



For a fair selection everybody has to take the same exam: please climb that tree!

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The *Konstanz Method of Dilemma Discussion*[®] fosters the development of moral competence of learners and teachers alike

Weingarten
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Agenda

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1. Existing conditions

Social conditions

Requirements of school and integration activities

2. The Konstanz Method of Dilemma Discussion

Evolution

Aims and learning effects

KMDD and evaluation

3. Conclusions or suppositions

1. Existing conditions

3

Social conditions

Globalization

Pluralism/ transformation of values

Migration/ multiculturalism

Individuality

Digital communications



need for justice

1. Existing conditions

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Requirements for school

- school is increasingly becoming a social learning venue
- the school becomes a training ground for the training of democratic competence

1. Existing conditions

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Digression:

term

„Democratic
competence“

Moral competence is the ability to resolve conflicts on the basis of universal moral principles (fairness, cooperation, respect ...) by thought and discussion, rather than by force, deceit and power.

(Lind 2008, Lind 2011)

We call this ability based on Kohlberg (1984) and Habermas (1986) **moral and democratic competence.**

(Lind 2002; 2008a)

1. Existing conditions

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Requirements for school

- school is increasingly becoming a social learning venue
- the school becomes a training ground for the training of democratic competence
- school has to make integration / inclusion come alive

**Inclusion is a future task.
The importance of moral
education increases.**



2. The Konstanz Method of Dilemma Discussion®

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Evolution



Evolved from:

- Blatt- Kohlberg- Method (1975)
- communicative ethic from Habermas and Apel
- Lind's Dual- Aspect-Theory of moral behaviour and development (Lind 2002)
- discourse method from Prof. Fritz Oser

founder:

Prof. Dr. Georg Lind
(University of Konstanz)



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Aims and learning effects

- special role of the teacher
- dilemma story with a semi- real dilemma
- moral emotions are triggered cautiously
- learning environment at an optimal level
- support and challenge
- discussion rules: 1. ping-pong-rule
 - 2. respect for the other opinions
- self-regulated discussion with equal rights
- moral development and inclusion will be fostered

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KMDD and evaluation

- reflection at the end of a session
- focussed observation (self and by others)
- class- report after the session
- Moral Competence Test (MCT) and the C-Score

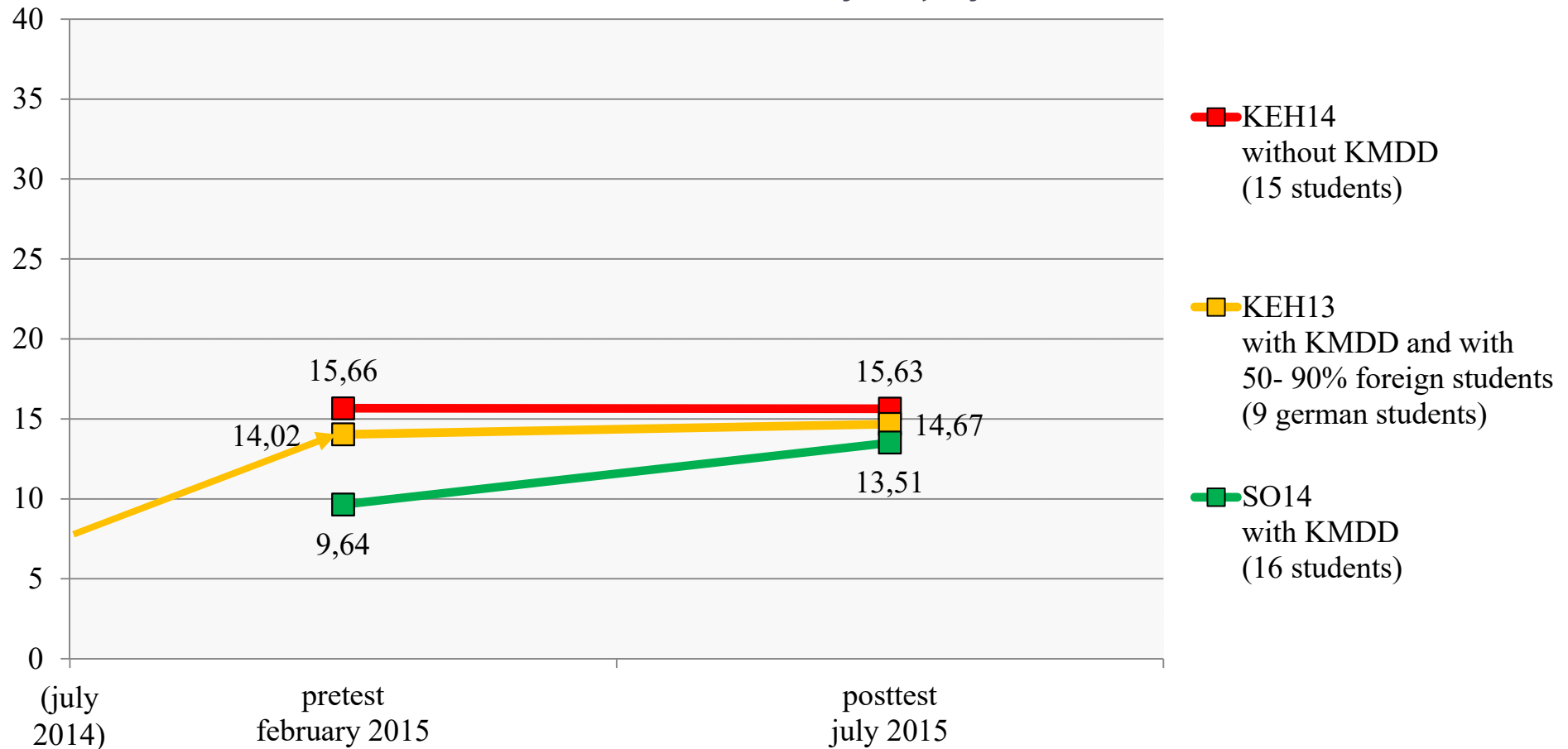
Moral development can be evaluated and is measurable.



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C-Scores from february to july in 2015



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3. Conclusions or suppositions

- If the school system is authoritarian the moral competence isn't high but develops more intensively.
- If the school system is a democratic system the moral competence is higher. But if the students have prejudices (real problems in a group) the moral competence develops more slowly. The group opinion then hinders the development of the moral competence. The KMDD helps to solve these problems.
- Even if the moral competence is high it won't increase if it isn't practiced. → The moral competence decreases then.

3. Conclusions or suppositions

We don't need a perfect school system for moral education. We can improve it step by step with the KMDD. By using the KMDD in every school, we will educate democrats and thus improve democracies.

Thank you for your attention!

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Backup

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