

PHILOSOPHIZING WITH CHILDREN USING OPEN EDUCATIONAL RESOURCES (OER)

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Abstract: *This paper deals with the ethical learning for students aged 3 to 15. The main question is: What's the advantage of Open Educational Resources (OER) for ethical learning:*

- How can we make students realize the importance of recognizing, assuming, reflecting and incorporating values, especially taking responsibilities with PowerPointPresentation in preschools and kindergartens?

- Is internet with OER helpful for philosophizing with children to ethics and values education? The author sees a great chance in the ICT medium for philosophizing with children, to develop ethical issues like respect, tolerance, friendship and responsibility – to be seen on the EU-projects ETHOS (2012 – 2014) and ETHIKA (2014 – 2017).

Keywords: Philosophizing with Children, ETHIKA, words – answer – responsibility; taking responsibility in kindergarten and elementary school, educational material

INTRODUCTION

Knowing that Ethics is a science with the aim of acting (and not just speaking how to act), it's also necessary to distinguish what is meaningful in a specific situation, because there are very seldom black-white, right-wrong, good-bad decisions. Therefore to foster value and ethical education we work with stories, conflict stories and dilemmas to encourage critical thinking with the method Philosophizing with Children (PwC).

The author wants to discuss, how to teach values with the medium of the Internet – using educational materials which were developed in the EU-project ETHOS: *Ethical Education in Primary and Pre-primary Schools for a Sustainable and Dialogic Future*. In this project the method of PwC is crucial. In an example the necessity of words will be discussed (word was given to me so I am able to respond

and to become a responsible person).ETHIKA (<http://www.ethics-education.eu>) represents a recent EU project of ethical education targeting a sustainable, dialogical future. A User Needs Analysis was carried out in six European countries - eight essential ethical issues are mentioned and one of them is "responsibility". To properly understand this, it is, inter alia, the "philosophy to ethical issues" which must be taken into consideration.

1. FOR A DIALOGICAL SUSTAINABLE FUTURE: ETHOS and ETHIKA



Picture 1. Logo of the EU-Project ETHOS

Source: www.ethos-education.eu



Picture 2. Logo of the EU-Project ETHIKA

Source: www.ethics-education.eu

The projects ETHOS and ETHIKA give the chance to realize values. Those projects for ethical education in primary and pre-primary schools for a sustainable and dialogic future address the needs of primary, lower secondary and pre-primary school teachers and other educators and offer them lifelong learning opportunities in ethics education, employing dialogical (philosophy with children) and integrative (holistic) methodology and approach. The main outputs of the projects are educational materials and tools for teachers that are prepared in relation to the previous User Needs Analysis (UNA) and then they are tested in piloting activities and test-beds by teachers and other educators in the classrooms. The core motivation for the projects was awareness that the challenges that the EU countries

and the rest of Europe are facing now are not merely economic or political, but also societal, cultural and especially ethical.

The results also include establishment of a European network of ethics and value educations that will build synergy, reinforce cooperation and exchange good practices and experiences. In the future the ETHIKA researchers are planning to sustain and broaden network of associated organizations, provide support for users and provide space for exchanging experience and good practices.

The project will enhance innovation and internationalization in the school sector and strengthen cooperation (capacity building); critical thinking will raise the level of key competences and skills and encourage active participation in society (Erasmus+; EU 2020).

In the project ETHOS 2012 – 2014 universities and research institutions of seven European countries were involved; in the following project ETHIKA 2014 – 2017 work institutions of six countries (without Bosnia-Herzegovina), but with Bundesverband Ethik (BVE) Germany and two schools in Slovenia.

The main objectives of the project are to provide helpful lifelong learning possibilities for teachers and educators using innovative methodology and integrative approach in the field of ethics education and especially to stimulate the rise in the level of ethical knowledge, awareness and critical thinking.

1.1 Main aims of ETHOS and ETHIKA

„The most relevant topics addressed by the project are ethics and values education utilizing the approach of critical thinking and philosophy with children in order to strengthen the skills of school teachers in this field.

Critical discussion, especially in the field of ethics and values is one of the most challenging tasks for teachers, especially in the light of cultural and social diversity that open up several key issues that could be developed through this process.

The project aim primarily to develop new and innovative curricula, open educational resources, educational methods and training courses, which would then multiply and due to organization of network for ethics and value education and follow-up activities lead to policy development and change in this field“ (<http://www.ethics-education.eu/project/project01.htm>).

1.2 User Needs Analysis (UNA) of ETHOS and ETHIKA

By using online survey (for teachers and parents) the researchers found out that teachers and parents who were involved in a survey have similar needs and expectations concerning:

- a) what topics they consider as most relevant for ethics education;
- b) on which thematic aspects they would like the educational material and tools to be developed.

Based on these answers of the focus group the researchers of ETHOS have created a shortlist of eight key ethical topics: moral values, respect, tolerance, responsibility, environment, social skills / conflict solving, relationship / friendship, different religions.

In February 2015 the Austrian ETHIKA-team organized two Focus Group Meetings attended by 27 teachers (teaching students aged 3 to 15), experts in moral education. To the question “*What topics are the most relevant in the process of teaching ethics and values education at school?*” most of the answers were about the dialogue: sensitivity to others, respect, tolerance, acceptance, empathy, self-worth, self-confidence, awareness, esteem, nonviolent communication, peace, solidarity ...

Answers to the questions “*How do you manage to develop ethical sensitivity to ethical issues (e.g. cyber bullying ...) in the students, in the personal environment and globally?*” and “*How do you manage to teach in a character-building way so that students learn to stand for their opinions and actions?*” brought revealing results: self-perception, mindful dealing with each other, stating the personal opinion, sharing things, celebrating, negotiating rules, searching for good solutions, being appreciative, empathy, helping each other, comforting each other, honesty, trust, teamwork, fairness, personal relationships with the pupils, teacher as a role model, encourage good, individuality, permission to express emotions such as pity, compassion, joy, anger, gratitude.

The results of the UNA of ETHIKA-Austria are comparable with the results of the ETHIKA-UNA in all six participating countries: self-esteem, honesty, appreciation (as the psychological basis for communication), dialogue, relationships, respect, friendship, conflict solution, co-operation, responsibility, moral values, justice, acceptance, empathy, compassion, (as very important values in dialogic pedagogy) (presented by Evelyn Schlenk [FA-University Nuremberg-Erlangen] at the ETHIKA teacher training in Ljubljana on February 23rd 2015). In general we can say that teachers perceive the importance of communication in ethical learning processes.

2. OPEN RESOURCES (OER) FOR ETHICAL EDUCATION

Based on the results of User Need Analysis (UNA) of ETHOS the eight ethical key topics were narrowed down to five central topics: respect, tolerance, responsibility, values and friendship. A set of educational materials on these topics was developed for different age groups. All this was then tested in piloting and test-beds activities. A project website with basic information about the project and its results is reachable at: <http://www.ethos-education.eu/>; Facebook page: www.facebook.com/ethoseducation.

The Information and Communication Technology (ICT) supports face-to-face-communication and is very useful for philosophizing with children. The set of

educational materials for the use of teachers and educators for different age groups (ages 3 – 5, 5 – 7, 7 – 9, 9 – 11, 11 – 15) is presented in the internet. It can be used in the teaching process according to the Creative Commons Non Commercial Share Alike license.

2.1 Educational tools – an Overview

In the section „Learning Materials and Tools“(<http://www.ethics-education.eu/tools/index.htm>) the website presents the ETHOS and ETHIKA tools. The materials can be downloaded. The Creative Commons license permits the free use.

In this section a question is also asked: „Do you need resources that help you discuss values in your classroom? In these pages you can find teaching materials and manuals prepared by our project team.



Picture 3. International Logo of the Creative Commons Non Commercial Share Alike license

Source: www.ethics-education.eu

They will allow you to craft your very own project. Some important recommendations:

- Feel free to adapt duration so that it fits into your time schedule.
- Same for the age group. The cognitive development of pupils can vary a lot. Decide what material fits your class best.
- Remember to leave most of the time to discussion with your class!
- Discussion in class can be open ended. Do not feel frustrated if the discussion does not come to a conclusion. What counts is installing a dialogue.
- If you feel the need to adapt names of stories coming from other cultures to a more familiar context feel free to do so.“ (<http://www.ethics-education.eu/tools/index.htm>)

The educational tools were developed within the framework of Ethos. Friendship, Moral Values, Respect, Responsibility, Tolerance are the five topics chosen together with teachers and parents coming from Austria, Bosnia-Herzegovina, Croatia, Germany, Italy, Slovenia and Spain through focus groups and questionnaires.

EDUCATIONAL TOOLS FOR THE AGE 3 TO 5:

„**Friendship**, Teacher Manual: *Good and bad in friendship* (PDF-459KB, English)

Moral values, Teacher Manual: *Marijana goes to kindergarten* (PDF-502KB, English)

Respect, Teacher Manual: *Marko in kindergarten and Marko at home* (PDF-468KB, English)

Responsibility, Teacher Manual: *Game of Compromise* (PDF-427KB, English)

Tolerance, Teacher Manual: *Game of Sharing* (PDF-444KB, English)”

(<http://www.ethics-education.eu/tools/tool01.htm>)

EDUCATIONAL TOOLS FOR THE AGE 5 TO 7:

„**Friendship**, Presentation: *Creature from Jupiter* (PPTX-2449KB, English)

Friendship, Teacher Manual: *Creature from Jupiter* (PDF-438KB, English)

Moral Values, Teacher Manual: *Good Angel and Bad Imp* (PDF-470KB, English)

Respect, Teacher Manual: *Stop* (PDF-465KB, English)

Responsibility, Presentation: *Hippo and Bee* (PPTX-1667KB, English)

Responsibility, Teacher Manual: *Hippo and Bee* (PDF-459KB, English)>

Tolerance, Teacher Manual: *Common Drawing* (PDF-439KB, English)”

(<http://www.ethics-education.eu/tools/tool02.htm>)

EDUCATIONAL TOOLS FOR THE AGE 7 TO 9:

„**Friendship**, Teacher Manual: *My Best Friend* (PDF-227KB, English)

Moral Values, Story: *The Little Ones and the Big Ones* (PDF-1181KB, English)

Moral Values, Teacher Manual: *The Little Ones and the Big Ones* (PDF-219KB, English)

Respect, Story: *Story of Fluffy* (PDF-343KB, English)

Respect, Teacher Manual: *Story of Fluffy* (PDF-445KB, English)

Respect, Additional activities: *Story of Fluffy* (PDF-344KB, English)

Responsibility, Presentation: *Teddy's Pear* (PPTX-24.887KB, English)

Responsibility, Teacher Manual: *Teddy's Pear* (PDF-444K2, English)

Responsibility, Additional Materials: *Teddy's Pear* (PDF-374KB, English)

Tolerance, Presentation: *Blue Horse* (PPTX-2976KB, English)

Tolerance, Teacher Manual: *Blue Horse* (PDF-436KB, English)“

(<http://www.ethics-education.eu/tools/tool03.htm>)

EDUCATIONAL TOOLS FOR THE AGE 9 TO 11:

“**Friendship**, Presentation: *Friendship* (PPTX-2393KB, English)

Friendship, Teacher Manual: *Friendship* (PDF-623KB, English)

Moral Values, Story: *The Dog and the Wolf* (PDF-333KB, English)

Moral Values, Story: *The House of the Hedgehog* (PDF-932KB, English)

Moral Values, Story: *The King Midas and Diogenes* (PDF-332KB, English)

Moral Values, Presentation: *Moral Values* (PPTX-1517KB, English)

Moral Values, Teacher Manual: *Moral Values* (PDF-631KB, English)

Respect, Teacher Manual: *What Could Happen* (PDF-475KB, English)

Responsibility, Presentation: Responsibility (PPTX-1607KB, English)
Responsibility, Teacher Manual: Responsibility (PDF-543KB, English)
Tolerance, Presentation: Diversity (PPTX-4418KB, English)
Tolerance, Teacher Manual: Diversity (PDF-584KB, English)
(<http://www.ethics-education.eu/tools/tool04.htm>)

EDUCATIONAL TOOLS FOR THE AGE 11 TO 15:

„**Friendship**, Teacher Manual: *Defining the Friendship* (PDF-263KB, English)
Moral Values, Story: *Valeria and a Pearl* (PDF-352KB, English)
Moral Values, Teacher Manual: *Valeria and a Pearl* (PDF-476KB, English)
Moral Values, Additional Activities: *Valeria and a Pearl* (PDF-343KB, English)
Respect, Teacher Manual: *Online Discussion about Respect* (PDF-236KB, English)
Responsibility, Story: *A Fully Unexpected Event in Almond Street No. 31* (PDF-57KB, English)
Responsibility, Teacher Manual: *A Fully Unexpected Event in Almond Street No. 31* (PDF-553KB, English)
Responsibility, Additional Activities: *A Fully Unexpected Event in Almond Street No. 31* (PDF-374KB, English)
Tolerance, Teacher Manual: *Defining the Tolerance* (PDF-294KB, English)
(<http://www.ethics-education.eu/tools/tool05.htm>)

ETHIKA Tools are being developed in these months and translated into six languages

2.2 The educational material WORD–ANSWER–RESPONSIBILITY

We'd like to present one of the newest educational materials, which got tested by most of the teachers (see chapter 3.3).

The educational material “WORD-ANSWER-RESPONSIBILITY” is a package consisting of

- PowerPointPresentation with 24 slides for the lesson.
- Teacher Manual (7pp)
- reflection for students (1p)
- Evaluation for teachers (2pp)

For use in the classroom, there are several possibilities. We suggest:
First watch the whole presentation with the pupils.

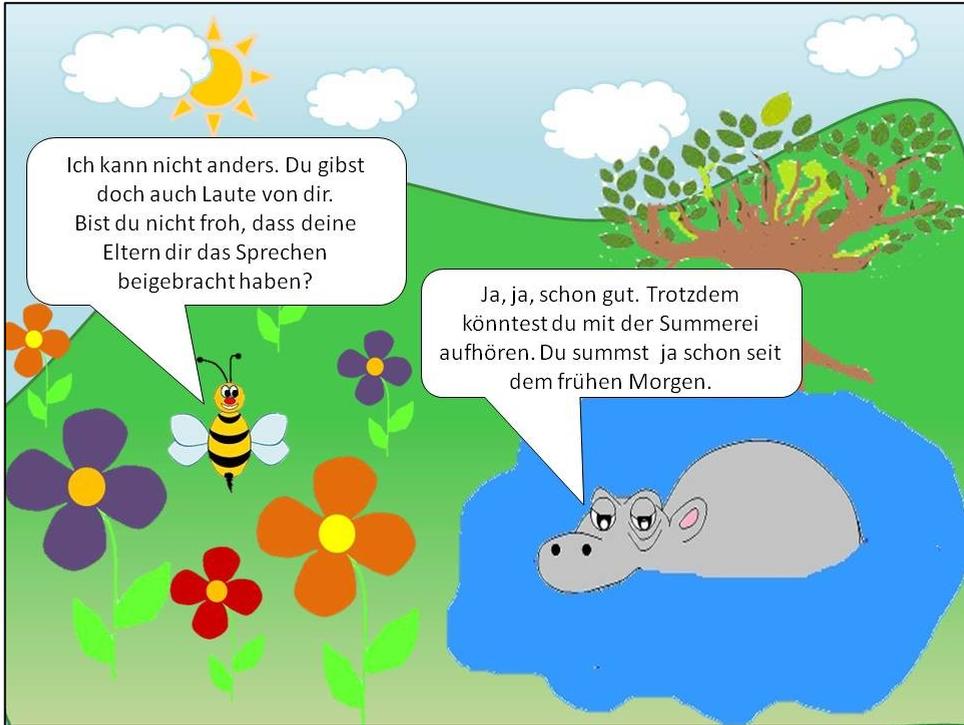
In a second round only look at these slides, which help you to philosophize with the pupils.

With this presentation other topics can be tangled, such as the question of identity, thankfulness, satisfaction, etc.

Two animated characters – a hippo and a bee – are talking. The dialogue evokes a lot of philosophical questions, affecting the own life. For this article there are chosen a few sentences:

Slide 5: Hippo: *“Stop humming!”* Bee: *“Why are you yelling at me? Humming is part of a bees life. It is part of me.”*

Questions: *What’s part of you? What is characteristic of you?* (Question of identity)



Picture 4. WORD-ANSWER-RESPONSIBILITY

Source: Weinberger 2016, 62

Slide 7: Hippo: *“Yes, you are right. At day I rest comfortably in the water and occasionally I sleep. But at night I’m very active. I build paths and I’m looking for food.”*

Questions: *How about you? When do you need to rest? How often/long? How important is the balance of being active and resting?*

Slide 8: Bee: *“And you are satisfied with your life?”*

Questions: *Are you satisfied with your life? Why? Why not? What would you like to change?*

Slide 10: The hippo starts to be interested. It wants to know more about the bee. The bee tells him about her duties and what she is useful for.

Slide 12: The hippo thinks about what he is useful for.

Questions: *What does it mean ‘being useful’?*

Slide 14: The hippo is getting tired again and wants to rest. But the bee doesn’t: *“I can’t. You are also making noises. And surely you are happy that your parents taught you how to speak.”*

Questions: *Do you know which words your parents said to you very early? Can you*

remember a special word or sentence?

Slide 16: Bee: *“Tell me, do you have specific duties which you have to fulfill?”*

Questions: *What can the bee mean? Which duties do you have to fulfill? How did you realize that you have duties? Is it important for you that someone shows you how to do things or that he/she tells you how? Why?*

Slide 17: Bee: *“Yes, that’s true. Our life is a gift.”*

Questions: *Do you think your life’s a gift?*

Which things do you get for free, without doing anything to get it?

Which specific characteristics are a part of you?

Slide 18: Bee: *“Are you thankful for your life?”*

Questions: *What are you thankful for?*

Slide 19: Hippo: *“I’m responsible for myself!”*

Questions: *In what way do you assume responsibility for your life?*

Slide 20: Hippo: *“It’s enough! I’m a pygmy hippo! Everyone lives alone and we like it. Only the children stay together with their parents.”*

Questions: *When do you prefer to be on your own?*

Slide 21: Bee: *“We are a community.”*

Questions: *What makes a good community up? How’s the community in your class? How are the duties spread? How do you speak to others and about what? How do you tell them about your feelings?*

Slide 24: The pygmy hippo thinks about what the bee said: *“There are so many things I’m thinking about. A beehive for hippos? Maybe companionship would do me good ... Who knows?”* (reflection).

Questions: *How can good words from your colleagues help you?*

2.3 Philosophizing with Children

“Philosophy for children and philosophy with children approaches are not limited to ethical themes and questions, but represent a method. As a method it is primarily focused on the way to approach – with our thinking – to various topics, questions and challenges. Philosophy for children (P4C) and philosophy with children (PWC) are contemporary philosophical and pedagogical disciplines, which have a common goal of developing reflective, critical thinking in children and developing their argumentative skills. Mathew Lipman, one of the founding fathers, gives a very nice explanation for developing P4C: ‘Philosophy for Children didn’t just emerge out of nowhere. It built upon the recommendations of John Dewey and the Russian educator, Lev Vygotsky, who emphasized the necessity to teach for thinking, not just for memorizing. It is not enough for children merely to remember what has been said to them: they must examine and analyze that material. Just as thinking is the processing of what children learn about the world through their senses, so they must think about what they learn in school. Memorizing is a relatively low-level thinking skill; children must be taught concept-formation, judgment, reasoning, etc.’ (Lipman 2003). Most approaches in P4C/PWC realm include a multidisciplinary use of the insights from child psychology, sociology, pedagogy etc. to complement philosophy as a starting point.” (Ćurko, B,

Feiner, F., Gerjolj, St., Juhant, J., Kres, K., Mazzoni, V., Mortari, L., Pokorny, Sv., Schlenk, E. & Strahovnik, V., 2015).

2.3 How to lead a philosophical dialogue?

It is recommended that children sit in a circle (U-form), while talking, so that they can see each other as well as the PPP.

The facilitator can interrupt the reading/listening of the story, take up a dialogue and later on continue with reading the story. Or they first listen/watch/read the story and at the end of the story it is followed by a dialogue.

The general principle is to start from something familiar to children's experience, something clear to them. The dialogue continues from the concrete towards the abstract.

The inductive method is visible in the issues that make the plan discussions.

The experience of students should be taken into account, urging them to give examples.

The goal is to touch the most general questions. It is important that children by themselves do the process of thinking, and that no answers are suggested. The facilitator gives his/her opinion only if asked to do so. If he/she notices that the discussion requires some explanation or some factual knowledge that children do not have, but which is relevant to the debate, he/she should provide it.

The students who do not participate in the debate voluntarily should not be forced to say anything, but one should try to encourage them by posing questions (Lena, what do you think about Dominik's statement?).

2.4 Holistic ethics and values education

There exists a lot of concepts for ethics education (Heinrichs, Oser & Lovat 2013), eg. Lawrence Kohlbergs approach to moral judgment (Kohlberg 1982). Like Carol Gilligan (1982) criticized, this approach is too cognitive and she found, that it is necessary to aware the emotional side of moral development. But Kohlberg doesn't just work with dilemmas, he says that the aim of education is development. And he emphasizes, that fictive dilemmas are important for the development of the moral judgment, but more important is the development of just communities (1978, 215 – 259). We appreciate the holistic approach of Kohlberg.

Because ethics is a science of acting, Hans Küngs concept of "Weltethos" is very important. His approach is global, because Küng emphasizes, that all the religions have the same ethical potential, e.g. the Golden Rule, and they have to engage for acting in the world.

In our research and development projects of ethics and values education we combine our approach with the concept of multiple intelligences of Howard Gardner (1983), since he offers a broad understanding of the construct of

intelligence and states that every person has a set of multiple intelligences. Gardner's approach puts the learner in the focus with all of his or her multiple intelligences around. This theory is a holistic approach: educators are able to appreciate the strengths of their students, to encourage and support students to direct their individual way of learning (Gardner 2003). With our educational materials we want to realize all the multiple intelligences of H. Gardner.



Picture 5. Howard Gardners multiple intelligences

Source: Schlenk 2014, 12

3. EXPERIENCE AND INVESTIGATION

From February to July 2016 an actual research project at the KPH Graz asked the question: How effective are the new ETHIKA materials? Due to this, teachers could show their interest working with the newest tools. On the one hand, about 400 teachers in Styria/Austria received information and invitation by the newsletter

“Flaschenpost”. On the other hand, teachers of the focus groups, who had contributed to the User Needs Analysis, were invited directly by mail. The teachers, who were interested in this experience got access to the Dropbox, where the newest tools were located. The teachers of students in the age 3 to 15 in kindergarten, primary schools and gymnasiums could choose educational materials between the topics self-esteem, responsibility, justice, conflict resolution...

A questionnaire with 12 items should bring results, which are helpful for decisions in the case and question, which materials should be preferred, translated into six languages, presented in the internet for free use in the teaching process according to the Creative Commons Non Commercial Share Alike license.

3.1 Methodology

The design of the study is descriptive and uses surveys developed through the implementation of a questionnaire described as follows (Straßegger-Einfalt & Feiner 2016).

The sample consists of students of the Catholic University College for teacher education KPH Graz and the teachers Renate Straßegger-Einfalt and Franz Feiner as project manager of ETHIKA-Austria.

The complete version of the questionnaire can be located at:

<https://www.ph-online.ac.at/kphgraz/webnav.ini>

57 persons participated at the research project, 75,4% (n=43) female and 22,8% (n=13) male, 1 person did not state the sex.

AGE OF THE RESPONDENTS

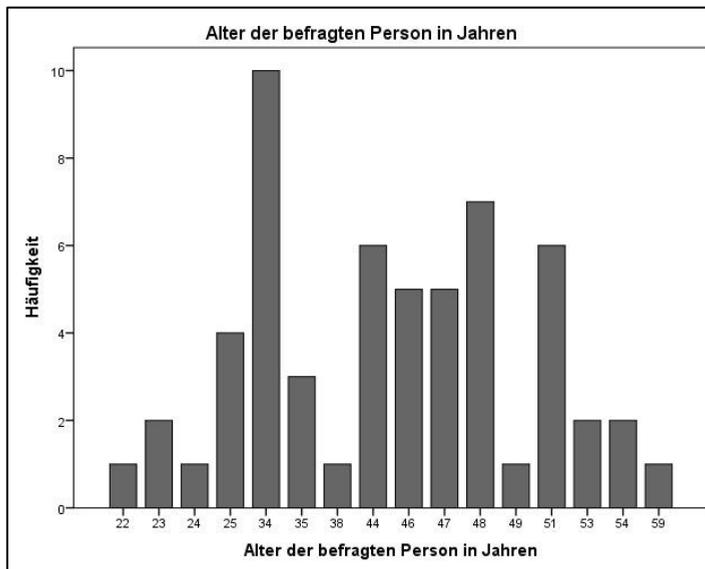


Figure 1. Age of the respondents

Source: Fasch & Gruber-Stadler 2016, 5

The youngest participant of the survey is 22 years old. The oldest participant is 59 years old. The with 10 people most frequently reported age is 34 years. The calculated average of all respondents is 41.54 years.

YEARS OF SERVICE

47 of the 57 respondents gave information about their years of service. 10 participants gave no comment. The 11 people most frequently mentioned period of years of service is 6 years. 7 people said, 3 years to work as a teacher or educator. Each 6 people have been working for 10 or 19 years in their chosen careers. The longest-lasting service time of 33 years was specified by 2 people. 2 participating subjects indicated less than 1 year to work as a teacher or educator.

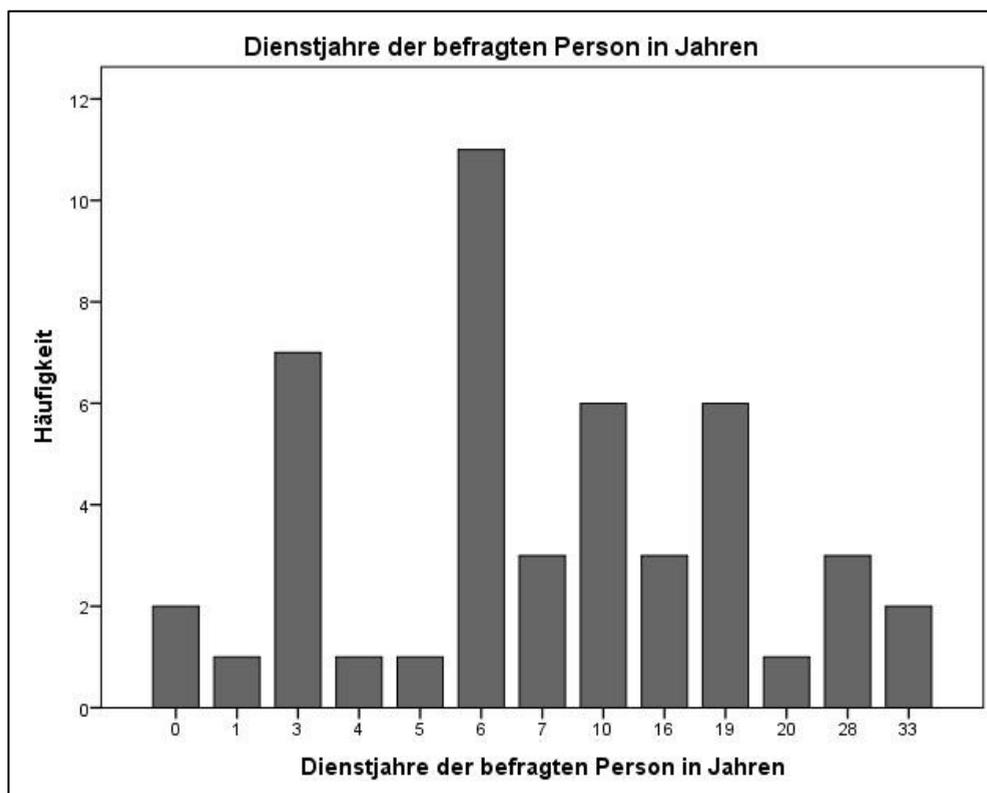


Figure 2. Years of service as a pedagogue

Source: Fasch & Gruber-Stadler 2016, 6

INSTITUTION

53 people of 57 respondents provided information on their institution. 22 people are working in an elementary school. 21 people teach in a New Middle School or a gymnasium. In kindergartens work 10 of those interviewed.

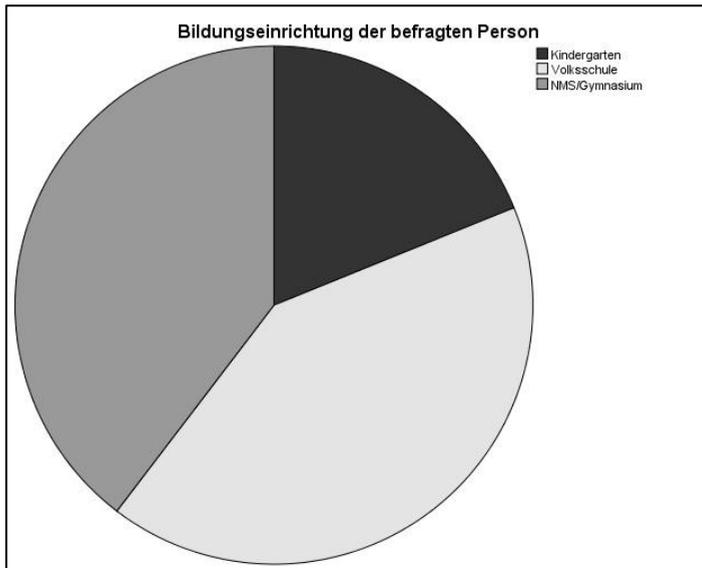


Figure 3. Institution of the respondents
Source: Fasch & Gruber-Stadler 2016, 6

3.2 General Results

EDUCATIONAL MATERIAL USED

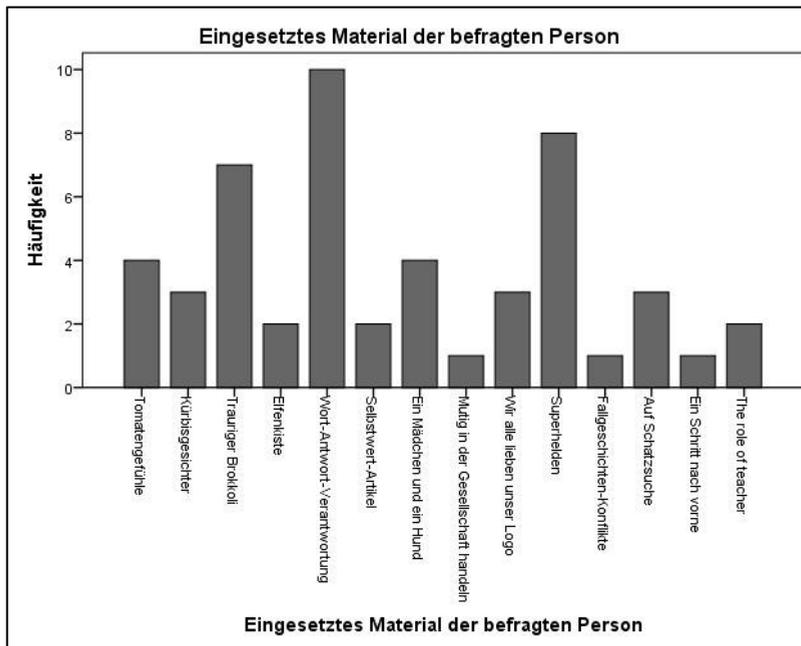


Figure 4. Educational material used
Source: Fasch & Gruber-Stadler 2016, 7

51 people of the 57 respondents gave statements to their used material. 10 people worked with the material “word-answer-responsibility”. This therefore recorded the most popular building material. 8 people used the material “superheroes” and 7 people the Material “Sad broccoli”.

AGE GROUP

54 responses were made in relation to the age group in which the materials were used. Each 12 people used the material in the age group from 7-9 and 11-14. 11 people were working with students aged 5-7, 10 people in the age group 3-5 years. In the age group of 9-11 the material was tested by 9 people.

The tool word-answer-responsibility was used once in the age group 3-5, three times in the age group 7-9 and five times in the age group 11–14 (nine times), none in the age groups 5–7 and 9–11.

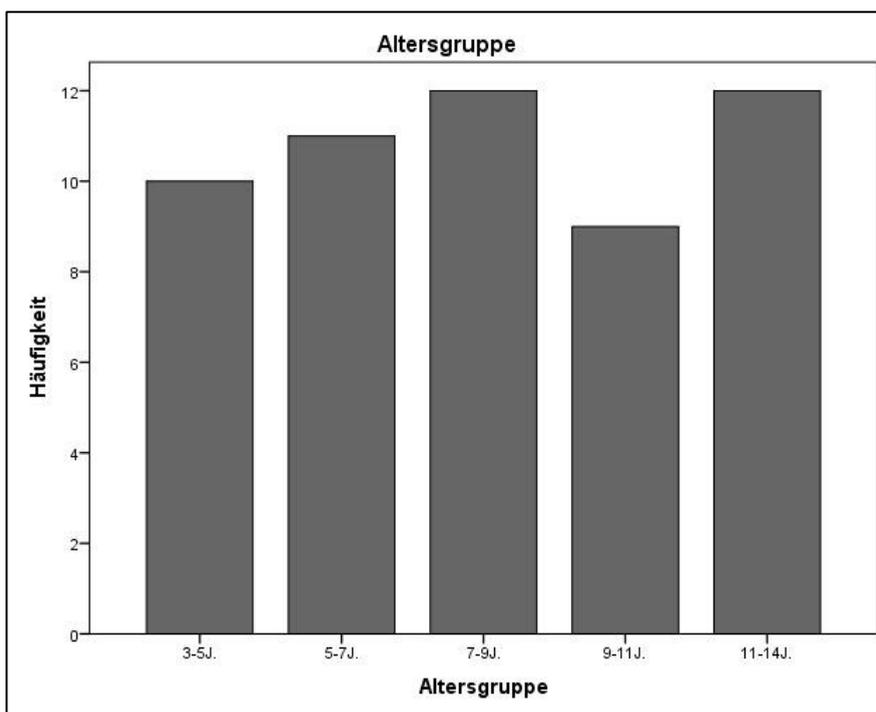


Figure 5. Age group

Source: Fasch & Gruber-Stadler 2016, 8

STRUCTURE AND INTELLIGIBILITY

48 people chose the answer category ,agreed‘. 6 people ,fairly‘, 3 people voted ,agrees less‘ less with this statement agreed. Nobody voted the category ,that's not true‘.

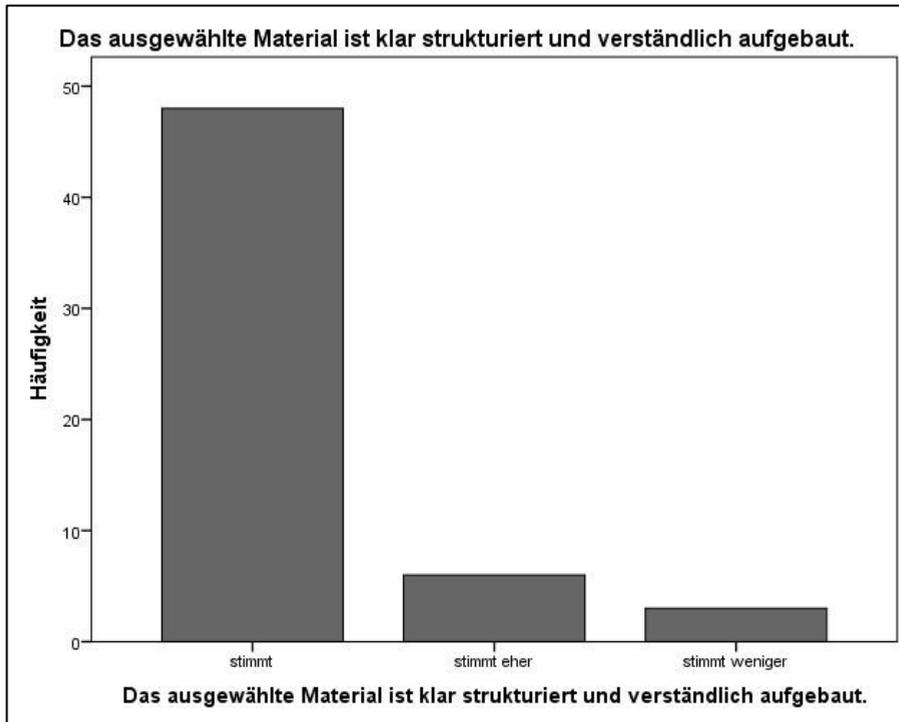


Figure 6. The chosen material is well structured and understandable

Source: Fasch & Gruber-Stadler 2016, 10

The discussion of questions asked if the material supports ethical education, if it encourages students at critical thinking and if it is suitable in adapted form. The result of the next items will just be presented with words, without figures:

THE MATERIAL SUPPORTS ETHICAL EDUCATION

At this statement 54 of 57 people gave a response: 42 people agree with this statement; 10 people chose the option ,fairly well'. Only 2 people chose the response category ,does less'.

THE MATERIAL ENCOURAGES CHILDREN AND YOUNG PEOPLE AT CRITICAL THINKING.

73.7% (n=42) and thus the majority of respondents chose the answer option ,is correct'. ,Is rather' was elected by 22,8% (n=13),.the response category ,agrees less' got only 2 voices (3,5%).

THE MATERIAL IS SUITABLE FOR USE IN AN ADAPTED FORM.

At this statement 54 of 57 people gave an answer. 94,4% and thus the majority of respondents agree with this statement. The response category ,fairly' was selected from 5.6%.

INSTRUCTIONS, MANUAL, ETC. ARE HELPFUL IN THE IMPLEMENTATION.

54 of 57 people participated to this statement position. 46 of which chose the option right. Is rather was selected by 7 people. The possible answer ,is right less‘ comes to only one vote.

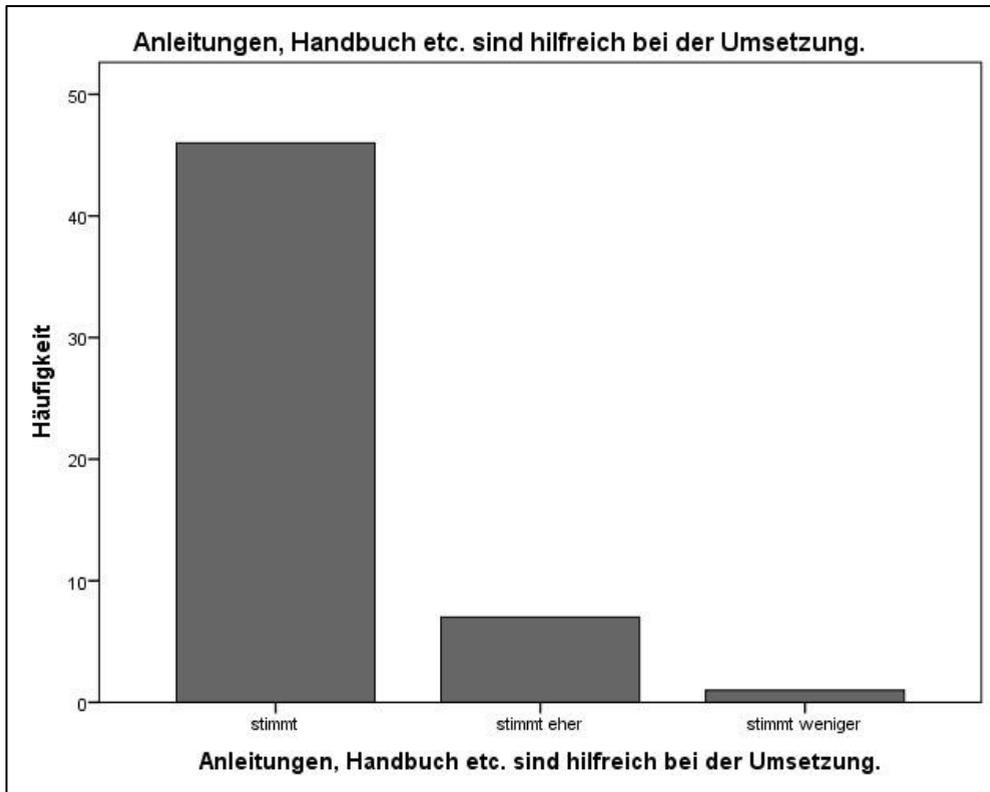


Figure 7. Instructions, manual, etc. are helpful in the implementation.

Source: Fasch & Gruber-Stadler 2016, 14

I RECOMMEND THE MATERIAL TO COLLEAGUES.

46 of the surveyed 57 people would recommend the material to their colleagues. 9 people voted ,fairly‘, only 2 people chose the option ,agrees less‘.

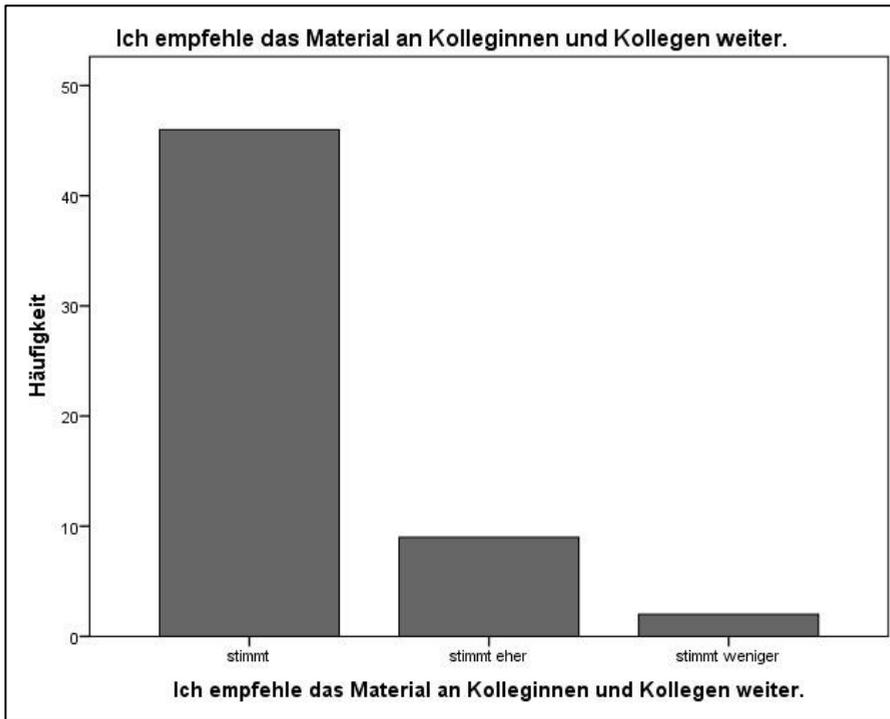


Figure 8. I recommend the material to colleagues

Source: Fasch & Gruber-Stadler 2016, 14

The results are very important for the European project ETHIKA because most of the researchers of this project develop educational tools at universities, and just a little group of them also work with students of the target age group 3 to 15. Therefore the researches also need teachers who are currently working in practise.

The most important result of the investigation is the practicability and usefulness of the tools: The predominant majority of the teachers of our study affirmed the structure and intelligibility of the material and that the tools support the ethical education. They also found the Teacher Manuals and the instructions “very helpful”.

In cause of the method “philosophizing with children”, the participating teachers said, that the tools “encourage children in critical thinking” and evoke questions of the students, what is crucial for this method.

Furthermore, the compliment to the developers of the materials: The great majority would suggest the material to other colleagues.

3.3 Results to the most used material “word-answer-responsibility”

The material “word-answer-responsibility” was used by 10 of the total 57 surveyed people.

1. The selected material is clearly structured and structured course.

All 10 people chose the answer category ,agree‘ .

2. *The material is suitable for the recommended age group*

was voted from the available range of options ,agrees‘ 7 times and ,fairly well‘ 3 times.

3. *The material supports ethical education.*

100% of respondents agree with the support in terms of ,support of ethical education through the material‘ .

4. *The material encourages children and young people at critical thinking.*

80% of respondents ,agree‘ with the suggestion critical thinking in children or juvenile through the use of the material. The remaining 20% voted ,fairly well‘ .

5. *The stated objectives are achievable with this material.*

8 of the 10 respondents chose the category ,true‘ and 2 option ,fairly well‘ .

6. *The material can be readily put into practice.*

The good implementation of the material in practice voted 8 people with ,agree‘ , for 2 ,fairly‘ .

7. *The material is suitable for use in an adapted form.*

An adaptation of the material is suitable for 9 respondents. (One questionnaire was in this

Statement is not filled out correctly).

8. *The tasks are understandable.*

All 10 respondents agree with the intelligibility of the task.

9. *Instructions, manual, etc. are helpful in the implementation.*

9 out of 10 respondents feel instructions, manual, etc. helpful in the implementation. (One invalid questionnaire in this statement).

10. *The technical effort for the application of the material is possible.*

80% of respondents perceive the technical effort for the application of the material with ,agree‘ , the remaining 20% chose the choice ,fairly well‘ .

11. *The time required for the application of the material is fitting.*

This item 8 people voted with ,agree‘ ,1 person ,fairly well‘ and 1 person with ,wrong‘ .

12. *I recommend further the material to colleagues.*

10 of 10 respondents recommend the material to their colleagues.

Verbal comments

In an open questionnaire we received a lot of helpful comments, e.g.:

„There are so many philosophical questions in this story and a great potential to work with it for several hours. We will continue our work with this tool the next lesson.“

„All students wanted to share their thoughts.“

„Very good impulses!“

„The time frame was fitting very well in the 3rd grade.“

„I suggest to shorten the PPP for younger students.“

The results of the investigation together with the verbal comments encourage us to develop good materials, which are useful for philosophizing with children, because they evoke new questions of the students.

In a deeper research in a BAC-thesis the author found, that students are sensibilized for crucial questions of live with the method philosophizing with children and with the medium PowerPointPresentation (Weinberger 2016, 96). As well children in the kindergarten as students in primary school were able to see the connection between the given word, the ability to answer and to gain responsibility (Weinberger 2016, 97). Weinberger found out, that the sensibilisation of the children depends on the teacher, who is competent with the method philosophizing with children, the interest of the students, their competence with the method philosophizing and the material: a PowerPointPresentation, which is evoking questions of the students (Weinberger 2016, 97).

DISCUSSION

There are a lot of desiderates in this research area:

- Is it possible to teach values via media (OER) on the internet?
- Which of the in the User Needs Analysis of the projects ETHOS dedicated values (respect, tolerance, friendship, responsibility and moral values) and ETHIKA (additional self-esteem, justice, conflict resolution) are supported best via internet?
- In which agegroup are persons able to work with the OER tools alone and when is a teacher as a facilitator needed?
- What's the advantage of learning values in a group?
- What kind of teacher training is necessary for ethical education with the method philosophizing with children? Because there are very different systems in the European countries, some teachers are prepared very well, for others this method is new.
- In the area of values education we have to regard the difference between ethical thinking, ethical feeling and ethical acting.

Together with the Karl Franzens University of Graz (Theological Faculty) and the KPH Wien-Krems we are doing a lot of deeper research in BAC and Masterthesis. Further research projects are planned with some of the associated partners of ETHIKA (<http://www.ethics-education.eu/project/project02.htm>).

CONCLUSION

The projects ETHOS and ETHIKA aim primarily to develop new and innovative curricula, Open Educational Resources (OER), educational methods and training courses.

We conclude, that OER gives a great chance for ethical learning and values education. With PowerPointPresentations OER help to realize the importance of recognizing, assuming, reflecting and incorporating values, especially taking responsibility in preschools and kindergartens. The Internet with OER is very helpful for philosophizing with children to the issue of ethics and values education. When OER contents not just cognitive, but also emotional aspects and gives impulses for acting, OER can give the chance for holistic learning. When OER sees the human being with all his intelligences and gives adequate impulses, it can be a great chance for holistic ethics and values education.

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