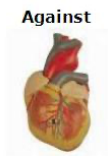


Move Reasoning

Combining ratio and emotion/intuition



Abstract

In a classroom setting, students are mostly asked to state their opinion with arguments. In this situation, students unconsciously form an opinion, based on intuition. Subsequently the students try to think of (rational) arguments to scaffold this opinion. Arguments based on ratio are being used, but they seldomly lead to having students change their opinion.

Without challenging students to evaluate their emotions and/or intuition, they will not learn to improve their moral reasoning. This subscribes the importance of paying attention to both ratio and intuition and emotion, in moral reasoning in the classroom.

Move-reasoning is an activity that allows to combine these aspects. For this exercise intuition and emotion are taken together, because students often have trouble distinguishing the two concepts. And the goal of the exercise is not to teach them to be able to make this distinction, but to make them aware of the question: is your decision made by head, or heart?

Characteristics

- The teacher should start with a general introduction, from which a proposition follows that involves a dilemma
- The students take their position physically on the axis of level of agreement
- Next, the students specify their opinion by choosing position on the perpendicular axis of head-heart
- Students are asked to motivate their movements, using the method of a Socratic conversation
- Students take the position on the axis of a fellow student, and to think of a motivation to take that position
- End the session, letting students take a short break. They will need it to blow off some steam and gather energy for the next activity

Potential for Professional development

The method of move-reasoning shows teachers the hidden sides that should be taken into account when practicing moral reasoning in the classroom. Two important learning outcomes are:

- Students improving their moral reasoning
- Students are being prepared for the complexity of decision making in dilemmic situations, like genetic testing

This can add to the citizenship education of students. A valuable good in our rapidly changing knowledge society.

References

Van der Zande, Paul A.M. (2011). Learners in dialogue. Teacher expertise and learning in the context of genetic testing. Utrecht University