

Table of Contents

Introduction: We must foster moral competence!	7
--	---

1. Democracy, morality and education	17
1.1 Democracy is a moral ideal	
1.2 Moral dilemmas make it difficult to be moral	
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 Morality and learning subject matter	
1.8 The moral ideal of inclusion	

Part 1: THEORETICAL BACKGROUND

2. On the meaning of moral competence	33
2.1 Norm conformity: compliance with external standards	
2.2 Morality: compliance with inner standards:	
2.3 Morality is a competence!	
2.4 How can moral competence be taught?	
3. The Dual Aspect model of moral behavior	43
3.1 Aspects, not components	
3.2 The affective aspect: Moral orientations	
3.3 Do moral orientations need to be taught?	
3.4 The two layers of the moral self: overt behavior and ethical reflection	
4. Making moral competence visible	51
4.1 From theory to measurement	
4.2 The <i>Moral Competence Test</i> (MCT)	
4.3 Why ordinary tests fail to measure competence	
5. The importance and origin of moral competence	69
5.1 Moral competence and behavior	
5.2 Does moral competence influence social behavior?	
5.3 What is the origin of moral competence: the genes, the environment or education?	
5.4 The Dual Aspect Model compared to the Stage Model	

5.5 Moral competence requires education

5.6 Effective methods of moral education

Part 2: FOSTERING MORAL COMPETENCE

6. The *Konstanz Method of Dilemma Discussion* (KMDD) 97
 - 6.1 Death 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 103
 - 7.1 Who benefits from KMDD sessions
 - 7.2 Preparation
 - 7.3 Optimal length
 - 7.4 Fitting the KMDD into the course syllabus
8. Measuring the efficacy of KMDD sessions 107
9. The Just Community method 113
 - 9.1 Aims
 - 9.2 Didactic principles
10. Lessons learned from Just Community projects 117
 - 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
11. How to train *KMDD Teachers* 127
 - 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

The nine phases of a KMDD-session / Discussion Theater	161
Workshop: Write your own educative dilemma story	164
Educative dilemma stories	165
Glossary	176
References	181
Afterword by Wilhelm Peterßen	195
Acknowledgements	196
Author	197