

# Table of Contents

Introduction: We must foster moral competence! 7

1. Democracy, morality and education 17
  - 1.1 Democracy is a moral ideal
  - 1.2 Moral dilemmas make it difficult to be moral
  - 1.3 What is moral competence?
  - 1.4 The growing need for moral-democratic education
  - 1.5 A challenge for education
  - 1.6 Opportunities for moral learning
  - 1.7 Morality and learning subject matter
  - 1.8 The moral ideal of inclusion

## Part 1: THEORETICAL BACKGROUND

2. On the meaning of moral competence 33
  - 2.1 Norm conformity: compliance with external standards
  - 2.2 Morality: compliance with inner standards:
  - 2.3 Morality is a competence!
  - 2.4 How can moral competence be taught?
3. The Dual Aspect model of moral behavior 43
  - 3.1 Aspects, not components
  - 3.2 The affective aspect: Moral orientations
  - 3.3 Do moral orientations need to be taught?
  - 3.4 The two layers of the moral self: overt behavior and ethical reflection
4. Making moral competence visible 51
  - 4.1 From theory to measurement
  - 4.2 The *Moral Competence Test* (MCT)
  - 4.3 Why ordinary tests fail to measure competence
5. The importance and origin of moral competence 69
  - 5.1 Moral competence and behavior
  - 5.2 Does moral competence influence social behavior?
  - 5.3 What is the origin of moral competence: the genes, the environment or education?
  - 5.4 The Dual Aspect Model compared to the Stage Model

- 5.5 Moral competence requires education
- 5.6 Effective methods of moral education

## Part 2: FOSTERING MORAL COMPETENCE

- 6. The *Konstanz Method of Dilemma Discussion* (KMDD) 97
  - 6.1 Death and revival of the dilemma method
  - 6.2 The aims of the KMDD
  - 6.3 The didactic principles of the KMDD
  - 6.4 How does the KMDD differ from the Blatt-Kohlberg method?
- 7. Preparing and implementing KMDD sessions 103
  - 7.1 Who benefits from KMDD sessions
  - 7.2 Preparation
  - 7.3 Optimal length
  - 7.4 Fitting the KMDD into the course syllabus
- 8. Measuring the efficacy of KMDD sessions 107
- 9. The Just Community method 113
  - 9.1 Aims
  - 9.2 Didactic principles
- 10. Lessons learned from Just Community projects 117
  - 10.1 Brooklyn High School
  - 10.2 Theodore Roosevelt High School
  - 10.3 The ‘Democracy and Education in the School’ project
  - 10.4 Effects of the Just Community method in schools
  - 10.5 The Just Community in large high schools, colleges and universities
- 11. How to train *KMDD Teachers* 127
  - 11.1 The necessity of a thorough training
  - 11.2 Aligning theory and method: teachers’ crucial role
  - 11.3 Teachers must align theory and method
  - 11.4 Training and certification of *KMDD Teachers*
  - 11.5 Benefits for academic teaching
  - 11.6 Establishing a Just Community

12. Discussion Theater – The KMDD goes public	139
13. Frequently asked questions	147
The appendix 159	
The nine phases of a KMDD-session / Discussion Theater	161
Workshop: Write your own educative dilemma story	164
Educative dilemma stories	165
Glossary	176
References	181
Afterword by Wilhelm Peterßen	195
Acknowledgements	196
Author	197