AN EVALUATIVE STUDY OF
INSTRUCTION IN MORAL DEVELOPMENT
EDUCATION FOR PARAPROFESSIONALS

Dissertation for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY

CATHERINE M. STONEHOUSE

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ABSTRACT

AN EVALUATIVE STUDY OF INSTRUCTION IN MORAL DEVELOPMENT
EDUCATION FOR PARAPROFESSIONALS

By

Catherine M. Stonehouse

A growing concern for values education is being expressed by

many in the field of education. The dehumanizing course of industrial-

ization and the disclosure of injustice, dishonesty, and other forms of

immorality among trusted government officials focus attention on values

and moral development. The question arises: What can be done to help

the younger generation come to value persons and act with justice?

Many persons who feel the need for moral education are also

aware of the ineffectiveness of most efforts to teach morality. They

therefore ask: Are there guidelines for effective, constructive, moral

education? The research of Piaget and Kohlberg provides an under-

standing of the process of moral development. From this understanding

flow implications for teacher and parent behaviors which will facilitate

the moral development of children and young people.

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moral education are paraprofessionals in reference to education. They are parents and volunteer workers in the educational programs of the church. They are in a position to profoundly influence the moral development of a nation if they know how to act effectively.

The crucial problem is that the guidelines from the research of Piaget and Kohlberg are not readily available to paraprofessionals who are involved in moral education. Moral development education concepts are found mainly in scholarly literature in the form of findings instead of behavioral implications. The major question of this dissertation now comes into focus: Can behavioral implications for teachers and parents be derived from the findings of Piaget and Kohlberg and instructional materials designed which will present a developmental perspective on values/moral education to paraprofessionals in a form that they will study and which will lead to a sound understanding and use of the concepts ?

Moral development education materials for the training of paraprofessionals have been designed using the Briggs model for the design of instruction. Two versions of the instructional package were developed. One package presented the findings of Kohlberg in terms of stages of moral development; the other discussed the levels of moral development without reference to the specific stages.

The materials were field tested by groups of volunteer workers in the educational program of the church. The groups were randomly assigned to the two treatments (i.e. the two versions of the instructional

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materials). Instructors had no special training for teaching the course.

Data from a pretest and a posttest were analyzed. An analysis of variance was computed for measures, treatments, and interactions. Correlations were run between gain scores and education, amount of reading done, and attendance at group study sessions. The reliability of the measuring instrument was also tested. The instrument was found to have an inter-item reliability coefficient of .82.

No significant difference was found to exist in treatment interactions or between treatments. A significant difference was found between the pretest and posttest measures. The learners in all groups increased significantly in their grasp of a developmental perspective on values/moral education. Significant differences were indicated for the several components that made up the general perspective. Learners increased in their understanding of factual information and preference for skills which facilitate moral development.

The findings on reported actions taken were mixed. Significant differences did occur in the behaviors reported. Some of the changes were in a positive direction, and others were negative. Still other changes were questionable, depending on one's interpretation of the data.

A decrease in the tendency to misuse moral development concepts was also noted.

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A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Curriculum and Secondary Education

1976

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months of patient understanding

and, Dominion Day cookies

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was done by Debra Chisholm. Her efficiency and editorial skills have been a tremendous asset. She has willingly typed for long hours to meet deadlines. Working through this project with Debbie has increased my appreciation for her as a person.

Other friends have helped in many ways. Some printed, collated, and bound instructional materials long into the night or early in the morning so that my field test could begin on schedule. The understanding, support, and prayers of many have been deeply appreciated.

Finally, I would acknowledge One greater than myself who has kept me calm in times of pressure. He has also, I believe, guided me in my search for a deeper understanding of persons and how they can be helped to develop their full potential.

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CHAPTER ONE

INTRODUCTION

Over the past few years interest in values education and moral development has been on the rise. Values Clarification workshops have been held across the country with thousands of teachers in attendance. Scholars in the field of education have initiated conferences for the discussion of values/moral[1] development. Values development education programs have been established at Harvard University, Michigan State University, the Ontario Institute for Studies in Education, and in other centers. The June 1975 issue of the <u>Phi Delta Kappan</u> magazine was devoted to the discussion of values and moral development. These are just some of the indications of an increased interest in values and moral development within the field of education.

The Need

Recent political events in the United States of America may have focused attention on values and morality. Many people have

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[1]Throughout this dissertation "values/moral" will be used to refer to the broad area of values and moral concerns. Although there are some values which do not have moral ramifications, many values do influence interpersonal relationships and judgments of right and wrong. In general, values and moral judgments are intertwined: interdependent. For this reason they will often be linked together and discussed as values/moral concerns.

wondered, How could Watergate have happened? How could men of such prominence and trust be so lacking in the values which lead to just actions? Can parents and educators do anything to help children and young people formulate the values necessary for a just society?

A look at the course of industrialization also directs attention to values. Purpel and Belanger in their book, Curriculum and the Cultural Revolution, indicate that they see values education as a must. Hope for a humane world in the future rests on whether or not the valuing of material gain can be outweighed by the valuing of elements in life which enhance the lot of persons. Purpel and Belanger believe that the basic problems of our world are not technological but are value problems (Purpel & Belanger, 1972, pp. 12-16).

The Dilemma

But trying to teach values is not a new idea. Between 1928 and 1930, Hartshorne and May were publishing their studies on character education. The traits of character which they investigated were honesty and service. Honesty was tested by placing a child in situations where there was opportunity to cheat, lie, or steal. Giving up an object for the welfare of another was the test for service. Hartshorne and May found that character education classes and religious instruction did not influence the conduct of the child in the experimental tests. Responses were inconsistent. The situation seemed to determine whether or not the child would be honest or serve. The child who was

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honest in one situation might not be honest in another. Moral instruction seemed to have been ineffective (Kohlberg in Purpel & Belanger, 1972, pp. 456-457).

Parents and educators are faced with a dilemma. On the one hand there is an increasing sense of the need to help persons develop values and moral reasoning that will enhance their lives and the lives of others. On the other hand we must face the fact that much values/moral instruction has been ineffective. Out of this dilemma arises the first major question of this dissertation: Are there guidelines available to help parents and teachers effectively and constructively influence the values and moral development of children and young people?

A Source of Guidelines

When discussing the research of Hartshorne and May, Kohlberg (in Purpel & Belanger, 1972, pp. 456-459) states that recent research does not lead him to question their findings. He does, however, question the conclusions drawn from the findings. Hartshorne and May concluded that moral behavior is determined by the forces at work and rewards offered in a given situation. Moral character is fixed very early in childhood in the home. They despaired of being able to influence moral character from outside the home or after the early years.

In contrast to the conclusions of Hartshorne and May, Kohlberg comments that recent research findings indicate a more hopeful view of moral development and the possible influence of education.

Acts of misconduct are also clearly related to two general aspects of the child's personality development. The first general aspect of the child's development is often termed ego strength and represents a set of interrelated ego abilities, including the intelligent prediction of consequences, the tendency to choose the greater remote reward over the lesser immediate reward, the ability to maintain stable focused attention, and a number of other traits.

The second general aspect of personality that determines moral conduct is the level of development of the child's moral judgments or moral concepts. (Kohlberg in Purpel & Belanger, 1972, p. 459)

Kohlberg's findings. Through research Kohlberg has charted the course of development of moral judgment. He finds that there is a pattern in the development of how persons decide what is right, what is wrong, or what one ought to do in a given situation. Kohlberg's findings provide a clue regarding the ineffectiveness of moral instruction reported in the Hartshorne and May studies. The child's view of the world and morality is different from that of the adult, and the child's way of thinking is not changed by instruction on moral behavior. Development in the way one reasons must take place before one is ready to comprehend and live by certain moral guidelines. The subjects in the Hartshorne and May studies had not reached a level of development which enabled them to comprehend the principle of honesty. Therefore moral instruction was ineffective. Moral instruction given before the child was ready for it did not cause moral development. But Kohlberg finds that development is facilitated or inhibited by other factors which adults influence. There are things which parents and teachers can do to facilitate development.

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Piaget's insights on development. Piaget has also studied

the development of children. He has identified four factors which are

essential to development: maturation, experience, social interaction,

and equilibration: the dynamic inner process of resolving conflicts and

restoring inner equilibrium (Piaget in Mussen, 1970, p. 719). Many

implications for parent and teacher behaviors grow out of these four

factors of development.

The focus of attention. The findings of Piaget and Kohlberg

provide guidelines "to help parents and teachers effectively and con-

structively influence the values and moral development of children and

young people." Many factors will affect moral conduct. As noted

earlier, Kohlberg identifies two of these factors: ego strength and the

level of development of the child's moral judgments or moral concepts.

The teacher and parent behaviors which grow out of the theories of

Piaget and Kohlberg relate most specifically to facilitating the develop-

ment of moral reasoning and judgment making.

The concern of this dissertation is the need to help adults be

more effective and constructive as they influence the moral development

of others, especially children and youth. From the broad range of fac-

tors affecting values and morality, the development of moral reasoning

has been chosen as the focus of attention. The following pages contain

the description of an effort to make available to parents and teachers

instruction on how to facilitate the development of moral reasoning.

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Facilitating the development of moral reasoning is moral development education.

The type of research. From the chorus of voices speaking out on values, valuing, and the influencing of moral behavior, Piaget and Kohlberg have been chosen to suggest important facilitating behaviors for parents and teachers. What is it that commends the work of these researchers as the theoretical foundation for instruction in moral development education?

The findings of Piaget and Kohlberg grow out of the study of basically healthy, normal children and youth. Piaget has been involved in this task for more than fifty years. His own three children were subjects of intensive observation. Shortly after their births he began to observe them regularly and record what he saw. This led him to important insights into the early activities of the mind and the beginning development of intelligence.

Kohlberg's original research on moral development was the beginning of a longitudinal study. For more than fifteen years he has followed the group of approximately seventy boys and men with whom he began his research. Every three years he has contacted them and assessed their moral development. From this procedure he has been able to chart the pattern of moral development.

The basic technique used in the research of both Piaget and Kohlberg is the interview. David Elkind reports that those who assist

Piaget in his research receive a year of training in the art of interviewing before beginning to collect data (Elkind, 1970, 1974, p. 27). Kohlberg spends eight hours interviewing each of his subjects. It is through these intensive interviews that he has discovered the characteristics of moral reasoning.

The studies of Piaget have been replicated by other researchers in many parts of the world. In most cases their findings corroborate those of Piaget (Elkind, 1974, p. 27). Kohlberg's study has not been restricted to his original sample. He and his associates have conducted intensive interviews with persons from various cultures. The findings indicate that there is a universal pattern of moral development (Kohlberg in Goslin, 1969, pp. 384-385).

We have noted that the research of Piaget and Kohlberg has been conducted with healthy persons. Their probes have been intensive and followed up over time. The studies have been replicated. Piaget and Kohlberg have responsibly used the interview. Many students of human development believe that the intensive interview is one of the best tools for increasing our understanding of thought processes. For these reasons the research of Piaget and Kohlberg has been accepted as a sound source from which to draw the guidelines for facilitating cognitive and moral development which will be discussed in this dissertation. Piaget has provided us with an understanding of the process of cognitive development and the factors which are at work causing development. As already intimated, Kohlberg has described the pattern which is followed

in moral development. His theory of moral development is built on Piaget's understanding of cognitive development. In chapter 2 the theories of Piaget and Kohlberg are discussed more fully.

The Target Audience

Volunteer adult workers within the educational program of the church were the target audience for instruction in moral development education. Tables 4, 5, 6, and 7 provide a description of the particular audience for this research.

Rationale. Although many people feel the need for more emphasis on values in public education there is also resistance to the teaching of values in the school. An example of this resistance is a bill presented to the 1975 Michigan legislature. It stated that "an employee of a public school or person brought into a public school by the administration shall not seek to subvert parental authority by acting as a change agent of attitudes, values, and religious or political beliefs of the students" (House Bill No. 4951). Public sentiments such as those expressed in Bill No. 4951 cause many public school teachers to be uneasy about their role in values education. But values/moral education has traditionally been accepted as a major area of responsibility for religious educators. Thousands of persons are involved weekly in values/moral education within the church. Many of them are open to instruction designed to help them become more effective values/moral educators.

The church acknowledges responsibility for all age-groups of persons. Parents play a major role in the facilitating or inhibiting of the moral development of their children. Many parents are involved in the church and could be influenced by its educational program.

Summary. The concerns of this dissertation have been focused on instruction for volunteer adult educators within the church for the following reasons:

1. Most church educators are open to instruction in moral development education.

2. A large force of volunteers in the church are currently engaged in trying to be values/moral educators.

3. Through the church parents can be helped to better facilitate the development of their children.

4. The vocational concerns of the researcher focus on the educational program within the church.

Developmental Assumptions

Both Piaget and Kohlberg look at human processes developmentally. The ideas to be discussed in the following pages will present a developmental perspective on values/moral education. A look at some basic developmental assumptions will help to provide a broader context for understanding this view of values/moral education.

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A New Concern for Process

During the last 25 years there has been a shift in the focus of interest for many who might be called developmentalists. Earlier, the major concern of many developmentalists was for the precise description of the capabilities of children at a given age. But now the attention of those who hold a developmental perspective seems to be more on the search for explanations of capabilities and a better understanding of the processes at work in development (Mussen, 1970, p. vii). There is a shift from pure description to a search for predictive factors (Stiles in Ebel, 1969, p. 117). The developmental assumptions to be discussed reflect an interest in the causative factors of development as well as in the description of its pattern.

A Holistic View of the Person

The developmentalist believes that persons must be understood as organic wholes. Each facet of the person is interrelated with each other facet. For example, biological and cognitive development are interdependent. Piaget (1952) states that "intelligence is a particular instance of biological adaptation . . . it is essentially an organization and that its function is to structure the universe just as the organism structures its immediate environment" (p. 4). Human beings inherit a biological organ, the brain, which naturally performs certain biological functions. Piaget refers to these functions as organization and adaptation (1952, p. 9). As the brain organizes perceptions and

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Piaget (in Mussen, 1970, p. 712) also believes that biological matura-
tion provides the potential for cognitive development. This potential
must be actualized through other experiences, but unless a certain
level of biological maturity exists, certain cognitive functions cannot
develop.

Moral development is dependent on prerequisites of cognitive
development (Kohlberg in Goslin, 1969, p. 375) and therefore on bio-
logical maturation also. Again, biological and cognitive development
do not guarantee moral development, but they are interrelated, neces-
sary factors.

Another example of the developmentalist's holistic view of
man is seen in the following statement made by Langer (in Mussen,
1970): "A holistic conception implies that mental acts are feelings as
well as judgments. This means that they are both conceptual and
motivated acts: the stuff of mental life and development is evaluative
conduct" (p. 768). Cognitions and affects--judgments and feelings--
are inextricably intertwined. Piaget states that there is probably no
such thing as a pure cognition or a pure affect (Piaget, 1967, p. 33).
Cognitions, affects, and behaviors cannot be separated. An affect is
learned along with each cognition. Behaviors grow out of cognitions
and affects but also lead to new knowledge, feelings, and attitudes.

It follows that in a holistic view of persons, values cannot be

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dealt with as entities in isolation from the rest of the person. Dewey (1939, p. 52) distinguishes between an impulse or appetite and a value. After defining a value as a desire or interest with an end in view he goes on to say, "Any theory that connects valuation with desire and interest by that very fact connects valuation with behavior which is affective-ideational-motor." Values can be understood only in the context of the organism as a unit knowing, feeling, and doing. They are based on cognitive functioning and are influenced by affective experiences. Biological development, social interactions, and experiences with the physical world will all affect values. The developmental perspective indicates that values/moral education must be based on an understanding of the whole person in transaction with the environment.

Interaction Between Inner and Outer Factors

The developmentalist believes that there is more to the human being than what meets the eye. There are activities going on within persons, and an understanding of these inner workings is important to understanding human development.

Both Piaget and Kohlberg have given special attention to cognitive development. A. L. Baldwin (in Goslin, 1969) explains the cognitive theorist's understanding of what takes place within the person.

> A cognitive theory of behavior assumes that the first stage in the chain of events initiated by the stimulus situation and resulting in the behavioral act is the construction of a cognitive representation of the distal environment. The later events in the chain are instigated, modified and guided by this cognitive representation. The cognitive representation thus acts as the effective environment

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which arouses motives and emotions, and guides overt behavior toward its target or goal. (p. 326)

These cognitive representations or inner workings cannot, of course, be directly observed. The only evidence of what is going on inside is the behavior of the person. The word behavior is used here to refer to verbal behavior as well as to physical actions.

The developmentalist's position is that although one cannot directly observe inner processes, observing behaviors can give clues as to what is going on inside. Furthermore, to more adequately understand human development and be able to work with it, one must try to understand both the internal processes and the influences of the environment on the person. The holistic perspective appears again here. The person cannot be understood in isolation from the environment. But neither can the environment and external behaviors tell all there is to know about the person. The inner processes and structures of thinking will influence how persons behave in certain situations: how they respond to the environment.

An Active Learner

Another important area to explore in understanding the developmental perspective is the role of the learner. The developmentalist believes that learning and development take place as an active learner is in transaction with the environment. Langer (in Mussen, 1970) describes the activity of the learner.

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The organismic and comparative analyses suggest that all organisms are born with a minimal set of species-specific functional structures which permit them to interact with the environment in order to incorporate experience and stimulation; otherwise they would not develop. . . . It is obvious that physiological structures can only assimilate those environmental properties for which it has appropriate physiological organs. Similarly, psychological structures can only assimilate that experience and information for which it has appropriate mental systems. Thus it is the organism's organization that selectively determines the character of its interaction and the significance of its experiences. These experiences, in turn, feed back upon the functional structures which were the original source of the interaction. In ways that are still little understood, such feedback eventually leads to the qualitative alteration of the organization of one stage into the next more advanced stage. (p. 741)

The human infant is not a blank slate on which the environment will write. Nor is the child a law unto himself untouched by the environment. The infant arrives with a natural tendency to interact with the environment. As the learner actively engages in transactions, changes are made in that environment. At the same time the environment is influencing the learner. Similar environments have differing effects on different individuals because of each person's unique transaction with the environment. In the developmental perspective both the learner and the environment are responsible for what a person becomes.

Through transactions, the individual constructs his or her personal understandings. Bruner believes that what a person knows of the world is based on a model of reality which he or she has constructed (Bruner, 1966, p. 319). Dewey cautioned his readers to remember that "no thought, no idea, can possibly be conveyed as an idea from one person to another" (Dewey, 1944, p. 159). For the idea to exist in the

second person's mind he or she must think it for him or herself. The effort to communicate an idea may stimulate another person to think a similar thought, but it does not transmit the idea from one person to another.

A Transacting Teacher

The word transaction implies two-way activity. Not only is the learner active, but the teacher's role is also an active one. As teachers and parents come to understand the process of development they discover that there are many experiences which they can provide to facilitate development. Certain relationships need to be fostered between parent and child or teacher and learner. In Dewey's view, one of the major tasks of the teacher or parent is to provide an environment that stimulates thinking and learning. Part of this environment is a sympathetic, interested, involved teacher or parent. Dewey went so far as to suggest that adults have a moral obligation to influence the experiences of children so that they will facilitate growth and development instead of inhibiting them (Dewey, 1938, p. 38, 1944, p. 160). Concerned adults do not have to passively stand on the sidelines and hope for the best. They cannot make another person develop in certain ways, but they can become actively involved in facilitating development.

Development a Natural Tendency

The developmentalist also believes that the tendency to develop is a natural endowment of every human being (Langer in Mussen,

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1970, p. 741). Developmental patterns are not within persons at birth ready to unfold automatically with the passing of time. But the tendencies to interact with the world and organize perceptions are present at birth. As the infant uses these natural tendencies, development takes place. When development ceases or fails to occur, a pathological condition is indicated. This fact is widely accepted in regard to physical development during childhood. Physical development is expected to take place naturally. But persons often imply by their attitudes and actions that they think learning and moral development are unnatural occurrences that must be stimulated from the outside. Granted, there are many factors at work in the environment which inhibit cognitive and moral development. There are many affective experiences that turn off the child's desire to learn at least some things in certain ways. But the child is born with a natural tendency to develop. The educator's role is to be part of the external environment transacting with the child, youth, or adult in the natural process of development.

There is probably an optimal rate of development (Piaget in Mussen, 1970, p. 713). This optimal rate is related to the speed at which development would occur if there were no inhibiting factors and the environment provided all the needed experiences. Different facets of development will take place at different rates. Some development will take place more rapidly during certain periods of life than at other times.

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development builds upon the development that is taking place now. The mastering of one level of development is significant preparation for further development. If we believe that development is a natural process, unless inhibiting factors are at work, the person will sense the need and want to move on when ready. What advantage then is there in pushing development? Probably none. As a matter of fact, trying to force development may be damaging (Elkind, 1974, pp. 54-55).

On the other hand, if development takes place too slowly, this is not desirable. If inhibiting factors are holding back development, these may cause long-term hang-ups and even permanent limitations for the person. Developmental educators--or parents--therefore, strike a balance between relaxation and concern. They do not feel compelled to force the child to develop as rapidly as possible. They relax and work along with the natural processes of development. But at the same time they are concerned about any inhibiting factors which may be holding back natural development.

Characteristics of Development

The word development can mean many things. Some persons use it to refer to growth and maturation. Others might equate development with change, either positive or negative. Although maturation, growth, and change are involved in development, they are not equal to development. They describe quantitative aspects of development. The developmentalist's use of the word development refers to the qualitative

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Development is change, but not just any change. It is change in a positive direction.

Maturation is necessary for development, but there is more. Maturation provides the potential for development (Piaget in Mussen, 1970, p. 712). Other factors must come into play to actualize that potential. Development is a process which occurs as the result of the complex transaction between an individual and his or her world.

Development refers to changes in internal structures of thought rather than to the adding of knowledge or skills to a person's repertoire. Specific knowledge and skills are the content of learning. The structures of the mind are characteristic ways of perceiving and interpreting the world. They represent ways of organizing thought (Kohlberg in Goslin, 1969, pp. 348-349). Content and structure are distinct but not separate. Content is processed by the structure of thinking. Structure influences how one interprets content and what one does with it. But structures cannot exist without content to process. The structure is the facet of thinking which develops. Content does not develop; rather, it grows in quantity and kind.

When developmentalists speak of development they are thinking of change which meets the following criteria:

1. Orderly

2. Unidirectional

3. Irreversible

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4. Hierarchically Integrated

5. Qualitative

6. Progressively Differentiated

7. Increasingly Articulate

8. Actively Created

9. Functionally Superior to but Dependent on Learning

(Stewart, 1974, p. 258)

A few comments on each criterion will serve to make it more

meaningful (Stewart, 1974, pp. 250-258).

1. Orderly. Piaget, Kohlberg, and other psychologists have

discovered an orderliness in the development they see at work in the

subjects they have studied. The human organism seems to have been

created with a pattern for development. As noted earlier, this does not

mean that there is a pattern wired in which unfolds naturally and irre-

spective of other factors. But extensive observation of developing

humans has shown that their transactions with their environment lead

to development which follows a certain path. Piaget describes the path

of cognitive development in terms of stages. Kohlberg has identified

sequential levels and stages of moral development. Several other

organismic psychologists have also identified orderly development in

different areas of life (Stewart, 1974, pp. 129-130).

2. Unidirectional. For change to be classified as develop-

ment it must be in a positive direction. For example, the developing

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person moves from rigidity of thinking toward greater flexibility; from a lack of differentiation toward increasing ability to differentiate (Stewart, 1974, p. 247).

3. <u>Irreversible</u>. Once a structure has developed to a certain level, the person never loses the capability of thinking in that way. At some major transition points in development from stage to stage, persons sometimes seem to lose their capability to use newly acquired reasoning. But this is only a temporary regression which is overcome shortly. Persons can regress in their grasp of content that they have known. But once a structure has developed, it is irreversible.

4. <u>Hierarchically Integrated</u>. The abilities which one has developed at a certain stage are not discarded when one moves on into the next stage. The capabilities are integrated into the next higher stage (Elkind, 1974, p. 71). Through the process of development ways of thinking and reasoning are refined, expanded, or rearranged and integrated into the newly developing structure of the next stage. This is what is meant by hierarchical integration. Persons never lose the ability to use patterns of thinking characteristic of the stages through which they have passed.

5. <u>Qualitative</u>. As mentioned earlier, development involves changes in the quality of thinking. It is not simply the adding of more information for the mind to process. The quality of the way in which

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6. <u>Progressively Differentiated</u>. The direction of development is toward increased differentiation. This refers to an increased ability to notice differences. Very young babies seem to be unable to differentiate between themselves and other objects. As they develop they make this differentiation. The infant discovers that he or she is one of many objects in the world. It will be a few years before the child is able to differentiate between his or her point of view and the point of view of others.

7. <u>Increasingly Articulate</u>. At first the developing person's mind is full of many uncoordinated behaviors and bits of knowledge that are not organized or systematically related to each other. As development takes place these cognitions become organized and interrelated. This is what is meant by increasing articulation (Stewart, 1974, p. 247).

8. <u>Actively Created</u>. Structures do not just automatically grow out of nothing. New structures are actively created by the learner in transaction with the environment of persons, things, and experiences. The creating of these new structures is development.

9. <u>Functionally Superior to but Dependent on Learning</u>. Learning and development are not equivalent terms. Certain levels of development must be reached before certain learnings can occur. But learning stimulates the construction of new knowledge which is

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necessary for further development. The two processes are therefore interrelated.

Characteristics of Developmental Stages

In the preceding discussion the word stage has been used repeatedly. Stage is another word that has a wide range of meanings. Stages of cognitive development are ways of reasoning. They have the following characteristics:

1. Invariant Sequence

2. Qualitative Differences

3. Structural Wholeness or Integrity

4. Hierarchical Integration

5. Intrastage Development

6. Interstage Construction (Stewart, 1974, pp. 273-276)

A brief expansion of each of these characteristics is in order.

1. Invariant Sequence. For characteristic ways of reasoning to qualify as developmental stages they must appear in the same order in all persons who are observed: the sequence in which they appear must not vary. As was mentioned earlier, developmental psychologists have noted patterns of development in the persons they have studied: the stages appear in the same order in all the persons they observe. Although many aspects of human development seem to follow sequential stage patterns, this is not true of all learning or change.

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2. Qualitative Differences. One stage is set off from another, not by the amount of knowledge gradually acquired, but by the quality of reasoning used. The kind of reasoning used differs from stage to stage.

3. Structural Wholeness or Integrity. Structural wholeness refers to the fact that logic which is characteristic of a given stage is logic which can be applied to many different problems. Persons can be taught to give specific responses which would seem to indicate structural advancement beyond what is expected at a certain age or which seems to make invalid the claim for invariant sequence of stages. But the ability to make a few specific responses does not constitute movement to a new stage. A change in the quality of the thinking generally in use is required for stage development.

4. Hierarchical Integration. Hierarchical integration has already been looked at in connection with the characteristics of development. It has the same meaning when applied to stages. The important cognitive structures of one stage are refined and integrated into the next higher stage. The developing person does not leave behind all the reasoning skills and patterns of the previous stage. The learner corrects inadequacies and builds the valid elements of the earlier reasoning processes into the new structure.

5. Intrastage Development. Development takes place within a stage. One does not suddenly become capable of fully using all the

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logical skills of a stage. As one moves into a new stage, he or she

uses the new structures irregularly and sometimes inefficiently. But

as development occurs the new ways of reasoning are used more con-

sistently and more adequately.

6. Interstage Construction. Although each stage has its own

characteristic structure, the stages are interrelated. Each new stage is

the fulfillment of the preceding stage. The new structures make possible

the solution of problems left unanswered in the former stage. But each

stage is also a preparation for the stage to follow. The logic or patterns

of reasoning being exercised and mastered at the present stage provide

a foundation on which the next stage will be built. As already noted,

many of the logical skills of one stage will be reintegrated to become

part of the new stage.

In summary, Stewart (1974) states that "the central hypothesis

contained in this theory as manifested by these characteristics of the

stages is that development is an organized and coherent process of

sequential qualitative changes" (p. 276).

The Problem

The question has been raised, Are there guidelines available

to help parents and teachers effectively and constructively influence

the values and moral development of children and youth? The answer

is, Yes. The work of Piaget and Kohlberg suggests ways of facilitating

development. But the ideas of these researchers are not readily

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available to persons involved in values/moral education.

Literature Related Problems

The writings of Piaget and Kohlberg are found mainly in widely scattered pieces of scholarly literature.[2] Some of their best articles have been published in large, expensive professional handbooks or manuals (Goslin, 1969, Mussen, 1970). These are not accessible to most persons.

Scholarly or cursory. Piaget and Kohlberg write mainly to other researchers, professional educators, and psychologists. In most instances, they do not make an effort to be understood by the lay person. Their writings are full of technical terminology which frustrates and discourages many persons to the point that they will not read the articles or books.

Some introductory surveys of Piaget's concepts are available (Wadsworth, 1971, Elkind, 1974). But even these are too extensive and scholarly for the interest of many persons who are involved in values/moral education. Volunteer teachers in the educational program of the church often do not see cognitive development as one of their main concerns. Such persons would not be attracted to an entire book on Piaget's theory. Interest in cognitive development is not likely to be stimulated until religious educators see it as an essential part of

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[2]The bibliography lists several books and articles by Piaget and Kohlberg.

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Kohlberg has written several popular articles on his findings (Kohlberg, 1972a, 1972c). But these give only the most cursory introduction to his concepts. Brief articles do not show the relationship between the theories of Piaget and Kohlberg. Without an understanding of this relationship the implications for teacher behaviors are limited and inadequate. Attention tends to be focused on the stage-related aspects of the theory (the descriptive factors) rather than on the process of development (the factors that can predict the facilitating of moral development).

In the field of religious education, developmental concepts are beginning to appear in the literature. <u>Moral Development: A Guide to Piaget and Kohlberg</u> by Duska and Whelan is an example. Richards, in his book <u>A Theology of Christian Education</u>, devotes portions of two chapters to the discussion of Piaget and Kohlberg. These books, however, provide a less than adequate introduction to the concepts of values development education. The authors seem to focus almost completely on the stage-related aspects of the theories. As we will see later, many behavioral implications for teachers and parents can be drawn from the four necessary factors of development identified by Piaget. These are not discussed in the literature just mentioned.

Richards (1975) raises several concerns related to accepting developmental concepts for education within the church. He believes that the thinking of developmentalists "leads to the suggestion that

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morality is internally derived" (p. 169). But developmentalists such as

Piaget and Kohlberg strongly emphasize the fact that development is not

determined either by inner or outer forces. Development occurs as the

inner potentials are actualized through the active transaction of the

learner with things external to him or her. The inner principles which

direct mature moral judgments are forged as one experiences living by

external standards and rules. The external standards stage of develop-

ment is important preparation for the next stage. It seems that many of

the issues Richards raises would cease to be concerns in the light of a

deeper understanding of the developmental perspective.

Findings not implications. Another problem faces the person

who seeks to discover developmental guidelines for values/moral educa-

tion. Most of what is written presents findings of research rather than

implications for behaviors which will facilitate development. Since

descriptions of the stage-related aspects of the findings are most read-

ily available, persons have tried to draw inferences from this informa-

tion. The characteristics of the stages have been used to determine

what a child can or cannot learn, but little attention has been given to

the factors which inhibit or promote development. The problem of liter-

ature which presents mainly findings rather than behavioral implications

for teachers is complicated by the inaccessibility of the comprehensive

discussions of developmental concepts. A great deal of difficult read-

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Teachers and parents are practitioners who want to know what they can do to influence values. When they find that developmental writings do not suggest many specific behaviors they go elsewhere for their guidance. Techniques are picked up from a variety of sources. There is often little concern for the theoretical roots of the techniques or their consistency with a particular view of persons and how they develop. Many commonly used techniques focus on the content of valuing rather than on the structures for understanding and processing values/moral content. From a developmental perspective this is less than adequate.

Paraprofessional audience. A large segment of those involved in values/moral education are not professional educators. They are parents and volunteer workers in the church who may have limited backgrounds in educational philosophy and child psychology. In this dissertation these persons will be referred to as paraprofessionals. For them the concepts of values development education must be presented in a nontechnical, understandable form. Their interest in theory will be short-lived unless they can see the behavioral implications which grow out of it. However, an understanding of the theory is needed to give meaning to suggested behaviors. When one is aware of the reason for a certain behavior it should be easier to generalize the behavior and adapt it to various situations.

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Dissemination Problems

A few persons have recently been involved in an intensive study of developmental writings. They have focused attention on the educational implications of the theories. The results of their studies are now being shared with professionals and paraprofessionals in conferences and workshops.[3] But to depend on these workshops and conferences as the main form of dissemination for the developmental perspective on values/moral education is not adequate for our times. A broader, more rapid communication of developmental ideas to those engaged in values/moral education is needed in a day when values issues are so crucial.

Many persons being introduced to the developmental perspective on values/moral education respond with the desire to learn more and to share the ideas with others. Workshop leaders are frustrated by the lack of adequate literature to suggest for further study. At the same time they are encouraged by the interest. It seems that if materials were available to guide persons in exploring developmental concepts many would engage in group and individual study of the subject. Such materials would have to stand on their own. They could not assume previous knowledge in the field of education or values development. Guidance for group study would need to be designed for group leaders

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[3]Intensive study of the work of Piaget and Kohlberg has been done by persons involved in the Values Development Education Program at Michigan State University. Asbury Theological Seminary has been another center for developmental studies.

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Possible Misuse of Theory

Some persons have expressed concern for the use of widely

disseminated information on values development education. Often a

brief and comparatively superficial exposure to an educational theory

leads to misunderstandings and abuses of it. This may be especially

true of a theory which presents stages of development.

In the past developmentalists lost the respect of many because

it seemed that they spent all their time simply describing people.

Others took their findings and worried if their children did not fit the

descriptions precisely. Although developmentalists are now focusing

their attention on the processes of development and its facilitation, their

theories do have descriptive segments. Persons can take the character-

istics of the stages of development and spend their time and energy try-

ing to decide precisely where others are in their development. Though

this is an important task for researchers, it is a misuse of time and

energy for most persons working with children and young people.

Evidence of a particular stage characteristic may draw from

one person a flippant or pejorative labeling of another: That was a

stage two response if I ever heard one. The process of labeling can

become an end in itself. Fascination with the differences in the think-

ing of persons in the various levels and stages of development may

capture the attention of parents or teachers. But putting a stage label

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When the path of development is described as leading from one stage into another there is a tendency to look down on the earlier stages and those using that form of reasoning. Any time one person looks down on another this is an abuse. Adults often consider the judgments of a child to be inadequate. Parents and teachers try to hurry children toward adult ways of thinking and acting. Such attitudes indicate a lack of understanding as to the importance of each stage in development.

The pattern of moral development which Kohlberg has described consists of three levels. Within each of these levels there are two stages. The findings of Kohlberg can be discussed in terms of the general characteristics of the three levels or the specific descriptions of the six stages. Those who have introduced persons to Kohlberg's findings using both levels and stages presentations note a difference in the response of the learners depending on the presentation used. An introduction to the detail of the stages seemed to focus attention on the stage characteristics and labeling. When the levels were presented instead of the stages, interest seemed to focus more on the processes of development than on the descriptive facets of the findings. If this observation is correct, some possible misuses of the theory could be avoided by discussing levels rather than stages of moral development.

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Summary

The problem being addressed in this dissertation is many-faceted. It can be summarized as follows:

1. There is a growing interest in values/moral education but the information needed for a developmental perspective on values/moral education is not readily accessible. It exists mainly in widely scattered, extensive, scholarly literature.

2. Moral development literature which is available and written in a popular style is cursory. It focuses on the stage-related aspects of the theory and does not adequately correlate the contributions of Piaget and Kohlberg.

3. Moral development theory exists mainly in the form of findings rather than of implications.

4. Teachers and parents tend to be attracted to a variety of techniques in values/moral education. Little consideration is given to the theoretical bases of the techniques, their consistency with a particular view of values/moral development, or their influence on the structure of moral reasoning.

5. Many of the persons involved in values/moral education are paraprofessionals. They are more interested in practice than in theory. Literature which they will want to read must be nontechnical and clearly show the practical implications which grow out of theory.

6. The present approach to disseminating a developmental perspective on values/moral education through conferences and

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7. Materials designed to communicate the concepts of values development education more quickly and broadly would have to stand on their own. They could assume no special background on the part of learners or instructors.

8. Persons who receive an introduction to developmental theory may misuse it. This may be true especially when the detailed stages of moral development are discussed.

The following question arises out of this complex problem: Can materials be designed which will present a developmental perspective on values/moral education to paraprofessionals in a form that they will study and which will lead to a sound understanding and use of the concepts? To counteract the problems listed in this chapter moral development education[4] materials would have to be in a form which can be disseminated widely. They would also need to be effective when used by persons who have no special preparation for offering instruction in moral development education other than what is presented in the instructional package.

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[4]"Moral development education," "values development education," and "the developmental perspective on values/moral education" are used interchangeably in this dissertation to refer to an understanding of the facilitating of values/moral development which grows out of the theories of Piaget and Kohlberg.

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Patterns in Moral Development[5] is an instructional package

which has been designed to provide moral development education for

paraprofessionals. The media forms used in the instructional materials

have been chosen with consideration for ease of dissemination. An

effort has been made to prepare materials which can be used by instruc-

tors who have no special training in moral development education. This

dissertation describes the design and evaluation of Patterns in Moral

Development.

The Hypotheses

The specific question of this research project now comes into

focus: Does Patterns in Moral Development present a developmental

perspective on values/moral education to paraprofessionals in a form

that they will study and which leads to a sound understanding and use

of the concepts? The following hypotheses have been tested in an

effort to answer the above question.

1. Persons having completed the training experience Patterns

in Moral Development will demonstrate an increased understanding of

the developmental perspective on values/moral education as presented

in the instructional materials.

Note: As stated earlier Patterns in Moral Development

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[5]Prepublication versions of Patterns in Moral Development
are produced and distributed by the Values Development Education
Program, College of Education, Michigan State University, East
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provides instruction in moral development education. It gives guidance

for group and individual learning experiences. The developmental per-

spective presented in the materials grows out of the research of Piaget

and Kohlberg.

2. Persons having completed the training experience Patterns

in Moral Development conducted by an instructor who has had no spe-

cial preparation for teaching the course will show increased preference

for parent and teacher behaviors which facilitate values/moral develop-

ment.

3. Persons having completed the training experience Patterns

in Moral Development will indicate that, as a result of the training

experience, they have engaged in a specific action important to the

facilitation of moral development.

4. Persons having received the training experience Patterns

in Moral Development--treatments D_1 or D_2--will show less tendency

to misunderstand the process of moral development or abuse the theory

of values development education than will persons who have not

received either treatment.

Note: Treatments D_1 and D_2 refer to the two versions of

Patterns in Moral Development (see figure 1). The two versions were

designed to test the informal observation that persons who are intro-

duced to Kohlberg's stages of moral development respond differently

than do persons who are introduced to the levels of moral development

identified by Kohlberg. D_1 presents Kohlberg's findings in terms of

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5. Persons having received treatment D_2 will show less ten-

dency to misunderstand and abuse the theory of values development

education than will persons having received treatment D_1.

Note: Specific misunderstandings and abuses of values devel-

opment education theory were looked for in the testing of this final

hypothesis. The tendency to focus on stage-related aspects of the

theory, placing high importance on labeling persons, looking down on

those in the lower stages, or trying to rush development were all con-

sidered as misunderstandings and abuses of theory.

The Task

The testing of the hypotheses was the final step in a more

extensive task. The research project described in this dissertation

consisted of two phases: a design phase and an evaluative phase.

The task involved four major steps:

1. Deriving from developmental research and theory behavioral

implications for facilitating values/moral development.

2. Deciding what learnings are essential for a sound under-

standing of the developmental perspective on values/moral education.

3. Designing instructional materials intended to lead para-

professionals to a sound understanding of the developmental perspective

on values/moral education.

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4. Testing the effectiveness of the instructional materials.

Steps 1, 2, and 3 were the design phase, step 4 the evaluative phase of the project. Figure 1 pictures the task.
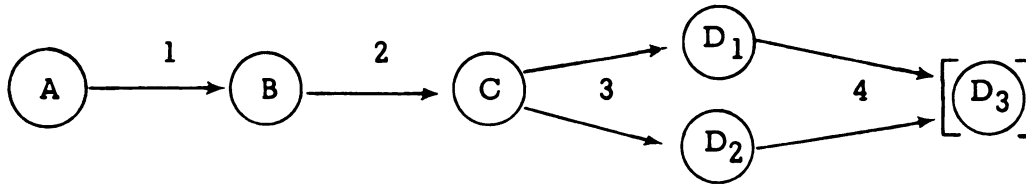
Figure 1. The Task

A. Values development theory	1. Deriving behavioral implications
B. Implications for teacher behaviors	
C. Essential understandings	2. Deciding on essentials of sound understanding
D_1 Instructional materials-- Variation 1: "stages" emphasis	3. Designing instructional materials
D_2 Instructional materials-- Variation 2: "levels" emphasis	4. Evaluating instructional materials
D_3 Refined instructional materials	

Concern over the possible misuse of values development education concepts has been discussed. It has also been noted that some persons think they have observed different responses to Kohlberg's findings, depending on whether they were presented as descriptions of levels or stages. To test this observation, two versions of the instructional materials have been designed. One set of materials (D_1) discusses the characteristics of the six specific stages of moral development identified by Kohlberg. The other materials (D_2) present the more general characteristics of the three major levels of moral development. Except for these differences the two sets of materials are identical.

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The title of this dissertation indicates that it describes an evaluative study. The purpose of evaluation is to inform decisions, in this case, about instruction in moral development education. The results of the evaluation will guide the refinement of the instructional materials. D_1 and D_2 will be reworked to become D_3. In Figure 1, D_3 appears in brackets because the actual refining of the instructional materials is beyond the scope of this dissertation.

In chapter 3 the procedures used to accomplish the task are discussed in detail. But a few comments relating to each step are in order here.

Step 1

Deriving behavioral implications from theory means to decide, on the basis of theory, what teachers and parents ought to do to facilitate the moral development of their children or students. As indicated earlier in the chapter, Piaget and Kohlberg have provided the theoretical framework which has been used. Joyce and Weil (1972) have also been consulted. In Models of Teaching they describe various teacher behaviors and the learnings which occur as a result of those behaviors. The work of Joyce and Weil has been instructive in the selection of specific teacher behaviors which facilitate moral development.

Step 2

The second step called for identifying the learnings which are essential for a sound understanding of the developmental perspective on

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values/moral education. A key word in this statement is <u>essential</u>.
The instructional materials mentioned in step 3 were designed as an
introductory experience for paraprofessionals. The study was limited
to basic values/moral education concepts. But those basics were
intended to include all the concepts essential to a sound understand-
ing. The learning goals for the instructional materials grew out of the
concepts chosen in step 2.

A key phrase in the step 2 statement is <u>sound understanding</u>.
A sound understanding of values development education consists of
knowledge about both theory and practice. Theory which does not sug-
gest appropriate teacher and parent behaviors does little to assist in
facilitating development. Only limited guidance is provided by a list
of recommended behaviors separated from their theoretical roots.
Teachers and parents who understand the theoretical reasons for certain
desirable actions will be better able to apply newly acquired skills to
a wide range of situations.

In the context of this dissertation a <u>sound understanding</u> also
implies that developmental concepts will not be misused. Persons who
tend to be more interested in the characteristics of stages than in the
process of facilitating development, who focus their attention on identi-
fying the precise stage of others, and who depreciate early stages of
development do not have a sound understanding of values/moral educa-
tion. An understanding of the pattern of development must be linked
with knowledge about and concern for the factors at work causing

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development. This calls for a correlation of the theories of Piaget and

Kohlberg.

Step 3

Patterns in Moral Development is the name given to the

instructional materials referred to in step 3. As noted earlier, two

versions of the materials were developed: one version (D_1) presented

stages of moral development, the other (D_2) levels of moral develop-

ment. Patterns in Moral Development provided materials for a training

experience which included individual study and projects as well as

group discussion sessions.

Step 4

A measuring instrument is necessary to "test the effectiveness

of the instructional materials." No instrument existed to test for a

sound understanding of the developmental perspective on values/moral

education. A major part of step 4 was the developing of the measuring

instrument. The learnings chosen in step 2 as the essentials of a sound

understanding provided the criteria to be measured.

The second phase of step 4 was the field testing of the

instructional materials. Patterns in Moral Development was used as

the study guide for classes of volunteer workers in the educational

program of the church.

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Definitions

In this dissertation a few terms have been used to carry special meanings. The following list provides the definitions of those words.

Designer, Writer, Researcher--terms referring to one person. As noted earlier, this research project consisted of two phases: a design phase and an evaluation phase. The total project was conducted by one person who therefore took the roles of designer, writer, and researcher.

Learners--the voluntary adult church workers who took the training course Patterns in Moral Development. Other learners are referred to as students.

Instructors--the persons who taught Patterns in Moral Development in the field test situations. Other instructors are referred to as teachers.

Goal--a broad, general statement of an outcome which is a desired result of instruction.

Purpose--a statement of a desired outcome which is more specific than a goal. Several purposes are related to one goal. The purposes presented in chapter 2 are the purposes of the designer which the instructional materials were constructed to fulfill.

Process--the way in which persons make changes in their understandings and perspectives as they transact with the world around them. In this dissertation the term is often linked with the word

development: a process of development or developmental process.

Natural process--the way in which persons would change if inhibiting factors were at a minimum and the environment supplied the factors necessary for the facilitating of development.

Summary

Chapter 1 has endeavored to set forth the need for Patterns in Moral Development, materials designed to provide instruction in moral development education for paraprofessionals. To provide a context for understanding moral development education, some basic developmental assumptions have been presented.

Chapter 2 provides a more detailed discussion of the theoretical framework for Patterns in Moral Development. It includes a look into the literature from which the contents of Patterns in Moral Development were drawn and also the literature which provided guidance for designing the instructional materials.

There have been two phases to the project described in this dissertation: a design phase and an evaluation phase. Chapter 3 gives a detailed account of the procedures used in both of these phases.

The statistical findings are presented in chapter 4. Each of the hypotheses has been tested to see whether or not it is supported by the data. The report of which hypotheses are supported by the data and which are not is in chapter 4.

Chapter 5 deals with the conclusions of the study.

CHAPTER TWO

LITERATURE REVIEW

The instructional materials, <u>Patterns in Moral Development</u>, have been influenced by three types of literature. The content of the training course grows out of the research findings of Piaget and Kohlberg and the models of teaching described by Joyce and Weil. The Briggs model for the design of instruction has guided the development of the materials and the instrument for evaluating them. The section of this chapter entitled, "The Theoretical Background for the Content," discusses the specific concepts from Piaget, Kohlberg, Joyce and Weil which are reflected in <u>Patterns in Moral Development</u>. The Briggs model is examined in the chapter section "The Instructional Design Literature."

THE THEORETICAL BACKGROUND FOR THE CONTENT

Before beginning to explore the theoretical foundations for the content of <u>Patterns in Moral Development</u> it will be helpful to survey the learning purposes and goals of this training experience. The instructional materials have been designed to accomplish the following purposes:

1. To help the learner grow in his or her understanding of the processes and patterns of moral development.

2. To help the learner become acquainted with the factors which facilitate development.

3. To help the learner construct a more adequate understanding of his or her role as a facilitator of moral development.

The ultimate goal of Patterns in Moral Development is to help those involved in the instructional experience become better facilitators of moral development. Though new knowledge will not guarantee that persons behave in new ways, it is assumed that knowledge is an important component in the process of behavior change. Instructional materials which lead persons into more adequate understandings of the processes and patterns of moral development, the factors of development, and the facilitating roles of parents and teachers should contribute to helping those persons become better facilitators of development.

Goals for "Patterns in Moral Development"

Each of the three major purposes will be accomplished through reaching more specific learning goals. The following outline presents the goals of Patterns in Moral Development.

Purpose 1

An "understanding of the processes and patterns of moral development" is made up of several concepts about human beings and how they learn. The goals of the instructional materials are to help the learners understand that:

a. Development is a natural process.

b. Persons are actively involved in constructing their understandings and values--view of the world--through transaction with the environment.

c. Knowledge and values cannot be transmitted directly from the teacher to the learner.

d. Development takes place within the learner through organization and adaptation: assimilation, accommodation, and equilibration.

e. All learners develop cognitively and morally according to an invariant pattern of sequential stages. The timing of development may vary, but not the sequence.

f. The way of thinking and reasoning at each stage is qualitatively different from that of other stages.

g. The thinking of the child is qualitatively different from the thinking of an adult.

h. Kohlberg's levels of moral development describe the path of moral development.

i. Moral judgments consist of content (the specific judgment of what ought to be done) and structure (the process of reasoning that led to the judgment).

j. It is the structure (the process of reasoning) that indicates the level of moral judgment.

k. Persons distort moral reasoning that is more than one stage above their current stage.

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1. The quality of thinking at each level of moral development is indicated by changes in one's:

> source of authority
>
> consideration of intentions
>
> concept of justice
>
> value of persons
>
> stimulus to right actions
>
> ability to take another's perspective

Purpose 2

To accomplish the second purpose learners will be led in an exploration of the factors which facilitate or inhibit moral development. The goal of <u>Patterns in Moral Development</u> is to help the learner come to understand that:

a. The four necessary factors of development are:

> biogenetic endowment
>
> experience
>
> social interaction
>
> equilibration

b. Disequilibration is not something about which to be alarmed but can be a healthy sign of preparation for a new phase of development.

c. Persons are attracted to moral reasoning that is just beyond their current moral judgment stage.

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d. The kind of community children live and learn in has a great deal to do with their development, whether it is facilitated or inhibited.

e. The most important element of the community is the quality of justice which the child experiences in it.

f. The environment should offer a wide range of direct experiences.

g. The environment should offer many opportunities for social interaction.

Purpose 3

The final purpose has to do with the role of teachers and parents in moral development. The training program intends to help the learner become better prepared to facilitate moral development through understanding that:

a. Teachers and parents are values/moral agents.

b. The teacher or parent should endeavor to facilitate development, not to transmit values and moral judgments.

c. Teachers or parents facilitate or inhibit moral development as they are actively involved in everyday transactions with children and young people.

d. Adults should accept current forms of judging as an important phase in the process of the development of children and young people.

e. Parents and teachers should provide an environment in which children and young people can bump into the new ideas and experiences they need for the next step in their development.

f. One of the major roles for parents and teachers is to foster the kind of community most healthy for development--one which:

encourages open discussion and sharing of ideas

provides just consideration and treatment for each person

encourages questioning, exploration, and reflection

provides a sense of belonging

allows the learner to actively participate in decision-making and carrying responsibility

allows for learners to take many roles

g. Teachers and parents should provide an environment rich in direct experience and social interaction.

h. Adults must try to understand the perspectives of children and young people.

i. Teachers and parents should avoid authoritarian control of children and young people.

j. The teacher or parent who is effective in facilitating moral development will act as counselor, consultant, friendly critic, sounding board, and fellow learner.

k. When learners are at points of disequilibrium the teacher or parent can facilitate moral development by:

giving accepting support

helping to clarify the questions and inadequacies causing

disequilibration

drawing attention to other related questions which the

learner has not noticed

The learning goals for <u>Patterns in Moral Development</u> will

appear again in clusters stated at the close of the theoretical discus-

sions on which they are based (see pages 61, 62, 65, 66, 69, 83, 84,

88, 89, 95, and 96).

<u>Relating the Concepts of Piaget and Kohlberg</u>

During the early years of Piaget's research (1928--1932) one

of the areas which captured his interest was the moral reasoning of

children. <u>The Moral Judgment of the Child</u> (1965)[1] presents what Piaget

discovered as he studied the child's view of rules, punishment, right,

and wrong. In the foreword to <u>The Moral Judgment of the Child</u> Piaget

invited other researchers to explore the moral reasoning of children in

other settings (1965, p. 8). In the late 1950s Kohlberg took up this

task.

<u>Piaget and Kohlberg Compared</u>

The moral development research of Kohlberg was more intensive

than that conducted earlier by Piaget. Kohlberg has worked with his

subjects over a long period of time, returning to reassess their moral

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[1]The first English translation of <u>The Moral Judgment of the
Child</u> was published in 1932. The edition listed in the bibliography,
however, was published in 1965.

reasoning and to chart its development. The oldest children studied by

Piaget were in their early teens. Kohlberg has interviewed children,

teenagers, and young adults. Some of his subjects are now in their

thirties.

The findings of Kohlberg agree with those of Piaget at some

points, but they also indicate some differences. Kohlberg provides a

more precise description of moral development, especially at the higher

levels. Patterns in Moral Development presents the characteristics of

moral reasoning identified by Kohlberg rather than those by Piaget.

Cognitive Prerequisites for Moral Development

The moral development theory of Kohlberg, however, is built

on Piaget's broader, more extensive study of cognitive development.

Kohlberg (in Goslin, 1969) refers to his approach as "cognitive-

developmental." The following quote describes the relationship which

Kohlberg (1972b) believes exists between cognitive and moral develop-

ment:

> Our cognitive hypothesis is, basically, that moral judgment
> has a characteristic form at a given stage, and that this form is
> parallel to the form of intellectual judgment at a corresponding
> stage. This implies a parallelism or isomorphism between the
> development of the forms of logical and ethical judgment. By
> this we mean that each new stage of moral judgment entails a
> new set of logical operations not present at the prior stage. The
> sequence of logical operations involved is defined by Piaget's
> stages of logico-mathematical thinking. . . .
> But the isomorphism of cognitive and moral stages does not
> mean that moral judgment is simply the application of a level of
> intelligence to moral problems. We believe moral development is
> its own sequential process rather than the reflection of cognitive
> development in a slightly different content area. A child deprived

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of all moral social stimulation until adolescence might perhaps develop "principled" or formal operational, logical thought in adolescence, but would still have to go through all the stages of morality before developing moral principles rather than automatically reflecting his cognitive principles in a morally principled form of thought. While moral stages are not simply special applications of logical stages, logical stages must be prior to moral stages, because they are more general. In other words, one can be at a given logical stage and not be at the parallel moral stage, but the reverse is not possible. (pp. 186-187)

Cognitive development, then, is a prerequisite for moral development.

Factors Common to Cognitive and Moral Development

The writings of Kohlberg are full of references to the four necessary factors of development identified by Piaget. Since cognitive development is a necessary preparation for moral development and since biologically rooted inherited tendencies and maturation are necessary for cognitive development, it follows that the development of moral reasoning is dependent in part on biological factors.

When discussing stages of structural development Kohlberg (in Goslin, 1969, pp. 352-361) notes that the thinking of children and that of their adult teachers is qualitatively different. It would seem that these differences exist because the inner functioning of the child is interacting with the outer world. Through interaction the child constructs a personal understanding which is not a reflection of what has been taught. Both the inner factors and experience must be considered if one is to understand development.

Kohlberg's research points to the importance of social interaction. "The main experiential determinants of moral development seem

to be amount and variety of social experience, the opportunity to take a number of roles and to encounter other perspectives" (Kohlberg, 1972a, p. 15).

An important inner function at work in both logical and moral development is the process of equilibration (Kohlberg, 1972b, p. 194). Through experience and social interaction the child bumps into ways of thinking and acting which are different from his or her own. This creates an inner conflict which must be resolved. Through the process of equilibration the conflict is resolved and development occurs.

Summary

Biogenetic endowment, direct experience, social interaction, and equilibration are necessary factors for moral development as well as for cognitive development. Piaget, therefore, provides us with our basic understanding of the process of development both in the logical and the moral realms. Building on the work of Piaget, Kohlberg supplies an understanding of the pattern or path that is followed in moral development. He also suggests important characteristics of social interaction which seem to be most helpful to development. Piaget's understanding of the process of development and Kohlberg's discussion of the pattern of moral development have been incorporated into the instruction in moral education described in this dissertation.

Piaget

From the broad range of Piaget's thought we will focus on just
two areas: the process by which one learns and develops and the factors
that are necessary to development. The process and the factors suggest
teacher behaviors for facilitating development. These will also be dis-
cussed.

The Process of Development

The human brain is an active organism. Two of its important
functions are organization and adaptation. These functions are at work
in all persons throughout life, except possibly in the case of those who
have suffered severe brain damage. Because of their constancy, Piaget
refers to organization and adaptation as invariant functions (Piaget, 1952,
pp. 1-9). As mentioned earlier, it seems that the tendency for the brain
to organize and adapt is part of the biological inheritance of human
beings. As the brain functions according to its natural tendencies,
learning and development take place.

Organization and adaptation. Organization is the activity of
trying to structure and make sense out of the world. Perceptions do not
pass through the senses into the mind and simply become part of a grand,
unorganized collection of sights, sounds, and feelings. The mind works
with those perceptions, trying to organize them into meaningful cate-
gories or structures. The categories that are established and how they
are related to each other become a way of thinking, a way of viewing

the world. A characteristic way of thinking is what Piaget and Kohlberg

mean by the structure of thought.

The process of trying to organize perceptions leads to the

function of adaptation. Three words must be looked at to discover what

Piaget means by adaptation. The words are assimilation, accommoda-

tion, and equilibration.

When a new piece of information is assimilated into a category

or structure of the mind it is taken in without making a change in the

category. Through assimilation, concepts or structures grow and expand,

but they do not change in quality and thus develop. Cindy was punished

for pushing her younger cousin Randy and making him cry. As a result of

this experience, she added another item to her category: "things I get

punished for." She learned that punishment is meted out for pushing

younger cousins as well as for hitting, scratching, and playing with the

stereo. She had assimilated a new experience and the information from

it into an existing mental category without changing the form or structure

of the category.

Accommodation occurs when the mental category or structure

must be changed to assimilate new information. Let's look again at

Cindy and Randy for an example of accommodation. Several years after

the first pushing episode, the two children were playing together. Cindy

tripped, knocked Randy down, and hurt him. To Cindy's surprise her

father helped them both up and did not punish her. She had pushed her

cousin and had not been punished. That did not fit her category of

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"things I get punished for." Cindy began to realize that this was not the first time she had expected punishment for an act but had not received it. What was different about this action and the others which she had expected to be punished for? Cindy discovered that her intentions made the difference. This called for a change in her mental structure. Cindy realized that not all pushing, hitting, and scratching belong in the same category. She would be punished for willfully hurting another person. But hurting someone accidentally was treated differently. Cindy had changed her way of thinking about certain actions and punishment. She had accommodated her mental structure so that she could assimilate a new awareness of an experience which did not fit into her previous way of thinking. Development had taken place.

But what is it that causes a person to accommodate his or her thinking? Piaget answers that it is the process of equilibration. The human being cannot live with conflict between new perceptions of reality and current ways of understanding that reality. This conflict creates a state of disequilibration. Something must be done to restore equilibrium. In the effort to resolve the conflict, one's way of thinking is refined and rearranged: accommodated. When thinking is changed so that the new information fits, equilibrium has been restored and development has taken place. Equilibration is a dynamic, ongoing process. It is restored only to be disrupted again by a new experience (Elkind in Piaget, 1967, p. xiii). With each new equilibration, the organism becomes more integrated and more closely atuned to reality (Piaget, 1967, p. 8).

Piaget (in Mussen, 1970) goes so far as to state that, "It is not an exaggeration to say that equilibration is the fundamental factor of development, and that it is even necessary for the coordination of the three other factors [maturation, experience of the physical environment, and social interaction] " (p. 726).

Because of the invariant functions of the mind, organization, and adaptation, the learner is an active participant in learning and development. Persons do not passively receive input from the environment. They act on the stimuli from the outside, trying to organize and make sense out of it. Through this process they construct their own understandings. Piaget (in Mussen, 1970, p. 705) is concerned that the activity of the learner not be neglected when trying to understand epistemology. On the other hand, he does not ignore the influence of the environment. The following quote clearly states Piaget's view (in Mussen, 1970) of the interaction between learner and environment. He describes cognitive or epistemological relations as consisting "neither of a simple copy of external objects nor a mere unfolding of structures performed inside the subject, but rather involve a set of structures progressively structured by continuous interaction between the subject and the external world" (p. 703). The values of a child, therefore, will not be copies of the values presented by teachers and parents. They will be a version of values constructed by the child. But since they are constructed through interaction with others, the child's values will have been influenced by parents, teachers, and others in his or her world.

Stages of cognitive development. Piaget's studies show that

cognitive structures follow a certain pattern as they develop (Piaget,

1967, 1969, in Mussen, 1970, pp. 711-713). He has identified four

major stages of cognitive development:

1. Sensori-motor

2. Preoperational

3. Concrete operational

4. Formal operational

All persons work their way through these stages in the same order.

Though varied circumstances may cause some persons to develop at a

different rate than do others, the sequence of the stages does not change.

The reason for this is that each stage is necessary for the formation of

the next. Because cognitive structures are constructed instead of being

transmitted ready-made, the developing person must construct the way

of thinking characteristic to each stage in preparation for the next.

Stages differ, not merely in the amount of information acquired,

but in the quality of reasoning which is characteristic of the stage. A

brief look at the stages will indicate some of the qualitative differences.

The sensori-motor period is the period from birth to 1 1/2 or

2 1/2 years of age.[2] The baby does not have words or concepts to think

_____

[2]With each stage of cognitive development an age range will be
identified. Note that the ranges are broad. Persons vary in the speed at
which they develop. Biological maturation, which is related to chrono-
logical age, makes development possible. But that potential for devel-
opment must be actualized through experience and social interaction.

with, but the mind of the infant is active. Sensations and motor activities are organized into mental categories. These sensori-motor categories are the first structures of the mind. They will be reorganized, refined, and integrated into new structures as the child develops.

During the preoperational period, from the end of the sensori-motor period until the age of 7 or 8, the child uses what might be called prelogical thinking. This is a loose translation of the label used by Piaget. What adults think of as logical is the thought process which Piaget calls an operation. Operations are internal reversible mental actions (Piaget in Mussen, 1970, p. 705). The thinking of the pre-operational child is irreversible. That is, the child cannot think back over a series of events and discover the cause and effect relationships that are there. Events tend to be seen in isolation without concern for their relationships one to another.

Young children are egocentric in perspective. The possibility that others see things differently from the way they see them does not occur to preoperational children. They do not question their own thinking because they are not aware of any way of thinking but their own. Events in the physical world are explained in terms of what children know of their personal world. Clouds run across the sky and bridges break to let boys fall into the creek as punishment for wrong actions.

Piaget's conservation experiments point up two other characteristics of preoperational thinking: (1) It is perception bound, and (2) Only one aspect of a situation can be considered at a time. In the

conservation experiments the child is shown two identical containers

with equal amounts of colored water in them. While he or she watches,

the water from one container is all poured into a tall, thin container.

The child is then asked which container has the most water. Invariably

the preoperational child declares that one or the other of the containers

now has more. The mind perceives either the width or the height of the

liquid but cannot consider both. The fact that the child had agreed

earlier that the two identical containers had the same amount of water

in them is overpowered by what is seen. If attention focuses on the

high water line in the thin container, the child is sure that it contains

more.

Though the preoperational period has many limitations, it is a

time of great accomplishments. The use of language and many concepts

develop during this stage.

Between the ages of 7 or 8 and 11 or 12, children discover the

limitations of their preoperational thinking and enter the period of con-

crete operations. Their reasoning becomes reversible. They can think

back over a series of events and see the relationships between them.

Instead of their attention focusing on isolated actions or conditions,

children are now aware of the flow and relatedness of events. They

are able to think simultaneously about several aspects of a situation--

width and height--and understand how one aspect influences another.

Children capable of concrete operations have made a major

breakaway from egocentrism. They have discovered perspectives that

differ from theirs. This has caused them to question their own thinking and to discover its inadequacies.

During the period of concrete operations persons can think in a logical pattern about anything that can be represented in a concrete form. The mind, however, is unable to work with abstract ideas.

The fourth stage of cognitive development is referred to as the period of formal operations. When Piaget uses the term formal operations he is referring to the mind processing ideas or concepts which exist only in abstract form and not in concrete representations. The ability to think abstractly can begin to appear between the ages of 11 or 12 and 15 or 16. Although biological maturation makes formal operations possible during the early teen years, some adults never develop the ability to use abstract reasoning comfortably. Cognitive development can and often does stop short of formal operations.

Persons who can use formal operations are able to contemplate ideas which can be described only in words. They can think of many possible results from an action and solve difficult problems mentally instead of having to work through them using trial and error. The ability to perform formal operations is a prerequisite for Kohlberg's second and third levels of moral reasoning.

The foregoing is merely a scanty sketch of the stages of cognitive development. But even this brief survey indicates the qualitative differences in the thinking of the various stages. In one of his interpretive essays on Jean Piaget, Elkind (1974) comments, "One of the most

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serious and pernicious misunderstandings about young children is that

they are most like adults in their thinking and least like us in their feel-

ings. In fact, just the reverse is true . . . " (p. 51). The thinking of

young children is different from that of adults not merely because they

have less knowledge. The differences are also qualitative.

Goals for training purpose 1. A purpose of the instructional

materials Patterns in Moral Development is to help the learners grow in

their understanding of the processes and pattern of moral development.

Several of the learning goals which contribute to this general understand-

ing grow out of the Piagetian concepts just discussed. These goals

(lettered in accordance with the list on pages 45 and 46) are to help

the learner understand that:

a. Development is a natural process.

b. Persons are actively involved in constructing their under-

standings and values--view of the world--through transaction with the

environment.

c. Knowledge and values cannot be transmitted directly from

the teacher to the learner.

d. Development takes place within the learner through organ-

ization and adaptation: assimilation, accommodation, and equilibration.

e. All learners develop cognitively according to an invariant

pattern of sequential stages. The timing of development may vary but

the sequence does not.

f. The way of thinking and reasoning at each stage is

qualitatively different from that of other stages.

g. The thinking of the child is qualitatively different from the thinking of the adult.

Factors of Development

The four factors which Piaget identifies as the causes of development have already been alluded to. They are the biogenetic endowment of heredity and maturation, experience of the physical world, social interaction, and equilibration (Piaget in Mussen, 1970, pp. 719-722).

Biogenetic endowment. The human infant is born with the inherited tendency to develop. The brain immediately begins the functions of organization and adaptation initiating the baby into the role of active constructor of his or her understandings of self, others, and the world. Piaget's research indicates that certain levels of maturation are necessary before one can engage in certain cognitive activities. The brain is the biological organ which processes thought. Its level of maturation influences readiness for intellectual operations. The biogenetic factors open the potential for development. But this potential must be actualized through the functioning of the other developmental factors.

Experience with the physical world. Through experience, children learn the physical characteristics of objects in their world. They also learn about relationships between those objects and the results of

actions on the objects. As Teddy played with the stones in the drive-way, he learned about their physical characteristics. Stones are hard, they come in different sizes, some are smooth, but others have sharp edges. The child learned through physical experience.

When Teddy learns to count, he may arrange ten stones in a row and count them, beginning at the right end of the row and then at the left. After arranging the stones in a circle he counts them again. To his surprise, the number of stones remains the same whether he counts them from left to right or from right to left, whether they are in a straight line or in a circle. Teddy has learned that number remains constant when order and arrangement change. This is a new discovery for the child. Through experience with objects the child learned about relationships and the result of actions on those objects. The new knowledge was not a property of the objects but was learned through manipulation of them. This kind of direct experience which leads to concepts about the results of actions upon objects Piaget (in Mussen, 1970, p. 721) calls logico-mathematic experience.

Social interaction. Research indicates that the cultural and educational environment of the child accelerates or retards the rate of cognitive development. Social interaction is an important factor. It is through many social contacts with peers and adults that young children discover there is more than their way of viewing the world. This discovery makes a major crack in the limiting shell of the child's egocentric

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perspective. In social interactions, children meet cognitive and moral conflicts. As they struggle to resolve these conflicts, development takes place.

Piaget (in Mussen, 1970) points out that though the social environment is important "the very fact that the stages follow the same sequential order in any environment is enough to show that the social environment cannot account for everything" (p. 721). Heredity, maturation, and experience are also influencing development.

Equilibration. The writings of Piaget have focused attention on the process of equilibration. He sees it as a necessary factor of development.

> It appears that the traditional factors (maturation, experience, social environment) are not sufficient to explain development. We must therefore appeal to a fourth factor, equilibration, and we must do this for two reasons. The first is that these three heterogeneous factors cannot explain a sequential development if they are not in some relation of mutual equilibrium, and that there must therefore exist a fourth organizing factor to coordinate them in a consistent, noncontradictory totality. The second reason is that any biological development is, as we now know, self-regulatory, and that self-regulating processes are even more common at the level of behavior and the constitution of the cognitive functions. (Piaget in Mussen, 1970, p. 722)

It is the organism's need for equilibrium which causes it to accommodate mental structures so that new perceptions can become part of a unified, consistent way of thinking.

If equilibrium were never disrupted, no development would occur. The organism would be content to go on in its present state. Periods of disequilibration are therefore positive signs. They are the

forerunners of development, for it is in the effort to restore equilibrium that major changes are made in the structure of thinking. The process of equilibration is the motor of development.

Four interacting factors. Each of the four factors is necessary for development. No one factor can adequately explain it. Development is the result of the four factors working together.

The four factors of development identified by Piaget involve interaction between the inner functioning of the person and external influences of the environment. The biogenetic factors and equilibration are inner processes. Experience and social interaction are factors which call for transaction with the environment.

Those who wish to facilitate development cannot change the inner functions, but the environment can be influenced. Piaget and other developmentalists believe that the person who understands the inner factors contributing to development can more effectively structure a facilitating environment.

Goals for training purpose 2. The concepts of the preceding discussion relate to the second major purpose of Patterns in Moral Development: to help learners become acquainted with the factors which facilitate moral development. In working toward the accomplishment of this purpose the learners should come to understand the following (lettered in accordance with the list on pages 46 and 47).

biogenetic endowment

experience

social interaction

equilibration

b. Disequilibration is not something about which to be alarmed but can be a healthy sign of preparation for a new phase of development.

f. The environment should offer a wide range of direct experiences.

g. The environment should offer many opportunities for social interaction.

Suggestions for Facilitating Development

The holistic view of learning and development which Piaget presents affirms that teachers and parents are values/moral agents. Adults have often despaired over efforts to transmit ready-made values and moral judgments to children or young people. But their values/moral influence is profound. Values and moral understandings are not isolated facets of a person. There is no way that adults can keep from influencing the values and moral development of persons with whom they have extensive transactions. Persons are constructing their values and their moral judgments in the everyday experiences of life. These are structured largely by adults. The question is not, Can parents and teachers influence values/moral development? It is, Will parents and teachers facilitate or inhibit the values/moral development of children and youth?

Our discussion of the factors of development indicates that teachers and parents facilitate or inhibit development through their influence on the environment.

Experiences with the physical and social environment. The environment which is healthy for cognitive and moral development will be rich in direct experiences with the physical world. Children and young people will be actively involved in learning experiences. The environment will also provide opportunity for many, varied social interactions. In this kind of setting new ideas will be present for learners to bump into as they are ready for them.

Open discussion of rules. Piaget also believes that a healthy environment will not be one in which authoritarian constraint is imposed on the child. Development is facilitated when adults discuss rules and requests with children, helping them to grow in their understanding of the situation and the requests. But when children are controlled by words spoken with authority and not given an opportunity to discover why, their development is inhibited (Piaget, 1965, p. 194).

Awareness of developmental stages. The writings of Piaget suggest that persons can better facilitate development when they understand how children think and what cognitive activities they can handle at various stages. Knowledge of children's thought will help parents and teachers not to focus on or push for understandings which are beyond

the child's capability at a given time.

After studying the stages of cognitive development some scholars have decided that certain information and concepts should be kept from children until they are able to grasp the concepts in their fullest form (Goldman, 1964). But much information and many concepts that are beyond the full comprehension of children are a part of life. Children could not be isolated from them, if this were desirable. When one views learning and development as the result of construction, isolating children from certain concepts does not seem desirable. The construction of understandings which, when judged by adult standards are inadequate, is an essential step in the construction of full-blown adequate understandings. Piaget's theory seems to suggest that adults should accept the child's grasp of a concept as an important understanding even though it is incomplete from the adult perspective. A concrete understanding of love is right for a 9 year old. Religious educators should not be upset if 5 year olds cannot logically relate the various things they have heard about God.

Parents and teachers, therefore, should not push children to understand concepts that are beyond them. On the other hand, they need not try to isolate children from big ideas that are a part of life. Each stage of reasoning should be valued. Adults should accept the child's limited understanding of a big idea as an important step in constructing the larger concept. Patiently, but actively, parents and teachers can then work with the child through the natural processes of development.

Goals for training purpose 3. Patterns in Moral Development

endeavors to help the learner construct a more adequate understanding

of his or her role as a facilitator of moral development. This is done by

introducing the learners to the following understandings (lettered in

accordance with the list on pages 47-49):

 a. Teachers and parents are values/moral agents.

 b. The teacher or parent should endeavor to facilitate development, not to transmit values and moral judgments.

 c. Teachers and parents facilitate or inhibit moral development as they are actively involved in everyday transactions with children and young people.

 d. Adults should accept current forms of judging as an important phase in the development of children and young people.

 e. Teachers and parents should provide an environment in which children and young people can bump into the new ideas and experiences they need for the next step in their development.

 g. Teachers and parents should provide an environment rich in direct experience and social interaction.

 h. Adults must try to understand the perspectives of children and young people.

 i. Teachers and parents should avoid authoritarian control of children and young people.

Kohlberg

Two of Kohlberg's most complete statements of his theory are "The Cognitive-Developmental Approach to Socialization" in Handbook of Socialization Theory and Research edited by Goslin and From Is to Ought: How to Commit the Naturalistic Fallacy and Get Away with It in the Study of Moral Development. Toward a Theory of Values Development Education by Stewart contains a comprehensive survey of Kohlberg's thought and its implications for the school. These and other shorter articles by Kohlberg have provided the understanding of moral development presented in Patterns in Moral Development.

The Pattern of Moral Development

It should be noted that Kohlberg has studied the development of the structure of moral reasoning. He has not studied moral action. One who holds a holistic view of man would assume that there is a relationship between moral reasoning and moral actions. Kohlberg (1972b) makes this assumption. He sees the judgment as the controlling factor of moral behavior:

> Edmund Wilson (and Thoreau) failed to pay income taxes as a "matter of conscience," while millions of their fellow citizens fail to do so for reasons of "expedience." The behaviors are the same, and no psychologist can tell them apart; it is only what the people involved think they are doing which sets the behavior apart. There simply is no valid psychological definition of moral behavior, in the sense that no observation and categorization of behavior "from the outside," or "behavioristically," can define its moral status in any psychologically valid sense. But while there is no such thing as moral behavior as such, there is such a thing as behavior which is consistent with an individual's moral principles, or which springs from a moral decision. Before we can know anything about such

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behavior, however, we must first know what a man's moral judgments or principles are. . . .

Moral judgment determines action by way of concrete definitions of rights and duties in a situation. (pp. 228-229)

In the preceding quote, Kohlberg has set forth his rationale for studying moral judgments. He also indicates the relationship which he sees between moral judgments and actions. The factors which determine whether or not a person's behavior is consistent with his or her moral principles have not been identified. Further research is needed in this area.

Content and structure. Moral reasoning consists of two facets: the content and the structure. Kohlberg (in Goslin, 1969) defines structure as: "the general characteristics of shape, pattern or organization of response rather than . . . the rate or intensity of response or its pairing with particular stimuli. Cognitive structure refers to rules for processing information or for connecting experienced events" (p. 349). The structure of moral reasoning is the way in which one decides what is right and what is wrong. It is the rationale behind moral judgments. The content of a moral judgment is the specific statement of what ought to be done, what is right or wrong. Specific actions might also be considered as content.

It is the structure of moral reasoning which develops. In Kohlberg's research he has probed behind the content of moral judgments to discover the structure, the way of reasoning that led to the judgment. It is the qualitative changes in structure which he has charted in his

levels and stages of moral development.

Kohlberg (1972b, p. 181, 1972c, p. 14) found that persons distorted moral messages that carried reasoning of stages more than one higher than their own. They translated what they heard into a rationale which they understood. The content of moral reasoning was made to fit the structure instead of new content changing the structure. Such findings led Kohlberg (1972c) to state that: "principles cannot be taught directly. The child must generate moral principles by himself. The task of the teacher is to facilitate the process" (p. 14).

Moral development will not be facilitated through mere transmission of content. It will be facilitated by the factors which influence the development of the structure of moral reasoning. In Kohlberg's own words (1972b), "Movement to the next stage involves internal cognitive reorganization rather than the mere addition of more difficult content from the outside" (p. 194).

Content, however, is important. Persons are attracted to moral reasoning just beyond their own, but they lose respect for messages which are below their way of thinking (Kohlberg, 1972c, p. 14, and in Purpel & Belanger, 1972, p. 473). Content may sometimes stimulate the cognitive conflict or disequilibration that initiates a new phase of development. Kohlberg seems to indicate that the importance of content must not be ignored, but neither should it be seen as the major stimulus for moral development.

Stages of moral development. Through his extensive research

Kohlberg has identified three levels and six stages of moral development

which he believes are universal. In the process of moral development

all persons work through the same stages of structural development. As

in the cognitive domain, variation occurs in the individual speed of

moral development and the point at which development ceases but not

in the sequence.

In From Is to Ought Kohlberg provides a brief description of the

levels and stages of moral development.

Definition of Moral Stages

I. Preconventional level

At this level the child is responsive to cultural rules and labels
of good and bad, right or wrong, but interprets these labels in terms
of either the physical or the hedonistic consequences of action (pun-
ishment, reward, exchange of favors), or in terms of the physical
power of those who enunciate the rules and labels. The level is
divided into the following two stages:

Stage 1: The punishment and obedience orientation. The phy-
sical consequences of action determine its goodness or badness
regardless of the human meaning or value of these consequences.
Avoidance of punishment and unquestioning deference to power are
valued in their own right, not in terms of respect for an underlying
moral order supported by punishment and authority (the latter being
stage 4).

Stage 2: The instrumental relativist orientation. Right action
consists of that which instrumentally satisfied one's own needs
and occasionally the needs of others. Human relations are viewed
in terms like those of the market place. Elements of fairness, of
reciprocity, and of equal sharing are present, but they are always
interpreted in a physical pragmatic way. Reciprocity is a matter
of "you scratch my back and I'll scratch yours," not of loyalty,
gratitude, or justice.

II. Conventional level

At this level, maintaining the expectations of the individual's family, group, or nation is perceived as valuable in its own right, regardless of immediate and obvious consequences. The attitude is not only one of conformity to personal expectations and social order, but of loyalty to it, of actively maintaining, supporting, and justifying the order, and of identifying with the persons or group involved in it. At this level, there are the following two stages:

Stage 3: The interpersonal concordance or "good boy--nice girl" orientation. Good behavior is that which pleases or helps others and is approved by them. There is much conformity to stereotypical images of what is majority or "natural" behavior. Behavior is frequently judged by intention--"he means well" becomes important for the first time. One earns approval by being "nice."

Stage 4: The "law and order" orientation. There is orientation toward authority, fixed rules, and the maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order for it's own sake.

III. Postconventional, autonomous, or principled level

At this level, there is a clear effort to define moral values and principles which have validity and application apart from the authority of the groups or persons holding these principles, and apart from the individual's own identification with these groups. This level again has two stages:

Stage 5: The social-contract legalistic orientation, generally with utilitarian overtones. Right action tends to be defined in terms of general individual rights, and standards which have been critically examined and agreed upon by the whole society. There is a clear awareness of the relativism of personal values and opinions and a corresponding emphasis upon procedural rules for reaching consensus. Aside from what is constitutionally and democratically agreed upon, the right is a matter of personal "values" and "opinion." The result is an emphasis upon the "legal point of view," but with an emphasis upon the possibility of changing law in terms of rational considerations of social utility (rather than freezing it in terms of stage 4 "law and order"). Outside the legal realm, free agreement and contract is the binding element of obligation. This is the "official" morality of the American government and constitution.

Stage 6: <u>The universal ethical principle orientation</u>. Right is defined by the decision of conscience in accord with self-chosen <u>ethical principles</u> appealing to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical (the Golden Rule, the categorical imperative); they are not concrete moral rules like the Ten Commandments. At heart, these are universal principles of justice, of the <u>reciprocity</u> and <u>equality</u> of human rights, and of respect for the dignity of human beings as <u>individual persons</u>. (Kohlberg, 1972b, pp. 164-165)

Table 1, prepared by Stewart, presents additional information about the stages. It shows the relatedness of cognitive and moral development stages. The probable age range for each of the stages is also identified.

From Kohlberg's expanded descriptions of the stages several developing concepts and characteristics were identified for discussion in <u>Patterns in Moral Development</u>. These were the following:

source of authority

definition of right and wrong

consideration of intentions

concept of justice

value of persons

stimulus to right actions

ability to take another's perspective

Table 2 presents a brief summary of each of these concepts or characteristics by levels of moral development. Table 3 describes the characteristics for each of the six stages.

Table 1

Table 1

Overview of Kohlberg Levels and Stages

Level/Stage	Name	Approximate Earliest Age	Piaget Stage Required
Level 0	Premoral Period		
Stage 0-A	Amoral Stage	Extends to 4	Sensorimotor and Preconceptual Substage
Stage 0-B	Premoral Stage of Egocentric Judgment	To about 6	Preconceptual and Intuitive Substage
Level I	Period of Preconventional Morality		
Stage 1	Punishment and Obedience Orientation	No earlier than 5 or 6 7-8 likelier	Transitional from Intuitive Substage to Early Concrete Operations
Stage 2	Instrumental Relativist Orientation	7-8 earliest 9-10 likelier	Concrete Operations

Table 1 (cont'd.)

Table 1 (cont'd.)

Level/Stage	Name	Approximate Earliest Age	Piaget Stage Required
Level II	Period of Conventional Morality		
Stage 3	Interpersonal Concordance Orientation	10-11 earliest 11-12 likelier	Formal Operations Substage 1
Stage 4	Law and Order (or Conscientious) Orientation	12-14 earliest 14-16 likelier	Formal Operations Substage 2
Stage 4 1/2	(Stage of Cynical Ethical Relativism beyond Conventional, but not Principled Morality)	High School earliest, College likely	(This is not a true stage insofar as not part of the invariant sequence. Only few go through it.)
Level III	Period of Postconventional, Autonomous, or Principled Morality		
Stage 5	Social Contract Legalistic Orientation	Early 20s, Mid-late 20s likelier	Formal Operations Substage 3
Stage 6	Universal Ethical Principle Orientation	Unlikely before late 20s, Early 30s likelier, if at all.	Sustained responsibility for welfare of others; irreversible real-life moral choices; high stimulation, reflection, and conflict.

(adapted from Stewart, 1974, pp. 330-331)

Table 2

Characteristics of Levels of Moral Development

	Level I	Level II	Level III
Source of Authority	Self-interest	External standards-- models and rules	Internal principles
Definitions	Right is what adults command or what brings reward.	Right is what good people do or what the law says one should do.	Right is living out moral principles and being just.
	Wrong is what I am punished for--what brings pain.	Wrong is what good people do not do or what the law says one should not do.	Wrong is violating a moral principle and being unjust.
Intentions	Oblivious to intentions.	Make allowances for intentions. Lenience tempered by sense of duty.	Consider intentions but also concerned about justice.
Justice	What adults command. Later, equal treatment.	Defined by society.	Equal consideration for all.
Value of Persons	Valued in material terms. "Persons are valuable for what they do for me."	Valued because of relationships of affection and for their contribution to society.	Valued because they are persons. Human life is sacred.

Table 2 (con't.)

	Level I	Level II	Level III
Stimulus to Right Actions	Fear of punishment and desire for reward.	Desire to please important persons and perform one's duty to society.	To be true to oneself one must act upon the moral principles to which one is committed.
Ability to Take Another's Perspective	Understands the perspective of persons in situations which he has experienced.	Understands the perspective of friends, family, and eventually society.	Understands the perspective of a wide range of persons including minority groups.

Table 4

Table 3

Characteristics of Stages of Moral Development

	Level I		Level II		Level III	
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Definitions	Right is what an adult commands. Wrong is what I am punished for.	Right is what brings reward. Wrong is what brings punishment.	Right is what good people do. Wrong is what bad people do.	Right is what the law says one should do. Wrong is what the law says one should not do.	Right is a standard that has been examined and agreed upon by society. Wrong is what interferes with the rights of others.	Right is a decision of conscience based on self-chosen moral principles. Wrong is violating a moral principle and being unjust.
Intentions	Oblivious to intentions.	Oblivious to intentions.	Overemphasize intentions in moral judgments.	Allowance for intentions is tempered by concern for duty to society.	Consider intentions but concerned for the rights of minorities.	Consider intentions but concerned about justice for all.
Justice	Anything an adult commands is fair. Every wrong should be punished.	Equality for everyone is just.	Considers the differences between persons when trying to decide what is fair.	Justice, which comes from the society, is the rewards and punishments meted out by society.	Justice is equal consideration for both minority and majority groups.	Justice is a decision based on equal consideration for each person involved, with no shred of partiality.

Table 3 (cont'd.)

	Level I		Level II		Level III	
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Value of Persons	Human life is valued in physical terms-- the cost of a funeral.	Persons are valued for what they can do for someone else.	Persons are valued for the love they give or the love others have for them.	Persons are valued for the contribution they make to society.	Life is a universal right.	Human life is sacred. It is more valuable than anything else.
Stimulus to Right Action	Desire to avoid punishment.	Seeing that right actions are to his advantage and are pleasant.	Receiving approval and filling the qualifications of a "good" person.	Desire to maintain the order of his society and be a good member of that society.	Desire to be a rational, consistent, purposeful person.	To be true to himself he must act upon the principles he is committed to.
Ability to Take Another's Perspective	Does not know that other people have a viewpoint different from his. Unable to take anyone else's perspective because he is unaware that other perspectives exist.	Can understand the feelings of a person in a situation that he has experienced.	Begins to understand the inner, deeper feelings of others. Can put himself in the place of friends and family. Group whose perspective he can take is still small.	Can take the perspective of persons in his society.	Puts himself in the place of minority groups.	Understands the deep aspects of the feelings and responses of a wide range of persons.

The summary tables are self-explanatory with the possible exception of the "Source of Authority" section in Table 2. This section describes the source of authority to which an individual looks in making moral judgments. At Level I, persons look within themselves to their own desires and fears which dictate what should be done. Their source of authority is self-interest. For young children the main reason for choosing certain actions is to avoid punishment or gain pleasure.

Level II moral reasoning turns to external standards as the source of authority. Developmentalists believe that humans have a need for competence and self-actualization. This need is a major motivating factor for development (Kohlberg in Goslin, 1969, p. 416). Usually between the ages of 10 and 12 children begin to become aware of the inadequacies of their Level I moral judgments. They bump into persons who do things for reasons other than self-interest. They begin to see that there are external standards which they must follow to be competent and acceptable in society. Children and teenagers first look to models as their standards. Later they discover that there are rules which guide the behavior of their models. These rules are then accepted as their standards for judging right and wrong.

As persons develop in their understandings of the standards or rules and begin to make them their own, they move on to Level III. Moral standards are internal at Level III. This internal source of authority, however, is very different from the internal source of Level I. It is not a self-centered, lawless authority, but rather it grows out of external

laws. These have been experienced, understood, and evaluated. The individual has come to comprehend the reason for the laws: the principles out of which they grew. As these principles are understood, the individual makes them his or her own. There is a personal commitment to the principles and life is governed by them.

Goals for training purpose 1. The following ideas from Kohlberg (lettered in accord with the lists on pages 45 and 46) have been chosen for inclusion in Patterns in Moral Development. They contribute to an understanding of the pattern of development.

e. All learners develop morally according to an invariant pattern of sequential stages. The timing may vary, but not the sequence.

h. Kohlberg's levels of moral development describe the path of moral development.

i. Moral judgments consist of content (the specific judgment of what ought to be done) and structure (the process of reasoning that led to the judgment).

j. It is the structure (the process of reasoning) that indicates the level of moral judgment.

k. Persons distort moral reasoning that is more than one stage above their current stage.

l. The quality of thinking at each level of moral development is indicated by changes in one's:

source of authority

consideration of intentions

concept of justice

value of persons

stimulus to right action

ability to take another's perspective

Factors That Facilitate Development

When Kohlberg (1972c) discusses the facilitation of moral

development, he focuses in on the learning community.

> First, and fundamentally, if you want to develop morality or a
> sense of justice in kids, you have to create a just school, a just
> classroom environment. For the fact is that much of what kids learn
> comes not from books and materials, but from the moral environment
> and atmosphere that you establish in your classroom—your hidden
> curriculum. (p. 14)

Experiences of justice. A community which facilitates develop-

ment is one in which persons can experience and learn the meaning of

justice. In Kohlberg's (1972b) view, justice is the central concept of

morality. "Moral principles are cognitive structural forms of role-taking,

centrally organized around justice as equality and reciprocity" (p. 193).

If persons are to construct an understanding of justice as equality and

reciprocity, they must participate in a community which is just. This

community will demonstrate that all persons are of value. Children and

adults will be respected. Everyone will receive consideration. Through

such experiences persons learn the equality of justice. The place of

reciprocity in justice will take on meaning as participants in the group

are helped to realize their interdependence. The influence of one

person's actions on another will be discussed. As the rights of all are considered, persons will experience the give and take that is a necessary part of justice.

Experiences of social interaction. The facilitating community also provides for many varied social experiences. Research shows that nonsocial children are slower in their moral development than children who enter into many social interactions (Kohlberg, 1972a, p. 15). The opportunity to encounter a variety of perspectives also facilitates development.

Open discussion of moral concerns. When discussing the educational implications of his findings Kohlberg often refers to "match." The idea of "match" suggests that persons will most likely assimilate moral messages representing reasoning just one stage above their current stage of moral development. When instructing teachers, Kohlberg (in Purpel & Belanger, 1972) comments:

> The developmental level of moral-education verbalizations must be matched to the developmental level of the child if they are to have an effect. Ideally, such education should aim at communicating primarily at a level one stage above the child's own and secondarily at the child's own level. (p. 473)

One interpretation of the above statement is that teachers should identify the stage of development of students and then match their teaching to that level. Class discussions should be encouraged which deal with issues important to the next higher stage of development. Two problems are encountered by this approach. Classroom research indicates that in

most classes three different but adjacent stages of moral development

will be represented (Kohlberg, 1972a, p. 16). It has also been shown

that students lose respect for messages from too low a level (Kohlberg,

1972c, p. 14). When the teacher matches the reasoning of some mem-

bers of a class, he or she will be using judgments that are below that

of others.

In the classroom where all students can enter into discussion

and share their moral reasoning the students themselves will provide

important new ideas for those who are just behind them in development

to work with. Children can raise questions and clarify ideas for others.

The teacher may need to suggest new questions for the most advanced

students. Teachers will probably do more to facilitate development by

encouraging all to enter into discussion than by trying to precisely iden-

tify the stage of reasoning used by the students and in a lock step fash-

ion direct the discussion to match progressively higher stages.

Establishing an atmosphere in which persons feel free to share

openly and honestly is important. Warmth and acceptance which build

a sense of belonging are essential. An environment which allows for a

great deal of interchange will facilitate development.

Encouraging questioning, exploration of those questions, and

reflective thought are facilitating influences. We have seen that cog-

nitive conflict is an important preparation for a new phase of develop-

ment. It is the structure--the why--of moral judgments that develops.

The mind which is constantly asking why and exploring new reasons will

bump into the ideas which disrupt equilibrium and lead to structural

change.

Opportunities for role-taking. Kohlberg (in Goslin, 1969, pp.

399-401) believes that the fundamental social stimulus of moral develop-

ment is "role-taking opportunities." To have the opportunity to actually

take various roles, the person must be an active participant in a group

or institution. The degree of involvement influences development. The

more one is involved in the decision making of a group, and the more

responsibility one carries for the group, the more one must take the role

of others: consider their views, needs, and the effect of certain actions

on them. The more experience one has in taking the role of others, the

more moral development is facilitated.

The first group in which the child participates is the family.

He or she next moves into peer groups and finally into the secondary

institutions of law, government, and work.

In "The Cognitive-Developmental Approach to Socialization"

Kohlberg (in Goslin, 1969) reviews some of the literature which explores

the influence of the family on development. He notes that Peck and

Havinghurst (1960) identify several characteristics of family life which

correlate positively with the moral character maturity of the child: com-

mon participation in the family, confidence sharing, sharing in family

decisions, and giving of responsibility to the child. Hoffman and

Saltzstein (1967) indicate that inductive discipline is related to moral

internalization. Inductive discipline involves helping the child to see the consequences of his or her actions on others. Along with discovering the consequences of actions, the child is helped to accept responsibility for those actions. Kohlberg sees a common element in these characteristics of family life which are related to moral maturity. They all provide role-taking opportunities. The home or classroom which allows the child to be an active, responsible participant and encourages the child to look at things from the perspective of others will facilitate development.

Goals for training purpose 2. Several of Kohlberg's ideas about the factors which facilitate moral development have been chosen as goals for Patterns in Moral Development. They are the following: (lettered in accordance with the list on pages 46 and 47)

c. Persons are attracted to moral reasoning that is just beyond their current moral judgment stage.

d. The kind of community children live and learn in has a great deal to do with their development, whether it is facilitated or inhibited.

e. The most important element of the community is the quality of justice which the child experiences in it.

Goals for training purpose 3. Goals which lead to a better understanding of the facilitating role of teachers and parents also grow out of the preceding discussion (lettered in accordance with the list on pages 47-49):

b. The teacher or parent is to endeavor to facilitate moral

development, not to transmit specific values and moral judgments.

f. One of the major roles for teachers and parents is to foster

a community which is healthy for development--one which:

encourages open discussion and sharing of ideas

provides just consideration and treatment for each person

encourages questioning, exploration, and reflection

provides a sense of belonging

allows for the learners to actively participate in decision

making and carrying responsibility

allows for the learners to take many roles

Joyce and Weil

Piaget refers to himself as a genetic epistomologist. Kohlberg

is a psychologist. Neither of them is an educator, though they have

talked about the educational implications of their research findings. It

will therefore be helpful to compare their ideas with those of educators

whose major concern is instruction. In the preparation of Patterns in

Moral Development, the writings of Joyce and Weil (1972) have been

used for this purpose.

Joyce and Weil (1972) define teaching as, "a process by which

teacher and students create a shared environment including sets of values

and beliefs (agreements about what is important) which in turn color their

view of reality" (p. 3). This definition of teaching is in tune with the

developmental perspective at several points. Both teacher and students

are active in influencing the environment which will, in turn, influence

them. Joyce and Weil imply that the environment carries as an integral

part of it values and beliefs. These, working through the environment,

determine much of what is learned. The holistic view of developmental-

ists brings them to the conclusion that values and beliefs cannot be

separated out of the environment. Kohlberg concurs with Joyce and Weil

in seeing the environment as a teaching agent. Because of this common

definition of teaching Joyce and Weil provide an analysis of instructional

approaches that can help identify teacher behaviors which are consistent

with a developmental perspective on education.

There are many ways of structuring the learning environment.

The way in which the environment is structured--what happens in it--

greatly influences learning outcomes. Because Joyce and Weil believe

this to be true they have described for teachers a variety of ways to

structure environments and thus foster varied outcomes. These ways

of structuring the environment are called models of teaching.

> A model of teaching, as we use the term, is a pattern or plan,
> which can be used to shape a curriculum or course, to select
> instructional materials, and to guide a teacher's actions. . . .
> The "models" of teaching which are chosen to pattern teaching
> activities have much to say about the kinds of realities which will
> be admitted to the classroom and the kinds of life-view which are
> likely to be generated as teacher and learner work together. (Joyce
> & Weil, 1972, p. 3)

Models of teaching indicate which teacher behaviors will be most likely

to facilitate development.

When analyzing each model of teaching, Joyce and Weil

(1972, p. 17) have looked at two kinds of effects: instructional and nur-turant. Instructional effects are those which teachers set out to achieve directly through planned learning experiences. Nurturant effects are the indirect influences that come from living and learning in a certain kind of environment. Positive instructional effects may be accompanied by negative nurturant effects and vice versa. Teachers must be concerned about both and strive for the most positive balance.

Two models have been chosen as the most helpful in suggest-ing teacher behaviors for those interested in moral development. These are the Group Investigation (Joyce & Weil, 1972, pp. 36-47) and the Non-Directive Teaching (Joyce & Weil, 1972, pp. 210-221) models.

Group Investigation

Thelen is the educator from whose thought the Group Investi-gation model comes. It is also similar to the kinds of instruction which Dewey favored.

_____ Instructional

-------- Nurturant
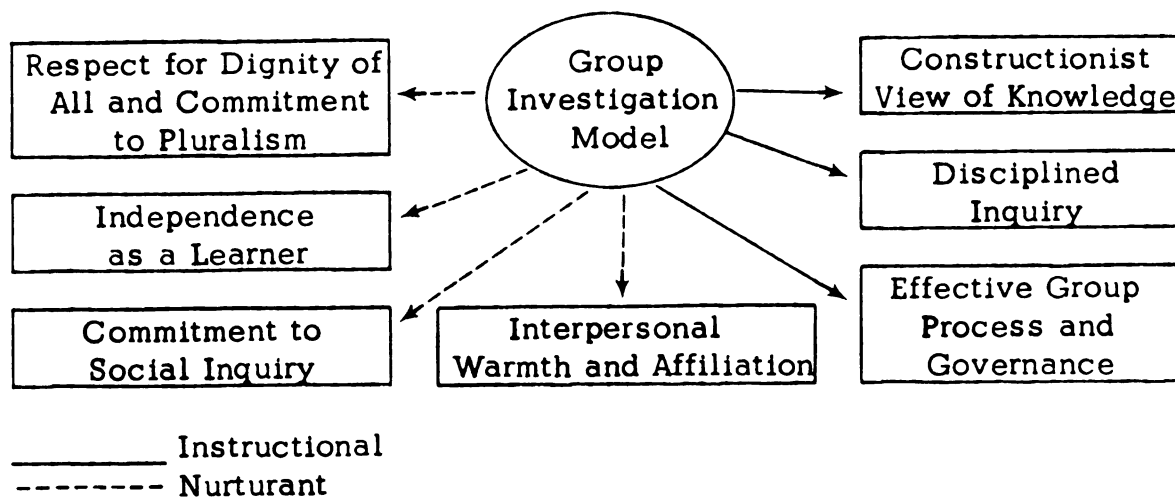
Figure 2. Group Investigation Model (Joyce & Weil, 1972, p. 46)

The model. Each of the effects resulting from the use of this

model is desired in values development education. Developmentalists

hold a "constructionist view of knowledge." "Disciplined inquiry"

implies an active learner and teacher. The following description of

disciplined inquiry pictures the activities of both teacher and learners.

> The model begins with the confrontation of the students with a
> stimulating problem. The confrontation need not be a verbal one--
> it can be the provision of an experience. It can very well be a
> puzzlement which arises naturally--it might not be "provided" by a
> teacher. (Or it might!) If the students react, the teacher draws their
> attention to the differences in their reactions--the different stances
> they take, the variety of things they perceive, the different ways
> they organize things, and the various feelings they have. As the
> students become interested in their differences in reaction, the
> teacher draws them toward formulation of a problem, moving not to
> structure their problem for them, but to induce them to formulate it
> for themselves. After they formulate the problem, the students pro-
> ceed to develop an attack on it, to analyze the required roles, and
> to organize themselves. Next, they act and report their result.
> Finally, the group evaluates its solution in terms of the original
> purposes of the group. Then the cycle begins to repeat itself,
> either with another confrontation or with a problem development
> growing out of the process of investigation itself. (Joyce & Weil,
> 1972, p. 45)

The learners just described are actively involved in defining problems

and constructing solutions for those problems and new understandings.

The teacher is actively facilitating the process.

In our discussion of the healthy community for development,

described by Kohlberg, we saw the importance of group participation.

Group Investigation teaches "effective group processes and governance."

This involves learners in group decision making and carrying responsi-

bility for the group, activities which will facilitate moral development.

"Respect for dignity of all" is important to the developing

concept of justice. "Interpersonal warmth and affiliation" are necessary for the free discussion of ideas needed for values/moral development. Through engaging in "social inquiry" one will encounter many perspectives and new ideas which are needed for the next phase in development. The goal of values development education is that values/moral development will continue throughout life. This calls for "independence as a learner."

Teacher behaviors. The teacher's role in Group Investigation is to act as:

counselor

consultant

friendly critic (Joyce & Weil, 1972, p. 44)

Together teacher and students will make rules within known boundaries. Students and teacher should share equal status in the classroom. The varied roles which students and teachers have will make a few differences in status, but these should be kept to a minimum (Joyce & Weil, 1972, p. 45).

Non-Directive Teaching

The Non-Directive Teaching model grows out of Rogers' theory of non-directive counseling. Rogers himself describes the application of his ideas to the classroom in Client Centered Therapy.
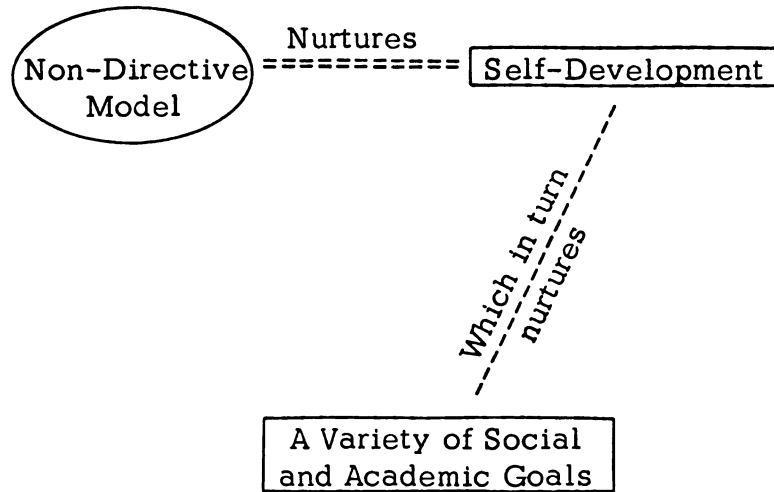
Figure 3. Non-Directive Teaching Model (Joyce & Weil, 1972, p. 221)

The model. The goal of values development education is to facilitate development rather than to transmit specific values or knowledge. It is the self which does the developing through transactions with the physical and social environment. In other words, moral development is self-development, the nurturant outcome of non-directive teaching.

The foundational concept of the Non-Directive Teaching model is the belief that students can be trusted to learn if they are in an environment which provides the necessary factors for growth and development (Joyce & Weil, 1972, p. 211). This faith in the learner is shared by developmentalists.

Teacher behaviors. Non-directive teaching works from the assumption that one cannot teach, but teachers can facilitate learning (Joyce & Weil, 1972, p. 213). A major task for the teacher is the establishing of an environment in which learning and development will occur.

Threat to the self of the learner must be at a minimum (Joyce & Weil, 1972, p. 214). In part this will be accomplished by creating an accepting climate (Joyce & Weil, 1972, p. 218). Whether or not the teacher fosters an accepting climate will depend on whether or not the teacher really trusts the learners. Accepting all contributions in discussion as valid points for consideration helps persons to feel accepted. A non-threatening, accepting climate is essential to the free exchange of ideas required in values development education.

Rogers suggests that the teacher should act as an "emotional and ideational sounding board" (Joyce & Weil, 1972, p. 214). As the teacher reflects the emotions displayed or ideas shared by a student, the student can take a look at his or her emotions and ideas. This helps in the understanding and solving of problems and questions. The teacher using the non-directive model must constantly try to see things from the perspective of the learners. He or she will work to facilitate the development of learners, not to accomplish personal goals which are not shared by the students.

Goals for training purpose 3. The following goal (lettered in accord with the list on page 48) for Patterns in Moral Development grows out of the Group Investigation and Non-Directive Teaching Models described by Joyce and Weil. We will endeavor to help the learner become better prepared to facilitate moral development through understanding that:

j. The teacher or parent who is effective in facilitating moral development will act as counselor, consultant, friendly critic, sounding board, and fellow learner.

The final goal (lettered in accordance with the list on pages 48 and 49) relating to teacher behaviors in values development education does not flow from one literature source. The writings of Piaget, Kohlberg, Joyce and Weil provided the background for the ideas. But the specific behaviors were identified in discussion with other persons studying developmental literature and concerned about values/moral development.

k. When learners are at points of disequilibrium the teacher or parent can facilitate moral development by:

giving accepting support

helping to clarify the questions and inadequacies causing

disequilibration

drawing attention to other related questions which the

learner has not noticed

THE INSTRUCTIONAL DESIGN LITERATURE

Briggs

"A Model for the Design of Instruction" developed by Briggs has been used for constructing the instructional materials Patterns in Moral Development.

A Systems Model

Briggs refers to his model as a "systems" model. By this he means that it is a model for predesigned materials. Objectives, methods, and media are selected and developed prior to the instructional event. In contrast to this approach is the spontaneous design of instruction. Objectives, methods, and media grow out of specific learning situations and are tailor-made for individuals or small groups. Briggs believes that there are some objectives which can be chosen in advance and that there is a place for predesigned instruction in core skills which are needed by all students. These predesigned materials can provide superior instruction because of the process of refinement to which they have been subjected. Even when using predesigned guides and media, teachers should be prepared for spontaneous refinement. These refinements can then be built into the materials for future use (Briggs, 1970, pp. 1-2).

Briggs has taught his model in graduate courses at Florida State University. Students have followed the model in designing instruction. The effectiveness of their instructional packages provided empirical evidence of the model's validity (Briggs, 1970, p. vii).
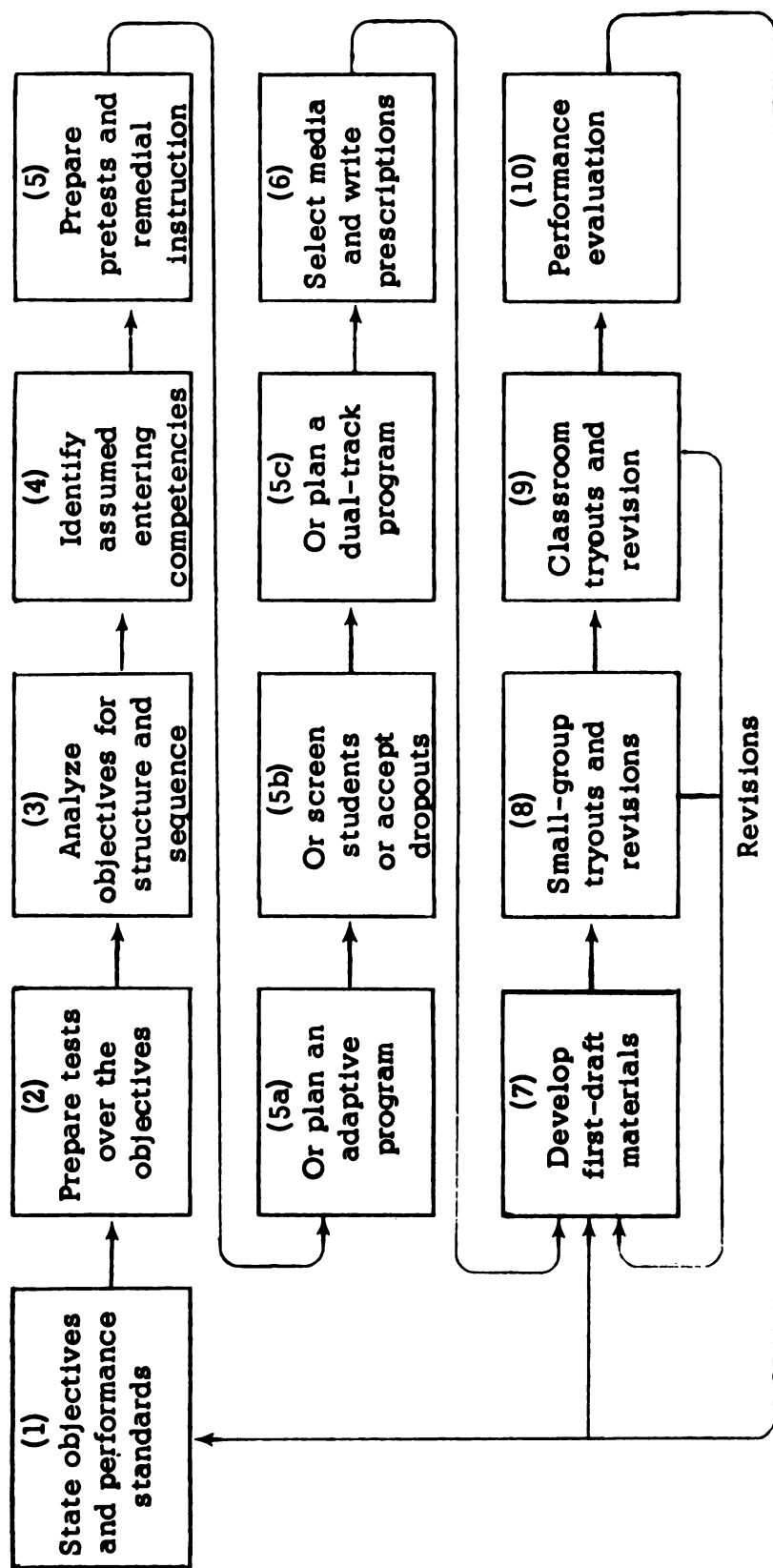
Figure 4. A Model for the Design of Instruction (Briggs, 1970, p. 7)

Highlights of the Instructional Design Model

The Briggs model provides a plan for designing both instruc-

tional materials (steps 7-9) and the instrument (steps 2 and 5) for eval-

uating them. The model suggests that materials and their evaluative

instruments should be tailored for each other. They both are related to

and grow out of the same statement of objectives (step 1).

After the objectives have been determined they must be

analyzed for structure and sequence (step 3). When objectives deal

with the teaching of interrelated factual materials and skills, they must

be analyzed to discover the prerequisite learnings for each objective.

They may need to be arranged in hierarchical order. With other objec-

tives psychological considerations rather than essential learning pre-

requisites may dictate the structural sequence of instruction.

Briggs offers helpful guidelines for the selection of media

(step 6). The objective in designing an instructional package is not to

use as many media forms as possible. The objective should be quality

instruction, and media ought to be selected to meet that objective

(Briggs, 1970, p. vii). A particular media should be used long enough

for teachers and students to be comfortable with it and to use it effec-

tively. But there should be enough variety of media to avoid boredom

(Briggs, 1970, p. 113).

Any instructional design project will have limitations which

must be considered. The media chosen must be within cost limits, be

usable in the time available, by persons with certain skills and resources

(Briggs, 1970, p. 114).

The designer of instruction must decide whether the materials are for individual or group use, or both. This decision will affect methods and media (Briggs, 1970, p. 114).

The detailed description of how each step of the Briggs model was used in the design of Patterns in Moral Development will be presented in chapter 3.

SUMMARY

We have looked at the three types of literature which have influenced the instruction in moral development evaluated in this project. The researchers, Kohlberg and Piaget, have provided an understanding of the process, pattern, and factors at work in moral development. They also have identified some teacher behaviors which are likely to facilitate moral development. Other teacher behaviors have been drawn from the models of teaching described by the educators, Joyce and Weil. The content of Patterns in Moral Development came from the literature of psychological research and literature resulting from the study of instruction. The instructional design literature of Briggs was the third type consulted and has guided the development of the instructional materials.

CHAPTER THREE

PROCEDURE

The discussion of procedures has been organized according to

the tasks involved in the project and the order in which they were tackled.

How the behavioral implications were derived from theory is explained
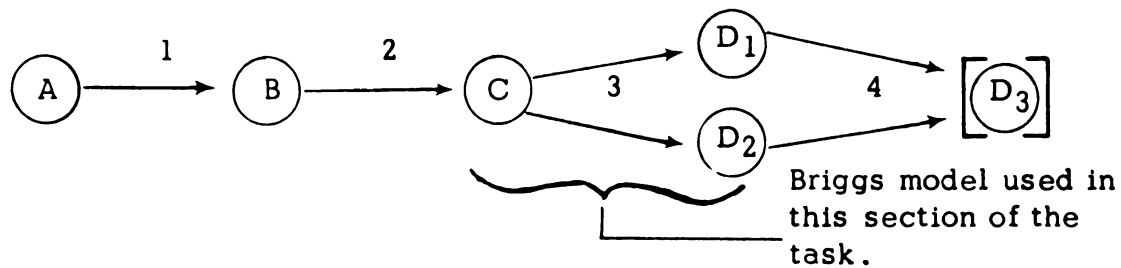
Figure 5. Relating the Task and the Briggs Model

A.   Values development theory

B.   Implications for teacher behaviors

C.   Essential understandings

D_1 Instructional materials--
     Variation 1: "stages" emphasis

D_2 Instructional materials--
     Variation 2: "levels" emphasis

D_3 Refined instructional materials

1.   Deriving behavioral
     implications

2.   Deciding on essen-
     tials of sound
     understanding

3.   Designing instruc-
     tional materials

4.   Evaluating instruc-
     tional materials

first. The steps of the Briggs model introduced in chapter 2 guide the

discussion of the instructional design phase of the project (tasks 2 and 3

and the development of C, D_1, and D_2). The evaluation of the materials was done through a series of field tests. The experimental design for the evaluation phase is described in the final section of this chapter.

Deriving Behavioral Implications from Theory

The task of deriving behavioral implications for teachers and parents from values/moral development theory involved the answering of three questions:

1. What teacher and parent behaviors most effectively work with natural processes to facilitate values/moral development?

2. What minimum understandings are needed as a background for operationalizing these behaviors?

3. What concepts constitute a sound understanding of values development education?

Study and Logical Deduction

The answering of these questions began with an extensive study of the writings of Kohlberg, Piaget, and Stewart, with the heaviest emphasis on the work of Piaget. Through logical deduction behavioral implications were identified and the essentials for a sound understanding determined. This was done over a period of months of personal study, course work, and informal discussion with others who were also searching for the implications of developmental theory.

Comparison with Models of Teaching

The implications arrived at through logical deduction were then compared with models of teaching. The instructive and nurturant effects of the several models described by Joyce and Weil (1972) were examined. Those which led to effects most in line with the goals of values development education were identified: Group Investigation, representing the thought of Thelen and Dewey, and Non-Directive Teaching from Rogers. The teacher behaviors suggested in these models were incorporated into the behavioral implications for facilitators of values/moral development. The purposes and goals of Patterns in Moral Development listed on pages 45-49 are the implications which were derived from theory using the procedures just described.

Designing Instruction Using the Briggs Model

The steps of the Briggs model for the design of instruction provided guidance for constructing Patterns in Moral Development. How each step was used is presented in the following discussion.

Step 1: State Objectives and Performance Standards

As noted, the implications derived from theory became the purposes and goals for the instructional materials which were to be designed. The broad goals were restated as behavioral objectives. These were used by the designer in the development of the measuring instrument and the instructional materials. Specific objectives were adapted as new, and seemingly better ideas came to light while mapping

the course of instruction.

The behavioral objectives have been used as a design tool but do not appear in the materials. The reason for this is that many of the instructors using the materials would not be professional educators and would not be familiar with detailed behavioral objectives. Long lists of such objectives would possibly overwhelm and confuse the paraprofessional.

The instruction which has been designed is an introduction to a way of thinking about moral development and its facilitation. The objectives of such a course are more global than those for a course which builds on specific learning prerequisites and teaches particular skills. The goals stated in the Leader's Guide for <u>Patterns in Moral Development</u> therefore seemed adequate for this kind of introductory instruction.

The Briggs model calls for the identification of performance standards in step 1. The designer had no previous experience from which to judge what performance could be expected after paraprofessionals were first introduced to the concepts of values development education. The performance evaluation conducted at the close of the instructional experience provides a basis for setting performance standards when designing similar instruction in the future.

Step 2: Prepare Tests over the Objectives

Briggs sees a test as an essential part of an instructional package. It is tailored to a particular instruction and measures the degree to

which specific objectives have been met. Tests developed through his design procedure are not standard tests for generalized use. The pretest and posttest used in the evaluation of <u>Patterns in Moral Development</u> are therefore not intended for general use.

For reasons of feasibility, the test was limited to a paper and pencil instrument. To know whether or not an instructional experience had brought about behavior change, the learners would need to be observed in action. But direct observation was not possible in this study. The paper and pencil test seemed most practical and adequate for an introductory experience. The test focused mainly on cognitive change. Some items sought to identify preference for teacher and parent behaviors which enhance development. Reports of actions taken to facilitate development were also asked for.

An objective format was used to facilitate data processing. Most of the items were multiple choice, but a few called for positive/ negative evaluation of responses. Four open-ended questions appeared at the end of the instrument. The responses on two of these were categorized, and the categories were given numbers so that they could be included in the processed data. These questions were designed to identify the concepts that stood out to the students as being most important and the actions taken as a result of the course. The other two open-ended questions provided subjective evaluation of the instructional materials and experiences. The responses from these questions will be considered when refining <u>Patterns in Moral Development</u> but have not

been included in the processed data.

Four categories of test items were developed. They were designed to measure the following:

1. Factual knowledge of key concepts in moral development theory and what teachers and parents should do to facilitate moral development.

2. A preference of teacher and parent behaviors which facilitate moral development.

3. Reports of actions taken to facilitate moral development.

4. Evidence of misconceptions and tendencies to abuse values development education theory: focusing on stage-related aspects of the theory, labeling as an end in itself, looking down on those in the lower stages, or trying to rush development.

Two pilot projects were conducted during the designing of the instructional materials. The measuring instrument was developed with these classes.

Two forms were used as the pretest with the first pilot group. The first form consisted of six open-ended questions. The purpose of these questions was to identify the kinds of things that come to mind when the average person thinks about moral development. We were also interested in knowing the terminology which those uninitiated in values development education would use to discuss moral development.

The second form was made up of fifteen objective questions growing out of the objectives for Patterns in Moral Development. This

form was completed after the first, and the answers on the two forms were compared. The two tests were also administered to 24 employees of the Free Methodist Publishing House. This group included editors, laborers, artists, and office staff.

An expanded version of the objective pretest instrument was used as the posttest in the first pilot project. After the group had completed the test, four persons were interviewed about their understanding of the questions on their posttest. From these interviews, problem wording was identified. For example, "transmit" had been used to mean "give a value to another person ready-made." It was found that "transmit" was being translated "facilitate." The problem test items were restated.

In the second pilot project a refined version of the posttest from the first pilot was used as both the pretest and the posttest. Thirty persons completed both tests. Statistical analysis was run on the data from the second pilot. The mean score on the pretest was 32.5 out of a possible 53. The posttest mean was 42.4, providing a gain score of 9.9. An analysis of variance was performed, and the F score was found to be 2.82. The F score needed for a .01 level of significance was 2.46.

The inter-item reliability of the instrument was tested, using the KR_{20} formula. It showed a .69 reliability.

Item analysis was also done to identify problem questions. Two items were deleted, and five others refined. It was assumed that these changes would increase the reliability of the test.

The validity of the instrument was also considered. The test was developed from the same set of objectives used for the instructional materials. To double-check the content validity the instructional materials were examined to be sure that each test item was adequately covered.

Two graduate students who had done extensive study in the field of values development education were asked to take the test. It was assumed that if the instrument measured an understanding of values development education, these persons should be able to give correct responses on all items. This was the case.

In the light of these findings the decision was made to use the test as the instrument in the evaluation of <u>Patterns in Moral Development</u>.

Step 3: Analyze Objectives for Structure and Sequence

Briggs suggests the use of logic for sequencing. The designer should decide what prerequisites are needed for each objective. Based on this information the objectives are then arranged in a hierarchical order. The objectives are sequenced, beginning at the bottom of the hierarchy and working toward the top. This is especially important when objectives are interrelated.

Psychological factors seemed to be equally or more important than a logical ordering of prerequisites in the sequencing of the content for <u>Patterns in Moral Development</u>. The logical considerations, however, were not ignored. Theoretical foundations were laid before behavioral

implications were discussed on the assumption that specific behavioral suggestions have more meaning if the person understands why they are important. Throughout the materials an effort was made to present concepts in an order which led to the greatest ease in understanding the ideas.

Psychological considerations overruled the logical in the sequencing of discussions on the concepts from Piaget and Kohlberg. Since Piaget provides the broader, more basic understandings, it would seem logical to look at his work first. But much of the audience for whom Patterns in Moral Development was designed would not likely be ready for a study of cognitive development at the beginning of the instructional experience. Most of them are not aware of the relationship between cognitive development and their tasks as religious educators. When possible, instruction should begin at a point of felt need. Religious educators accept moral development as a major responsibility. They are concerned about their effectiveness in this area and therefore are open to new information about it. Because of these assumptions about the learners, the findings of Kohlberg were presented first, and the contributions of Piaget were then examined in search of a deeper understanding of the process of development.

The ordering of the discussions on the healthy community for development and specific facilitating behaviors was also based on psychological factors. Most teachers and parents are practitioners looking for efficient, effective ways to get a job done. They hope to find

prescriptions of things they can do to solve the problems they must deal with. They may be unaware of the less specific but potent influence of the environment they have helped to create. In Patterns in Moral Development the components of a community which facilitate development were discussed prior to specific teacher behaviors not directly related to community building. This ordering was chosen to give the quality of community a place of first importance. It also allowed for a study of the learning atmosphere before attention was focused on specific skills and techniques. The techniques may seem easier to handle and therefore distract from concern for the quality of community in the classroom or home.

Step 4: Identify Assumed Entering Competencies

The learners were adults, and it was assumed that they had basic reading skills. Many were probably not avid readers accustomed to digging specific ideas from books. The learners were not assumed to have a reading level required for scholarly literature.

Most of the learners were assumed to have had experience with children and youth. The amount of experience was probably varied.

Only an intuitive, informally constructed understanding of cognitive and moral development was assumed. The extent to which the intuitive understandings were similar to the concepts presented in Patterns in Moral Development was unknown at the time of design. It was assumed that there would be a mix of agreement and disagreement. The presentation of values/moral development concepts as a systematic perspective was expected to be new to a majority of the learners. Some

of them would find that it gave structure to the beliefs they already held.

Step 5: Prepare Pretest and Remedial Instruction

Basically the same test was used for the pretest and the post-test. The pretest did not ask for all the biographical data included on the posttest or for evaluation of the instructional experience. Otherwise the two tests were identical. The extensive pretest was used because of the experimental design chosen for this evaluative study.

No remedial instruction was prepared. No specific prerequisites were identified, and, since the instruction was to be introductory in nature, a remedial package did not seem necessary. No action was taken in regard to step 5a: plan an adaptive program. Since involvement in the course was to be voluntary, those who found the course overwhelming would probably drop out as indicated in step 5b: screen students or accept dropouts.

Step 5c: Or Plan a Dual-track Program

A two-track program was designed but not for the purpose of providing remedial help as suggested in 5c. The two tracks or treatments, D_1 and D_2, were constructed to test for differences in the outcomes resulting from presentations of values/moral development theory in terms of levels or stages.

Step 6: Select Media and Write Prescriptions

Several considerations suggested by Briggs guided the selec-

tion of the media. It was decided that Patterns in Moral Development

should provide both individual and group study. Interaction and sharing

of ideas were judged important if the learners were to understand devel-

opmental concepts and make them their own. But a group sharing time is

more interesting and profitable if it has been preceded by individual

study. A source containing information discussed in a group is helpful

to have for personal reference in the future.

Provision for individual study was made through the develop-

ment of a reading text which included projects for the learner to work on.

A leader's guide was designed to help instructors conduct four group

study sessions. Each group session was related to one of the chapters

in the reading text.

The competence of the users of the instructional materials was

taken into consideration when choosing media. Each item would have to

be usable by a person who is a paraprofessional in the field of education.

Technical terminology was avoided as much as possible in the leader's

guide and the reading text.

As noted earlier, many of the learners were probably not skilled

at digging specific ideas out of books. Such persons seem to have dif-

ficulty identifying key ideas. For this reason, response vignettes were

provided following each main concept in the reading text. A question

was presented, or an illustration given. The learner was asked to

identify the correct answer to the question or explanation of the illus-

tration. The correct answer was then given, and a brief discussion fol-

lowed on why one response was better than the others. The vignettes

served to check understandings and provide feedback to the learner, to

highlight concepts, and to amplify the idea through illustration. A

vignette sample is included in Appendix A.

Cost limitations were kept in mind when choosing media. The

total package was to be made available for a reasonable cost to encour-

age its wide use. Media which could be distributed in printed form were

chosen in most cases, partly because they are less expensive than many

other forms. One slide/tape presentation was developed for use in the

course. Overhead transparency masters were provided rather than the

transparencies because of the cost factor and also because not all

instructors would have access to an overhead projector. The masters

could be used as posters in small groups or copied on a chalkboard.

Though slides are more expensive than a filmstrip, they were used

because, in many situations, slide projectors are more available than

filmstrip projectors.

Media were chosen to provide ease and comfort of use with

enough variety to avoid boredom. Several learning experiences were

common to each group session. Opportunity for project sharing was

regularly given. It was hoped that this would encourage the learners

to become involved in doing the projects. As those who had worked on

the projects shared their experiences, the total group would be supplied

with additional information and review.

A slide presentation was scheduled for three of the four sessions. A purpose of the slides and tape was to review concisely the concepts from the reading text which were to be explored in the session. It was believed unrealistic to assume that all the learners would have read each chapter of the text before the session in which it was discussed. The main concepts of the chapter were therefore reviewed at the beginning of the session to prepare for profitable discussion. The instructor who did not feel confident in his or her grasp of values development theory could more easily use the slide/tape presentation than give an interesting lecture on the concepts.

In each session a worksheet activity was provided. The worksheets structured review, discussion, verbalization, and sharing of ideas. It was assumed that structured activities would be easier for paraprofessionals to use effectively than would general unguided discussion. For the sake of interest each worksheet was different from the others. They called for categorizing, restating, problem solving, and sorting.

One other activity was included in sessions one, two, and four with two in session three when no slides were used. These activities provided variety instead of following through with events similar to those of other sessions. The methods used were guided listening, a game, role play, a brief writing exercise, and a personal contract. In selecting media and methods an effort was made to keep a balance between

comfortable predictability and interesting variety.

Media and methods were chosen which would demonstrate the kind of teaching/learning experiences being recommended in the course. The instructor was encouraged to implement teacher behaviors which would facilitate development. Interaction and the sharing of ideas were to be encouraged. The instructor had input for each session but also was to provide for group involvement. The media and methods called for an active instructor and active learners. The attention of the instructor was also drawn to the need for fostering a warm, accepting atmosphere in the class.

The final test for a medium or method was whether or not it effectively accomplished the desired learning goal. This was a most important consideration.

The prescriptions which Briggs refers to in step 6 are instructions to persons who will develop the media pieces decided on. This type of thing was provided for the slide/tape set but not for other items since they were developed by the designer.

Step 7: Develop First Draft of Materials

The reading text entitled Patterns in Moral Development was designed as the basic source of information for both the instructor and the learners. Four chapters were written:

"Patterns in Moral Development": Kohlberg's findings

"Development--What Is It?": Piaget's insights

"The Atmosphere for Moral Development": structuring a

healthy community

"Is There More?": other facilitating teacher and parent

behaviors

Two projects were included with each chapter. One was an activity to test or apply an idea from the chapter. The other was a Bible study designed to help the learners relate the concepts being examined to the broader field of religion.

A leader's guide was also written. A portion of the leader's guide is included in Appendix B. General instructions were provided along with plans for conducting each of the four 1 1/2-to-2-hour group sessions. Each session plan included:

a statement of the session goals

instructions for conducting the learning activities

suggestions for guiding discussion

helps for handling some possible questions

Along with the leader's guide the instructor also received copies of all worksheets, transparency masters, and a slide/tape set.

Step 8: Small Group Tryouts and Revisions

Two pilot projects were conducted with the designer as instructor. The first pilot consisted of two 3-hour sessions one month apart. Ten learners were involved. The second pilot was a Friday evening and Saturday workshop of about six hours with approximately 30 learners.

Refinements of the materials were made as a result of these experiences.

One further step was taken to evaluate the materials before they were distributed for more extensive use. The manuscripts for the reading text and the leader's guide were submitted for critical review to three experts in the field of values development education. The final draft of the materials reflected the suggestions of the reviewers as well as the refinements growing out of the pilot testing.

Step 9: Classroom Tryout and Revision

The field testing of <u>Patterns in Moral Development</u> described in the next major section of this chapter was step 9 of the design model. The instructors made some adaptations as they used the materials, though they basically followed the suggestions as given. One instructor reported varying the use of some activities to be more suitable for a small class. Another group added an extra session because of interest on the part of the learners.

Step 10: Performance Evaluation

Performance was evaluated through the administration of the posttest described in step 2. In addition to evaluating the performance of the learners, the performance of the instructional materials were evaluated by the learners. They were asked to rate the difficulty of the reading materials and the helpfulness of the response vignettes. The learners also reported their degree of involvement with the instructional experiences: the group sessions they attended, the chapters read, and

projects completed. A copy of the posttest is included in Appendix C.

A form was provided on which instructors could evaluate the instructional experiences. They were asked to indicate which learning activities they used and to give their evaluations and suggestions on each. They were also asked for general comments about the strengths and weaknesses of the instruction and the responses of their students to it.

Evaluating Instruction in Moral Development Education

A field test was conducted to evaluate the instructional package Patterns in Moral Development. The objective was to test the materials in situations as similar as possible to those for which they were designed.

The Population

Persons involved in the voluntary educational program of the church were chosen as the population. As mentioned earlier, church workers were selected as the target audience because they are interested in moral development, are currently involved in moral education, and because the church provides educational experiences for parents as well as children and youth.

More specifically, the population for this study was volunteer teachers involved in the educational programs of Free Methodist churches in the East Michigan Conference. Interested parents in these churches were also invited to take part in the instructional experiences.

The population was selected on the basis of convenience. Geographically the groups were accessible to the researcher. The conference leadership and some of the pastors were known by the researcher. This made contact and enlistment easier.

From the 61 churches in the conference, nine were chosen. Seventeen randomly selected churches were contacted, and 12 of these consented to take part in the project. Three groups canceled later, leaving nine which completed the instruction. Of those which canceled, the first decided against involvement before receiving the materials. They had just finished a training course and did not want to begin another. The reason given for the second cancelation was that the designated instructor thought the material looked too difficult for the learners who would likely attend. Because of other activities the third church found that it was impossible to schedule instruction in moral development at this time.

The churches involved in the project were not large. Two of the nine had an average attendance in Sunday school of less than 100, six averaged between 100 and 200, and only one had an attendance of more than 200. The churches were located in cities and towns of different sizes, ranging from a population of approximately 300 to 193,571.

Instructors. The instructors were chosen by the pastor of each church, and the researcher had no control over their selection. They

were volunteers responding to the request to teach. Two of the classes were taught by a team of two teachers, making 11 instructors who were involved in the project.

A variety of vocations were represented by the instructors. Four were educators, three were pastors, and the others were a home-maker, budget analyst, psychiatric social worker, or probate court administrator.

Six of the 11 instructors had more than 17 years of formal education, four had 16 years, and one 12. According to the 1970 United States Census of Population, only 9.5 percent of American adults 25 years of age and over have 16 or more years of formal schooling. The level of education represented by the instructors was high.

Three of the instructors had had some contact with the ideas of Piaget and Kohlberg through graduate courses or personal study. One had listened to a one-hour tape on values development education. The other seven reported no previous contact with the theory of values/moral development.

No special training was given to the instructors in preparation for leading their classes in a study of moral development. They were to depend on the instructional package for their instruction.

Learners. The learners were volunteers who responded to a learning experience offered by their church. The course of study was presented as being of interest to workers in the church's educational

programs and to parents. Some interested persons attended who were

not currently involved in religious education and whose families were

grown.

Tables 4, 5, 6, and 7 describe the age, sex, education, and

occupations of the learners who provided data for evaluating Patterns in

Moral Development. A few persons did not complete the biographical

information. Therefore, the sum of the percentages does not equal 100

percent.

Table 4

Age of Learners

(composite of all groups)

Ages	Number of persons	Percentage of all subjects
14-19	3	2.8
20-35	43	39.8
36-60	54	50.0
61+	4	3.7

Table 5

Sex of Learners

Sex	Number of persons	Percentage of all subjects
Male	36	33.3
Female	68	63.0

Table 6

Education of Learners

Years of formal education	Number of persons	Percentage of all subjects
up to 11	8	7.4
12	25	23.1
13-15	28	25.9
16	15	13.9
17 or more	27	25.0

Table 7

Occupation of Learners

Occupation	Number of persons	Percentage of all subjects
Educator	16	14.8
Counselor	2	1.9
Housewife	35	32.4
Student	2	1.9
Minister	3	2.8
Other: work with people	12	11.1
Other: work with machines	22	20.4

The study groups varied in size. The two largest groups had an average attendance of 24, the smallest group seven. Four groups had an average attendance of more than 20, four averaged between 10 and 19, and two averaged fewer than 10 in attendance.

The Logistics

The conference superintendent was the first person contacted in the process of setting up the field test. The project was explained to him, and he was given a portion of the reading text manuscript so that he could see what the content of the course would be. He gave consent for churches in his conference to be contacted.

The pastors in the randomly selected churches were contacted first by telephone. The project and its purpose were explained. They were told what would be expected of their church:

> to provide an instructor
>
> to make a place in the church calendar for the instructional sessions
>
> to promote the course

A tentative commitment for involvement was received.

A letter was then sent reiterating the content of the telephone conversation. A commitment form was enclosed. It asked for the name and address of the instructor, the number of learners expected in the group, the probable dates for the group study sessions, and the pastor's signature.

The next step was to contact the instructors. This was done by mail. The project was explained; they were told what would be expected of them and what would be provided for them to work with.

One month before the date suggested for the first group study session the materials were delivered to the instructors by the researcher.

The instructors received a leader's guide, a slide/tape set and script, and special instructions needed by persons involved in a field test. Details to be observed in administering the pretest and posttest were given in this special set of instructions. The instructors were also asked to use the learning activities suggested in the leader's guide. A form was included on which they could record the activities they used and comment on them. The instructors were asked to keep a record of attendance on the form provided and return it to the researcher at the end of the course. A quantity of pretests, reading texts, and worksheets sufficient for the expected class was given to each group. The posttests were sent later to avoid any mix-up on the use of the testing forms.

All of the materials, their use, and procedural details for the experimental instruction were discussed with the instructors. The purpose of this contact between researcher and instructors was not to discuss the content of Patterns in Moral Development. Content-related questions were raised by the last instructor contacted. These questions and the researcher's responses were shared in written form with all the instructors, in order to keep the experience and procedure equivalent.

The researcher's telephone number was given to the instructors so that they could call if they ran into any serious problems with the course. If an instructor should face major problems which he or she could not handle, this would mean that something was missing in the instructional package. The plan was that when the problem was reported the researcher would design an additional piece for the package to
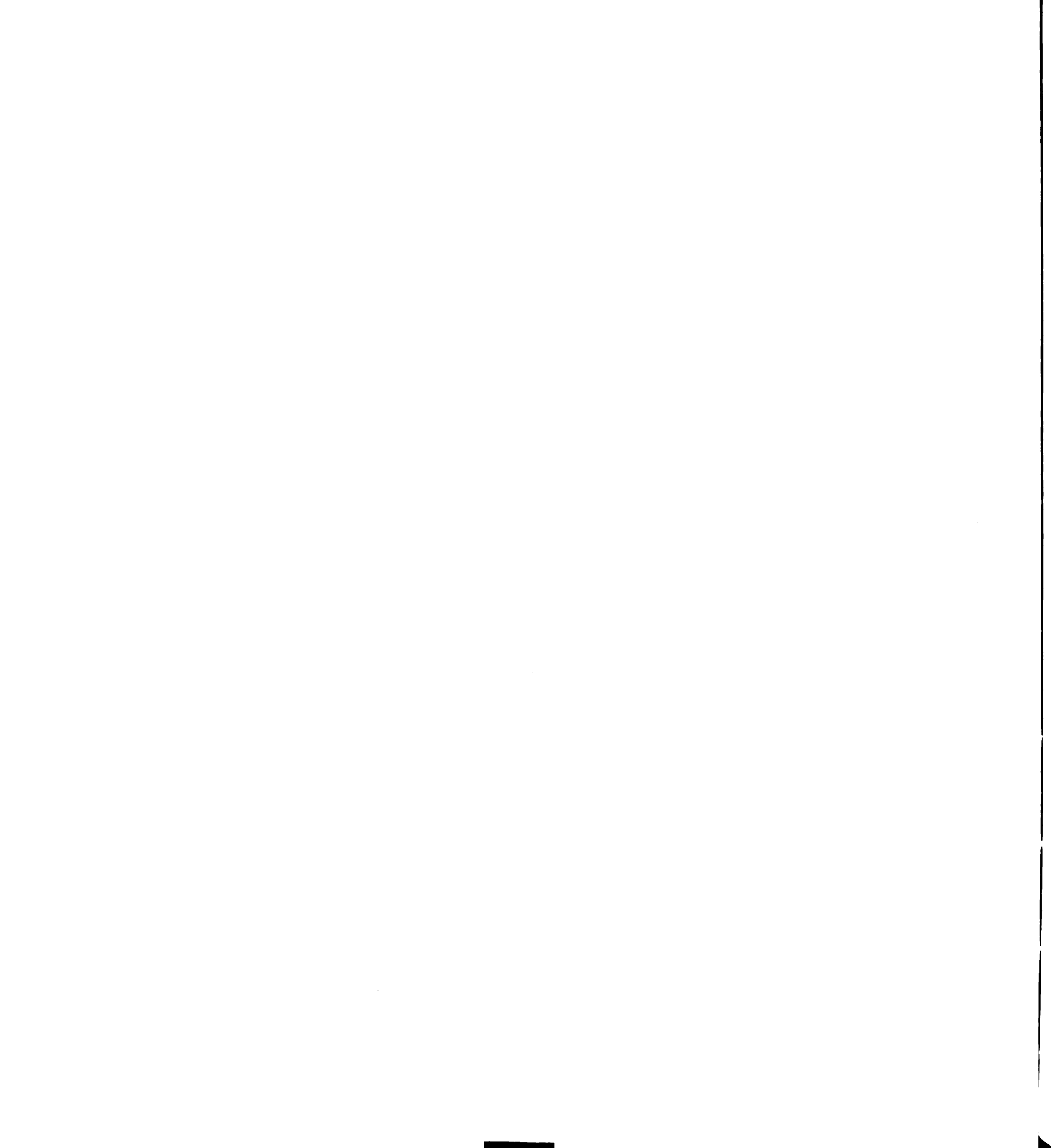
handle the problem. It would be sent to all the instructors and included in the final product. There was no call for such an item.

There was no contact between the researcher and the learners prior to or during the instructional experience. In each location the program was conducted by the pastor and instructor. The researcher did contact several learners in an effort to obtain more posttests from two groups which returned only a few copies of the final test. This contact was made nine weeks after their last group study session.

The Quasi-experimental Design

The field test was conducted according to the quasi-experimental design:
$$\begin{array}{c} 0 \ D_1 \ 0 \\ \hline 0 \ D_2 \ 0 \end{array}$$

0 - Pretests and posttests

D_1 - Variation 1: "stages" emphasis

D_2 - Variation 2: "levels" emphasis

The study groups were randomly assigned to treatment D_1 or D_2. Of the nine churches which conducted the course, four were assigned to D_1, and five to D_2.

One of the churches assigned to D_1 held two class sessions each week to accommodate the schedules of those who were interested in attending. This made five groups using D_1. One of the D_1 groups, however, ran out of time and did not finish the pretest. Data from this group was processed for the sections of the pretest which they completed but was not included in the data relating to total scores.

The differences between treatments D_1 and D_2 occured in the first chapter of the reading text and in the section of the slide/tape set used in the first group study session. Since D_1 presented Kohlberg's findings in terms of stages and D_2 presented them in terms of levels with no reference to stages of moral development, class discussions on Kohlberg's findings varied. In every other respect the two treatments were designed identically.

Treatment. The treatments consisted of individual and group study. Each learner was encouraged to read all four chapters of the textbook and complete the projects at the end of each chapter. The reading and projects were to be done the week prior to the group session in which each chapter would be discussed. Four 1 1/2-to-2-hour group study sessions were provided. As noted earlier, the instructors were encouraged to use the learning activities provided in their leader's guide. One group receiving treatment D_2 took two sessions to cover the concepts of chapter 3 in the reading text. This brought their total number of group sessions to five. The adaptation was made because of group interest.

It was suggested that the group sessions be conducted between March 14 and April 4, 1976. The first group to start the course began on March 7; the last group finished on May 16, 1976.

It was also suggested that the group sessions be one week apart. Six of the groups met at weekly intervals. Two had a two-week interval once during the course, and the other two groups met irregularly

to allow for most of the learners to attend each session.

Testing. The pretest was administered by the instructors. It was completed before learners received the reading material or attended any group sessions. It was to be administered in a group, but those who could not be present when the group took the test could complete it at home. A special meeting one week before the first study session was suggested. At this time the learners were to take the pretest, be introduced in a general way to the course, and given their reading materials. The advance meeting would allow them to read chapter 1 of the textbook before the first study session and be better prepared to enter into discussion.

Most persons completed the pretest in a group setting. A total of 195 pretests were returned to the researcher.

The posttest--printed on paper a different color from that of the pretest to avoid a mix-up--was to be administered, by the instructor, one week after the last group study session. It was suggested that the group gather in a special session to take the posttest.

The time which lapsed between the last study session and the completion of the posttest varied considerably. Some groups handled the posttest as directed. One group finished their study sessions a week earlier than expected and had to wait for two weeks to take the posttest. In other groups the learners took the posttest home to complete instead of having a special session. Some were completed as much

as nine weeks after the final session.

One hundred twenty-five completed posttests were returned to
the researcher. One hundred eight of these were from persons who had
also taken the pretest.

Summary

The project described in this dissertation consisted of two
phases, a design phase and an evaluation phase. Chapter 3 has out-
lined the procedures used both in the design and evaluation of a package
for instruction in moral development education. Chapter 4 presents an
analysis of the data from the evaluative phase of the project.

CHAPTER FOUR

THE FINDINGS

The findings of the evaluative research described in this dissertation have been grouped in five categories: findings relating to the reliability of the instrument, the testing of the hypotheses, correlations, evaluations from learners and instructors, and unpredicted variations. The findings are discussed in the order listed above.

Reliability of the Instrument

The Kuder-Richardson formula 20 was used to test the inter-item reliability or internal consistency of the instrument constructed to measure the effects of the training experience <u>Patterns in Moral Development</u>. Table 8 provides a summary of the reliability coefficients. The formula was applied to the 108 posttests of persons who completed both the pretest and the posttest. The reliability coefficient for the 64 items of the total test was .82.

Reliability was also computed for three subsets of test items. Eighteen items were designed to measure factual knowledge of key concepts in moral development theory and what teachers and parents should do to facilitate moral development. The reliability coefficient for the factual subsection of the test was .60.

Forty-one test items were intended to measure a preference for

teacher and parent behaviors which facilitate moral development. The

reliability coefficient for this subsection was .77.

The section designed to test for evidence of misconceptions

and tendencies to abuse values development education theory contained

only six items. A reliability coefficient of .58 was obtained for this

section of the instrument.

Table 8

Reliability Coefficients

Test section	Number of items	Alpha
Total test	64	.82
Factual items	18	.60
Preference items	41	.77
Misconception items	6	.58

Note: one item was included in two of the subsections,
bringing the total of items in the subsections to one more
than the total number of items.

Testing of the Hypotheses

A repeated measures analysis of variance was used to test for

significant differences between measures, treatments, and interactions.

The following matrix was used:

$$M_1 \quad M_2$$

T_1

T_2

$T_1 - D_1 \qquad M_1 - \text{pretest}$

$T_2 - D_2 \qquad M_2 - \text{posttest}$

The analysis of variance was performed for the total test and also for the subsets of items mentioned earlier. Tables 9, 10, and 12 summarize the analysis of variance data. There was no significant difference in the treatment interactions for the total test or any of the subsets. It was therefore assumed that the levels of significance found for differences between treatments and measures were true significance levels.

Table 9

Analysis of Variance: Treatment Interactions

Test section	Number of groups	$\underline{F}$ score	Level of significance
Total test	9	.16	$\underline{p} < .70$
Factual items	10	.47	$\underline{p} < .51$
Preference items	9	1.02	$\underline{p} < .35$
Misconception items	10	.26	$\underline{p} < .62$

Statistical Hypothesis 1

The null statement of the first hypothesis is as follows: Persons having completed the training experience Patterns in Moral Development will demonstrate no significant difference in their

understanding of the developmental perspective on values/moral education as presented in the instructional package. This hypothesis speaks of understanding and of the developmental perspective on values/moral education. The total measuring instrument was designed to test for a developmental perspective on values/moral education. The findings of the analysis of variance on the total test therefore relate to hypothesis 1. Since the focus of hypothesis 1 is on understandings, the subset of items dealing with factual knowledge is also important for testing this first hypothesis.

When the analysis of variance between M_1 and M_2 was computed for the total test it was found that p was less than .0001. For the subset of items dealing with factual knowledge it was also found that p was less than .0001. Since there was a significant difference shown, the first null hypothesis was rejected.

Table 10

Analysis of Variance: Measures

Test section	Number of groups	F score	Level of significance
Total test	9	151.33	$p < .0001$
Factual items	10	117.21	$p < .0001$
Preference items	9	93.42	$p < .0001$
Misconception items	10	16.86	$p < .0035$

Statistical Hypothesis 2

The second null hypothesis states that: Persons having completed the training experience <u>Patterns in Moral Development</u> will show no significant difference in their preference for parent and teacher behaviors which facilitate values/moral development. The subset of test items focusing on preference for skills which facilitate development was analyzed for variance. The p was less than .0001 for this section of the instrument also. A significant difference was indicated, and the second null hypothesis was rejected.

Statistical Hypothesis 3

The null form of the third hypothesis states that: Persons having completed the training experience <u>Patterns in Moral Development</u> will indicate no significant difference in the specific actions important to the facilitation of moral development which they report having taken.

Three questions were designed to provide opportunity for persons to report actions taken. Two of the questions were objective in format. The learners were given a list of possible actions and were asked to mark the ones they had taken. The third question was open-ended.

The subjects were asked, Which of the following things have you done <u>most</u> of in the last month? Check <u>only one</u> (question 14). The options offered were the same for the two objective questions on actions taken (questions 13 and 14). They appear in the left-hand column of

Table 11. The responses to question 14 on the pretest and the posttest were compared and the chi square computed. The level of significance for the chi square was .0000, indicating that there was a significant difference in the responses. Most of the difference seemed to occur in regard to two possible actions. On the pretest 12 persons, 11.2% of the total population, indicated that they had tried to stimulate the development of reasoning abilities. On the posttest 25 persons, or 23.4% of the population, reported taking such actions. The pretest indicated that 23 persons, 21.5% of the total group, shared important moral principles with the students. Only 13 persons, 12.1% of the total group, reported the sharing of principles on the posttest. There was little change in the number of persons reporting no action taken. On the pretest 26.2% of the group reported no action and on the posttest, 25.2%. Some action was reported on the posttest by 74.8% of the group.

The second objective question asked for multiple responses: In your effort to help your students develop morally, which of the following things have you done in the last month? Check all that apply (question 13). The yes and no responses on the pretest and the posttest were compared for each possible action. For each option, data was generated for the following matrix:

Rows - pretest   No   Yes

Columns - posttest   No
                        Yes

135

Table 11

Actions Reported on Pretest and Posttest (question 13)

Type of action	Chi square Significance level	Largest response Test response/Number Pre	Post	Number	Largest shift Test response/Number Pre	Post	Number
a. Tried to stimulate the development of reasoning abilities.	.0003	1	1	44	1	0	20
b. Shared important moral principles with them (students).	.0000	1	1	39	1	0	25
c. Encouraged them to question their thinking.	.0016	0	0	38	0	1	23
d. Encouraged them to question accepted standards.	.0057	0	0	84	1	0	10
e. Provided them with experiences which introduced them to new perspectives.	.0466	0	0	58	0	1	23
f. Engaged them in group discussion of the reasons for various moral actions.	.000	0	0	50	1	0	16

Table 11 (cont'd.)

Type of action	Chi square significance level	Largest response Test response/Number		Largest shift Test response/Number	
		Pre	Post	Pre	Post
g. Listened to the questions students had related to moral judgments.	.1584	0 - 0	38	1 - 0 (0 - 1	23 22)
h. Suggested sources for students to explore in their search for the answers to questions about moral standards and judgments.	.0172	0 - 0	69	1 - 0	20

Note: 1 stands for report of action taken.
      0 represents no action taken.
      Total number of subjects was 108.

The chi square for each option was computed. The findings of this comparison are summarized in Table 11.

The difference between pretest and posttest responses was significant for all actions but action "g." In regard to actions "a" and "b" the largest set of responses was from persons who reported on both tests that they had taken the action. In the case of actions "c" through "h" the largest set of responses was from those who indicated on both the pretest and the posttest that they had not taken the action.

For actions "a," "b," "d," "f," "g," and "h" the greatest amount of change was from pretest reports of action taken to posttest reports of no action taken. The greatest difference for actions "c" and "e" occurred in the group of subjects who on the pretest reported no action taken, but who on the posttest reported that they had taken the action.

Significant differences did occur in the reports of actions taken. However, the changes were both in a positive and negative direction. The responses to option "a" of question 14 and options "c" and "e" of question 13 indicated significant positive changes in the reported actions taken to facilitate moral development. At the close of the training experience there was a positive difference in the number of persons who reported that their major action had been efforts to stimulate the development of reasoning abilities (14a). An increased number of persons reported that they had encouraged students to question their own thinking (13c) and had provided experiences which introduced students

to new perspectives (13e). In regard to the preceding actions, the data

suggests that the third null hypothesis can be rejected.

The negative shifts must also be considered. Though the dif-

ferences are significant, in some cases they are not desirable. In regard

to a few of the possible actions, there is a question as to the meaning

of the significant negative shifts. The possible meaning of the data is

discussed in chapter 5.

The third open-ended question asked, What actions, if any,

have you taken as a result of studying Patterns in Moral Development?

The majority of the subjects, 60.7%, made no report of action. The next

largest segment of the population was the 13.1% who indicated that they

had been listening more to their children or students. Actions which

could be classified as helping children find their own answers through

discussion, offering more choices, and asking more questions were

reported by 8.4% of the total group. Another 8.4% of the learners

indicated that they were more tolerant, open, supportive, and respectful

of children. Other persons, 4.7% of the group, reported that they had

reexamined and/or altered their attitudes and behaviors toward others.

One person reported an effort to practice facilitating development, and

another had tried to foster a sense of community.

The open-ended question regarding reported actions did not

appear on the pretest. Significant difference can therefore not be com-

puted.

Although the majority of the subjects reported no action taken,

those who did, were reporting behaviors which would facilitate moral development. Changes were occurring for some learners, though we cannot judge the level of significance of the changes.

The findings on the third hypothesis are mixed. Some significant positive changes did occur. But there were also negative changes and a minority of persons who reported any action on the free response question. The third null hypothesis can be rejected for some behaviors but not for others.

Statistical Hypothesis 4

The fourth hypothesis, stated in the null form is as follows: In regard to the tendency to misunderstand the process of moral development or abuse the theory of values development education, there is no significant difference between persons who have received the training experience Patterns in Moral Development--treatments D_1 or D_2--and those who have not received either treatment. To test the fourth hypothesis, an analysis of variance was performed on the subset of test items dealing with abuses and misconceptions of values development education theory. It was assumed that the responses on the pretest represented the thinking of persons who had not received instruction in moral development education. The posttest measured the understanding of persons who had received treatment. The p was found to be less than .0035. The fourth null hypothesis was rejected because of the level of significance obtained.

Statistical Hypothesis 5

The null form of the final hypothesis states that: In regard to
the tendency to misunderstand and abuse the theory of values develop-
ment education, there is no significant difference between persons who
received treatment D_2 and those who received treatment D_1. For the
testing of this final hypothesis the data from the subset of test items
focusing on misconceptions and abuses was analyzed. When the effects
of treatment D_1 and D_2 were compared, no significant difference was
indicated. The p was less than .60. On the basis of this finding, the
fifth null hypothesis could not be rejected.

Table 12

Analysis of Variance: Treatments

Test section	Number of groups		F score	Level of significance
	D_1	D_2		
Total test	4	5	.19	$p < .68$
Factual items	5	5	3.51	$p < .10$
Preference items	4	5	.04	$p < .85$
Misconception items	5	5	.29	$p < .60$

It should be noted in passing that there was no significant
difference between treatments for the total test or any of the subsections.

On the posttest the learners were asked, What was the most
important thing you learned in this training course? Four persons gave
responses to this question which had to do with finding out the stage of

the learner or matching communications to the stage of the learner. Of the four who chose staging or "match" as the most important thing learned, three had received treatment D_1.

Summary

Three of the five null hypotheses were rejected. The following research hypotheses were therefore confirmed:

1. Persons having completed the training experience <u>Patterns in Moral Development</u> will demonstrate an increased understanding of the developmental perspective on values/moral education as presented in the instructional materials.

2. Persons having completed the training experience <u>Patterns in Moral Development</u> conducted by an instructor who has had no special preparation for teaching the course will show increased preference for parent and teacher behaviors which facilitate values/moral development.

4. Persons having received the training experience <u>Patterns in Moral Development</u>--treatment D_1 or D_2--will show less tendency to misunderstand the process of moral development or abuse the theory of values development education than will persons who have not received either treatment.

Whether the third null hypothesis should be rejected or accepted is still in question. Some portions of the data indicate that it should be rejected. The number of persons reporting certain behaviors did seem to change significantly. On question 14, however, there was very little

change in the number of persons reporting no action. But most persons did report an action. For the open-ended question on actions the majority of the learners reported no facilitating behaviors engaged in. Because of the inconclusiveness of the data the confirmation of the following research hypothesis is in question:

3. Persons having completed the training experience <u>Patterns in Moral Development</u> will indicate that, as a result of the training experience, they have engaged in a specific action important to the facilitation of moral development.

The fifth null hypothesis could not be rejected, and the following research hypothesis was not confirmed:

5. Persons having received treatment D_2 will show less tendency to misunderstand and abuse the theory of values development education than will persons having received treatment D_1.

Correlations

The Pearson correlation coefficient was computed for the gain score of the subjects and their education, amount of reading done in the text, and the number of group study sessions attended. Table 13 contains the correlation coefficients obtained.

Table 13

Pearson Correlation Coefficients

Variable	Number of subjects	Mean	Correlation coefficient
Gain score	103	+10.12	
Education	103	13–15 years of formal education	$\underline{S} = .199$
Reading	103	3.12 chapters	$\underline{S} = .003$
Attendance	103	3.33 sessions	$\underline{S} = .001$

Note: Pretests and posttests were received from 108 subjects. Five of these persons did not complete the pretest. Correlations were therefore run on the 103 persons who completed both tests.

The correlation between education and gain score was not significant $(\underline{S} = .199)$. For reading $(\underline{S} = .003)$ and attendance $(\underline{S} = .001)$ the correlations with the gain score were significant with attendance showing a level of significance slightly higher than that indicated for reading.

Evaluations from Learners and Instructors

The posttest included five questions designed to provide evaluative information from the learners. Two of the questions were objective and dealt with the reading level of the text and the helpfulness of the response vignettes. The other three questions called for free responses. They focused on the learner's view of the content and methods used in the group sessions. As mentioned earlier, the instructors received a special form for evaluating the training experience. A section

of the form was to be completed after each session while the learning

experiences and their outcomes were still clearly in mind.

Learner Evaluation

The learners were asked to rate the level of difficulty of the

reading text. A few persons (5.6%) did not respond to this question.

The other learners rated the reading level as follows:

very difficult	8.4%
difficult but interesting enough that I wanted to read it	34.6%
a comfortable reading level	49.5%
too simple	1.9%

The response vignettes were appreciated by most of the

learners. Those who said they found them helpful made up 86% of the

learners. Only one person said that they were not helpful. Fourteen

persons (13.1% of the group) did not answer the question relating to the

helpfulness of the response vignettes.

The first free response question asked the learners: What was

the most important thing you learned in this training course? No

response was given by 24.3% of the learners. General comments which

could not be specifically categorized made up 9.3% of the responses.

Theoretical information was identified as most important by 31.8% of

the persons. Such things as the need for mutual respect, a sense of

community, or being a friend were mentioned by 8.4%. The responses

of 22.4% of the learners dealt with ideas included in the following list:

the naturalness of development

the importance of accepting a person's stage or level of

development and the speed of development

the fact that moral development is to be facilitated, not forced

awareness of their limited understanding of moral reasoning

and an increase in that understanding

the need for open discussion on questions in the home and

classroom

The remaining 3.7% of the responses mentioned identifying a person's

stage of development or matching communication to the stage of the

learner as the most important ideas received from the course.

At the close of the training experience 13 of the 108 learners

indicated that they had unanswered questions. One learner identified

two questions. Five of the questions dealt with the practical applica-

tions of values development education concepts. Theological concerns

were the focus of four questions, and three learners were unsure of

certain theoretical points. One learner questioned the importance of

knowing about specific stages of development. How to measure the

learning which is taking place was the question raised by one other

person.

The learners who evaluated the methods used in the group

study sessions most frequently mentioned the discussion and sharing

of ideas as something which they enjoyed. The slides, small-group

activities, and the informality of the learning situation were also thought to be helpful. Several learners commented on the interesting skillful way in which their instructor conducted the sessions. The variety of activities, the role plays, visuals other than the slides, and several other features of the group learning experiences were also mentioned as things which the learners liked.

Instructor Evaluation

The learning activities suggested in the leader's guide of Patterns in Moral Development were used quite extensively by the instructors. All instructors used nine of the activities. No learning experience was deleted by more than two instructors. Five activities were omitted from the training of two groups, and five other activities from the training of one group.

The instructors were asked to rate the general responses of their classes to the training course. Ratings were received for eight of the 10 class groups. One instructor indicated that his group felt positive to strongly positive about the experience. The response of five groups was rated as positive, but the feeling of two classes toward the course was only so-so. The instructor of one of the groups which was basically positive toward the course noted that those who came only once or twice displayed a so-so attitude toward the training.

The researcher asked for a report from the instructors on any negative feedback which they received from the learners. Most of the

negative responses had to do with the level of difficulty of the course

and the pretest. Some learners felt that the reading materials and the

course as a whole were college level and therefore beyond them. The

pretest apparently was frustrating and threatening to many. Some per-

sons dropped out of the course after taking the pretest.

One instructor reported that his learners kept asking for prac-

tical applications, especially in the first two sessions. From another

group came the comment that the reading text needed artwork to make

it more interesting. It was also suggested that the reading material

should be divided into six or eight shorter chapters. Several groups

felt that the course contained too many new ideas to be covered in the

four 1 1/2-to-2-hour sessions suggested.

Comments on the various learning activities were also pro-

vided by the instructors. They shared the adaptations they had made

and in a few instances made suggestions for improvement. This infor-

mation will be considered when the materials are refined.

The instructors were also asked whether or not the course left

any important questions unanswered. The two questions raised had to

do with the application of moral development theory to society beyond

the home and church.

Unpredicted Variations

The mortality rate was higher than expected. The pretest was

completed by 194 persons. The posttest was taken by 125 persons. Of

these 125 subjects, 108 had also taken the pretest. The average weekly attendance for all the groups was 167.9. The mortality rate for test completion was greater than for attendance.

The pretest mean scores for persons who took just the pretest and those who completed both tests were compared. The pretest only group had a mean score of 34.6. The mean score for the pretest/posttest group was 37.8. The persons who dropped out of the course or at least did not complete the posttest were persons who tended to have a slightly lower level of values development education understanding prior to the training experience.

From two of the class groups only two usable posttests were returned to the researcher. Several learners from both groups were contacted and asked to complete the test. Eight persons took the posttest nine weeks after their last class session. Their mean score was 47.6. The mean posttest score for all groups was 48.6.

Summary

The findings of this project indicate that three of the five research hypotheses were confirmed. Significant correlations were found to exist between the gain score of the learners and the amount of reading done in the text and the number of group study sessions attended. Both learners and instructors provided evaluative data on the instructional materials. Possible interpretations of the findings are presented in chapter 5.

CHAPTER FIVE

CONCLUSIONS

Concern over the course of industrialization and its influence on all people: shock at the revelation of dishonesty, injustice, and other forms of immorality among trusted government officials. These are some of the things which have focused the attention of many educators on the need for constructive values/moral education. Linked with this sense of need is the awareness that much moral education has been ineffective. Out of this dilemma comes the question: Are there guidelines available to help parents and teachers effectively and constructively influence the values and moral development of children and young people?

In this dissertation the above question has been answered affirmatively. The research of Piaget and Kohlberg offers guidelines for parents and teachers. However, the help which these developmental theorists could provide is not readily accessible to many of the persons involved in values/moral education. This fact raises another question: Can materials be designed which will present a developmental perspective on values/moral education to paraprofessionals in a form that they will study and which will lead to a sound understanding and use of the

concepts? The findings of this research project indicate that this second question can also be answered in the affirmative for paraprofessionals involved in the educational program of Free Methodist churches in the East Michigan Conference.

An instructional package, Patterns in Moral Development, was designed to introduce paraprofessionals to the developmental perspective on values/moral education. It was used with 10 groups of volunteer workers from the educational programs of nine churches. The instructors for the training sessions received no special preparation for teaching the course other than what was offered in the instructional package.

Significant Differences

At the end of the instructional experience the learners were tested for increased understanding of the developmental perspective on values/moral education and factual information on values/moral development. Their preference for parent and teacher behaviors which would facilitate moral development was also tested. For all groups--those receiving treatments D_1 and D_2--a .0001 level of significance was obtained for the learners' increase in understanding of the general perspective, factual information, and preference for facilitating skills (see Table 10). A decrease in the tendency of the learners to misunderstand or misuse moral development theory was also anticipated. Such a decrease did occur at a .0035 level of significance (Table 10). Patterns in Moral Development did make a significant difference in the

understandings, preferences, and misconceptions of the learners involved in the study of it.

A significant difference was found to exist between the pretest and posttest responses to question 14: Which of the following things have you done most of in the last month? There was a noticeable increase in the number of persons who reported trying to stimulate the development of reasoning abilities. Since cognitive development is a prerequisite of moral development, this change was considered to be positive.

The number of persons who reported on question 13 (see Table 11) that among other activities they had endeavored to stimulate the development of reasoning abilities changed significantly in a negative direction from the pretest to the posttest. This information would seem to be in conflict with the preceding report. Though the negative shift cannot be denied, it should be noted that the number of persons who on the posttest reported efforts to stimulate the development of reasoning abilities was 58, or 53.7%, of all subjects. The negative shift was made by 20 persons while 14 made a positive shift. The data indicates that a majority of the learners were endeavoring to stimulate the development of reasoning abilities. For several persons their activity in this area apparently became increasingly important during the time of the training experience.

A major decrease occurred in the number of persons who reported that their main moral education activity (question 14) had been

the sharing of moral principles with their students. There was also a

significant decrease in the number of persons who reported the sharing

of moral principles as one of several activities in which they had been

engaged (question 13). The developmental perspective on values/moral

education does not suggest that teachers and parents should never share

moral principles. But values development education theory does indicate

that the sharing of principles should not be the major method of moral

education. A shift away from overemphasis on the sharing of moral

principles can be interpreted as a desired outcome of the training exper-

ience Patterns in Moral Development. However, the materials should be

reviewed to be sure that the place and importance of the sharing of prin-

ciples is clearly stated and adequately explored.

The number of reports of teachers and parents who had encour-

aged children or young people to question their own thinking increased

significantly on the posttest. From a developmental perspective this

was a positive shift.

Very few persons encouraged students to question accepted

standards. Those who, on both tests, indicated no action for this

option totaled 84. Questioning standards and thinking them through

is important to moral development. However, it is probably a task for

the college and young adult years. If most of the learners in the project

were working with children, young teens, and high school young people,

their students may not have been questioning accepted standards. With

these age groups adults should respond to such questions raised by the

student. It would be unwise for teachers or parents to push such questioning before the young person is ready for it. The lack of change regarding this action is therefore not disturbing. For teachers of adults more emphasis on how to help students question and think through accepted standards would probably be helpful.

The data indicated that there was a significant increase in the number of persons who reported providing experiences which would introduce students to new perspectives. This increase was a desired outcome of the learning experience Patterns in Moral Development.

It was disappointing that so few persons reported engaging students in group discussion of the reasons for various moral choices. Fifty persons did not report this action on either the pretest or the posttest. Of those who did report it on the pretest, 16 did not include it on the posttest. The instructional materials will need to be examined to see whether or not the intended emphasis on the importance of discussing the reasons for moral choices has been clearly presented.

A negative shift was also shown in regard to suggesting sources for students to explore in their search for the answers to moral questions. The active teacher should be suggesting helpful sources to students. This shift may, however, indicate a move away from a strongly directive, authoritarian approach to moral education. If so, it would be a positive shift. It may mean that the learners did not have opportunity for such actions. Or, the responses may be indicative of a weakness in the instruction. This final possibility will be explored

when the materials are refined.

In regard to the actions reported by the learners some of the significant differences were positive, some were questionable, and others were negative. The cognitive and attitudinal changes resulting from the instructional experiences were more strongly positive than the reported behavioral changes. Since the purposes of <u>Patterns in Moral Development</u> focused on understandings it is not surprising that it seems to be stronger in the cognitive area. It should also be noted, however, that most of the behavioral changes were judged to be in a positive direction. The positive nature of the change is especially clear in the data from the free response question on actions taken. All the actions reported are positive behaviors which would facilitate moral development.

The data on behavior change was based on the reports of the learners and not on observation of their behaviors. Because of the method used to obtain the data, several questions are raised. Does the data reflect a true change in behavior? Is the difference caused by certain behaviors coming to mind or being depreciated because of ideas recently discussed? On the posttest were the learners giving answers which they thought were desired? These questions could be answered only through observation.

No Significant Difference in Treatments

No significant difference was found to exist between the two treatments, D_1 (which presented Kohlberg's findings in terms of stages of moral development) and D_2 (which presented Kohlberg's findings in terms of levels of moral development). A difference was expected only in the subset of test items designed to identify tendencies to misunderstand or misuse the theory. It was the informal observation of workshop leaders which led to an expectation of difference. It had been noted that when the detailed stages of moral development were presented to persons they tended to focus on the stage-related aspects of the theory. When persons were first introduced to Kohlberg's findings in terms of the broader levels of development they seemed to give more attention to the process of development. Though the research data did not support this observation there were indications that further exploration might show a significant difference.

The number of items on the measuring instrument which dealt with misconceptions and abuses was small. This subset of items had the lowest reliability of any subset on the test. The number of items may have been the reason. More questions on misuses of theory might have shown a significant difference.

In chapter 4 it was noted that to the question, What was the most important thing you learned in this training course?, four persons gave responses which had to do with identifying a person's developmental stage or matching communication to a specific stage of

development. Stage labeling and "match" were identified in chapter 1 as misuses of the theory. The fact that three of these four responses were from persons who had received treatment D_1 may only be a chance occurrence. However, it does raise one's curiosity as to whether or not it indicates the possibility of a difference in treatment effects.

In a telephone conversation with the researcher[1] one of the learners made some interesting comments. He had been disturbed by the fascination with the stage characteristics which was demonstrated by other members in his class. He felt they were too concerned with where a child should be in his or her development. To him, knowledge of the stages was of questionable value. He felt that the emphasis should be on the importance of experience and trying to see things from the other person's point of view. These were the things, not education, which he believed stimulated development. He implied that others in the class did not place sufficient value on experience and the fostering of perspectivism. Many of his classmates seemed to view education and knowing where a child was in the developmental sequence as the important facilitators of development. The learner who made these comments was in a group receiving treatment D_1.

Several questions were raised by this conversation. Was the reporter hearing his classmates accurately? Did other groups have a

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[1]The learner with whom the researcher talked was one of several contacted by telephone because posttests had not been returned. The comments were made in reply to two of the free response questions on the posttest.

similar fascination with staging? Was the stage focus a passing phe-

nomenon which was balanced by additional new ideas presented later in

the course? Was there as great a fascination with the characteristics of

the levels of development in D_2 groups? Further study and more informa-

tion is needed to answer these questions and settle the larger question:

Is there a difference in the effect of a stages emphasis or a levels

emphasis presentation of moral development theory?

A Sample of Volunteers

The learners and instructors involved in the field testing of

Patterns in Moral Development were all volunteers. In many research

projects volunteer subjects would be considered a liability. Patterns in

Moral Development, however, was designed for a volunteer population.

Most workers who staff the educational programs of the church are vol-

unteers and their involvement in training is on a voluntary basis. In

many cases the persons who would be instructors for the training of

church workers would also be volunteers. Voluntary involvement in

training is a characteristic shared by the sample of the research project

described in this dissertation and the broader population they were

chosen to represent.

Testing Problems

A major portion of the negative feedback from the instructional

experiences was related to the pretest. Apparently many of the learners

were not accustomed to taking tests. The idea of a pretest on which a

person was not expected to do well seemed to be new to many. One professional educator felt that for uneducated persons the pretest was a "put-down."

Two instructors reported that several persons in their groups dropped the course after the pretest. They implied, or specifically stated, that the test caused the persons to drop out. From all the groups there was a total of 17 persons who did not return to the class after taking the pretest.

In an effort to make the pretest as short as possible, questions asking for specific biographical data were included only on the posttest. It was therefore not possible to compare the education, occupation, or age of those who completed only the pretest and those who finished both tests. The only data available for comparison was the pretest means of the two groups. As noted in chapter 4, the mean score of the pretest only group was slightly lower than that of the pretest/posttest group. The pretest was apparently most discouraging to those with more limited understandings of moral development.

One learner suggested that the pretest should carry a note explaining that a high percentage of correct responses was not expected. She also felt that the instructor should be given more explicit instructions for presenting the pretest to the class. Following these two suggestions would probably help to make the pretest less threatening.

If a pretest is included as a learning activity in the refined instructional package it should be much shorter than the one used in the

field test. It should probably be suggested as an optional activity to be used at the discretion of the instructor. The experimental design for the evaluation of Patterns in Moral Development did not provide for testing the value of the pretest. But the feedback suggests that the negative affects apparently created by the test may outweigh its educational value.

The number of persons who dropped the course after the pretest does not explain the difference between the number of pretests completed--194--and the 125 posttests returned. Negative feelings toward tests may have kept some from completing the posttest even though they attended the group study sessions. But other factors also influenced the returns.

A special session had been suggested for the administration of the posttest. Some groups did not follow this procedure. Instead, they had the learners take the tests home with instructions to return them. One group which used the take-home approach had an average attendance of 18. Five posttests were returned. Another group with an average attendance of 14 returned only two of the tests which were taken home. An additional eight posttests were received from these two groups when learners were contacted personally and asked for their responses.

The delayed posttest session was suggested to allow for a time lapse between the last study session and the taking of the test. The time lapse was felt to be necessary to provide an opportunity for

the learners to act on their new understandings from the final session. The posttest then asked for a report on actions taken. It was also believed that a delayed test would show what learning was being retained. If the posttest had been part of the final study session more tests might have been completed. The value of the additional data might have outweighed the values of the delayed test, but this is unlikely, judging from the significance levels obtained from the available data.

Part of the mortality problem may have occurred because the researcher did not adequately communicate to the instructors the importance of the posttest. It is also possible, however, that the return was the best that could be expected from a volunteer population at the close of a five-week program.

Refinement of Instructional Materials

In the Briggs model (Figure 4) the design of instruction does not end with performance evaluation. The findings from the evaluation become feedback to suggest refinements in the instructional materials. Patterns in Moral Development will be revised in the light of the feedback from the field test.

The Instructional Package Chosen for Refinement

The instructional package which presented Kohlberg's findings in terms of levels rather than stages has been chosen for refinement. The data did not indicate that treatment D_2 (the levels presentation) was superior to treatment D_1 (the stages presentation). But neither did it

show that D_1 was more effective than D_2. The presentation of Kohlberg's findings in D_2 is shorter and less complex than the presentation in D_1. If the simpler presentation of a set of concepts is as effective as the more complex it seems logical to use the simpler form. The instructional package used in treatment D_2 has therefore been chosen for refinement and broader use.

General Comments on Refinement

The specific evaluations of learning activities given by the instructors will be especially helpful when the materials are revised. In sessions one and two at least one learning activity will be added to help the learners discover practical applications for the concepts studied.

Several of the instructors and learners indicated that more time was needed for the course. One group added an extra session to provide more discussion time. Most of the learning activities which were not used were omitted because there was not time to include them in the class session. Introducing learners to new concepts, helping them make those concepts their own, and finding ways of applying them in the situations of life is a time-consuming business. The refined version of Patterns in Moral Development will encourage instructors to schedule six group study periods or be sure to have a full two-hour study session if only four periods are possible. Suggestions will be included for organizing the learning activities into six or four sessions.

Refinement of the Reading Text

One instructor felt that few church workers would take time to read a textbook, especially one that was the least bit difficult. But the average amount of reading done by the learners was slightly more than three of the four chapters (Table 13). The correlation between gain score and amount of reading done was significant (Table 13). The reading text was used and was an important part of the instruction.

The response vignettes in the reading text were included to see whether or not learners would find them helpful. The data indicated that they were appreciated by a large majority of the learners. The version of the reading text prepared for broader use will have the response vignettes included.

Graphics will be added to the reading text to help draw the reader into it. Hopefully, artwork can be designed which will amplify some of the concepts.

Conflicting data has been received on the level of difficulty of the reading materials and the course in general. Instructors reported negative feedback on the difficulty of the reading text. One instructor felt that if the materials were to be used widely by paraprofessionals in the educational program of the church they would have to be simplified. On the other hand, 49.5% of the learners rated the reading level as comfortable. Those who acknowledged that it was difficult for them but interesting enough that they would read it, made up 34.5% of the group. The reading level was rated as very difficult by 8.4%. There may have

been a tendency for the learners to rate the reading level slightly lower

than what they actually felt it to be. Some of the negative feedback may

have come from persons who did not complete the posttest on which the

reading level was rated. But the fact that 49.5% said it was comfortable

for them indicates that it was manageable for a good sector of the popu-

lation. Since there does seem to be an audience which can handle the

reading text, no major changes are planned to simplify it. This decision

has been made with the awareness that persons with limited reading

skills and marginal interest in values development education may not be

attracted to Patterns in Moral Development.

Additional Research Needed

Two kinds of further research are indicated by the current

study. There is need for the research and development of an additional

instructional package and also for the construction of measuring instru-

ments.

An Instrument for General Use

The instrument used in this research project was designed

specifically for the evaluation of Patterns in Moral Development. It was

not viewed as a tool for general usage. Often at the beginning of a

workshop or seminar on moral development it would be helpful to have

an instrument which would measure the learners' level of basic values

development education knowledge. No such instrument is available.

Patterns in Moral Development was designed to lead the

learners to a basic understanding of values development education. The

measuring instrument was constructed from the same set of objectives

and therefore could provide a starting place for the construction of an

instrument to be used in varied moral education training situations.

More extensive research on the instrument would be needed before it

could be considered valid and reliable for general use in measuring a

basic understanding of values development education. The negative

feedback received from the testing experiences in this project should

be examined further when designing an instrument for use with similar

populations.

An Additional Instructional Package

As noted earlier, 60.7% of the learners reported no special

action taken as a result of the training course. Patterns in Moral

Development introduced persons to several skills but did not provide

the time for developing those skills. A followup training experience is

needed in which learners are helped to operationalize the teacher and

parent behaviors which facilitate moral development. Teachers and

parents need assistance in knowing how to use the methods of the Group

Investigation model of teaching in their classroom and home situations.

They need practice if they are to respond in a non-directive fashion as

suggested by Rogers. Many persons would welcome an opportunity to

develop their ability to support and guide disequilibrated young people

without stifling their active constructing of moral values.

The new course could be designed as a companion to Patterns in Moral Development, building on the theoretical foundation which it lays. The Briggs model would be a helpful guide for the designing of instruction to foster skills which facilitate moral development.

An Instrument to Measure Transfer

The evaluation of a course designed to foster certain skills would require an instrument that could measure the degree to which the skills were operationalized. The development of such an instrument would be a worthy research project.

The purpose of instruction in moral development education is to bring about changes in the way teachers and parents transact with children and young people. No instrument now exists to measure the effectiveness of moral development education programs in the area of the transfer of learning to the relationships of the home and the class-room. Responsible curriculum development for moral education calls for attention to behavioral changes, not just in the adult learning situation, but out where parents and teachers transact with children and young people in the events of life. Learners must be able to apply their new knowledge and skills in the real situations they face each day. An instrument is needed to measure whether or not teachers and parents are becoming better facilitators of the moral development of the children and young people with whom they live and work.

APPENDICES

APPENDIX A

Response Vignettes from <u>Patterns in Moral Development</u>

In summary, heredity and maturation provide the potential for development. Experience and social interaction are needed to make the potential a reality. The process of equilibration is the inner motor of development.

Time Out!

Let's pause a moment and look back.

The young teen class listened quietly while Mark spoke. In his hand he held a crown of thorns. He told his classmates how he had made the crown and how the thorns had jabbed his hands. It was obvious that he had been deeply affected by the experience. He told of a new appreciation for Christ's suffering, which was the topic of their current unit of study.

Would you say that Mark's learning and development were the result of:

A. Heredity and maturation?

B. Direct experience?

C. Social interaction?

D. Equilibration?

****

Through a direct experience with a concrete branch of thorns Mark had gained new knowledge and feelings. "B" is likely the correct answer. The maturation process may also have been at work (A) preparing him for this experience. But the new insights might not have come without the experience.

                                   #   #   #

Henrietta Mears stepped forward to address the large audience. Sparkling earrings dangled above her large fur stole. Pastor Stone slouched in his seat, disgusted. This would be a waste of his time.

No one who looked like that could have anything of spiritual importance to say to him. In only a few moments, however, Pastor Stone was listening with wrapped attention. He walked from that auditorium convinced that Henrietta Mears was a woman of God, even though she did not dress as he had thought Christian women should.

Would you say that Pastor Stone's change of attitude was due to:

A. Heredity and maturation?

B. Direct experience?

C. Social interaction?

D. Equilibration?

****

Was that a hard one? The pastor was involved in an experience and other persons were present. But probably the most important factor at work here was the process of equilibration (D). Pastor Stone was faced with a conflict between how he believed "spiritual women" looked and what he was experiencing under the ministry of a woman who did not fit his picture. He had to resolve this conflict. He did so by reconstructing his mental category for "spiritual women" so that Henrietta Mears would fit in. He had changed the structure of his thinking to restore equilibrium.

#   #   #

The chalkboard in the eighth grade class was filled with ideas which had come in response to the question, "How might the prodigal son's father have responded to the boy when he came home?" The seventh grade teacher who had taught this class the year before looked at the list in amazement. "You don't know how many times I asked them a 'how might' or 'what if' question," he said. "And I always got a beautiful blank."

Assuming that both the seventh and eighth grade teachers are equally skilled in leading discussions with young teens, what would you say is responsible for the different responses?

A. Heredity and maturation?

B. Direct experience?

C. Social interaction?

D. Equilibration?

****

Did you choose "A"? Good. Probably the difference can be
explained in terms of maturation. It seems that the brain must
reach a certain level of maturity before it can handle abstract
thinking, and consider the many possible outcomes of a situation.

#   #   #

The teacher had divided the class into groups of two. Each pair was
asked to decide what they would tell a friend about Christianity that
might influence the friend to be interested in becoming a Christian.
Jane and Sue were working together.

"That's easy," began Sue, "I would just tell them that everyone has
sinned and that sin will be punished unless it is forgiven. If they want
to have a happy life and go to heaven some day they need to ask God
to forgive their sins."

"Well, I was thinking of starting in another way," replied Jane. "I
think that it is the idea of a God who loves us that causes people to be
interested in Christianity. If a person really believes that God loves
him, he will want to respond to that love."

What cause of development has a chance to work in this situation?

A. Heredity and maturation?

B. Direct experience?

C. Social interaction?

D. Equilibration?

****

Do you think it is "C" and "D"? Right. Through social interaction
Sue is being introduced to a reason for being a Christian which is a
step higher than her own reason. She may never have thought much
of God's love and a person's response to that love. The new con-
cept introduced by Jane may cause Sue to see the missing dimen-
sion in her thinking. To restore her sense of adequacy with her
own understanding and restore her equilibrium she will have to do
some reconstructing of her thinking. This would cause develop-
ment.

APPENDIX B

APPENDIX B

Sample from Leader's Guide for <u>Patterns in Moral Development</u>

<u>INTRODUCTION</u>

<u>Patterns in Moral Development</u> has been designed for lay workers in the educational program of the church. It presents a certain way of understanding how learning and development take place. The way of understanding is technically called the <u>developmental perspective</u>. In this leader's guide you will find session plans and learning activities which are in tune with the view of learning and development that is being explored. Whenever we are teaching educational concepts we are wise to "practice what we preach."

Because we believe that learners must be involved in the construction of their own understandings, each session will include small and large group discussion activities. The learners will be sharing and refining their ideas. Learning from other class members as well as the teacher is also important. The group discussions give opportunity for this.

But new concepts are not constructed out of nothing. Therefore, input is planned for also. The reading material is a major source of input. Encourage the participants to read all four chapters of <u>Patterns in Moral Development</u>. The slide presentations used in three of the sessions will provide a review of the ideas studied in the reading materials.

In session three you will be leading your group in a discussion of the components which are essential if an atmosphere is to be healthy for moral development. It will be important that each class session demonstrates these components. Be careful to show respect for your learners and their ideas. Be sure that everyone has a sense of belonging and is treated with consideration. Handle questions in a way that will foster openness. Provide your learners with a good model of how they should work with their students.

Let me suggest that you read <u>Patterns in Moral Development</u> in its entirety before beginning to prepare for the first session. Then study each chapter more thoroughly prior to each group meeting.

In this packet you will find copies of the worksheets to be used, masters for making transparencies or posters, and step-by-step guidance for the group sessions. May the exploration you lead be an exciting one.

Session One--The Pattern of Moral Development

Goals--To guide learners as they:

Explore the pattern of development in moral reasoning which Kohlberg has described.

Differentiate between the content and structure of moral judgments.

Identify basic characteristics of the three levels of moral reasoning.

The Session at a Glance

1. Slide presentation--the pattern of moral development.

2. Discussion--questions raised by the slide presentation and reading.

3. Worksheet--completion and discussion.
   Differentiating between content and structure.
   Identifying basic characteristics of the levels of moral development.

4. Project sharing.

Your Preparation

Study thoroughly chapter one of Patterns in Moral Development. Do the projects suggested at the end of the chapter. Preview the slide presentation. All of these activities will help you become familiar with the ideas and feel comfortable about leading a discussion of them.

If you have an overhead projector available, prepare transparencies from sheets A, B, and C in your packet. If you do not have an overhead, the diagrams could be drawn on posterboard or a chalkboard.

Before the group gathers, check out the sound system for the slide/tape presentation. Be sure that the tape can be heard well throughout the meeting room. Listening to a tape that cannot be heard is very frustrating.

The Group Session

As class members arrive, be available to chat about the events of the day. In each session endeavor to create a warm, relaxed atmosphere. Let each person sense that he or she is important to you, not just as a class member, but as a person.

Slide Presentation

The first activity of the session will be the slide presentation. Use just the first section of the slide set--frames 1-___. Before showing the slides ask the students to jot down any questions that come to their minds during the presentation.

Discussion

After the group has seen the slides lead them in a discussion of their questions. You need not feel that you must answer all the questions. Turn them back to the group and let all the learners take part in coming up with the answers. Those who have read chapter one of Patterns in Moral Development will have helpful insights to offer. While group members are sharing their thoughts you will have time to consider the question, recall what you have studied, and prepare to make your contribution to the discussion. (And remember, if there is a major question which the group cannot satisfactorily resolve, call me. I will provide the piece that is apparently missing in the materials.)

The diagrams on sheets A and B and the following information may be helpful during the discussion period. Introduce the diagrams as questions are raised which relate to them. You may wish to present them even if there are no questions that directly pertain to them.

The question is often asked, "What difference does Christian experience--a relationship with God--make in the process of moral development?" The "clamshell" diagram (Sheet A) will help us look at this. The top half of the clamshell represents God's design for man's development. God has created man to develop slowly through all the levels of His developmental design. He even chose to have His Son experience this same process, and He is the example of all that we were meant to be. The goal of development was to be godlikeness and perfect fellowship with God.

The lower half of the clamshell represents development as we see it in fallen, unregenerate man. Since man was made in the image of God, he still bears that image and reflects the design which God created, though that design may be distorted by sin. Fallen man sets his own goal for development--his best view of man. Unregenerated persons do develop morally, some to quite high levels.

We may meet God in any of the three levels of development. We will understand God and His seeking love with the eye of the level at which He finds us. When we respond to God in conversion we move into a new plane of living with new goals. We move from the lower plane of

the diagram to the upper. If we meet Christ while we are working through level two in our moral development, we will become a level two Christian and continue with the process of developing. Becoming a Christian does not automatically cause us to be suddenly advanced in moral reasoning. We need to be involved in the experiences and struggles that cause development. However, Christians who are responding to the leadership and instruction of the Holy Spirit and who have a Christian community which facilitates moral development should be constantly on the move, growing and developing.

Diagram B highlights one of the characteristics of the levels of moral development that we have traced, one's view of the source of authority. The diagram adds another factor, the elements which liberate one from each level and allow for movement into the next. In level I the source of authority is self-interest--avoiding pain and punishment and gaining reward and pleasure. The child responds to the external demands placed upon him but for the self-centered reasons mentioned above. As he tries to avoid punishment and gain reward he is going through the motions of obedience and through this process is learning what obedience is. When he comes to the point of seeing that obedience to external standards is a good way to know how to live and be competent he is liberated from level I and moves on into level II.

At level II persons live by external standards. As they live by those standards they have the opportunity to grow in their understanding of them. Their experience with the standards teaches them that they can trust the source of those standards. As one grasps the principles out of which standards grow and in trust accepts those principles as his own he is liberated from level II and released to go on growing and developing at level III. Obedience and trust run all the way through the process of development. But the dominance of obedience over dis-obedience is necessary for level II. The dominance of trust over distrust leads to level III.

It will be important to help the learners see why the sequence of development is always the same. Each level of development is essential preparation for the next. We do not discard one level for another. In the process of moving from one level to the next we refine, reorganize, and add new dimensions to our reasoning. We then incorporate it into the new reasoning of the new level. A person is always capable of using reasoning that is a part of a level which he has worked through.

Worksheet

Now distribute worksheet 1. Give the class about three minutes to complete the top half of the page. They can do this individually. For each of the four examples ask the class whether they marked it content or structure. In each case ask why they answered as they did. Statements 2 and 4 indicate structure because they give the reason for the judgment. The others are strictly content statements.

Divide the class into pairs and give them about five to ten minutes to discuss the statements on the bottom of worksheet 1. They are to decide what level of moral reasoning is represented by each statement.

When most of the pairs have completed their work bring the total group back together. For each of the five items ask: What level of moral reasoning do you think is being used in this illustration? Be sure to have the respondents tell why they chose the level they did.

Listen carefully to the rationale the learners give for their choices. If their reasons show a correct understanding of the characteristics of the levels give credit for this. When people read snatches of conversation such as are on the worksheet they often read into the statement more than what is there. The point of this exercise is to help the group think about the characteristics of the levels of moral development and not simply to have everyone choose the right answers.

Be careful not to put students down when they do make a mistake. If a comment indicates a misunderstanding you might respond with, "Let's look at that again." Or, "What did some of the other groups do with that item?" Or, "Let's take a minute for review. What were the characteristics of level . . . ?" Or some other appropriate but non-threatening response.

Use the sheet C grid to record the key characteristics that come out in the discussion. The grid indicates that each of the items on the worksheet are designed to focus on a particular concept which changes as one develops--one's view of intention, how right and wrong are defined, etc. After a statement has been classified as to its level, have the group tell how that concept would be understood at the other two levels. The following are some of the ideas that should come out in the discussion.

1. Intentions
   This is an example of level II. The speaker considers intentions in judging right and wrong. Since the speaker is most likely a child or teenager level III reasoning would not be in use yet.
   Level I--would not be aware of the need for considering intentions.

Level III--would also consider intentions. At level III this consideration is balanced with a concern for justice. Level III reasoning should not be expected before the mid twenties.

2. Definition of right and wrong
   This is level I thinking. Wrong is what I am punished for. Right is the commands of adults or what works out to my advantage.
   Level II--right is what good people do or obeying rules. Wrong is what good people do not do or disobeying the law.
   Level III--right is living by moral principles. Wrong is injustice or violating moral principles.

3. Stimulus to right actions
   The statement represents level III thinking. The person is committed to principles. To be true to himself he must live by those principles.
   Level II--winning the approval of important persons and groups and the desire to do one's duty to society stimulate to right action.
   Level I--to avoid punishment and gain reward one will do right.

4. Source of authority
   This is level II reasoning. External standards are the source of authority.
   Level I--self-interest is the source of authority.
   Level III--the source of authority is internal principles. These principles are internalized through experience with the external standards of level II.

5. Perspectivism
   Level III is illustrated on the worksheet. The person is considering the perspective of minorities and the powerless.
   Level II--persons can understand the feelings and viewpoints of family, friends, and one's own society.
   Level I--the person is able to take the perspective of others in situations which have been experienced.

Project Sharing

Close the session by letting the class members share their discoveries from working on the projects at the end of chapter one. Several will want to tell of the responses they got from children.

Ask: What impressed you most in the Bible study? The answers to "e" are "content" and "structure."

Encourage the learners to read chapter two and do the projects from that chapter before the next class session.
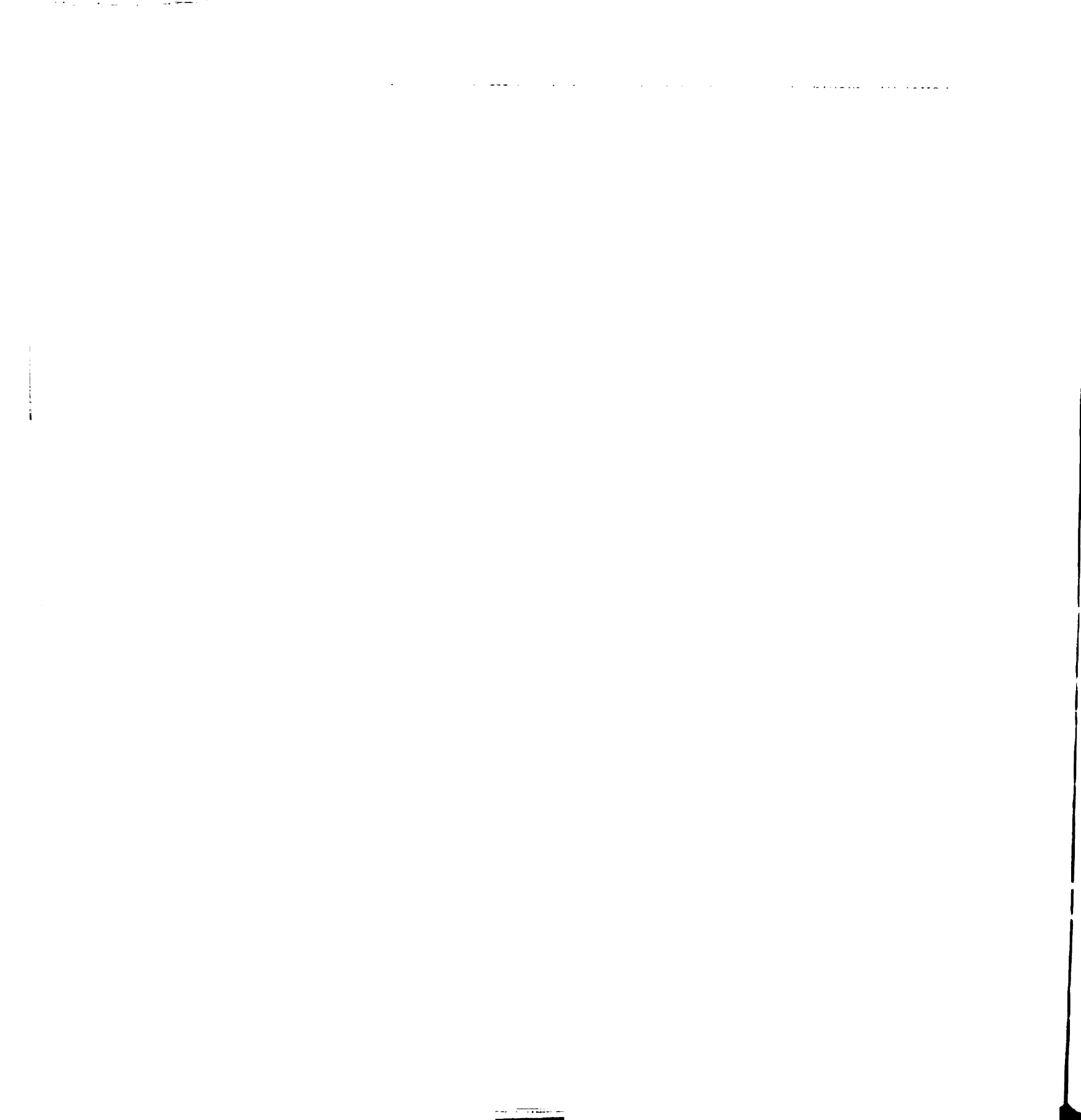
APPENDIX C

Measuring Instrument

Now . . . What Do You Think?

Date: _____

Time: _____

Name _____ Church _____

1. What would you say is meant by the term "moral development"?
   _____a. Learning the right way to act.
   _____b. The process by which society gives standards to a person.
   _____c. Changes in the quality of moral reasoning.

2. When explaining how moral development takes place, what would you say?
   _____a. Natural processes of maturation make moral development possible but do not guarantee that it will take place.
   _____b. Moral development takes place naturally and automatically as a person matures.
   _____c. Moral development depends mostly on forces outside the person.

3. In regard to the period of life in which moral development occurs, what do you believe?
   _____a. Most moral development has taken place by the age of 7.
   _____b. Moral development is a lifelong process with major changes at certain ages.
   _____c. Since individuals are so different, there are no predictable patterns.

4. In what important way, if any, do the moral judgments of children differ from the moral judgments of adults.
   _____a. The child's judgment is not significantly different from the adult's.
   _____b. The child makes moral decisions in fewer situations than the adult; this is the most important difference in their moral judgments.
   _____c. The most important difference between the moral judgments of children and adults is the difference in the kind of reasoning they use.

5. When the child first begins to make moral judgments he believes that
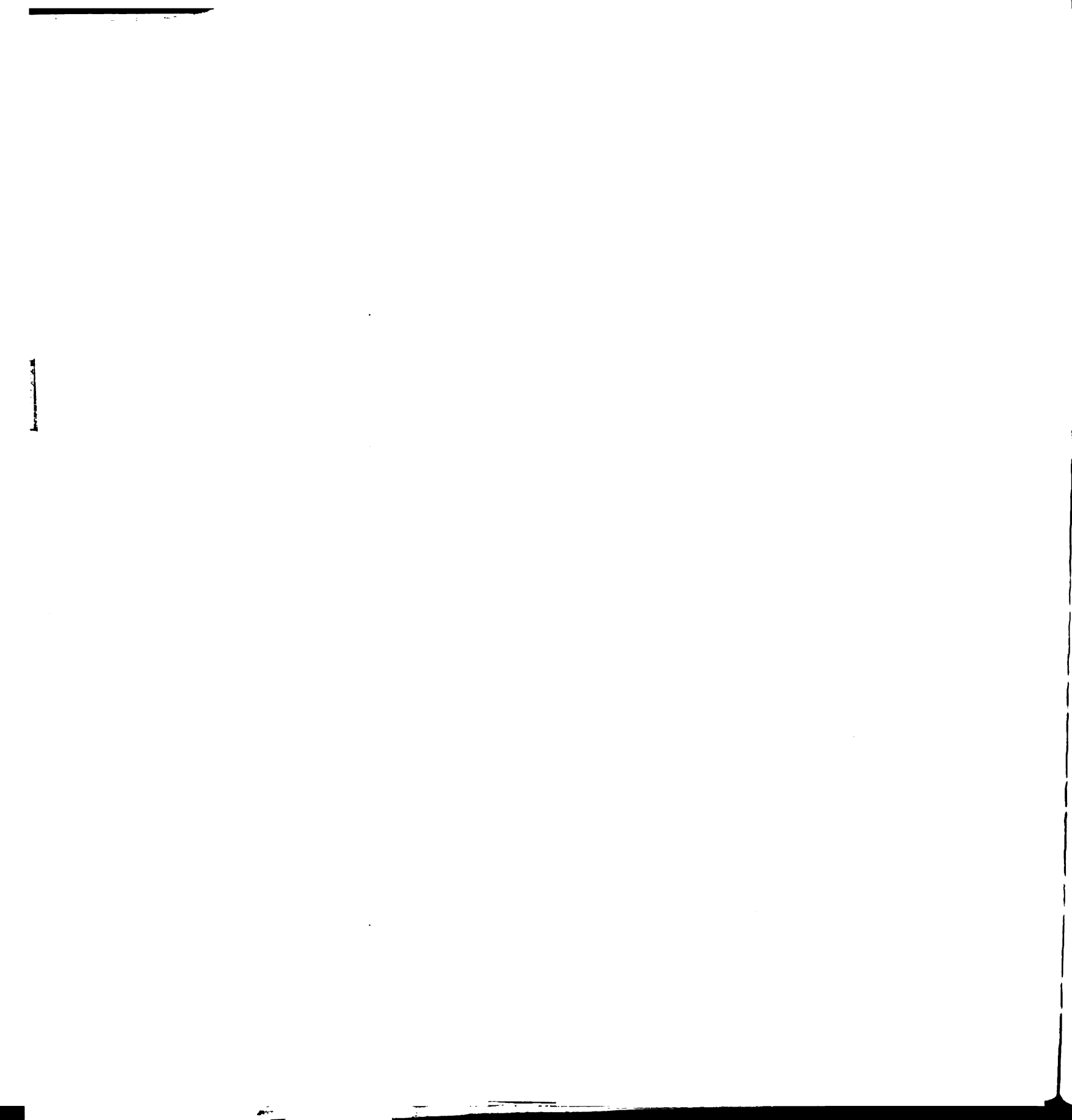
an action is fair if:

_____a. It provides equal treatment for all those involved.

_____b. It makes allowance for the differences in the abilities and needs of those involved.

_____c. It is commanded by an adult.

6. The primary age child (grades 1-3) believes that "right" is:

_____a. What works out best for him or her.

_____b. What works out best for the most people.

_____c. Doing what God says.

7. What might a person say that would indicate his or her level of moral development?

_____a. Tell of moral actions taken.

_____b. Give reasons for moral actions or judgments.

_____c. State what he or she believes is right or wrong.

8. Which of the following statements gives you a clue to the person's level of moral development.

_____a. "I am not going to take a cookie because if I do Mommy will spank me."

_____b. "This afternoon I went to the candy store and paid for the ice cream bar I stole last week."

_____c. "I believe it is wrong to cheat on a test and to copy your friend's homework."

_____d. All of the above.

_____e. None of the above.

9. A person's social contacts are important for his moral development. What else is necessary for moral development?

_____a. Physical and mental maturation, experience, the resolution of real moral conflicts (equilibration).

_____b. Consistent discipline, sound teaching, known boundaries.

_____c. Physical and mental maturity, sound teaching, known boundaries.

10. The teacher or parent concerned about the child's moral development will:

_____a. Encourage questioning.

_____b. Give him moral principles which he can use when he bumps into moral conflict.

_____c. Keep him from as many conflicting moral views as possible until at least the late teen years.

11. In planning for moral development the teacher or parent should establish with and among learners relationships characterized by:

_____a. Mutual respect, openness, just treatment for all.

_____b. Respect for authority, willingness to learn, just treatment for all.

_____c. Freedom from restraint, respect for the learners, openness.

12. In the middle of the Sunday school class Tim announced "I don't see anything wrong with telling a lie if you aren't really hurting somebody." Which teacher response do you think is best?

_____a. "Why Tim, you know better than that. Lying always hurts someone and is always wrong."

_____b. "Quite a few people think that way. But the Ten Commandments say 'Thou shalt not bear false witness.' And let's remember, God gave us these laws of living because He knows what is best for us--what will make us happiest."

_____c. "That is an idea many people hold. Let's talk about it. Tell me a little more. Why do you think that it is all right to lie if nobody gets hurt?"

13. In your effort to help your students develop morally which of the following things have you done in the last month. Check all that apply.

_____a. Tried to stimulate the development of reasoning abilities.

_____b. Shared important moral principles with them.

_____c. Encouraged them to question their thinking.

_____d. Encouraged them to question accepted standards.

_____e. Provided them with experiences which introduced them to new perspectives.

_____f. Engaged them in group discussion of the reasons for various moral actions.

_____g. Listened to the questions students had related to moral judgments.

_____h. Suggested sources for students to explore in their search for the answers to questions about moral standards and judgments.

_____i. Other _____

14. Which of the following things have you done most of in the last month. Check only one.

_____a. Tried to stimulate the development of reasoning abilities.

_____b. Shared important moral principles with them.

_____c. Encouraged them to question their thinking.

_____d. Encouraged them to question accepted standards.

_____e. Provided them with experiences which introduced them to new perspectives.

_____f. Engaged them in group discussion of the reasons for various moral choices.

_____g. Listened to the questions students had related to moral judgments.
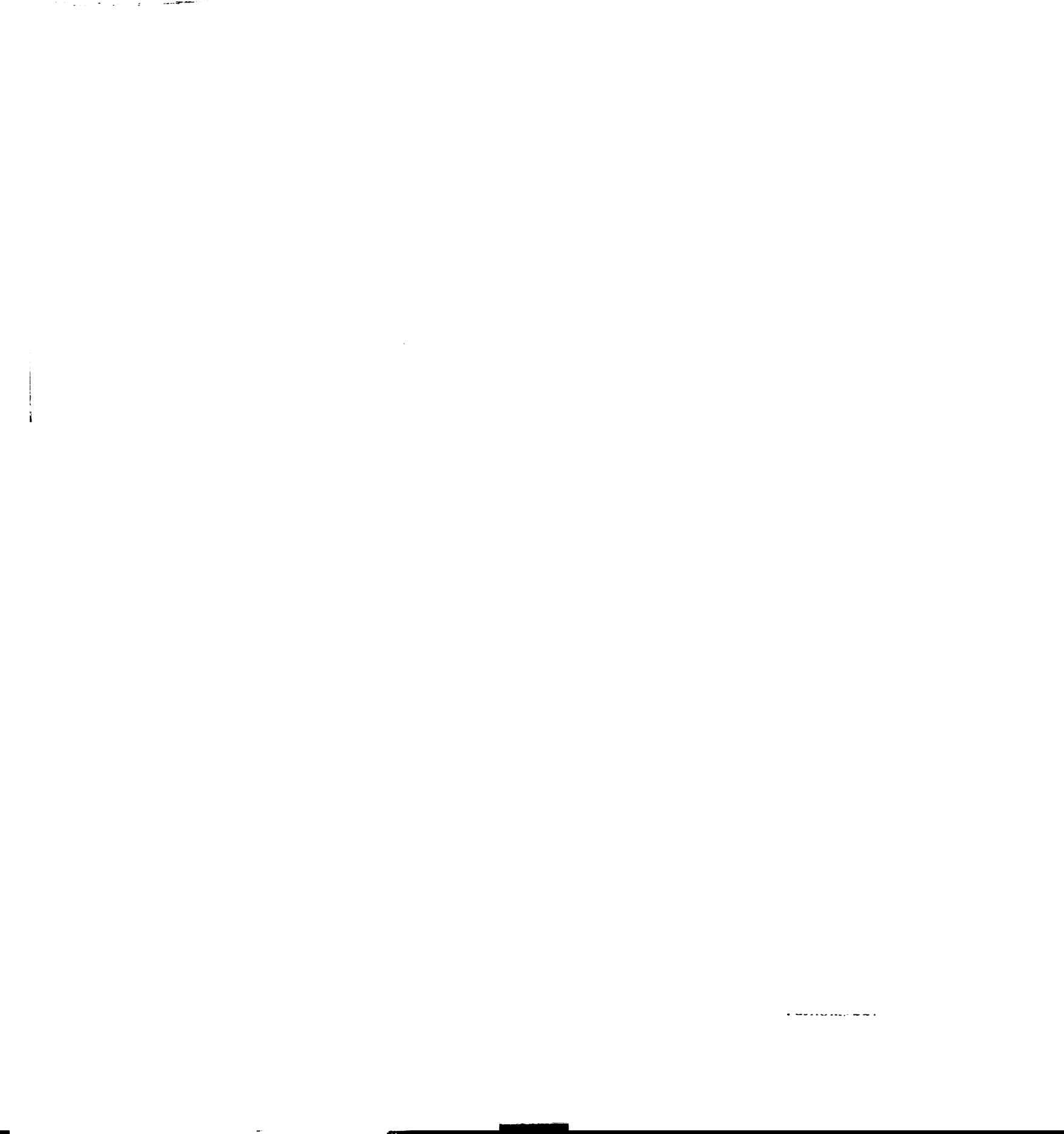
_____h. Suggested sources for students to explore in their search for the answers to questions about moral standards and judgments.

_____i. Other _____

15. The teacher who understands moral development will:

_____a. Take the time to identify the level or stage of moral development at which her students are operating.

_____b. Be eager to identify a person's level or stage of moral development.

_____c. Be familiar with the pattern of development and the probable characteristics of the moral reasoning of persons the age of his or her students, but will not be concerned about pinpointing the level or stage of development of each student.

16. Listen to three teachers describe their understanding of moral development. By each sentence mark a plus (+) if it indicates a good understanding or a minus (-) if it is a poor understanding.

_____a. (Teacher A) "Since my second graders think concretely, our discussions focus on the concrete aspects of moral judgment.

_____b. I encourage the children to discuss why they think a person should or should not act in certain ways.

_____c. As they share their ideas they have the opportunity to exercise the level of moral reasoning they are using now.

_____d. They are also introduced to higher levels of reasoning used by other children and this stimulates development as they are ready."

_____a. (Teacher B) "Most of my fourth grade students are advanced in level one in moral development.

_____b. When I share ideas with them I always use reasoning just beyond them.

_____c. During discussion periods I give more encouragement to students using more advanced reasoning than to those using level one because I want other students to hear the higher form of reasoning.

_____d. Students are attracted to reasoning which is just beyond them. This stimulates development."

_____a. (Teacher C) "Frankly, I'm not concerned about moral reasoning. Moral action is what I'm after.

_____b. My goal is to teach my students to know what is right and what is wrong."

17. With which of the following statements do you agree most fully?

____a. Since moral development is so important teachers and parents should continually work to speed up that development.

____b. A child's moral tendencies are established by the time he is seven. There is little teachers can do to change those tendencies as he grows older.

____c. Teachers and parents should patiently work with the natural process of moral development. Trying to push development often is not helpful.

18. Mark a plus (+) by each statement which you think is true and a minus (-) by those which are false.

____a. Level I and level II moral reasoning represent distorted understandings which should be corrected before the ideas take root.

____b. The moral reasoning of level I and level II used by children and youth is inadequate but must be tolerated until a person reaches the level of maturity that makes level III reasoning possible.

____c. Level I reasoning for the child and level II reasoning for the teenager are valid expressions of their views of right, wrong, and justice.

____d. Level I and level II reasoning is important because understanding the concepts of one level of reasoning is important preparation for discovering and understanding moral reasoning for the next higher level.

19. Teachers and parents who are most effective in helping children and youth develop morally are those who act as:

____a. Counselor
____b. Consultant
____c. Source of knowledge
____d. Friendly critic
____e. Giver of moral values
____f. Sounding board
____g. Authority in control
____h. Fellow learner

20. The atmosphere in which children and youth live is important because:

____a. They are always learning something, though it may not be what the adult intended to teach.

____b. The things they learn informally often have a greater impact on them than what they learn as a result of lessons planned by adults.

____c. Both of the above.

21. The teacher or parent who controls behavior mainly through the use of authority:

_____a. Facilitates moral development by teaching respect for authority.

_____b. Inhibits moral development by prolonging unthinking dependence on the part of the child or youth.

_____c. Is as effective in facilitating moral development as the person who uses a democratic approach for deciding what rules will govern the home or class.

22. In an atmosphere of openness where students feel free to express their views teachers are able to learn of the questions and struggles students are experiencing. Another result of openness is that:

_____a. As students share their ideas many of them hear moral reasoning of a level higher than their own, are attracted by it, and stimulated to develop.

_____b. As students share their ideas the more highly developed students will be forced to talk about lower level moral reasoning; if they are attracted by it, they will be inhibited in their development.

_____c. Both "a" and "b" are likely to occur.

23. With which of the following statements do you agree most strongly?

_____a. The business of the church and home is to help children and youth develop their values and moral reasoning abilities. They should leave to the schools the task of developing general thinking skills.

_____b. Thinking abilities develop as the natural result of maturation. Parents and teachers in the church should, therefore, focus their efforts on facilitating the development of moral reasoning because it does not develop naturally.

_____c. Parents and teachers in the church should be concerned about the development of thinking abilities because the same mental abilities are used to solve mathematical problems, decide what is right or wrong, and to understand God.

24. What experience will facilitate moral development? (Mark all that you think apply.)

_____a. Experiences that give meaning to words such as "justice" and "love."

_____b. Experiences that teach children to obey authorities without questioning.

_____c. Experiences that allow persons to discover points of view that are different from their own.

_____d. Associating mainly with persons who have similar values and moral standards.

_____e. Opportunities to perform the role of another person.

_____f. Experiences in which the person discovers the inadequacies of his own moral reasoning.

_____g. Involvement in making rules.

_____h. Having responsibilities to fulfill.

_____i. Experiences in which the child or youth practices telling what action is right in specific situations.

25. Mark each of the actions which will facilitate the moral development of a young person who is struggling with moral questions.

_____a. Listen carefully to the young person's questions.

_____b. Tell the young person what he or she ought to do.

_____c. Be sure that you have a scriptural basis for what you tell the young person to do.

_____d. Raise other related questions to be considered.

_____e. Suggest sources of helpful information.

_____f. Introduce the young person to ideas to consider in the search for answers.

_____g. Keep in touch with the young person throughout his or her search.

_____h. Explore together some passages of scripture in which the youth can find helpful insights.

_____i. Since it is important for the young person to discover his own answers the adult will be careful never to direct the thinking of the youth.

26. Mark the statements with which you agree.

_____a. Faith must be freely chosen.

_____b. Persons must have an understanding of the reasons behind moral standards in order to apply them in our complex world.

_____c. Teachers and parents must take the risk of letting young people search for and find their answers to questions of faith and morality.

_____d. Adults should support and assist the young person as he or she tries to construct a personal understanding of what is just.

_____e. Christian adults are responsible for designing an educational program which gives Christian values and moral standards to the young.

_____f. Christian adults should provide their youth with an environment as free as possible from conflicting beliefs and standards.

General information to help evaluate the materials.

27. Age: _____a. 14-19
    _____b. 20-35
    _____c. 36-60
    _____d. 61 and over

28. Sex: _____a. Male
    _____b. Female

29. Formal education: _____a. up to 11 years
    _____b. 12 years
    _____c. 13-15 years
    _____d. 16 years
    _____e. 17 years or more

30. Occupation _____

31. Which group sessions did you attend:
    _____a. Pretest session
    _____b. Study session 1
    _____c. Study session 2
    _____d. Study session 3
    _____e. Study session 4
    _____f. Posttest session

32. Which chapters of <u>Patterns in Moral Development</u> have you read?
    _____a. Chapter 1
    _____b. Chapter 2
    _____c. Chapter 3
    _____d. Chapter 4

33. Which of the chapters did you read prior to the group session in which it was discussed?
    _____a. Chapter 1
    _____b. Chapter 2
    _____c. Chapter 3
    _____d. Chapter 4

34. Which of the projects did you do?
    Chapter 1
    _____a. Talked to children about cup breaking stories.
    _____b. Worked on the Moral Acts/Moral Reasons Bible study from Matthew 5 and 6.

Chapter 2

____a. Made a special point of listening to children and engaging them in conversation.

____b. Did the large "3" small "7" experiment with two or more children.

____c. Completed the study of Paul's prayers suggested in chapter 2.

Chapter 3

____a. Made definite plans to improve the atmosphere of your class or home.

____b. Worked through the Ephesians 4 Bible study.

Chapter 4

____a. Took inventory of what you have done to facilitate the development of your students (or children in the home).

____b. Made specific plans to do something to facilitate the moral development of a particular person or group.

____c. Worked through the Bible study on Barnabas.

35. What was the most important thing you learned in this training course?

36. What actions, if any, have you taken as a result of studying Patterns in Moral Development?

37. What important questions, if any, did this training course leave unanswered?

38. Would you say that the reading in Patterns in Moral Development was:

____a. Very difficult

____b. Difficult but interesting enough that I wanted to read it.

____c. A comfortable reading level.

____d. Too simple.

39. Did you find the "Time Out" sections helpful? ____a. yes ___b. no

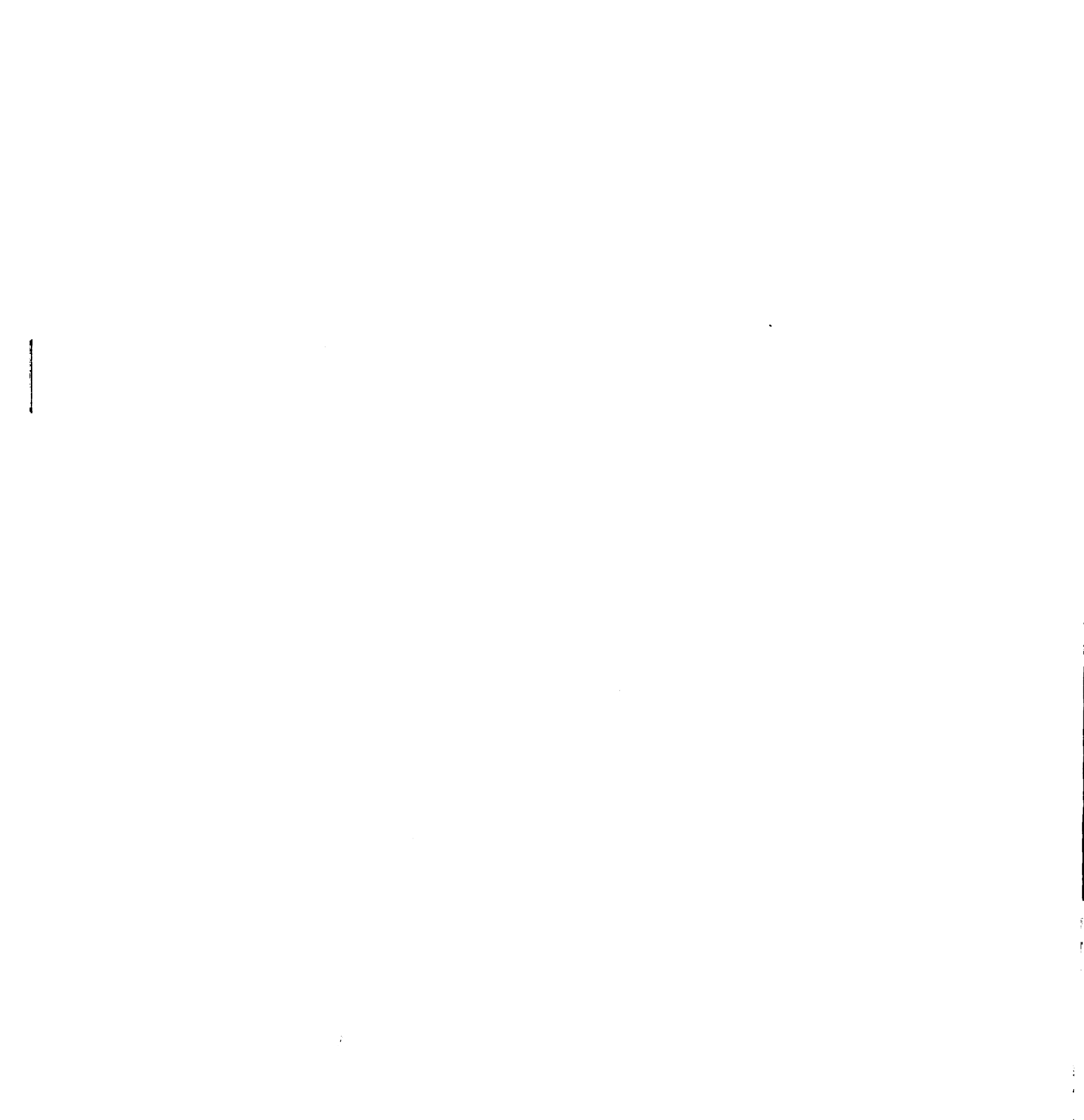40. What did you like most about the class sessions you attended?
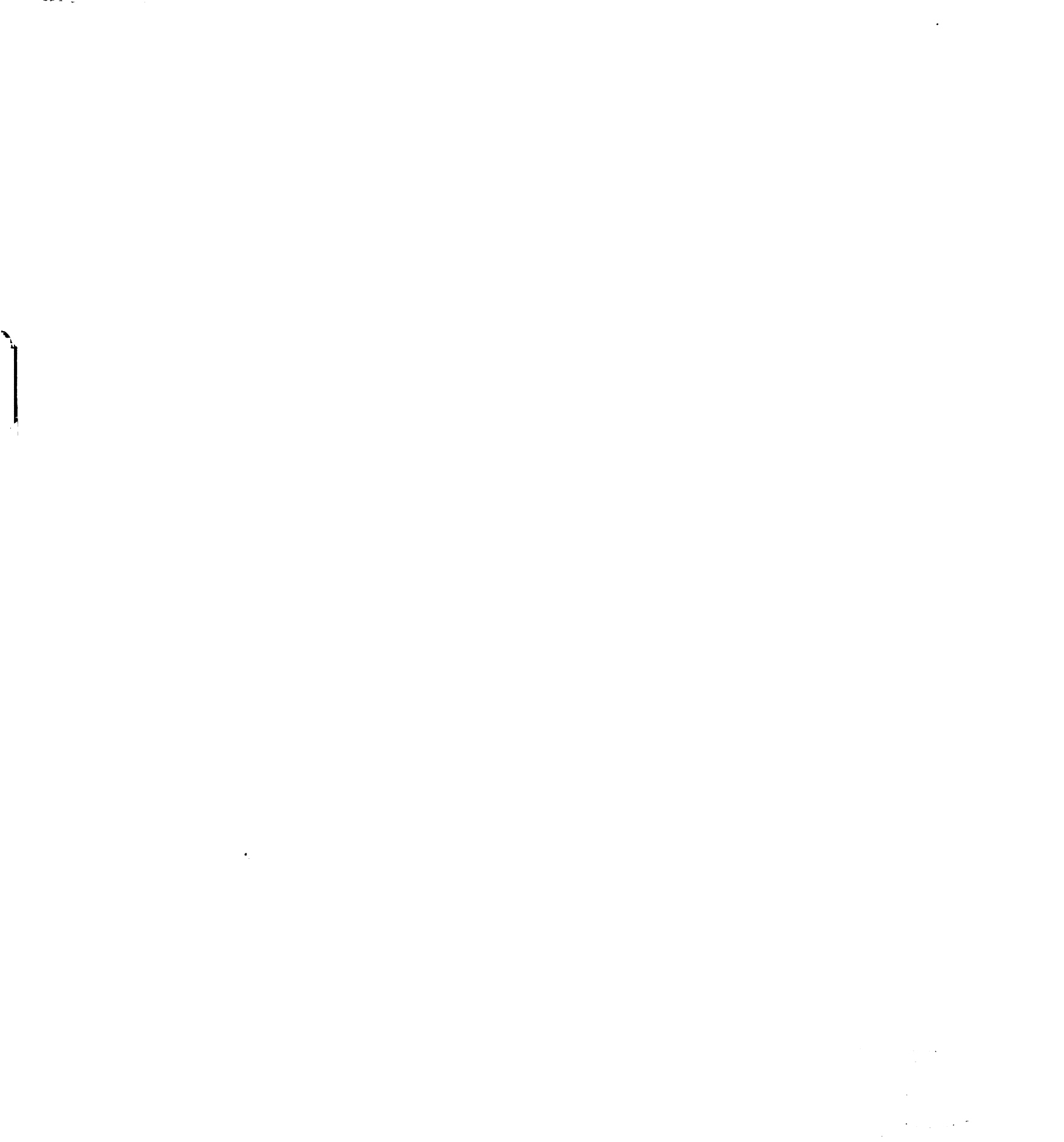
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