discussion

The obtained results are not in accord with the results expected based on the initial hypothesis,

but the supplementary analysis indicates the possibility that the expected effect may have been masked by other factors, the moral tale effect being decreased in a certain measure in the experimental group by those factors that lead to a decrement of the C-index at the second administration of the MJT in the control group, so that the participants from the experimental group were only able to maintain at posttest in a higher measure their C-index score from pretest in comparison with those from the control group.

So, in accordance with the supplementary analysis, the moral tale may have promoted a more moral behavior in the second administration of the MJT for the participants with a higher moral competence at pretest, maintaining their seriousness in completing it.

Plans for future research, given the limits of the present pilot study:

A sample with a bigger size; two other control situations: 1) reading a simple text without a fantastic character and with no moral meaning; 2) replacement of the to be read text with a relaxing activity with the same duration; A new experimental situation: reading a moral tale without a fantastic character and having a moral exemplar more similar to the participants; A more appropriate instruction at the second administration of the MJT that would control better those factors that tend to decrease the C-index score at posttest.

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## Secondary School Students' Moral Judgment Competence: Samsun-Turkey, and Lancashire-England.

Vakup Keskin, Theology Faculty, Ondokuz Mayıs University, Samsun, Turkey.

### Method

The project was a descriptive study to determine the capabilities of moral judgment competence for students attending secondary schools in UK and Turkey. This study was conducted in June 2012 with 10th, 11th and 12th degree students in 4 similarly structured different types of secondary schools (Faith School, Modern School, Comprehensive Schools and Grammar School) in Lancashire-UK and Samsun-Turkey, in terms of gender, type of school, and grade levels.

Data obtained within the scope of the study has been analysed (SPSS) in collaboration with Dr. Nermin Çiftçi who has adapted the scale into Turkish. Research findings have been discussed and interpreted in line with the findings of the national and foreign studies that have been previously carried out.

### Sample

As seen in Table , a total of 123 students studying in four different secondary schools in Samsun constitutes the sampling of study in which 46,3% (n=57), In Lancashire a total of 109 students studying in five different secondary schools constitutes the sampling. ... 80,5% (n=99) of the students constituting the sampling in Samsun are in grades 10-11, 19,5% of them are in grade 12. In Lancashire, 78,9% (n=86) of them are in grades 10-11 and 21,1% (n=23) of them are in grade 12.

## C-scores of UK and TR

| Country<br>(UK and TR)         |    | N   | Average | Standard<br>Deviation | t     | sd  | P.   |
|--------------------------------|----|-----|---------|-----------------------|-------|-----|------|
| MJT Total<br>(C-Score)         | UK | 99  | 18,4094 | 13,68440              | ,476  | 221 | ,634 |
|                                | TR | 124 | 17,5610 | 12,83799              |       |     |      |
| Worker<br>Dilemma<br>(C-Score) | UK | 101 | 40,5393 | 21,66865              | 2,028 | 223 | ,044 |
|                                | TR | 124 | 34,7235 | 21,17579              |       |     |      |
| Doctor<br>Dilemma<br>(C-Score) | UK | 102 | 40,7079 | 24,04445              | 2,916 | 224 | ,004 |
|                                | TR | 124 | 31,5643 | 22,96064              |       |     |      |

### Results

As seen, the means of total scores (C-score) from the Moral Judgment Test between Turkey (mean=17) and the United Kingdom (mean=18), both countries scored in the low range. Moral Judgment Test studies conducted in Turkey have yielded very low arithmetical averages of the total points (C-score), while Moral Judgment Tests in other countries have also yielded a large proportion of low scores (Sakin 2007, 196; Çiftçi 2001b; Şafak 2008; Lind 2000,19).

| Country | School Types N(%)     |                  |                           |                        |                                |                                     |
|---------|-----------------------|------------------|---------------------------|------------------------|--------------------------------|-------------------------------------|
|         | Classes<br>10-11 N(%) | Class<br>12 N(%) | Fen L.<br>=<br>Grammar S. | İHL<br>=<br>(Faith S.) | Anadolu L.<br>=<br>(Modern S.) | Genel L.<br>=<br>(Comprehensive S.) |
| UK      | 86<br>(78,9%)         | 23<br>(21,1%)    | 23                        | 23                     | 44                             | 19                                  |
| TR      | 99<br>(80,5%)         | 24<br>(19,5%)    | 24                        | 26                     | 50                             | 23                                  |
| Tot.    | 185<br>(79,7%)        | 47<br>(20,3%)    | 47<br>(20,3%)             | 49<br>(21,1%)          | 94<br>(40,5%)                  | 42<br>(18,1%)                       |

Regardless of country variable, when the arithmetic averages obtained by the sampling groups from the scale of Moral Judgment Test according to gender variable, female students have scored 36 in worker dilemma, 38 in doctor dilemma and their C-Score is 18. Male students have scored 35 in worker and doctor dilemma and 16 in C-Score average.

When the mean scores of moral education judgment competence were compared based on the types of high school in Turkey and the United Kingdom, the total score of Moral Judgment Competence for public high school students was higher than that for students in the religious and Anatolian high schools in the UK, but there was no differences found between the public high school and the science high school.

#### Suggestions

1. Training programs should be prepared for the development of moral judgment competence at different educational levels, and the effectiveness of these programs need to be tested in experimental studies.
2. Students should be supported in their moral development processes through discussions of concrete moral dilemmas in society starting with their own situations.

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## Empathy and Moral Judgment Competence. A Comparison of Three Age Groups

Petra Lajciakova, Department of Psychology, Catholic University in Ruzomberok, Slovakia

### Hypotheses

All moral behavior is based on empathy:

- Persons with high moral judgment competence and empathy choose democratic ways to violence for dealing with problems They are also able to set up interpersonal relationships (Tangney, 1991; Hoffman, 1994; Lind, 2000; 2003).
- Hoffman (1987) detected that it is important for a complete moral theory to involve empathy.
- Eisenberg (2000), Pizarro (2000), Hoffman (2000) and Walker (2002) detected the role of empathy as catalyst for moral judgment competence.

### Sample

- Adolescents (mean age 16,0, N = 180
- Early Adults (mean age 22,0)m N = 170
- Adults (mean age 35), N = 150

### Instruments

Empathy: Jolliffe, Farrington (2006), 20-item scale, self-rating. 2 subscale. cognitive empathy, affective empathy.

Basic empathy scale: 5-point Likertz-type selfrating

Moral Judgment Competence Test by Lind (2008), C-score

### Results

[Comment by the editor: the C-scores are extremely unlikely, much too high; probably due to errors in the calculation. This casts also doubts on the other findings which, therefore, will not be reproduced here. Please inquire the author for the findings. GL]

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# The Relationship Between Moral Judgment Competency And Moral Distress Among Nurses

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The purpose of the study is to identify the relationship between moral judgment competency and moral distress among registered nurses at one of the government hospitals. A total of 150 registered nurses were selected via random sampling to participate in two different questionnaires. The first questionnaire of Moral Judgment Test (MJT) consists of 26 items of questions that based on Workers and Doctors dilemma in argumentative form distributed. The respondents attempted MJT questionnaires and indicated the score which known as total C-score (competency score). The respondents also attempted the second questionnaires Moral Distress Scale-revised (MDS-R) which consists of 21 questions with frequency and intensity level of moral distress. Data analysis was conducted by using the descriptive statistic, Pearson Correlation, Chi-Square test and Spearman's Rho correlation. The finding shows that there is a strong relationship between the frequency and intensity level of moral distress among nurses. The result also shows that there is no significant relationship between moral judgment competency and moral distress among nurses. The finding also reveals that majority nurses are in low category of moral judgment competency (C-score of 0-9).

Moral Judgment Competence ...

Moral Distress

It is a state of painful feeling which also known as psychological disequilibrium arising within a nurse when the nurse is unable to implement the best course of action due to internal & external constraints.....

Finding

Study shows no relationship between these two variables but may not be the conclusive finding.

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# Moral Competence and Behavior in Historical Context: The Case of Bioethics in the Former East Germany (DDR)

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Kohlberg's merit to have classified moral competence into stages has also posed the question of how strong is the relation between individual moral competence and behavior. Psychometric empirical studies of Kohlberg and his followers hypothesize that there is a strong correlation. But most of these studies throw only a punctual glance to this problem. But what we know about behavior over a long period?

I have conducted a study using material from the former German Democratic Republic (DDR) found in the documents from the secret-service archive (BStU) and publications on bioethics. Using content analysis in ethical discourse or reports from the BStU it was possible to find declarations in motives and justifications which refer to the stages of Kohlberg's theory. East German socialist ideology refused universal ethical principles and named them as bourgeois and unprogressive. They held a view of a "class-bound" moral. In case of secret service East German state abused no principle leaded persons for its aims and in most cases these people allowed to be misused by the secret service. In their ethical discourses these ethicists don't argue with universal ethical principles and their motives for collaboration were mostly norm-oriented. We can observe a long continuity of discourse level and moral behavior. The research finally deals with real dilemmas like the decision to collaborate with the secret service or like bioethical dilemmas in interruption, dying and death, relationship between physician and patient.

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## Social dilemmas in Early Education: Pre-Schoolers and Conflict Resolution.

Dr. Marcia Schillinger, University of Education, Weingarten, Germany.

Moral development does not simply unfold as a result of maturational processes alone. Favorable learning environment (role-taking and guided reflection opportunities) foster moral judgment competence. „A person’s level of enacted interpersonal understanding depends more on experience than on age“ (DeVries & Zan, 2012.p. 37).

How can we promote social and moral development in early education?

Constructivistic approach explores the benefits of sociomoral practices in early education

Resolving conflict, sociomoral discussions, group time, rule making, decision making.

We do not mean: Children who simply follow rules /blind obedience.

We mean: Children who construct their own reasons to follow moral rules.

The role of conflict in development

Decentering from a single perspective to take into account other perspectives. Confrontation with desires/ ideas of others Higher levels of interpersonal understanding. Perspective taking (Selman, 1980).

Social and moral discussion in early childhood

Promote children’s reflections about social/moral issues.

Contribute to the development of perspective taking (Selman) and moral reasoning (Kohlberg, Lind).

Help to recognize that there are conflicting points of view.

Help children generate/ evaluate possible solutions to moral issues „What would be fair to everyone involved?“

Pilot study

4 Institutions (Kindergarten) in the Baden Württemberg area, Germany. Participants: 20



children, 5-6 years old (pre-schoolers). Discussions in groups from 2-9 children.

Material

Three illustrated dilemma story books (Goolsby & DeVries, 1994; 2012).

2-3 Sessions per story.

4 different methods:

Read + tell (children) + discussion.

Read + role playing + discussion.

Read + drawing+ talk about drawing/ writing +discussion.

Read + discussion with pictures of story characters.

Interviews with students/ teachers (pre)

Intervention (Discussion)

Interviews with children/ teachers (post)

Videos of all sessions

Transcripts

Some impressions about the sociomoral discussions with 5-6 year-old children.

Teachers about themselves:

Great challenge:

To resist the urge to present the „right way“.

To accept all children's arguments and opinions, even when they seem „absurd“ (not to place value judgements).

To experience the child as „competent“.

To work according to the situation, without a pre-defined plan/ action.

Let the children „run“ the process.

Know exactly what to say to challenge other perspectives (open questions or to clarify children's reasoning).

Each discussion is different!

Teachers about children

Children do not need to listen to story again and again (keep dialogue during reading)

Challenge for children: they are later asked to tell the story:

It helps understand the dilemma.

It is fun.

Intuitive action: immediately engage in conflict resolution

Sympathetic primarily with one perspective/child (f.ex. who wanted more blocks)

Other perspectives do not come „spontaneously“, but after a „challenge“ („ist it fair that they tear up their zoo?“)

Children do not have experience with open-ended stories

Most of them did not ask for an end

Teachers and the method

What worked well:

Reading „in a dialogue“.

Letting children tell the story again.

Engage in different activities during the session (drawings, pictures).

Children engaged in conflict resolution and accepted the challenge of other perspectives.

To be improved:

Do we need two sessions per story?

Before beginning with the second story: recall the first one?

Longer break between story sessions.



Work on own skills to conduct the discussion.

Refine the method: challenge and support phases.

Outlook

Video analysis and interpretation

Perspective taking and quality of arguments (children).

Teachers interventions.

Further methodological development (specific for early education).

Further research.

# Does democracy in the family and school promote adolescents' psychological well-being?

## Findings from urban and rural China.

Shaogang Yang [Guangdong University of Foreign Studies, P. R. China], Sharon To [University of Toronto, Canada], and Charles C Helwig [University of Toronto, Canada]

### Abstract:

This research wants to study the question of whether democracy in the family and school promotes adolescents' psychological well-being among children from China and Canada. Our study included 395 Chinese adolescents from two research sites in urban and rural China, who are either in their Junior High (12-16 year-olds) and Senior High (15-19 year-olds). The results show that autonomy support (and responsiveness) was highly positively associated with all measures of psychological well-being. With respect to democratic climate, we also found that democratic climate was just as strongly related to psychological well-being. And as with autonomy support and responsiveness, democratic family climate was especially strongly related to psychological well-being. A developmental pattern was found, in which adolescents are more likely to endorse both nurturance rights and self-determination rights as they get older. The conclusion is that the research findings are not consistent with claims that concepts of rights, democracy, and personal autonomy are not held or are not important to individuals in collectivistic societies such as China. Chinese adolescents asserted rights not only in relation to issues of nurturance, but also to those of self-determination and freedom. As well, self-determination rights became more important with age and were endorsed more by older than younger adolescents in both urban and rural settings. This suggests a universal developmental pathway, as adolescents increasingly construct and claim more autonomy over more issues in their lives.

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# Correlation Study Between Moral Competence (MJT), Classroom Climate and Learning Outcomes.

Dr. Daniel Tello, University of Bio-Bio, Chile.

## Abstract

There is evidence about the correlation between Classroom Social Climate (measured by communication, cohesion and competition among students (negative)) and learning outcomes. But there is less evidence about how to intervene on the Classroom Social Climate in order to improve it and with that, to improve the learning outcomes of students. The study analyze the contribution of the Moral Competence within the Classroom Social Climate and its influence in the Learning outcomes. The sample consider secondary school students from different economic status in Chile.

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## A Report on Two Preliminary KMDD with Chinese Business Undergraduates

Shaogang Yang and Lei Kang, Guangdong University of Foreign Studies, Guangzhou, P.R. China.

## Presentation proposal

To discuss the effective method for college students' moral development in China, this proposal of presentation is to introduce our tentative experience in trying out moral dilemma discussion method developed by G. Lind. We have carried out two rounds of KMDD interventions with several groups of Business undergraduates in Guangdong University of Foreign Studies.

From February to May, 2012, a trial KMDD experiment with two experiment groups and one control group were conducted. The two experiment groups vary mainly in curriculum settings, i.e. experiment group 1 (N=30) conducted KMDD sessions as extra-curriculum activity while experiment group 2 (N=32) had dilemma discussions incorporated into lecture content. After analyzing the pre-and-post-test data from participants, the result shows that though the moral competence of both experiment groups did not change noticeably, the competence score of control group (N=20) regressed sharply due to reasons to be identified. Therefore, the aES for both experiment groups are quite significant: aES for Experiment group1 is 14.5 [21-23.4-(19.4-31.5)] and aES for Experiment group 2 is 14.2 [26.4-28.5-(19.4-31.5)].

Since this is the very first KMDD experiment conducted by the researchers, the inexperienced practice of KMDD sessions and limited number of research samples may both have much

impact on the research result. However, the significance of the first research is not whether there is improvement of moral competence statistically or not, but what the researchers have reflected as hands-on experience. Throughout the process, under the guidance of Prof. Lind, the researchers have gained many learning insights which we'd like to share.

Moreover, in order to future practice KMDD teaching skill, the researchers designed the second round of experiment since September 2012. There are one experiment group and one control group, with all participants from the same academic background, i.e. same major and same grade. The C-scores from pre-test results are 24.2 for the control group (N=60) and 23.8 for the experiment group (N=45). From September to November, 2012, two dilemma stories were discussed with the experiment group and one peer observer was invited for the second dilemma discussion. Currently, we are still collecting the post-test results. So far, though the process for the second round experiment goes on relatively smoothly compared to the first round, there are also several points for us to reflect and conclude. Learned from the first round experiment, the researchers changed the way of organizing pre-test and became more aware of giving adequate instructions before discussion starts. Yet, some unexpected still happened and we are still waiting for the final result to see whether those elements will affect the C-score or not.

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# How Ethical Standards Can Be Put Into Practice By Using A Structured Procedure Of Decision Making

Klaus Wunder, Kreuzlingen, Schweiz.

## Presentation proposal

There are characteristical dilemmas in everyday life of intensive-care medicine, where most severe decisions with relevance to life preventing medical interventions, and death, have to be made. The paper describes a procedural model of decision making, that is designed to improve the quality of both, the decision making process, as well as decision itself. One major goal is to ensure, that ethical standards of intensive medicine are put into practice, by individuals and groups. The model was applied to the clinical practice of a team in a clinic for neonathology, that is used as soon as severe ethical problems need to be reviewed and decided.

The model was evaluated with respect to effects on the individual behavior as well as the group levels. Retrospective ratings were used, as well as video tapes and analyses of direct interaction, applied to a longer sequence of sessions of a team in a neonathological clinic.

The empirical results show a good fit between model and the real practice. The benefits of the procedure were obvious. The results of the analysis of the social interaction data were used to define strengths as well as chances to improve the procedure. In an intervention, feedback based on the data of two teamsessions was given. Propositions to enhance the group decision process were discussed by the team.

The study is part of a multi-stage research performed at Zürich, Switzerland.

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# Promotion Of The Moral Competences Of Medicine Students Of The University Of Chile, Through KMDD, 2011-2013.

Semíramis Llanos, Anneliese Dörr, Marisa Meza, Diana Ulloa, Leonor Villacura, Terangi Edmunds and Mary Luz Bozo.

## Abstract

This research addressed the search for a method that can improve the ethic skills of medical students, their moral judgment, and so the responsibility and ethical- moral competence of future professionals and/or researcher.

Studies in different countries indicate that most adults have an intermediate level of moral competences, which places them in the conventional stage of Kohlberg (stages 3 or 4). This level is insufficient because at this level the moral judgment is predominantly heteronomous. Today's society face the challenge of raising the ethical skills, particularly of professionals and researchers, so that people, sick or research subjects, can be fully respected and protected, both in their rights and their physical and psychological integrity.

The purpose of this research is to promote the moral development of medicine students toward more advanced level through the application of a specific method that promotes it: the Konstanz Method of Dilemma Discussion (KMDD)<sup>1</sup>. An advanced level of moral judgment allows the people to act freely, and to decide for themselves. In this way, individual responsibility has a close relation with the level of moral development.

The research is planned to develop in stages: 1) 2011; Diagnosis and comparison of the moral level of students of the first year of Medicine and Philosophy of the University of Chile, measured by the Moral Judgment Test (MJT) by Lind; 2) random selection of a group of students of both careers that will be subjected to intervention with the KMDD of Lind, and control group; 3) comparison of the level of moral judgment before and after the intervention within and between careers. 4) 2012; with the same students of year before, now 2nd study year, pre test with MJT and intervention with two sessions of KMDD and post test. The prolonged students strike force to make changes.

We aim also to do a proposal to incorporate the KMDD in the curriculum of Medicine School of Universidad de Chile.

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<sup>1</sup> Editor's note: The KMDD is a registered mark belonging to Georg Lind. It must be used only by certified "KMDD-Teachers."

## Introduction

Today's society in different areas face the challenge of raising the ethical skills, particularly of healthy professionals and researchers, so that people, sick or research subjects, be fully respected and protected, both in their rights and in their physical and psychological integrity. Bioethics, since its origin in the 70's, is concerned about the rights and safety of patients and subjects under biomedical research. It has contributed, with multiple and irreplaceable support tools, such as: a) guidelines and regulations, to be applied, depending on the biomedical or biosocial type of study and the context in which they take place, b) helped by the creation of Scientific and Ethic Committees c) statements and letters of international organizations that subscribe to many countries legally, d) legislation in most countries.

Although there has been a great advance, different kind of violations to human beings still persist. This represents a huge challenge, along with the remaining tasks, such as strengthening both, the autonomy of patients from a responsible and respectful doctor-patient relationship, as well as the ability of doctors and other professionals to make decisions in complex ethical-clinical situations. Therefore, it requires not only competent healthcare professionals in the "lex artis", but also regarding the ethic-moral considerations.

Responsibility is according to the Royal Spanish Academy, the "existing capacity in all active subjects to recognize and freely accept the consequences of an act, as also implies that the person is careful on what he does or decides." In the words of Humberto Maturana: "By being responsible we act aware of the consequences of our actions and according to our desire for them." This is how the biomedical professional's responsibility is fundamental, and his precariousness may lead him to make mistakes in his professional performance and limit the effectiveness of the bioethical approach.

The intelligence as a human condition allows the capacity to project and get to know the consequences of the actions and evaluate them. That means that humans have the ability to project, and therefore have the possibility of being moral and responsible. Diego Gracia said that this means that the responsibility begins when you take distance from the present moment and you are able to project yourself. Similarly, Ortega y Gasset said: "We live in the future. The human being is futuristic, and must necessarily be so.

Through an analysis of how personal responsibility arises and shapes, we note that it is closely related to the level of moral development of the individual.

Multiple studies in Western, African and Oriental countries, show that the level of moral competence of adults, including professionals, are found in an intermediate level of moral development, called, according to Kohlberg, the conventional level, or stages 4 and 3. This is a feature characteristic of most of the adolescent and adult population. They fulfill the requirements of a limited autonomy, according to the legal sense. It is needed a more advanced stage, which is characterized by "I must follow my own rules": or moral autonomy. Therefore, being autonomous implies acting because "I think I should do that", which makes him morally autonomous, and which contrasts with delegating responsibilities. In other words, many times when a subject justifies his actions by saying "I followed orders", he is really delegating to



others his own responsibility.

One can assume that the conventional level of moral development has become entirely insufficient in the face of the new challenges of modernity. Because of the rapid scientific and technological evolution, accompanied at the same time of great economic and political changes, doctors and healthcare professionals confront a complex bioethical scenario. Therefore, the greatest challenge is that the doctors and all professionals come to be capable of act autonomously according to the reasoning of principles, that is, reaching Kohlberg's Post Conventional Level.

The university, as the main formative institution of professionals and scientists, must be concern of how it could and should contribute to the formation of professionals, possessors of more responsibility and higher moral skills. In other words, having "the ability to make judgments and make moral decisions, that is, made in relation with internal principles and to act in accordance to them." Georg Lind adds that the decision must also be consistent with the particular situation the person is facing. Thus, D. Gracia rose as the main challenge that Bioethics must face in the twenty-first century, is to train and educate autonomous people, well informed, who act freely, and are able to decide for themselves "because they believe they should do that".

In this context, it is particularly relevant to do this research, with a descriptive approach, an experimental and comparative design, which will allow us to get to know this topic in Chile, regarding Medicine students of the University of Chile. Especially because some studies have shown a complete lack or even regression of the level of moral development in medical students.

This research (after the changes forced by students strike) seeks to assess and to know:

1. Level of moral development of first year students that are starting Medicine and Philosophy in the University of Chile and compare them.
2. Level of moral development in students of second year of Medicine and their level after applying one KMDD – session.
3. Compare the differences a) between students of first and second year, regarding the level of moral development.

The *Konstanz Method of Dilemma Discussion* (KMDD) of Lind, is chosen as the most convenient, since investigations in Germany, Poland, Switzerland, Colombia, and Brazil showed good results. Is a proven method for promoting moral development in children and adults. The KMDD will be applied to these groups.

Thus, this research aims to alter positively the degree of responsibility of the professional and / or researcher, from its inner growth as a person, by influencing the increasing levels of moral development during his university education processes. In this way the KMDD might be used as a "new" type of instrument, of internal action that acts "inside" the person, promoting his or her ability for reasoning moral principles.

If the results are positive, the implementation of this resource to the medical curriculum, could significantly contribute to improve the doctor-patient relationship (in general, of healthcare team with patient) as well as dealing with the persons as research subjects and also the ability of

doctors to make appropriate and timely decisions in complex and/or dilemma situations. In short, to train doctors as highly responsible professionals, with high ethical and moral skills. It is planned before the end of this study; to design a continuous research for the diagnostic follow-up comparison of the students until they get their degree.

### Theoretical background

The idea of moral principle: Since the beginning of the search for the principles of moral reasoning so far, there have been four main normative conceptions of moral reasoning based on different principles: the principle of impartiality (Kantian ethics: Kant, Baeir, Habermas, Apel, Rawls, Christine Korsgaard, Tugendhat), the principle of utility (utilitarian ethics: Bentham, Mill, Sidgwick, Moore), the principle of reciprocity (Contractualist ethics : Scanlon, Stemmer) and the principle of double effect (ethics of human goods, Sto. Thomas Aquinas, Finnis).

In most cases, the four conceptions lead to the same conclusions, but sometimes, particularly difficult situations lead to different conclusions. This explains many of the moral disagreements in our society. Faced with certain problematic situations, people appeal to different principles. This implies that moral development will be viewed differently depending on the concept we have of moral reasoning.

Kohlberg, was fully aware of this fact, and knew that every empirical theory of moral development is normative and not merely descriptive. "Our approach and our theory -written in 1984 - presuppose that moral judgments are to be interpreted as morally rational in different ways. But our interpretations based on levels are not neutral, but entirely normative" (Kohlberg, Levine, Hewer, "On the current state of the theory of moral standards", in Lind, 2003).

### Theory of moral development

Mosche Blatt (1966), a disciple of Kohlberg, studied how to improve the moral development of school students. He carried out moral dilemma discussion sessions, demonstrating its effectiveness by giving greater complexity according to the degree of the moral development presented. This phenomenon is called "Blatt effect" or method + 1, which was also implemented by Kohlberg, who noted that the moral development process can be stimulated. No much attention was given at that time.

Jürgen Habermas provides a theoretical support to the issue of the dilemmas as a way to promote the development of moral judgment. The philosopher believes that the communicative action and the argumentation contribute to moral reasoning, especially in the higher stages of moral development, corresponding to the Post Conventional Level.

James Rest (1941 - 1999), a north-american research psychologist, developed the Defining Issues Test (DIT) to measure moral development, with use of a computer program and allows the application on large groups. DIT measures moral preferences for each of Kohlberg's stages, expressed in percentages. It also measures the P Index (Index of moral reasoning), which is obtained by adding the percentages of stages 5 and 6, and reflects the Post Conventional Level. Its limitation is that it mostly measures moral reasoning and not moral judgment or moral

behavior, i.e., it measures only moral preferences. Rest showed that the level of moral development is higher as the education level increases. Rest and other authors assumed that the age factor was important in this process, but they did not study it.

However, there is a common belief that moral development finalizes at the end of adolescence, up to age 20. Kohlberg himself as well as Rest, never postulated that moral development ended in adolescence. Kohlberg even in one of his studies of moral development, followed up until the age of 35.

Other contemporary authors such as David Moshman and Augusto Blasi in the United States, Georg Lind and Marcia Schillinger in Germany, Bonifacio Barba, Matias Romo and Alberto Segrera in Mexico, Patricia Bataglia in Brazil and others, investigate the moral development in adolescents and adults, in the school and the university education system. They all agree, generally, with the approaches of Spranger, Vygotsky, Piaget and Kohlberg, regarding the moral development.

Moshman says that moral development is intertwined with the formation of identity, which at the same time is settled on a genetic and a social base. Thus, each individual in social interaction between peers, the school and family, builds for himself his identity and moral judgment, for which the factor of freedom of thought and mutual respect is essential. He adds that the processes of reflection, coordination and interaction among peers lead to the development of rationality, a component of moral development. Morality, he says, has both a social and autonomous nature of the rational moral agent.

Rest, Moshman, Blasi, Lind, Schillinger and others, coincidentally claim, based upon experimental studies, that moral development is a process that continues in adults. Lind and Schillinger say that the continuity of formal education on the upper level is the fundamental axis of this process. This process happens as long as it will be fulfilled certain necessary requirements in the learning environment.

At the same time, Lind (2000) showed that dropping out of high school or the lack of continuity in higher education produces the partial regression of previously acquired moral development. Lind, showed in another study that moral development is a process that continues beyond adolescence, depending on the continuity of formal education at the University (Lind, 1985).

Relatively recent studies show that the presence of certain factors of the academic and student's environment are fundamental for the advancement of student's moral development (Schillinger, 2006). These factors are:

- a) Realization of guided reflections by the teachers to their students.
- b) The opportunities of assuming responsibilities during their studies in the curricular and extra curricular area.
- c) A learning environment of respect and complete intellectual freedom.

The absence of these factors would lead to stagnation in such development and sometimes its regression. This may possibly explain that in some schools and universities, the students don't increase the level of their moral development, for example in Mexico, Barba and Romo (2005) and A. Alberto Segrera (2004-2008).

Lind's investigations (2002, Germany) and Schillinger (2006, Germany, Brazil and Switzerland)

studied the role of these factors in the moral development of college students, finding a significant influence of the factors mentioned above. In Chile there are no studies in this matter. Georg Lind (1946), a German educational psychologist and researcher at the University of Konstanz, developed a new instrument for measuring the level of moral development, based on two indivisible aspects of Kohlberg's moral theory, the affective and cognitive. Moral values and moral judgment, the moral preferences and moral behavior go hand in hand. The Moral Judgment Test (MJT) has 30 years of application and has been translated and validated in many languages, including Spanish, Mexico and Brazil. It was designed to evaluate the moral development of groups of people and as pre and post testing. Thus, allow to measure post-intervention results in the educational field and others, such as prisoners, human resources, etc. Through the C index (C for "competent") the MJT measures moral competence with scores that range from 0 to 100.

### Moral development of Medical students

Investigations in Africa, Europe and Brazil reveal that medical students have a lack of growth in their moral development during their years of study in some cases; it is observed a regression (Sheehan et al., 1981, Self et al. 1994<sup>a</sup>, 1994b, 1996). The cross-cultural study at Austria and Saudi Arabia by James DuBois (1997, 1098) evaluated medical students with the MJT and also showed a very low score of the C index. The study of Helkama in Finland (1981-1982) showed a 44% of regression. The researcher did not dare to give out this information in the 80's, because it was too shocking and surprising. The results were given many years later.

This information caused great amazement, but above all, great concern given the importance and complexity of the role of these professionals. To this are added, the increasing demands of contemporary life, not only clinical, but intertwined with bioethical conflicts, and the performance of many of them in biomedical research.

The Konstanz Method of Dilemma Discussion. Lind, and colleagues developed a method for promoting moral development in children and adults, based on:

- the "Blatt effect" or the plus 1 method.
- Oser's (1986) method of speech (1986), who proposes that the speaking ability is a necessity for finding together with others a solution to moral dilemmas. This speech should "be an open argument, in which all arguments can be subjected to criticism, everyone share the same rights, trying to find a fair solution all oriented to the welfare of all."
- Habermas' communicative ethics, "the participants coordinate their plans of action on the basis of truth, righteousness, in the act of speech. The actions of speaking about moral problems, "which can be formulated in the form of statements of what should be universal and unconditional"
- Keasey's (1973) approach, to submit the own opinion to verification by the moral norms that do not approve them.
- The fact that the confrontation with counter arguments has proved to be a powerful stimulus to the cognitive moral development.

The Konstanz Method of Dilemma Discussions (KMDD) is based on four psychological principles:

1. To live a moral experience in an atmosphere of mutual respect and free discussion.
2. Constructivism or stimulation of the cognitive growth through solving problems and moral tasks. From the inner perception and listening to each other and trying to understand what the other person says.
3. Affective regulation of each participant, through the discussion of semi real dilemmas (similar to real life). This allows the discussion in a degree of an intermediate emotion, the optimal for productive rationality. At the same time, phases of demands and phases of support alternate to maintain an adequate level of attention and concentration.
4. Self-evaluation of each participant through self-reflection that is triggered during the course of the discussion, in different stages.

The relative effectiveness of the KMDD, has been measured at  $r = 0.60$  and more.

The absolute gain with the KMDD, of the moral development measured by the C index on a scale of 0 to 100, can be about 15 points.

In relation to the same, the gain of the C index in a year of study in a German high school is 3.5 points. With the Blatt effect of + 1 is 6 points.

## METHOD

Approach, type, and research design. This is a staged design that includes descriptive, experimental and comparative analysis aspects.

First stage: Year 2011, diagnosis of the moral development level of students that are entering the careers of Medicine, universe = 230 and Philosophy universe = 61 of the University of Chile. Prior to diagnosis was the process of informed consent (IC). This diagnosis allows us to describe what happens in each group of students and later compare them.

Sample: 68 students of medicine and 20 students of philosophy. The intervention with KMDD failed because of student's strike. Three KMDD-sessions were planned, one per month.

Second stage: 2012, only medicine students of second year, universe; 200 students sample=38. Re-measure the level of moral development (pre test), one KMDD session and post test. The results can give a description of the post intervention level. The control group wasn't possible. Inclusion Criteria: first-year medical and philosophy students that for the first time in their life are starting university studies and agree to join the investigation.

Exclusion Criteria: Students, who had repeated grades, had changed their career, or had previous university studies.

Inclusion criteria, students from second year: all students who give their informed consent, without exclusion criteria.

The valid participants of 2nd year; students who meet two conditions: Subjects who have answered all the questions relevant for the calculation of index C and who participated in both;

the pre and post test.

Conceptual definition of moral Judgment: According to Kohlberg's definition, the capacity of moral judgment as the ability to make moral decisions and judgments (based on internal principles) and to act in accordance to these judgments (Kohlberg, 1964, p.425, Lind, 2003, p 46).

Operational Definition of moral judgment capacity: The main index of the Moral Judgment Test (MJT) is the C index, which measures the capacity of a person to judge others' arguments concerning the moral standards he or she has accepted as valid. The C index ranges from 1 to 100.

As proposed by Cohen (1988) it is classified as low from 1 to 9, medium from 10 to 29, high from 30 to 49 and very high above 50.

The measurement of the moral development of the students was done applying the Moral Judgment Test (MJT) of Lind on pre test and post test.

The Moral Judgment Test is based on Lind's theory of the dual aspect of the moral development of individuals: the moral ideals and principles that conform it, and the cognitive abilities that it has when you apply these ideals (Lind, 1999). It is based on the following postulates of Lind (in Schillinger, 2006):

1. The inseparability of affective and cognitive aspects for the capacity of moral judgment (behavior).
2. The moral task: A moral task that requires deliberation on the decision taken by a person who is in a moral dilemma. This person must rule on that decision and justify its position, pointing out the reasons why he took that decision and why did not take the opposite view. This is required for measuring the moral competence.
3. "Not falsifiable": the instrument is built so that people find it impossible to simulate a score upwards, greater than the own. The person cannot "simulate" results that he believes are expected by the interviewer. (Emler, Renwick and Malone, 1983; Lind, 2002).
4. Sensibility to change: sensitive to upward changes, by the effect of an intervention, such as downward due to erosion.
5. Inner moral principles: In contrast to the moral expectations imposed, the individual's own moral principles are considered, to the score of the level of moral competence.
6. Quasi-simplex: If the test of dilemmas demand moral judgment principles, the range of acceptability of each stage should support the notion of a sequential order, this is the rank correlation between the stages should conform a quasi-simple structure.
7. Parallelism: The affective and cognitive aspects are highly correlated, one with another, even though scores are separated.
8. Equivalence of the arguments that are for and against: The moral competences of the subject are studied according to their internal position in relation to the question of the dilemma. The arguments that are in agreement or disagree with the subject's own opinion should be analyzed equally.

Lind (1999), based the MJT in cognitive-structural approaches of modern psychological

measurement (among others: Anderson, 1991; Broughton, 1978; Brunswik, 1955, Burisch, 1984, Cronbach& Meehl, 1955, Kohlberg, 1984; Lind, 1995, Loevinger, 1987, Lourenco& Machado 1996, Mischel & Shoda, 1995; Pittel & Mendelsohn, 1966; Travers, 1951).

The MJT has been designed as a multivariate experiment with one individual taken as universe,  $N = 1$ . The main index is the C index, which measures the capacity for moral judgments. In other words, it measures the degree in which the individual lets his judgment behavior be determined by considerations or moral principles, rather than other psychological forces such as the human tendency to make the arguments support an opinion or decision. In other words, the C index reflects the ability of a person to judge arguments according to their moral quality.

Scores: low, the person does not make moral differences between the arguments, medium; the person makes moral differences between arguments that are presented, these results predominate, high; the person does a high degree of moral differences between the arguments. The high score is less frequent, the very high score (above 50) is very hard to find.

The stimulation of moral development of students of the intervention groups is through sessions of the Konstanz method of dilemma discussion (KMDD), elaborated by Lind at the University of Konstanz, Germany. The minimum interval between sessions is one month.

Reliability and Validity Studies. Both instruments have been translated into Spanish and validated in Spain, Mexico, Colombia and Brazil. In Chile not yet.

Ethical considerations.

The students require ethical safeguards because they are a young population, captive, therefore vulnerable, susceptible to coercion by their age and quality of students.

The investigative team has taken the necessary ethical safeguards to protect the voluntariness and confidentiality of students during and after the investigation in the use of the information. The student's participation is completely voluntary, anonymous. They were invited to participate, through the Informed Consent (IC) process, informed in a verbal, compressible way, and later by a written document.

The codified personal data of the participants are encrypted. A code is attached to the participant's identity separate from the data. The records containing personal data will be destroyed after five years, once this investigation is ended.

Note. - The original research design, couldn't be respected completely because a big students strike was begun in June 2011. This student movement is going still now, very strong, it is good. We hope that they will have success. But for our research was very bad. Thus we had to make some changes in this study.

Findings:

Table: C-Index Summary average results per group: First Year Medicine and Philosophy students, 2011 (Pre Test only).

| Group | Valid number of participants | C Index, average |
|-------|------------------------------|------------------|
|-------|------------------------------|------------------|

|                         |    |       |
|-------------------------|----|-------|
| MJT philosophy          | 20 | 34,60 |
| MJT medicine            | 45 | 16,71 |
| MJT medicine (no valid) | 23 | 27,86 |

Note. Noticeable changes are between the averages of the Pretest 1 st and 2 nd year medical students.

- No intervention with KMDD sessions was performed, it was students strike.
- Invalid test are considered those who do not respond to the question above to view the 12 questions below. However, the index C was calculated since this question is not required for this calculation.

Table: C-Index Summary average results per group: Second Year Medicine: 2012(Pre and Post Test)

| group             | Number of valid participants | C Index, average | difference |
|-------------------|------------------------------|------------------|------------|
| Group 1 pre test  | 17                           | 45,28            | -3,54      |
| Group 1 post test | 17                           | 41,74            |            |
| Group 2 pre test  | 21                           | 35,12            | -2,36      |
| Group 2 post test | 21                           | 39,15            |            |

The comparison of pretest between students of first and second year of medicine, considering valid and invalids together of 1st year, show a pre test average in both groups of the 2nd year medicine of the University of Chile, an increase of 17,92 arithmetic in index C.

We find:

1. Philosophies students, first university year, have a C Index of 34,6
2. Medicine students, first university year, have a C Index of 22,8  
So philosophies students show a higher C Index; +11,8
3. Medicine students of second year compared with students of first year show an increase of the C Index of 17,92.
4. The C index post intervention, with only one KMDD – session in one sub-group the C index had become higher; +4,03 and in the second sub-group, lower; -3,54

## Discussion

Despite the limitations of this research, occurred during it was conducted, with these preliminary findings, we can say:

1. Philosophy students come to college with highest moral development than medical students.
2. It would be appropriate to continue this line of research in the Medicine Faculty of , University of Chile, considering the experience gained.
3. Propose to incorporate the KMDD to the curriculum of the School of Medicine.



# Citizenship Education in a Mexican Context: Formal Interventions And Learning Environments In Two Teacher Education Environments.

Dr. Cristina Moreno, University of Monterrey, Mexico.

There has been a growing interest in civic education in Latin America since the second IEA study was conducted in 1999-2000. Six countries from Latin America took part in this study and Mexico was among them. The study showed that civic education has come to be understood in a more broader sense than the traditional knowledge about government institutions, but as the ability to use knowledge (skills), as well as to participate in the organizations of one's own community.(Reimers, 2008) Education in this sense has moved from traditional civics education to citizenship education. The field has moved then from teaching and learning a subject to creating spaces where "schools that operate in a participatory democratic way, foster an open climate for discussion within the classroom and invite students to take part in shaping school life are effective in promoting both civic knowledge and engagement" (Cox, Jaramillo, & Reimers, 2005) Torney-Purta, Lehmann, Oswald, & Schultz, 2001, p. 176)

According to Reimers and Villegas most elementary and highschool teachers in Latin America receive only general preparation in social studies, and the learning experiences in this field often contradict the values and practices of democracy. In Mexico this might be partly true for elementary schools teachers but highschool training programs do offer a particular area of specialization in civic education (Levison, 2006)

The main purpose of this paper is to describe and discuss :

How programs and policy formation for democratic civic education is reflected in changes in teacher education both at the normal schools and at a university setting.

The paper draws on the responses of students to questionnaires as well as from focus groups in which perception regarding: Government institutions, the role law and legal institutions, strategies to keep peace and prevent violence, participation inside and outside educational settings are presented and discussed.

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## The Relationship Between Exposure To Higher Levels Of Morally Principled Thinking And The Development Of Moral Decision Making Competencies Of Student-athletes

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### Abstract

In the United States of America, at some competitive universities, students who participate in athletics (student-athletes) frequently experience national attention from media outlets, increased pressure to perform from coaches, celebrity status from society, and extreme demands of time that leaves little room for student error or exploration. As media coverage of student-athlete crime expands, the question of how participation in intercollegiate athletics effects student-athlete development, specifically their ability to make moral decisions, emerges. From student development theory, it is known that one way to influence the growth of moral development is to expose students to higher levels of morally principled thinking. The purpose of this study was to examine the relationship between the exposure to higher levels of morally principled thinking and the development of moral decision making competencies. Through quantitative methodology, participants (n = 178) completed two study instruments: a self-made questionnaire measured the possible exposure to higher levels of morally principled thinking and Georg Lind's Moral Judgment Test, which measured the participants' abilities to make moral decisions. Multiple regression analyses revealed that the family's involvement in the pre-collegiate years is most influential on the development of moral decision making competencies. During collegiate years, coaches are most influential in the lives of student-athletes.

### Introduction

As noted in previous research on character, character development is a complex construct,

which makes it difficult to obtain an accurate measurement (Gump, Baker & Roll, 2000; Marino, 2007). Multiple instruments have been designed to measure this construct. Some have tried to divide the idea of character into distinguishable components such as moral character and social character (Rudd & Stoll, 2004). Others find themselves in a battle with semantics using terms such as “character development,” “moral reasoning,” and “ethical standards” interchangeably (Marino, 2006; Stoll, 2006). Although all are closely related, any change in an aspect of one’s “character” is certain to produce a chain reaction within the individual (Chickering, 1972). No single part of one’s character develops in a vacuum. The experiences and lessons that contribute to character development frequently affect students on multiple levels, causing a ripple effect. When capturing these changes, it is important to identify precisely the quality that is to be measured, not the subsequent reactions of other character aspects within students. As Pascarella and Terenzini (1991) state, moral reasoning is “an integral part of an interconnected and a mutually reinforcing network of developmental trends that characterize changes in college students” (p. 337). Others argue that the complexity of the construct of character prevents any accurate measurement. This researcher believes that while the changes are highly interconnected, it is possible to measure the degree of change in a specific trait or construct, as long as that trait has been well defined. For this study, the focus is within the moral development aspect of students’ character.

In order to attempt to address a portion of the complexities that measuring character carries with it, this study focuses solely on the relationship that the exposure to higher levels of morally principled thinking has on the moral judgment-making skills of student-athletes worthy of study. This influence of varying levels of exposure to higher levels of morally principled thinking was selected based on the opportunity for differences between student-athletes and the general student body in their collegiate experiences. Student-athletes have the opportunity to build very close relationships with coaches, athletic administrators, athletic staff and fellow teammates that the rest of the student body is not typically afforded. It is within these relationships that the opportunity to educate student-athletes exists, thus helping to justify the inclusion of intercollegiate athletics in a university. This method of exposure to higher levels of moral development will act as the lens to examine the moral decision making abilities of student-athletes. These abilities can be considered a form of competency that people develop to a unique degree over the course of a lifespan. This aspect of character has been selected in an effort to explore one specific, measurable trait of those involved with the multiple dimensions of character development. The choice of addressing one aspect of character allows the research to focus on a manageable portion of the complex nature of character research. This study builds on previous research by addressing issues which have not been directly addressed in prior studies, such as consideration given for possible reading comprehension issues that may exist with participating student-athletes and carefully defining those who were asked to participate in the study, limiting the sample to active participants in Division I athletics.

Theoretical framework. When setting out to study the influences of the exposure to higher levels of morally principled thinking on the moral decision making abilities of student-athletes, many theorists guided the development of the research questions. These theories must also be applied

to the practical application and interpretation of the study's finding. Astin (1977) studied college student development and divided the series of changes into two main types: cognitive and affective. Cognitive changes are those that appear in areas such as reason and logic. Affective changes include those that have indicated a change in students' attitudes, sets of values, or senses of self-esteem (Astin, 1977). These changes in psychological attitudes are strongly associated with changes in behavior. It is the hope that, as student-athletes experience the influences related to moral decision making skills, these changes in attitude would be likely to result in behavior reflective of higher levels of morally principled thinking. Astin's theory maintains that affective outcomes in college student research are usually captured through these behavioral changes, such as those during interaction with peers, in everyday habits, and displayed during extracurricular activities (Astin, 1977). Of the observed influences during student-athletes' collegiate experiences, it seems as if the influence of the coach is of the greatest importance. This is particularly true for male student-athletes who participate in revenue sports. Using Astin's theory on affective change fostering behavioral change, the role of the coach in the exposure to higher levels of morally principled thinking is perhaps the most important relationship presented in this study. It would stand to reason that the stronger the coach can positively influence the moral reasoning abilities of student-athletes, the better the behavior will be.

#### Significance of Research.

This study is significant to the field of higher education due to the obligation that institutions have to insure that their student-athletes are afforded full developmental and educational opportunities. If findings are consistent with detrimental effects on development, further research should be conducted to determine which factors are potentially responsible and how to best address them. If findings reflect a trend of moral growth, as determined by their ability to make moral decisions, in student-athletes, then additional research should be performed to determine which factors are the most instrumental in the facilitation of this growth. Individual universities and the student-athletes who attend them could benefit from the resulting information from either scenario.

#### Statement of the Problem

The purpose of this study was to examine how exposure to higher levels of morally principled thinking affects the moral decision making competency of student-athletes.

#### Instrumentation for the Study

Based on theorists in the fields of student affairs and moral psychology, two instruments were used to help produce a measure of the effect that exposure to higher levels of morally principled thinking has on student-athletes' abilities to make moral decisions. The goal of the first instrument, a questionnaire, measured the relationship that the different areas of possible exposure to higher morally principled thinking had on student-athletes, while accounting for the

pre-collegiate environment and collegiate experiences. This questionnaire has been constructed by this researcher based on the discussion found in student affairs literature and on prior research on collegiate student-athletes.

The goal of the second instrument was to provide a measure of the student-athletes' moral decision making abilities, the dependent variable in this research. A variety of instruments that measure moral development exist, however, after careful consideration of each of these instruments, George Lind's Moral Judgment Test (MJT) was chosen for its ability to measure the competency of making a decision, not only the attitude of the participant toward the decision.

The MJT is suitable for the student-athlete population. It is one of the shortest instruments that has been validated, with only 24 items. Also, the test has been validated on participants as young as 10 years of age, accounting for a wide range of reading comprehension levels (Lind, 2007). The MJT seems to be the best instrument to measure moral judgment competence of student-athletes by challenging them with a morally difficult task. Based on the strength of the supporting literature for this instrument, the theoretical foundation on which it is based, and the compensation for criticisms on the other scales, the MJT was chosen to be the instrument used in this research.

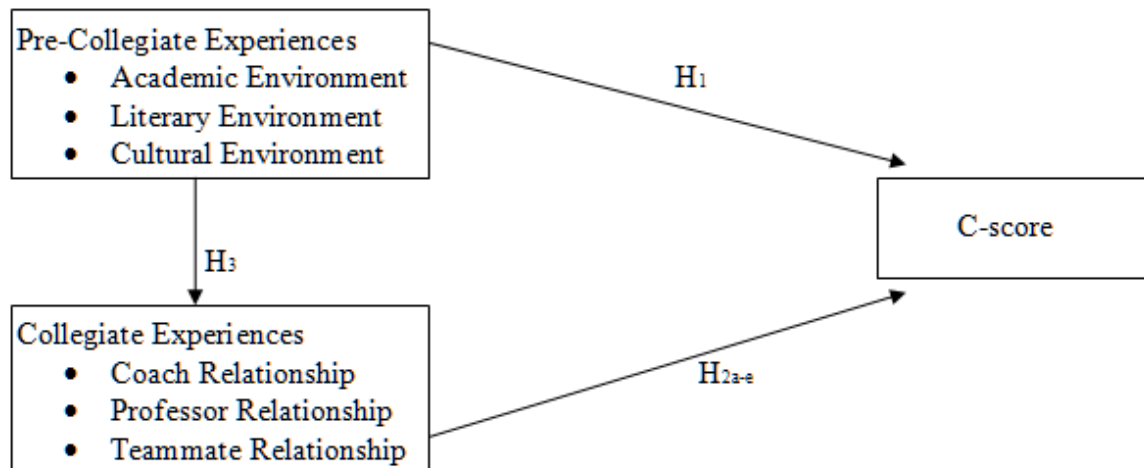
## Methodology

The purpose of this study was to examine how exposure to higher levels of morally principled thinking affected the moral decision-making competency of student-athletes. This was accomplished through an analysis of opportunities for exposure to higher levels of morally principled thinking and how the exposure related to moral judgment development. Student-athletes were scored on Georg Lind's Moral Judgment Test, used in its totality, to determine their current level of moral judgment. These scores were then compared with the information collected on a questionnaire regarding pre-collegiate environments and collegiate variables.

## Research Questions.

As discussed, there are many factors that could potentially play a role in the development of the moral decision-making competencies of student-athletes. Among these factors is the environment the student-athletes experienced before coming to college, possibly indirectly impacting the level of competency developed. Additionally, research on the collegiate experiences of student-athletes suggests there are differences between student-athletes who participate in revenue and non-revenue sports, contact and non-contact sports, and by gender. Student-athletes are exposed to people and experiences that are not encountered by the general student body, such as the influential presence of coaches, required interaction with athletic department staff, and long hours of close involvement with teammates. It is within these unique experiences that research questions were formed. Based on the theories presented, a review of

previous literature and this researcher's experience in intercollegiate athletics, hypotheses were formed for each research question. These hypotheses served as the basis for the proposed model of research. This model is summarized in the following figure.



#### Proposed Research Model.

The research questions were explored quantitatively, using the information gathered by a questionnaire designed to determine the pre-collegiate environment, collegiate experiences, exposure to higher levels of morally principled thinking from coaches, faculty, and athletics department staff, and the quality of interaction with teammates. These variables were analyzed as potential predictors of the participants' scores on the criterion measure, Lind's Moral Judgment Test (MJT), which was used to obtain a current level of moral decision making ability. Participants were asked to complete a short section of demographic inquiry prior to the two data collection instruments. The questionnaire and the MJT instrument were administered at the same time. Once an adequate sample had been obtained, the tests were then scored and statistically analyzed for significance on each of the stated research questions. The end result became a description of the nature in which student-athletes' moral decision making competencies were influenced. Additional information provided by the completion of the questionnaire reflected the influence of the pre-collegiate and collegiate environments on the moral judgment competence of student-athletes. Respondents. A total of 400 surveys were distributed to roughly 525 student-athletes at a University. In all, 180 surveys were collected or returned to the researcher. Two survey packets had little more than demographic information completed and thus removed from the dataset. Thirty-four survey packets had complete information up to, but not including, the MJT. The researcher decided to keep those cases in the dataset as the questionnaire portion still held valuable information. Clearly, these cases were not included in any analyses in which a C-score was necessary. After examining the demographic information of the surveys to ensure a representative sample was obtained, and reviewing the

specifications set forth by the research questions, it was determined that enough cases were collected for meaningful analyses. Table 1 provides a detailed description of the cases collected as compared to the goal sample of 50% of 525.

Table 1. Summary of Respondents

|             | Population |       | Goal Sample |       | Respondents |       |
|-------------|------------|-------|-------------|-------|-------------|-------|
|             | n          | %     | n           | %     | n           | %     |
| Gender      |            |       |             |       |             |       |
| Males       | 333        | 62.6% | 167         | 62.6% | 101         | 56.7% |
| Females     | 199        | 37.4% | 99          | 37.4% | 77          | 43.3% |
| Total       | 532        | 100%  | 266         | 100%  | 178         | 100%  |
| Revenue     |            |       |             |       |             |       |
| Revenue     | 152        | 28.6% | 76          | 28.6% | 64          | 36.0% |
| Non-Revenue | 380        | 71.4% | 190         | 71.4% | 114         | 64.0% |
| Total       | 532        | 100%  | 266         | 100%  | 178         | 100%  |
| Contact     |            |       |             |       |             |       |
| Contact     | 161        | 30.3% | 81          | 30.3% | 77          | 44.8% |
| Non-Contact | 371        | 69.7% | 185         | 69.7% | 95          | 55.2% |
| Total       | 532        | 100%  | 266         | 100%  | 178         | 100%  |

As provided by Lind (in press), the resulting C-score of the MJT can be categorized into four groups: low (1 – 9), medium (10 – 29), high (30 – 49), and very high (50+). The respondents' C-scores were grouped by these ranges to determine the distribution. As might be expected for college age students, the majority of respondents fell into the medium category (51.8%). The next largest group was that of the low category (32.4%). Table 2 provides a summary of all C-score results.

Table 2 C-score Rank

|           | n   | Valid Percent |
|-----------|-----|---------------|
| Low       | 45  | 32.4          |
| Medium    | 72  | 51.8          |
| High      | 20  | 14.4          |
| Very High | 2   | 1.4           |
| Total     | 139 | 100.0         |

Note. The SD = .71133; mean = 1.8489; median = 2.000.

The distribution has a positive skew of .472, indicating that more participants scored on the lower end of the scale. The implication of skewness is dependent upon the test. In this case, it would be contradictory to developmental theory for college students to be normally distributed across all levels.

### Analyses of Research Questions

The overarching purpose of this research was to determine the existence and nature of the relationship between exposure to higher levels of morally principled thinking and the development of moral decision-making competencies of student-athletes. Several research questions were designed to examine the purpose of the study. Through analysis of each question, certain aspects of the relationship were revealed.

### Results of the Data Analysis

The process of data analysis included a complete review of the data collected. This data included information directly related to seven hypotheses as well as secondary information which provided details to assist with understanding the complete issue. A summary of findings for each research question is now provided.

Research Question 1. To what extent did the pre-collegiate experiences of student-athletes relate to the levels of moral decision making achieved?

In summary, the variables acad10 and right.wrong had a statistically significant, negative relationship with C-score.

This question was addressed by testing the hypotheses H1: pre-collegiate experiences of student-athletes were directly related to the levels of moral decision making achieved. The pre-collegiate environment of the student-athlete was considered in three realms: the presence of an academic environment, the presence of a literary environment, and the presence of a cultural environment.

Academic Environment. The variable acad10  $F(1,141)=5.799, p<.05$ , was a statistically significant negative predictor of C-score. The variable acad10 represented the statement “My parents/guardian encouraged me to get good grades in school.” This researcher expected the relationship to be a positive one, as suggested by literature affirming that raising a child in an academically charged environment would result in greater levels of moral reasoning (Rest, 1979). The presence of a negative correlation between this question and resulting C-score suggested the need for additional review. Upon further analysis, those participants who selected a 3 (on the scale anchored from 1 to 5) had the largest average score on the MJT. The realization that the students who chose the “neutral” answer had the highest C-score indicated that this neutral attitude toward academics might be more revealing of my survey and population than previously intended.

Research Question 2. To what extent did exposure to higher levels of morally principled



thinking from coaches relate to the level of moral decision making achieved?

In summary, there were no significant relationships between the possible exposure from coaches and C-score.

This question was addressed by testing the hypotheses H2b: exposure to higher levels of morally principled thinking from coaches was directly related to the level of moral decision making achieved. This question looked critically at the influence of a coach on the levels of moral decision making achieved.

The variable coach21 was not an overall statistically significant predictor of C-score, but had a negative correlation. Perhaps practically significant, this researcher believes this relationship is worth discussing due to the moderate effect size and a large amount of statistical power present. The variable coach21 represented the statement “On average, how much do you trust the opinions of your coach with regard to moral decisions?” This question was directly investigating the degree to which student-athletes saw the coach making moral decisions with which they agreed. It is interesting to note that the response with the highest frequency was the strongest response (5 out of 5), indicating the participant fully trusted the coach’s opinion. Although that was the most common response, those who were somewhat judgmental of the coach’s opinion (selected less than fully trusting) were better able to make moral decisions, as indicated by a greater mean C-score. This finding seems to be in line with the existing literature. Pascarella and Terenzini (1991) have studied the developmental changes of college students. They theorize that the collegiate experience increases students’ levels of critical thinking and ability to reason for themselves, with the moral reasoning process being one of the many areas affected by a student’s experiences in college (Pascarella & Terenzini, 1991). The analysis of the coach21 variable illustrates Pascarella and Terenzini’s theory. Some students are able to use their own set of moral reasoning skills to filter their observations of their coaches’ actions. Kohlberg’s theory (Evans et al., 1998) can also be applied to this situation with the shift of looking outward for solutions to moral decisions (doing what is told) to the realization that this could come from within the student’s own set of judgments. This is representative of reasoning within Kohlberg’s Conventional phase (Evans et al., 1998).

The variable coach22 represented the statement “Overall, how comfortable would you feel going to your coach with a personal problem?” This statement’s purpose was to determine if the coach was the person selected by student-athletes to gain advice regarding matters the students did not feel comfortable dealing with alone. Additional analysis into these relationships revealed that those who selected the neutral rating (3 out of 5) had the highest mean C-score. This might indicate that, for those who were the best at making moral decisions, there was someone else that they turned to instead of their coaches for advice. It was also interesting to note that those who strongly agreed that they feel comfortable going to their coaches with a personal problem scored the lowest on the test of moral decision making competency. This researcher supposes that these students would be grouped into Kohlberg’s lowest pre-conventional phase of moral reasoning as they accept the authority of the coach without question, and apply this to other aspects of life (Evans et al., 1998).

Participant-identified variables. At the end of the questionnaire, there were several

questions that offered an opportunity for the participant to provide additional information that was not listed as an option in the survey. Each time the participant was offered the opportunity to select “other” and fill in a blank, the response of family was widely reported. According to the questions, participants reported family members as people who they knew would make good moral decisions, people who they most considered to be a mentor, and people from whom they had learned the most regarding the handling of difficult moral situations. Because the questionnaire was set to distinguish student-athletes from the general student body with the considerations of the unique influences of coaches, athletic staff, and daily demands of collegiate athletic participation, a variable as basic as a familial influence was not taken into consideration, as all college students have some sort of family unit. It appears that the influence of the family is central to the overall development of the student-athlete. Measuring parental/familial influence and the effects it has on moral development might have allowed a new model to emerge, as this influence is something that shapes the student in each phase of life.

Although not nearly as frequently, there were a few participants who reported a religious figure (such as a pastor) as being influential in their moral development. For the present study, religion was intentionally omitted to provide a clearer delineation of research focus. For many, it is difficult to distinguish religious ideals from beliefs of spirituality, actual religious practices, and emotional ties to religion. These constructs are separate from moral reasoning and their inclusion in the study would have added significantly to the length and scope of the questionnaire. It was this researcher’s fear that adding to the length of the questionnaire would decrease the response rate. Information regarding the religious influence on moral reasoning is useful, however not central to the purpose of this study.

Other findings. When additional comparisons were made within the data, a few more trends emerged. A statistically significant relationship was determined between the level of parental education and C-score. The greater the parent’s level of education, the higher the resulting C-score. This finding is supportive of theories on providing an environment rich in what one would gain in college (academic skills, literary skills, and cultural knowledge) as being related to moral reasoning (Pascarella & Terenzini, 1991; Rest, 1979). As Pascarella and Terenzini (1991) maintain, this difference shows that having a parent who went to college has an effect on the development of moral reasoning. They posit that “with college comes an upward shift in moral stage” (Pascarella & Terenzini, 1991, p. 337). In this case, it appears that exposure to higher levels of morally principled thinking from parents can be partly attributed to the increase in moral reasoning that accompanied the parent’s experience of attending college.

Additionally, a significant relationship was found between the resulting C-score and the number of roommates who participated on athletic teams. The more roommates who were reported to participate in athletics, the higher the C-score. This finding supports Chickering’s theory (1972) that “a student’s most important teacher is another student” (p. 253). Chickering’s beliefs were that the peer groups students form in college are instrumental in the development of the student. The finding that student-athletes with roommates who were also collegiate athletes tended to score higher on the MJT suggests that the influence of the athletic peer group

plays a role in the development of moral reasoning.

### Limitations

As with any social research, there will be limitations in the design and execution of the research study. Appropriate measures were taken to reduce the effects of the limitations and to maximize efficiency in research. The following limitations for the present research study were faced.

1. Measures were taken to encourage participation in the present study, and appropriate response rates were obtained. Although the 50% response rate goal was not met, the number of responses was large enough to execute statistical analyses. Although more surveys might have been collected with additional distributions, due to the statistical power obtained in the analyses, it does not seem as if the findings would change.
2. Due to the potential extraordinary number of possible variables, this type of research can never indicate a cause and effect relationship. In the best way possible, all relevant variables were included and their interrelationships taken into account in the exploration of this complicated phenomenon. Although the variable of the family's influence on moral decision making competency was not originally included in the study, the design of the questionnaire with the incorporation of open-ended questions allowed the participants the opportunity to submit this information.

### Conclusions

Based on the review of the literature, findings of the analyses, and the theoretical framework on which the present study was formed, several conclusions may be drawn.

The first is that, aside from the occasional influence of the coach, it is this researcher's best judgment that very little from the collegiate experience seems to influence the moral decision making abilities of student-athletes. This may account for the lack of statistical significance from the influence of all other collegiate variables. This does not completely contradict the theories presented by Pascarella and Terenzini, Astin, and Chickering, who have studied the development during collegiate experiences at great length. Although several explanations may exist, in the opinion of this researcher, these findings point to the unique experiences of student-athletes as compared to the student body. For example, it is possible that student-athletes experience developmental changes of moral decision making through a method other than exposure to higher levels of morally principled thinking, as was examined in this study. Although the influence of the coach is greater among various populations, specifically males in revenue sports, this source of influence is by far the most significant during the collegiate experience.

It seems that the pre-collegiate experiences of student-athletes are central to the development of moral decision making skills. These experiences so strongly influence student-athletes that the skills of reasoning learned in the pre-collegiate years may noticeably be applied to the collegiate years. This is illustrated in the varied levels of trust in coaches and teammates, as discussed in the collegiate analyses.

As indicated directly by study participants, during the pre-collegiate years of a future student-athlete, the family is the single most important influence. Although this variable was not

originally included in this study, participants felt so strongly that family was influential on their moral reasoning, this variable was written in at every opportunity possible. The formative years that students spend with family, prior to departure for college were what seemed to be most important to the overall development of moral reasoning abilities and application of skills.

As reported by Pascarella and Terenzini (1991), the pre-collegiate experiences in the areas of the academic, literary, and culturally enriched environments is significantly and positively related to moral reasoning ability. It is this researcher's supposition that the present study captured these three areas in the latent variable of family. As the families determine the types of environment in which student-athletes develop, these three areas may form the family construct. This might explain why there were not more statistically significant relationships in pre-collegiate variables, but why the notion of family was so strongly reported.

#### Assumptions

1. It was assumed that participants would fully comprehend the instruments and would answer appropriately and accurately. Both the questionnaire and survey were reviewed for clarity and reading level. No participants reported any difficulty with comprehension during data collection.
2. It was assumed that participants would answer the research questions carefully, honestly, and to the best of their abilities or recollection.
3. It was assumed that the instrument chosen would provide an adequate measurement of the moral judgment abilities of the participants. Due to the distribution of scores, it appears that the instrument gave accurate measurement.
4. It was assumed that those responsible for providing exposure to higher levels of moral reasoning are actually operating at those levels themselves.

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# The Examination of Moral Judgement Studies on Turkish Students

Ass. Prof. Dr. Nermin Ciftci-Aridag, Yildiz Technical University, Istanbul, Turkey.

## Abstract

This presentation will be focus on the moral judgment studies in Turkey. Data were collected with Moral Judgment Test, developed by Lind. Findings of studies that have been made on different sample groups for several years, will be discussed in terms of moral judgment-scores. The findings will be summarized in a table. Results related to the low average cognition scores (C-means-scores) that were obtained by MJT will be discussed in the context of Turkish university students.

This study was supported by Yildiz Technical University Scientific Research Projects Coordination Unit.

[The following text has been excerpted from prof. Ciftci's powerpoint presentation. Since in her presentation she addressed me personally, I use this opportunity to insert here my answers.]

## Aims of presentation

In this presentation is to present and summarize the researches with MJT (Moral Judgement Test) in Turkey. First of all, the method of classification of findings of researches applied by MJT for meta-analysis in Turkey will be mentioned. Then, the findings obtained at the end of this analysis will be summarized, C-Value-means will be analyzed. Some difficulties in applying MJT as measuring instrument will be explained.

## Data collection

For this presentation, first, the data of the researches and their findings that were collected by applying Moral Judgement Test by Lind in Turkey have been summarized. C-Value-means of different groups of different researchers were compiled.

Descriptive analysis findings about C-Values from their approved unpublished Ph.D. and master's thesis of researchers were used, (MJT Test has already been applied in thesis studies). Findings, were taken into meta-analysis: Mean of C-scores.

Current researches were categorized in a table according to gender, publication year-date, author, research group (such as child, high school student, university student, teacher, administrator, MSc-PhD), subject, analysis method, number of participant, number of female-male, mean of C-Values and standard deviation (SD), mean of C-Values of female, mean of C-Values

of male. Plausibility of findings that were obtained from the research, and the existence of difference between male and female in terms of C-Values scores. Then, these findings compiled in the table were entered into SPSS program by coding data. Accordingly, mean of C-Values mean, standard deviation mean, mean range were found based on findings of these entire research group. By compiling all researches like that, findings of each research were subjected to analyses in SPSS as test data of a person (such as a person-participant-test subject).

## Results of meta-analysis

Meta-Analysis show that Moral Judgement Test (MJT-MUT) of Lind was applied in three Ph.D. and four master's degree studies in Turkey, together with the author's PhD thesis in 2001(two thousand-one), and it was also applied in 3 (three) researches and two papers of the author. MJT (except the author), was started to be used in thesis since the beginning of 2007. Logistic regression analysis method was used in four studies in data analyses.

The group of researches sampled here, consists of 3 high school students, three teachers and administrators and five university students. A sample group of MSc project consists of different graduate students and PhD students. Apart from the author, there are 7(seven) people who have applied MJT in their researches. Those people applied MJT in their thesis. According to this information, the researchers who are applying Moral Judgment Test in Turkey are the people who are working on their master or PhD studies.

Those, who request the test from the author for research and article purposes, do not want to publish or and do not publish their researches since they could not achieve a significant finding foreseen in theory between C-Value scores and research subjects after calculating C-Values by summing data (these analyses are generally conducted by the author of this presentation).

The data distribution is positively-skewed. About 90% (ninety percent) of C-Values in sample group are less than thirty points. 30 Points is sub-score (sub-score that shows the person who fills in the test focuses on moral quality- quality difference of the sentences given in the test and shows that it is filled in according to this), regarded as the beginning of orientation of Lind's moral judgement.

C-Values are very low. (73% (seventy-three percent) of C-Values used in this analysis are less than 19 (nineteen); 16.7% is between 20 (twenty) and 30 (thirty), while 10% (ten percent) is over 30 (thirty). Only one person got a score of 84.10 (eighty-four comma ten). C-Value of 3 (three) people is over 70 (seventy). So, it is impossible to compare groups, in order to determine /find out correlation-relationship with any subject and to use technical statistics.

Researches for testing structures such as structural equation modeling could not be made. Brenda Lee McDaniel, a student from Arkansas University, has applied Lind's MJT in her thesis called "Predicting Moral Judgment Competence from Developmental Building Blocks and Moral Emotions: A Structural Equation Model" in 2007 (two thousand-seven) McDaniel explained non-achievement of significant findings and regression modeling by large standard

error and mentioned the difficulties of the test in this point of view.

Structural equation analysis has drawn quite an attention in recent years. To conduct this analysis is the dream of researchers. Besides, such studies are expected from people, who are studying for thesis, exams for the positions of associate professor or professor; and the jury expects this kind of study.

However, it is impossible to make analysis on the statistics with this test. And this creates a restriction for the author to use it in his/her researches. Although morality has been a more interested subject in recent years, the researchers can not apply the test for that reason, and even though they apply it, they do not prefer to publish their researches.

Now moral judgement competence means in researches conducted in Turkey, where Moral Judgement Test was applied, will be explained shortly. Information about the statistical findings of these researches can be found in the distributed text in detail. Here, they will be briefly in terms of analysis and sampling type.

The findings and the data of researches conducted in Turkey are compiled for SPSS data access. After entering cognition values (C-Values) means of these data, they were analyzed. According to this analysis, the following general findings and evaluations have been reached:

- ▶ Means in the researches, C-Value means range varies between 9.78 and 17.65.
- ▶ Mean of all C-Values means is 14.32.
- ▶ C-Value means range of female varies between 8.96 and 18.78. Mean of C-Value mean of female is 14.79 (fourteen point seventy-nine).
- ▶ C-Value means range of male varies between 10.66 and 18.53 Mean of C-Value mean of male is 14.82.
- ▶ The participants in these studies show moral segmentation between the two dilemma-stories. In some studies, there is a difference of around 10 (ten) points between worker and doctor dilemma. The mean C-Value is lower in the doctor story than in the workers story.
- ▶ Gender difference in terms of moral judgement scores, has not been observed in researches conducted in recent years. There was only a difference achieved in favor of male in thesis research for high school students of the author in 2001 (two thousand-one). (A difference was found for the favor of female in C-Value and doctor dilemma of the analysis findings of the author within the scope of a project executed in Yildiz Technical University with 826 university students and graduates. C-Value of females is higher. Apart from these last studies, there was no significant difference in terms of female-male moral judgement score-means in previous researches in general.
- ▶ In cases when there is difference or no difference, the means of female are generally higher than man.
- ▶ Expected theology students (from unpublished research by Kaya, 2013) ... [editor's note: original text seems not to be complete]
- ▶ The lowest C-Value was found in the sample group of teachers.
- ▶ No studies of the relationship between empathy, critical thinking, epistemic faiths and moral judgement could not be found in the unpublished studies of these authors.



- Number of people who would like to make article research with MJT from the author is around 15 (fifteen) to 20 (twenty) people. Researchers, who want to use the MJT in order to write an article excluding thesis, have not published any article.

These studies are not published due to insignificant findings. Besides the author, there are only 6 (six) approved thesis studies and 2 (two) articles written from these theses. PS: Yakup Keskin's scientific research [editor: published in this symposium proceedings] is the first study conducted with MJT.

The MJT, which is considered as non-boring and short (only two pages long), draws much interest among researchers. However, after the analysis of data, the researchers are demotivated because they often do not find "significant findings" with the MJT, like in studies applying the DIT test of Rest on similar subjects and also in researches applying Piaget stories with children. [Comment by the editor: This is a symptom for a very poor education of psychologists in statistics: They are shown how to do them but not what they mean and what good science is about. Often a sound research hypothesis is missing which may predict same means in different groups, like in pretet-posttest studies when no effect is expected. Often also large samples are used to make any small difference "significant".]

#### Meta-analysis: method

The data of above mentioned researches made which meta-analysis were combined in a single SPSS file by the author with the permission of their authors in 2009 (two thousand-nine). Findings and data of 3341(three thousand forty-one) people were combined according to categories/variants of the author in year, data collection date, gender, age, school, faculty and department, class, education level and sample group. Now, if you do not mind and if we have time; I would briefly like to talk about C-Value distribution in these findings and about descriptive analysis in order to show the pilling of C-Value towards zero in Turkish sample groups

Analysis was conducted according to descriptive analysis, cognition values = C-Value scores of 3224 participants. Due to time constraint, we will not mention doctor - worker dilemma here.

#### Results of meta-analysis

4.3% of the data is less than one point.

20% of it is under 4.5.

45% is less than 10.

73% is less than 19.

16.7% is between 20 and 30.

10% is between 30 and 84.10.

Only one person got 84.10, one person 74.39. The scores of only 3 people are between 70-72 points.

There are only 7 people with scores between 65 and 100.

The MJT data are not distributed normally. [Comment by the editor: Normal distribution is only the case when the data reflect pure measurement error. Regular tests are rarely, if ever, normally distributed.]

#### Difficulties of researchers with the MJT

[Addition by the editor: In order to be able to calculate the C-scores for the whole test and separately for the two dilemma-stories, the participants must fill out the test completely. If they skip one or two arguments, the missing data can be substituted by their overall mean score. Yet if there are more missing data, the answers of this participant cannot be scored. The number of missing data can be reduced by a careful instruction of the participants, not to leave out arguments, which is often done without intention. Another possibility is to administer the MJT, now called MCT, online on a computer. There they can be reminded if they skip a question. When applied online, the number of missing data of the MJT is approaching zero.]

Therefore, a person can have only one C-score, only one doctor score and only one worker score. And the numbers of C-Values which are calculated like that are decreased. Accordingly, the number of missing data increases. When the participant is excessive, there may be blank data of 100-200 people. To observe this kind of blank data of 200-300 people is a major disappointment and frustration for a researcher... In that case, there has been a big loss of energy, time, effort, funding, as well as disappointment.

Within the scope of the project executed by the author, 826 people filled in MJT. However, only 728 people's data were used in the analysis due to missing data in the descriptive analysis. About 100 (people filled out the test vainly, the survey was made vainly. It was a big loss of time and effort. Test, 3.6% of the data in this group are shown as system-missing.

#### Discussion:

Why are Moral Judgement Test's C-scores of university students and graduates in Turkey low?

According to Georg Lind, democracy means that moral principles are in power. In that case, we cannot talk about justice when there is pressure, fear and violence. In such circumstances, to overcome the level of obedience or benefit morals in moral development would prevent moral judgment development based on universal principles. When we compare the democracy in our country with the democracy in the West, it is still developing. When we interpret low C values according to the findings: the teachers group has the lowest means among the groups. C-Values of the teachers are lower than the students. If the teachers' moral judgment level is lower, then the low means of others can be explained accordingly.

The studies of Georg and Schillinger show the importance of education. When the moral judgment of teachers is low, it will be a risk factor for moral development of students.

In Turkey the average C-score in the studies of the said researches are lower than C-Values in thesis research of Schillinger. It is close to the data in thesis studies of Lupu in terms of C-Value distribution category. Approximately 80% of C-Values of Lupu is less than 30. In thesis of McDaniel C-Value-mean is observed as 19.01; SD=15.62. C-Values in Turkey are lower than the means of German and Belgian students.

In analysis of data I collected within the scope of project during 2012 and 2013, the means of university students in the research is lower than the previous practices.

The mean C-Value of men is lower (12.46) than of women (15.93); STD=11.33 C-value=14.95; C-value-worker=33.29; C-value-doctor=23.53. C-Value-mean of 517 women in research group within the project is 15.93 , SD=14.40; C-Value mean of 209 men is 12.46; SD=11.33. In this sample group, there is significant difference in C-Value and C-Value-Doctor dilemma in favor of women.

I would like to ask Georg Lind this: Can these low C-scores be elevated if we explain the participants how to fill out the test? May this explanation help people who fill out the test to better understand the test and get higher scores?

[Editor's answer:

Yes, some things can be done to reduce the number of missing data and increase, therewith, the number of scorable data.

But instruction cannot increase test scores. It would save us a lot of money and time if we could foster people's moral competence just by explaining how to cope with the task in the MJT, like it would be wonderful, if we would not need to do intensive and long training to become a fast runner but just by listening to some short instructions by the coach. In experiments it has been shown that even intensive training in theory of the MJT does not increase people's test scores. No, the reasons for the low C-scores of Turkish high school und university students is to be searched for in the educational system: One obvious reason is the low moral competence of teacher which is reported in the above studies. Such teachers cannot be good coaches for their students. Another reason could be the method of teaching in schools and universities: Do they allow the students to think and discussion or are they forcing students to memorize facts, like in religious teaching in school? This can hinder the development of moral competence. The finding of moral segmentation suggests such a possibility.]

What could be the reasons of low C-scores?

In addition to the above-mentioned low C-Value of teachers, parental attitude can be the factor. The quality of education and the enrichment of environmental equipments in terms of learning (in terms physical and scientific facilities). Big number of classroom size. Excessive competitive education.

Students of secondary and high school attend preparation courses during weekends because of the exam system. The students do not have any time left to live, learn, wonder, interact, research and discuss. Parents complain about project works, because since their children are at courses, the parents are actually doing these works to help their children.

The lives of parents are indexed to exams of their children. Parents send their children to courses with a major sacrifice in a great difficulty. In that case, students are overwhelmed by this sacrifice, family stress. There are heart attacks, deaths among parents while they are waiting their students during exam time.

Besides, families, teachers and the individuals in the society do not want the children, high school students and university students to express their opinion and discuss about the future of the society and problems much. However, when we see the young people in discussion programs on TV, it is observed that they bring forward very good opinions about problems and solutions and declare their opinions very consciously.

[Editor's comment:

Type of parental communication has shown to be a factor: If parents are open for their children's problems and listen to them, this seems to have a positive impact on their moral development. But having only good attitudes is too weak to have any impact.

Schools should be well equipped but the most important factor is the quality of teacher training in university.

Bad teacher education is responsible for bad teaching in classroom, excessive competitiveness, and rote learning. For being effective as moral teachers, they must receive a special education in special methods. For more discussion of these questions see: Lind, 2016: How to teach morality. Berlin: Logos.]

# Cultivating moral competence of Chinese economics undergraduates with KMDD-sessions – My experiences

Prof. Jing Zhang, Ph.D., Guangzhou

## Abstract

The author, as a moral education teacher, is trying to uplift the education quality by KMDD and doing something that is practical and effective.

This proposal describes the test results of 89 economical undergraduates selected from Guangdong province based on MJT and KMDD designed by German moral psychologist Georg Lind. The results show that the participants' mean C-score is 19.38 before they took part in dilemma discussion sessions, and the mean C-score is 19.70 after that. The C-score is increased only a little, but the participants are interested in the KMDD-session very much. I'd like to share some experiences about my 7 KMDD-sessions using with three dilemma stories (Joanna's former boyfriend, Judge Steinberg's decision and John's Job).

1. The impact of group sizes. In big groups (34 to 42 participants), the participants have little chances to speak, but the discussion is more vivid. In small groups (13 to 24 participants), the participants have more chances to speak—but the discussion is less vivid.
2. Most participants liked the story of Judge Steinberg more than the story of Joanna. They can't accept "Joanna's staying overnight with her former boyfriend".  
It is immoral and faithless in China.
3. KMDD-teachers should also know how to deal with some current situations in discussion.
4. The phase of "chose the best arguments of the opposite group" is welcomed by the participants.
5. The KMDD-teaching method is very different for our traditional way of teacher's giving lesson, students' learning, and the classroom climate is relaxing.
6. Limitations of using the paper-and-pencil version of the MJT.
7. The problem of using foreign language version of a dilemma-story. English version story may lead to some ambiguities.

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