Moral Development

Piaget's idea (1965)

- 他律道德（**heteronomous morality)** 或

  道德現實主義（Moral realism）
  - Rules simply exist and can't be broken
  - Punishment is determined by how much the damage is done, not the intention of the child or other circumstances.

- 自律道德（**autonomous morality)** 或

  合作道德（Morality of cooperation）

  As children interact with others, develop perspective taking abilities, and see different people have different rules.
  - People make rules and rules can be changed
  - When rules are broken, both damage and intention should be taken into account.

Kohlberg's Stages of Moral Development

- Evaluation of moral reasoning
  - Presenting moral dilemmas or hypothetical situations in which people must make difficult decisions.
  - Subjects are asked what the person who is caught in the dilemma should do, and why.

A man's dilemma

- A man's wife is dying. There is one drug that could save her, but it is very expensive, and the druggist who invented it will not sell it at a price low enough for the man to buy it. Finally, the man becomes desperate and considers stealing the drug for his wife. What should he do, and why?

Possible answers

1. Based on one's perception:
    - It is wrong to steal because he may get caught.

2. Based on rules or laws:
    - It is wrong to steal because it is against the law.
    - It's right to steal because the man means well-he's trying to help his wife. But he will still have to pay the druggist when he can or accept the penalty for breaking the law.

3. Based on underlying values that's different from convention:
    - It is not wrong to steal because human life must be preserved. The worth of a human life is greater than the worth of property.

Kohlberg's Stages of Moral Development (1963, 1975, 1981)

Sequence of stages of moral reasoning

1. Preconventional (前習俗道德期）

   - Judgment is based solely on a person's own needs and perceptions

   - 第一階段：懲罰與服從取向/逃避懲罰與服從

        考慮到什麼是對他們最好的，不考慮他人的感受。

   - 第二階段：相對功利取向/互惠

        瞭解他人也有需要，也會試著去符合他人需要，但是也希望同時滿足自己的需要。

Kohlberg's Stages of Moral Development (1963, 1975, 1981)

Sequence of stages of moral reasoning

2. Conventional (習俗道德期）

- The expectations of society and law are taken into account

- 第三階段 好男孩—好女孩取向

    考慮到什麼樣的行為會令人滿意，尤其是權威人士。

- 第四階段 法治秩序取向

    仰賴整個社會提供有關對錯的指引。

Kohlberg's Stages of Moral Development (1963, 1975, 1981)

Sequence of stages of moral reasoning

3. Postconventional (後習俗道德期）

- Judgments are based on abstract, more personal principles that are not necessarily defined by society's laws.

- 第五階段 社會契約取向

  - 體認到規則代表的是人們對合宜行為的共識。

- 第六階段 普遍倫理取向

  - 遵循幾個理想的、普世的原則。

雷夫艾斯奎對學生道德發展的體會

第一階段　我不想惹麻煩

第二階段　我想要獎賞

第三階段　我想取悅某人

第四階段　我要遵守規則

第五階段　我能體貼別人

第六階段　我有自己的行為準則並奉行不悖

Criticism

- Moral behavior
  - Moral reasoning does not highly relate to moral behavior. Other factors affect behavior.
- Social conventions vs. moral issues
- In reality those stages are not separated, sequenced or consistent.
- Cultural differences in moral reasoning
  - Did not address cultures where family or group values are put before individuals.
  - Favor western white male individualism

The morality of caring – difference between man and woman

- Carol Gilligan等人指出Kohlberg的道德發展階段不能充分說明女性的道德發展。
- 道德判斷：男性可能著重於正義取向（justice orientation），而女性可能被教導面對道德議題時要採取關懷取向（care orientation）及保持良好關係。
- 女性的轉化是經由三個階段（1）過度強調自我（2）過度強調他人（3）適當的人我關係。
  - 在第一階段時，自我是女性關心的唯一目標，關心自己的煩惱。
  - 透過與別人產生連結與參與社會，女性會逐漸發展出符合規範的（conventional）、撫育的（nurturant）、將善等同於自我犧牲的，並且壓抑自己對他人籲求的女性。
  - 當女性停止為支持他人而排斥自己的需要，並且同時認知此種過於在意他人錯誤與她與他人是相互連結時，才能進入第三階段。

影響道德發展的因素

- 整體的認知發展
- 觀點轉化能力➔以勸導的方式給理由講道理
- 運用失衡狀態➔提供道德議題兩難困境促進思考
- 自我感的提升➔提高助人的自我效能能

鼓勵教室裡的道德行為與發展

- 給予理由，說明為什麼某些行為是不允許的
- 鼓勵轉換觀點、同理及利社會的行為
- 讓學生有機會接觸許多具有示範作用的道德楷模
- 讓學生討論與學科教材有關連的道德議題
- 讓學生積極參與社區服務

例子：學校中常見的道德違反行為

1. 作弊（Cheating）

- Most likely under the pressure to perform and the chance of being caught is slim.
- How can teacher help students from cheating?

2. 攻擊行為（Aggression）

(1) 發生情況

- Intentionally trying to harm others vs. affirming or maintaining a legitimate right (assertiveness)

(2) 攻擊行為的導因

- 轉換觀點的能力不佳
- 未能正確解讀他人的言行
- 優先考慮有利於己的目的
- 成效不佳的社交問題解決策略
- 以為攻擊是恰當且有效的行為方式
  - Aggressive kids believe that violence will be rewarded, and they can get what they want by using it.
  - 模仿的影響
    - Television programs 82% in all, 70% unpunished, children's program worst, 32 acts per hour
    - Teachers should avoid using threats or aggression to win obedience.

(3) 因應方法

- 培養社交技巧
  - 提供人際互動及合作機會
  - 協助學生以正確的、具成效的方式去解釋社交情境
  - 教授學生具體的社交技巧、提供演練機會並給予回饋
- 增進不同團體間的交流
  - 設計情境，使學生能與不同的人建立新友誼
  - 減少或消除交流上的障礙
  - 幫助之前有反社會行為的學生扭轉名聲
  - 鼓吹尊重他人的風氣