## **Table of Contents**

For	eword	d by Wilhelm Peterßen 11		
Intr	oduct	ion: We must foster moral competence! 13		
1.	Democracy, morality and education 25			
	1.1	Democracy is a moral ideal		
	1.2	Why acting according to our moral ideals is frequently so difficult: moral dilemmas		
	1.3	What is moral competence?		
	1.4	The growing need for moral-democratic education		
	1.5	A challenge for education		
	1.6	Opportunities for moral learning		
	1.7	Moral development and academic learning		
	1.8	The moral ideal of inclusion		
		Part 1: THEORETICAL BACKGROUND		
2.	On t	he meanings and aspects of morality 41		
	2.1	Morality as compliance with external standards		
	2.2	Morality as conformity with inner standards		
	2.3	Morality as a competence		
	2.4	How can moral competence be taught?		
3.	The Dual Aspect model of moral behavior 51			
	3.1	Aspects, not components		
	3.2	Moral orientations (affective aspect)		
	3.3	Need moral orientations be taught?		
	3.4	The two layers of the moral self: overt behavior and ethical reflection		
4.	Meaning and measurement of moral competence 59			
	4.1	What is our concept of moral competence?		
	4.2	How to measure moral competence		
	4.3	The Moral Competence Test (MCT)		
	4.4	How important is moral competence for "behavior"?		
	4.5	How moral competence is manifested in behavior (internal perspective)		
	4.6	How moral competence impacts social behavior (external perspective)		

5.	What are the origins of morality: the genes, the environment or education?				
	5.1 The genetic determination theory of moral development				
	5.2	The Dual Aspect Model compared to the Stage Model			
	5.3 The new Educational Theory of moral development				
	5.4	Effective methods of moral education			
		Part 2: FOSTERING MORAL COMPETENCE			
6.	The	Konstanz Method of Dilemma Discussion (KMDD) 103			
	6.1	Renunciation and revival of the dilemma method			
	6.2	The aims of the KMDD			
	6.3	The didactic principles of the KMDD			
	6.4	How does the KMDD differ from the Blatt-Kohlberg method?			
7.	Preparing and implementing KMDD sessions 111				
	7.1	Who benefits?			
	7.2	Preparation			
	7.3	Optimal length			
	7.4	Fitting the KMDD into the course syllabus			
8.	8. Measuring the efficacy of KMDD sessions 115				
9.	The Just Community method 121				
	9.1	Aims			
	9.2	Didactic principles			
10.	Lessons learned from Just Community projects 125				
	10.1	Brooklyn High School			
	10.2	Theodore Roosevelt High School			
	10.3 The 'Democracy and Education in the School' project				
	10.4 Effects of the Just Community method in schools				
	10.5	The Just Community in large high schools, colleges and universities			
	10.6	Extending the Just Community method (by Heidi Gehrig)			
	10.7	Establishing a Just Community			

6 Georg Lind

- 11. How to train *KMDD Teachers* 139
  - 11.1 The necessity of a thorough training
  - 11.2 Aligning theory and method: teachers' crucial role
  - 11.3 Teachers must align theory and method
  - 11.4 Training and certification of KMDD Teachers
  - 11.5 Benefits for academic teaching
  - 11.6 Establishing a Just Community
- 12. Frequently asked questions 151

## Appendix 163

The nine phases of a KMDD-session 165

Workshop: write your own educative dilemma story 169

Educative dilemma stories 170

Glossary 181

Bibliography 187

The author 199