RAVE FOR MORAL CHARACTER AND ETHICAL KNOWHOW

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How do children grow into morally agile adults?

- Relationships (personal, social climate)
- Apprenticeship context (modeling, guidance)
- Village of stories, support
- Ethical skill development and self authorship
Caring, Responsive Relationship with each Child

- Engages the *emotions*
  - Fundamental to learning
- Fosters a *secure attachment*
  - Builds the bridge for instruction
    - Secures the child’s attention
    - Establishes a line of influence
  - Physiological orientation toward engagement ethic (oxytocin, opioids)
- May take longer with some students
Provide a Supportive Relational Social Climate

- Keep members calm
- Face-to-face relational engagement
- Encourage prosocial imagination
- Individual positive purpose
  - Enhancement of human potential
- Broad ethical skills
- Global awareness
- Link to community contexts
Well-Structured Social Environments Provide

- Student autonomy, self-direction, & influence
- Student interaction, collaboration, & participation in open discussion
- Teacher warmth, acceptance, support, & modeling
- Provide training in social skills
- Provide opportunities for helping others
- Foster discipline through a sense of citizenship to school

(From Solomon et al, 2002)
Adults help kids meet their basic needs

The five basic human motives are (Fiske, 2004):

1. Sense of control (choices)
2. Understanding (meaning)
3. Belonging (connectedness)
4. Enhancing Self (competence)
5. Trust (community support)

Good leaders/teachers make sure members needs are met.

See the handout: Caring Relationships and Meeting Students’ Needs
Thinking about **Relationships** ...

- **Remember a favorite teacher**
  - Think about how your teacher embodied the characteristics we just talked about.
How do people learn naturally?

- How does apprenticeship look?
  - **Modeling** by someone more “expert”
    - thinks aloud while solving problems
  - Instructor **coaches** the student
  - Instructor **explains** (reasoning, meaning) at the same time as authentic experience
  - Student **practice** is **focused and extensive**

- Will be described again, later, in more detail (on slides 37 to 48)
Adults come together with their stories about their own development

Understand that their own characters are “under construction”

- by the activities they pursue
- by how they use their imaginations
The Power of Stories

- Shape what we believe about ourselves and the world
  - they guide our actions
- Children learn whom they can/should become
  - from the stories we tell them
  - how we treat them is a type of story they internalize
Restore the “Village” of Support for Engagement

- Community immersion
  - Active, full body experiences with others
- Find pleasure from social relationships
  - Embodied, positive sense of community
    - singing, playing, dancing, laughing
Thinking about the Village...

- What community rituals or traditions does your community have that embody a village of stories and support?
- How might you build and further strengthen a village of stories and support in your own community?
Ethical Skill Development

- Ethical Sensitivity
- Ethical Judgment
- Ethical Focus
- Ethical Action

Those with Ethical Expertise are:

- More Ethically Sensitive (*perceptive, imaginative, deeply feeling*)
- Better at Ethical Judgment (*reasoning, reflection*)
- More Ethically Focused (*attentive, motivated, personal identity*)
- Better at Completing Ethical Action (*effectivities, steadfastness*)
Ethical Process Skills to Embed in Classroom Instruction
Which ethical skills are most needed by your students?
- Off the top of your head
- And from these lists...
Ethical Sensitivity Skills: NOTICE!

- Notice the need for ethical action
- Feel empathy
- Put yourself in the other person’s shoes
- Imagine possibilities
- Determine your role
Ethical Sensitivity Skills: NOTICE!

Understand Emotional Expression
Take the Perspectives of Others
Connect to Others
Respond to Diversity
Control Social Bias
Interpret Situations
Communicate well
Ethical Judgment Skills: THINK!

- Reason about what might be done
- Apply your code of ethics
- Judge which action is most ethical
Ethical Judgment Skills: THINK!

Reason Generally
Reason Ethically
Understand Ethical Problems
Use Codes & Identify Judgment Criteria
Understand Consequences
Reflect on the Process and Outcome
Coping & Resiliency
Ethical Focus Skills: AIM!

- Make the ethical action a priority over other needs and goals
- Align ethical action with your identity
Respect Others
Cultivate Conscience
Act Responsibly
Be a Community Member
Find Meaning in Life
Develop Ethical Identity & Integrity
Ethical Action Skills: ACT!

- Implement the ethical action by
  - Knowing what steps to take
  - Getting the help you need

- Persevere despite hardship
Ethical Action Skills: ACT!

Resolve Conflicts and Problems
Assert Respectfully
Take Initiative as a Leader
Planning to Implement Decisions
Cultivate Courage
Persevere
Work Hard
Success requires all processes!

Notice
Think
Aim
Act
Self–Authorship of Ethical Skills

- Self-development
- Student learns to select activities, friendships and social environments that foster good character
Virtuous individuals must be autonomous enough to monitor their behavior and choices. Once developed, virtues must be maintained through the selection of appropriate friends, activities and environments (Aristotle, 1988).
Individuals can be coached in domain-specific self-efficacy and self-regulation (Zimmerman, Bonner, & Kovach, 2002).

The perception of personal agency is formed from our self-regulatory skills and lies at the heart of the sense of self (Zimmerman, 2000).
Self-Authorship of Right Brain

- Self-awareness activities
  - Journal
  - Pay attention to likes and dislikes
  - Spend more time doing things that bring joy
  - Art. music, play
    - Playful activity is a good way to learn to stay in the present.
“A WISE (OR VIRTUOUS) PERSON IS ONE WHO KNOWS WHAT IS GOOD AND SPONTANEOUSLY DOES IT.
VARELA (1999, P. 4)
Back to the “A” in RAVE: Apprenticeship

- Cultivate character through four levels of expertise development
  - Immersion in examples and opportunities
  - Attention to facts and skills
  - Practice procedures
  - Integrate across contexts
Expertise Level 1: Immersion In Examples & Opportunities

- Attend to the big picture
- Learn to recognize basic patterns

The teacher plunges students into multiple, engaging activities. Students learn to recognize broad patterns in the domain (Identification Knowledge). Students develop gradual awareness and recognition of elements in the domain.
Expertise Level 2: Attention to Facts and Skills

- Focus on detail and prototypical examples
- Build knowledge

The teacher focuses the student’s attention on the elemental concepts in the domain in order to build elaboration knowledge. Skills are gradually acquired through motivated, focused attention.
Experteise Level 3: Practice Procedures

- Set goals
- Plan steps of problem solving
- Practice skills

The teacher coaches the student and allows the student to try out many skills and ideas throughout the domain to build an understanding of how these relate and how best to solve problems in the domain (planning knowledge). Skills are developed through practice and exploration.
Expertise Level 4: Integrate Knowledge & Procedures

- Execute plans
- Solve real-life problems
- Solve problems in multiple contexts

The student finds numerous mentors and/or seeks out information to continue building concepts and skills. There is a gradual systematic integration and application of skills across many situations. The student learns how to take the steps in solving complex domain problems (execution knowledge).
The purpose of ethical behavior is to live a good life in the community.

Each individual lives within an active ecological context (Bronfenbrenner, 1979) in which, ideally, the entire community builds ethical skills together.
Ethics is the practical and moral wisdom or expertise cultivated in the context of individual and community flourishing.
For more information

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