

## BREL205 Understanding Moral Language

ECTS Value: 5 ECTS

### Module Description

While defining morality might be a fairly straightforward matter, speculations about its origins and development have proved far more contentious. It is beneficial to gauge the role of schools and classroom teachers in promoting its growth. These modules build on moral development in the RE Secondary Curriculum, analysing the concepts of moral dilemma and moral reasoning and how students develop morality through examples in the RE textbook. During these modules students will learn how to apply the concepts of moral dilemma, morality, and moral reasoning using theories of Kohlberg, Piaget, and Damon to apply the three levels of moral development to persons of various ages and levels of cognitive development. This module also shows how Religious Education can be expected to make a strong contribution to moral development through the study of religious and non-religious groups, by showing how values change over time, and within different contexts and by engaging pupils in a direct and challenging way with concepts such as justice, truth, love, rights and equality. It can also promote the skills and capacities required for the philosophical analysis that moral questions require, and apply these to pertinent contemporary issues. The opportunities available to RE can be relished because of the depth of enquiry that can be accomplished, through analysis of sources of moral authority, variety of contexts, different forms of argument and their influences on societies. However, there is a danger that such opportunities will be lost if just a normative pertain to their own lives and those of others in a concrete fashion.

### Overall Objectives and Outcomes

At the end of the module/unit the learner will have acquired the responsibility and autonomy

### Competences

- a. be responsible of the spiritual, religious and moral development of the learner.;
- b. advise and foster the highest moral and ethical values;
- c. establish the contexts of moral development (religious, cultural and social) and their influences;
- d. formulate a conceptual framework for articulating moral reasoning and decision making;
- e. create and enhance respect for and understanding and tolerance of other peoples' religions, beliefs, cultures and ways of life develop a set of values, principles, attitudes and guidelines to govern their behaviour in making judgments on moral issues as they arise;
- f. execute and assess the moral dimension to situations, including the moral implications of teenage pregnancy, sexually transmitted infections such as HIV and AIDS, environmental and other issues, and how to cope with the daily challenges of life;
- g. link ethical reflection on cognitive theories within psychology and other areas of study showing independence of thoughts and critical self-awareness.

## Knowledge

- a. identify disciplinary theories concerning moral development;
- b. identify the values and assumptions underlying the psychological theories of moral development;
- c. recognise the contexts of moral development (religious, cultural and social) and their influences;
- d. formulate a conceptual framework for articulating moral reasoning and decision making;
- e. learn the five major ethical systems and how to apply them to moral issues;
- f. find why and how people reach certain decisions on moral issues;
- g. describe how ethical/moral learning has been tied to literary experience;
- h. recall contemporary moral issues and assess moral implications;
- i. describe an awareness of and theorise about inter- and trans disciplinary potential in this area of study.

## Skills

- a. show familiarity with the variety of meanings of the term 'morality';
- b. demonstrate familiarity with the ethical dimensions of the teachings of Jesus of Nazareth and the incorporation of these into the moral teachings of the Christian Catholic traditions;
- c. demonstrate that sin - moral failure from the perspective of the Christian tradition - has personal, social, and structural implications;
- d. show that personal moral development is an integral part of growth towards adulthood and that the development of conscience is an important element of this;
- e. demonstrate a knowledge of core theories, approaches, and other domain knowledge within the academic field of religious education pertaining to moral education and development;
- f. apply a variety of moral theories and the implications of their application;
- g. demonstrate the relationship between Christian faith traditions and one's practice of moral development;
- h. apply creatively the framework of moral development to chosen RE case studies in the RE textbook;
- i. apply ways of juxtaposing chosen moral theological themes (e.g. 'sin' and 'conversion') with the moral developmental framework.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Case Study and Presentation

## Suggested Readings

### Core Reading List

1. Gibbs, J. C. (2013). *Moral Development and Reality: Beyond the Theories of Kohlberg, Hoffman, and Haidt*. Oxford: Oxford University Press
2. Killen, M. and Smetana, J. G. (Eds) (2006) *Handbook of Moral Development* (2nd edition). NJ: Lawrence Erlbaum.
3. Moshman D. (2005) *Adolescent Psychological Development: Rationality, Morality, and Identity*. NJ. Lawrence Erlbaum.
4. Nucci, L. (2005) *Conflict, Contradiction, and Contrarian Elements in Moral Development and Education*. NJ: Lawrence Erlbaum.
5. Nucci, L. (2006). 'Education for moral development'. In Killen, M. and Smetana, J. G. (Eds). *Handbook of Moral Development*. NJ: Lawrence Erlbaum. pp. 657-681.

### Supplementary Reading List

1. Eade, T. (2008) *Children's Spiritual, Moral, Social and Cultural Development: Primary and Early Years (Achieving QTS Cross-Curricular Strand Series)*. Exeter: Learning Matters Ltd.
2. Lapsley, D. K. (2006). Moral stage theory. In Killen, M. and Smetana, J. G. (Eds). *Handbook of Moral Development*. NJ: Lawrence Erlbaum, pp. 37-66.
3. Rest, J. R. and Narváez, D. (1994) *Moral Development in the Professions: Psychology and Applied Ethics*. NJ.:Lawrence Erlbaum.
4. Vozzola, E. C. (2014) *Moral Development: Theory and Applications*. Hove. Sussex: Routledge.