

AIR Modelsm: Using Ethical Inquiry to Promote Student Learning and Development!

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Goals for this morning:

- Articulate a rationale for using ethical inquiry in the classroom
- Introduce the AIR_{sm} Model as a conceptual framework to do this
- Deeper understanding of the importance of reflection in integrating theory into everyday happenings
- To provide a conceptual model and guide to promote ethical reflection in your work with students, colleagues, and life!



Why Ethics? Why Now?

There seems to be an increasing need to “teach” ethics in school.

- Do you think this is true?
- Do you see it as your role?
- Can you integrate ethics into subject material?
- What have been your experiences in your classroom around ethical issues?



Rationale for AIR Modelsm

- Students encounter ethical dilemmas all the time in their lives
- Teachers often believe they have the right, **but not the knowledge or resources**, to address ethical issues in school
- We often become distracted or desensitized to ethical concerns because of “life” pressures
- Ethics is often seen primarily as a function of home or faith traditions rather than schooling

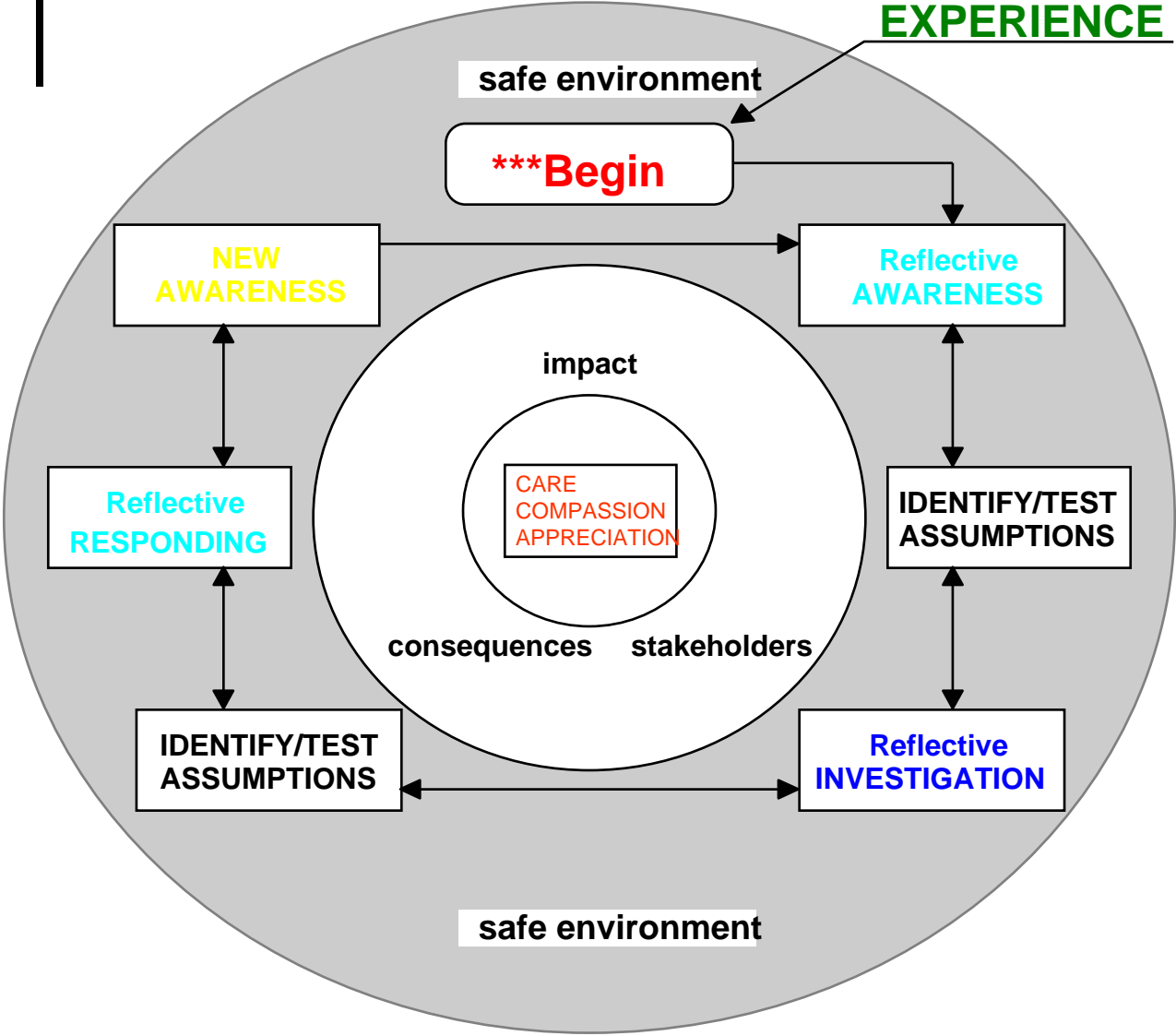


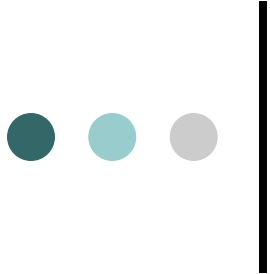
What do we mean by ethical inquiry?

“AIR” Modelsm empowers students’:

- **Awareness**
 - Sensitivity and acknowledgement of ethical concerns/issues
- **Investigation**
 - Research, analysis, decision-making
- **Response**
 - Implementing decisions, alternatives

AIR_{sm} MODELsm of REFLECTIVE ETHICAL INQUIRY





AIR ModelSM Enhances Ethical Inquiry in the School Culture

Goal: To make wiser choices through enhanced awareness, clarification and refinement of thinking and decision making!

Awareness

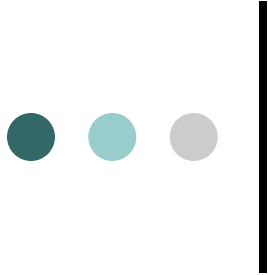
Identify, acknowledge, Reflectively discuss ethical Issues in school/home;
Sensitize to issues of fairness, respect, harassment, honesty, privacy etc

Investigation

Critically reflect on personal beliefs, intentions, assumptions;
Explore guidelines and resources

Responding

Translate knowledge decision making into
Practical responses:
* **advocacy**
* research
* self-care



Reflective Cycle

DESCRIBE

What happened?

What were you thinking and feeling?

ACTION PLAN

If this happened again what would you do?

EVALUATE

Plus/Minus of experience

ALTERNATIVES

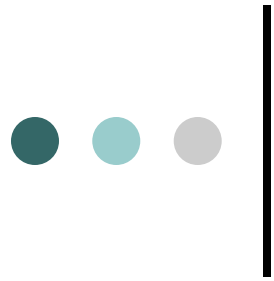
What else could you have done?

ANALYSIS

What sense can you make of this?
What were you **assumptions/biases**?

ARE THEY TRUE?

Schon, Brookfield
etc.



Probing Question Types

Teacher Centered

Learner Centered



Assertive – focused

What are the school rules?

Suggestive – leading

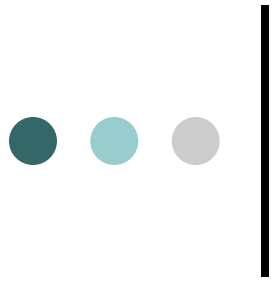
Can you think of another rule that might apply?

Collaborative – open

What do you think of the school rules?

Facilitative – reflective

How do you feel about applying that rule here?



Pedagogical Tool Kit

- Describe the ethical dilemma/concern you've encountered
 - Context/reaction/feelings/affective
- What do you see as the underlying ethical issues?
 - Probe for specificity
- Who is impacted by this dilemma?
 - Stakeholder map
- What assumptions, beliefs were underlying your reactions to, and feelings about, the situation?
- How will you investigate these beliefs/assumptions?
 - Check validity

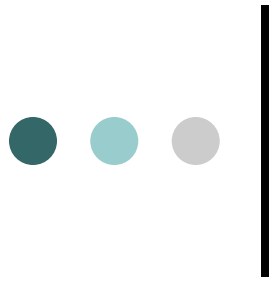


GROUND RULES/NORMS



Group Norms That Support Reflective Ethical Thinking

- Confidentiality
- Listening-open hearted, generative, not interrupting
- Be open to learning
- Feel free to ask questions
- Support others to clarify & refine their ethical thinking
- To do so in non-judgmental, respective way
- Feel free to participate- or not
- Agree to disagree
- Feel free to share opinions



Applying AIR_{sm}

Lately the price of gas has been climbing. At \$2.50 for a gallon of gas – that's crazy. The current administration wants to lower the price by increasing oil exploration through drilling, strip mining and refinement as a way to reduce the cost of gas. Then you learn that the increase burning of fossil fuel is leading to global warming and is starting to melt the permafrost in the artic. However, a colleague says that's not true. As a member of congress you have to vote on this issue what would you do – lower the price of gas and maybe risk the environment or keep the prices high? Your constituents want you to vote for exploration but you're not sure – You're also up for re-election next year. What do you do???



Group Exercise

- Get into groups by discipline in high school/middle school; grade level in elementary school
- In your group try to devise scenarios that you could develop into case studies for your subject or grade to explore ethical implications?
- Write down the outline of the scenario



Reflective Story Telling

- Identify an ethical challenge that you or your students have encountered or that we've identified today or even one you're currently dealing with such as cheating on the last test?
- Find a partner and break into pairs
- Choose roles – facilitator/student with concern
- Using the pedagogical guide role play the conversation for 10 minutes!



TAKE HOME POINTS

- Ethical Inquiry is a vital tool for students in negotiating the real world
- AIR Modelsm is an effective, efficient way to guide reflective ethical decision making
- Outcome of ethical inquiry is empowerment and creativity