

Media literacy program and material for adult educators

@ Moral Dilemmas in the Contemporary World



Project APRICOT:

Attentive parental education for wise being and co-being in changing times

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@ MORAL DILEMMAS IN THE CONTEMPORARY WORLD: FAIR PERSONAL DECISIONS

(for distance teaching & learning)



The objective of this learning activity is to analyse and reflect upon the concept of “fair personal decisions” as learners and as adult educators.

AE will learn how:

- to present and discuss the concepts with adult learners
- to use framework methodology for teaching target groups in practice
- to reflect upon content and learning process
- to plan their own teaching-learning process, while introducing the course material for specific target groups

How it works:

- The learning is based on CEA approach and ERR framework (evocation/realization of meaning/reflection)
- The learning employs small cases, double diary, individual and group work, discussions
- The duration of delivery for this theme is 1- 1,5 hours

Part I Presentation of Model Activity

Evocation task for course participants:

Read the following statements and decide which decisions seem fair and which do not. Why?

- *To write this English essay, I am just going to copy and paste from a similar task I did last year*
- *I do not feel like going to school today. I will ask my mom to call my class teacher and say that I have a bad headache.*
- *I have read enough about global warming. I am pretty sure that consumption is the main reason for it. So, I am not going to search for any other reasons.*
- *I am not going to study. I have been at school for 12 years, and I know what teaching and learning is about.*
- *I am too old for any kind of crazy activities. People at my age must model appropriate behaviour.*

- *I have known my teenage neighbours for some time – I think all teenagers have very complicated characters*

Course participants think for themselves for 3-5 minutes, then present and justify their decisions. Groups may be involved in a short discussion, for a maximum of 10 minutes.

Realization of meaning/comprehension task.

Individual task

- See short film by Pepe Danquart “Schwarzfahrer” / “Black rider”
<https://www.youtube.com/watch?v=XFQXcv1k9OM&t=30s>
- While watching, complete the individual task of -the *Double Diary*. The left side of the table is for the description of a fair/not fair decision noticed, the right side is for justifications - why does one consider actions as fair/not fair.
- It is recommended the film is watched in 4 parts. The first part: 0:00-2:17; the second part: 2:18- 5:03; the third part: 5:04- 7:30; the fourth part: 7:31- 9:59. The pause between each part is to be used for filling in the double diary.
- Time for individual work – 20 minutes.

DOUBLE DIARY

Examples of fair/not fair decisions (who did what?)	Why is it fair/not fair (justification)
1st stop:	
2nd stop:	
3rd stop:	
4th stop:	

Realization of meaning/comprehension task.

Group task

Course participants continue working in break out rooms. They are asked to share their double diaries. Each statement must be justified by relevant information/facts/evidence.

Approximate time for group work- 10- 15 minutes (depending on group size); and 2-3 minutes for each group’s presentation.

Reflection. Work in the main session.

Participants are asked to reflect upon a resolution of the situation: what do they think about it? Is it fair / not fair? For whom? Approximate time -10- 15 minutes

Part II. Analysis of the Process

1. Recalling all steps of activity/lesson
2. Analysis of activity/lesson from learner's perspective
3. Analysis of activity/lesson from adult educator's perspective
4. Discussions: how did we learn? /what did we learn?

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/activity can be applied at local contexts
2. Development of a draft plan for implementation

Possible adaptations:

Content: use any video material relevant to group profile/experience;

Time: schedule work in accordance with group size; take breaks if necessary (recommended after evocation/ and/or realization of meaning stage); leave enough time for reflection, analysis of the process and planning for implementation.

Work in the main session/break out rooms: if the group of learners is small, there is no need to work in breakout rooms. If the group is big, it is recommended to work in pairs of trainers/adult educators.

References

Auhagen, A. E. (1987). A new approach for the study of personal relationships: The Double Diary Method. *German Journal of Psychology*, 11(1), 3–7.

Pepe Danquart "Schwarzfahrer" / "Black rider" <https://www.youtube.com/watch?v=XFQXcv1k9OM&t=30s>