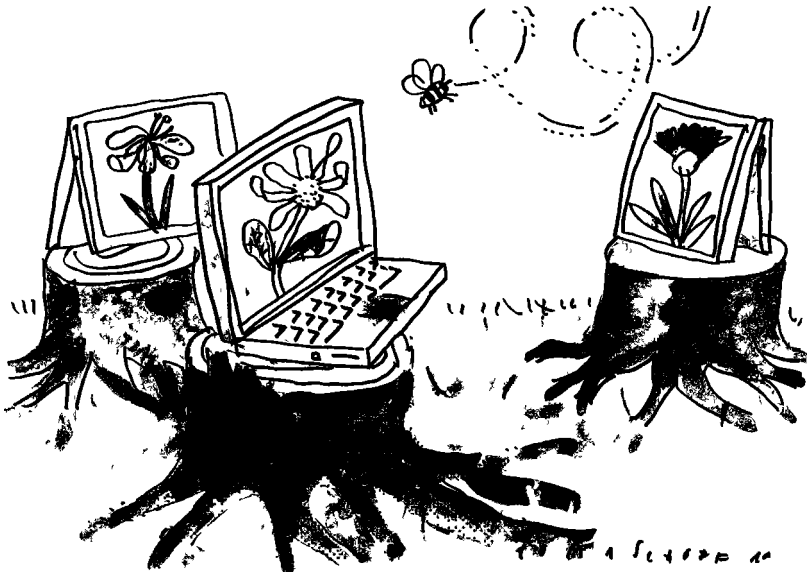


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FORUM PHILOSOPHIE INTERNATIONAL 71

Nature / Natur



Forum Philosophie International 71

LIT ZÜRICH

Gabriele Munnix, Bernd Rolf,
Hans Bringeland (Hg./Eds.)
im Auftrag der AIPPh

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Editorial

Since antiquity, reflecting upon humans in their world has been the subject for philosophy in many cultural circles. Even if the current focus is on the Ukraine war and the pandemic the climate crisis will stay dangerous and life-threatening as well. Although Kant celebrated the beauty of the nature as the sublime, this has not prevented people from setting in motion a development that threatens the livelihood of humankind through ruthless overexploitation and environmental destruction. Global warming is now leading not only to famine and heat-related deaths, but also to ever-increasing floods, forest fires and hurricanes.

In this situation we wanted to rethink the philosophy of nature and ethics in the face of a dying glacier near our Swiss conference venue, and the respective effects on the various ecosystems. Within Epicurus, Descartes, Spinoza, Diderot, Kant, Fichte, Schelling, Heidegger and Scheler, we are tracing central points of departure for thinking about nature, and comparing them with philosophical traditions in other cultures, where thinking was often more holistic. However, as always, it is also important to us that these thoughts do not remain theoretical, confined in the ivory tower, but rather find their way into practice via teaching at schools and universities, because this topic in particular is about changes in consciousness at the most fundamental level. We therefore hope that you will find this issue of our „Forum“ stimulating and important!

Das Nachdenken über den Menschen in seiner Welt ist seit der Antike in vielen Kulturkreisen Thema der Philosophie gewesen. Auch wenn der Ukraine-Krieg und die Pandemie momentan im Vordergrund stehen, so bleibt doch die Klimakrise langfristig gefährlich und ebenfalls lebensbedrohlich. Kant feierte zwar das Naturschöne als das Erhabene, doch hat das die Menschen nicht daran gehindert, durch rücksichtslosen Raubbau und Umweltzerstörung eine Entwicklung in Gang zu setzen, die die Lebensgrundlagen der Menschheit bedroht. Die globale Erwärmung führt inzwischen nicht nur zu Hungersnöten und Hitzetoten, sondern auch zur Zunahme von Überschwemmungen, Waldbränden und Wirbelstürmen.

In dieser Situation wollten wir in der Schweiz angesichts eines sterbenden Gletschers und den jeweiligen Auswirkungen auf die verschiedenen Ökosysteme neu über Naturphilosophie und -ethik nachdenken. Zwischen Epikur, Descartes, Spinoza, Diderot, Kant, Fichte, Schelling und Heidegger gehen wir zentralen Weichenstellungen für das Denken der Natur nach und vergleichen sie mit Denkansätzen in anderen Kulturen, wo oft ganzheitlicher gedacht wurde. Es ist uns aber wie immer auch wichtig, dass diese Gedanken nicht theoretisch im Elfen-

rhardt wurden dann die besten aus unserem Wettbewerb ebenfalls zur Winterakademie eingeladen, so dass man seitdem von einem echten Bundes- und Landeswettbewerb Philosophischer Essay sprechen kann

Ehrlicherweise sollte man aber nicht verschweigen, dass ein großer Teil der Organisation und der Kosten aus NRW übernommen werden. Der Wettbewerb wird federführend von der Bezirksregierung Münster betreut, die den Wettbewerbsbeauftragten finanziert, der dann in Kooperation mit der Akademie Franz-Hitze-Haus in Münster sowie der Westfälischen Wilhelms-Universität Münster die Tagung der Winterakademie und die Auswahlen für die Philosophie-Olympiade durchführt. Weitere Sponsoren sind das Schulministerium des Landes NRW, die Bezirksregierung Münster, die Stiftung Westfalen-Initiative und die Josef-Pieper-Stiftung, alle NRW.² Die Organisation der Landeswettbewerbe, Auswahlen und die Reisekosten unserer Schülerinnen und Schüler liegen beim Fachverband Philosophie und seinen jeweiligen Landesverbänden.

Aus Sicht des Fachverbands Philosophie gibt es noch einige Probleme, weil das Fach Philosophie eben nicht überall so heißt, auch wenn Philosophie überall Bezugswissenschaft ist. Es ist aber in den letzten drei Jahren gelungen, den Fachverband Philosophie bundesweit aufzubauen. Dies ist der Verdienst des jetzigen Vorsitzenden Marco Schepers, der sehr darum bemüht ist, die Unterstützung der Ständigen Konferenz der Kultusminister der Länder zu erhalten. Bisher wurden dieser Wettbewerb nicht in die Liste der von der Kultusministerkonferenz empfohlenen Schülerwettbewerbe aufgenommen, mit dem Hinweis, dass das Fach ja nicht überall unterrichtet wurde. Inzwischen lässt sich aber nachweisen, dass überall in Deutschland in den Schulen philosophiert wird, wenn auch manchmal unter verschiedenen Namen. Hier zeigt sich wieder, dass Deutschland ein Flickenteppich aus sehr selbstbewussten Bundesländern ist. Schule und Kultur sind eben Landersache. Wenn man aber genauer hinschaut, verbirgt sich unter den verschiedenen Bezeichnungen immer wieder die Lust der Schülerinnen und Schüler am Philosophieren und am Essayschreiben. Wir vom Fachverband Philosophie erhoffen uns, dass die Kultusministerkonferenz auch zu dieser Einsicht kommt und unseren Wettbewerb in die Liste der empfohlenen Wettbewerbe aufnimmt.

² Zitiert aus einem Brief von Dr. Gerd Gerhardt an die Ständige Konferenz der Kultusminister der Länder vom 24. April 2010.

On Debating Ethical Dilemmas

Natascha Kienstra (Tilburg) / Floris Velema (Rotterdam)

1. Introduction

In previous publications of the AIPPh, we have elaborated on the Erasmus+ funded project 'A Community of Ethics Teachers in Europe' (see Kienstra & Velema 2018, 2019), which received the status of Special Interest Group of the AIPPh in 2016. During the first three-year cycle of the project (COMET¹), we developed an online platform where visitors can browse through a database of teaching materials on ethics from various European regions (see <https://ethicscommunity.com>). While researching the uploaded teaching materials, we noticed that none of the participating regions offered a comprehensive approach to debating ethical dilemmas in the classroom. For this reason, the second three-year cycle of the project (COMET 2²) involves the development of a methodological approach to debating ethical dilemmas³, while drawing on the experience of ethics teachers within the COMET network. We are currently working on a practical teacher's guide on this topic, which will be accessible through the online platform <https://ethicscommunity.com> later this year.

2. The teacher's guide

The teacher's guide with the provisional title 'Debate / Ethics: How to debate ethical dilemmas in the classroom' is currently being developed by the following consortium: Floris Velema and Devin van den Berg (Wolfert Bilingual School Rotterdam, the Netherlands), Prof. Dr. Stelios Virvidakis (National and Kapodistrian University of Athens, Greece), Dr. Ivan Kolev (Sofia University, Bulgaria), Dr. Torbjørn Gundersen (Oslo Metropolitan University, Norway), Dr. Marcel Becker

¹ Erasmus+ KA201 Strategic Partnership: A Community of Ethics Teachers in Europe (COMET). Identifier: 2017-1-NL01-KA201-035219. Start date: Sep 1, 2017. End date: Aug 31, 2020. <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/7213ba12-efea-42f5-9e68-7a83f19052e7>

² Erasmus+ KA201 Strategic Partnership: A Community of Ethics Teachers in Europe 2 (COMET 2). Identifier: 2020-1-NL01-KA201-064702. Start date: Sep 1, 2020. End date: Aug 31, 2023. <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2020-1-NL01-KA201-064702>

³ We built on the debate methodology for philosophy education that was developed in the Erasmus+ KA201 Strategic Partnership: A Debate And Philosophy Typology (ADAPT). Identifier: 2019-1-NL01-KA201-060287. Start date: Sep 1, 2019. End date: Aug 31, 2022. <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-1-NL01-KA201-060287>

(Radboud Universiteit Nijmegen, the Netherlands), Matija Pušnik and Lucija Ivanuša (*Za in Proti*, the national debate association of Slovenia), and Dr Ricardo Gutiérrez Aguilar (Universidad de Alcalá de Henares, Spain) In line with Erasmus+ regulations, the digital edition of the teacher's guide will be made available as an Open Educational Resource (OER) Additionally, a printed copy will be made available through online bookstores

The teacher's guide will contain, inter alia, (i) a description of the debate format and a justification for the use of debate as a didactical approach, (ii) the presentation of a model for the analysis of ethical dilemmas, (iii) a collection of contemporary ethical dilemmas, (iv) an in-depth study of deontological ethics, and (v) an exploration of alternatives to the exclusive use of debate in the ethics classroom

The ethical dilemmas in the teacher's guide are described by Dr Torbjørn Gundersen and cover a wide range of topics, such as the activist versus the neutral stance of climate scientists, the introduction of Artificial Intelligence in medicine, animal experimentation in medical research, mandatory vaccination for health care professionals during the Covid-19 pandemic, and ethical questions around self-driving cars

Floris Velema and Devin van den Berg start from the debate motion '*This house believes that civil disobedience is a morally justified response to climate breakdown*' to develop a model that students can apply to ethical dilemmas in order to reach a nuanced and substantiated decision on how to deal with the case at hand Within this model, Velema and Van den Berg distinguish between practical and principled arguments Practical arguments engage with the harms and benefits of a certain stance in the debate, while principled arguments engage with the rights and obligations of the stakeholders in the dilemma Both types of arguments start with an exploration of the *values* that relate to the dilemma, a topic that will be further explored in a chapter by Dr Marcel Becker

When the ethical dilemma has been mapped in terms of stakeholders and their values, and in terms of principled and practical lines of argumentation, students are asked to compare the harms and benefits in terms of likelihood, severity, and magnitude Then, students are asked to prioritize the rights and obligations based on rationale, applicability and importance Finally, students are asked to determine the trade-off between harms, benefits, rights, and obligations, and to decide on the outcome of the ethical dilemma The teacher's guide will include additional worksheets that students can use in the classroom to practice with this systematic approach to analyzing and debating ethical dilemmas

The worksheets will be made available through the online platform <https://ethicscommunity>

3. Debating ethical dilemmas in the classroom

An important aim of teaching philosophy is to learn about philosophy (i.e., the great philosophers' contributions to the world, in terms of civilization's understanding of the nature of knowledge, reality, and existence) by doing philosophy (Kienstra & Van der Heijden, 2018) Constructivism is the learning theory that posits students "learn by doing" (Duffy & Cunningham, 1996) Learning, then, is seen as a largely interactive process of constructing new knowledge and skills based on the information that a person already has (Glaser, 1991) The phrase "doing philosophy" was used by Rudisill to describe students' abilities to engage in philosophical activities Thus, doing philosophy is in contrast to just being competent with a specific domain of knowledge (Rudisill, 1991) In two earlier studies (Kienstra et al., 2015, 2018) we examined doing philosophy by analyzing 18 philosophy lessons We focused specifically on the relationships between students' learning activities and teachers' behaviors, while also investigating the correlates of doing philosophy effectively Correspondence analysis (CA) revealed that these 18 lessons were ordered on a scale from lessons where doing philosophy was more effective to those where it was less effective As the number of cases in the earlier studies was small, the stability of the CA solution was investigated by omitting variables and cases We concluded that the CA solution was very stable under these modifications of the data

We will now report on new data that were collected in two measurements of an intervention study, in which teachers tested the debate methodology and the ethical dilemmas described in §2 in their own teaching practice We kept in touch with the teachers throughout the study period, and observed and recorded two of their philosophy lessons, one at the beginning of the intervention and one at the end The first lessons were comparable to the lessons in the earlier studies, and will be analyzed to investigate whether the findings of the earlier studies can be replicated Second, we will elaborate on the relationship between the likely causes (indicators) for doing philosophy and debating effectively

This research primarily concerns an accurate description and analysis of the design, implementation, and learning activities and outcomes in the context of debate and philosophy education (Imants, 2010) The purpose of this study is to replicate the previous research into doing philosophy effectively In the previous research, CA yielded a dominant one-dimensional structure in the data, and therefore attention could be focused on

the interpretation of this dimension, and lessons could be ordered by level of effectiveness in terms of doing philosophy. This leads to the following research questions

RQ1 Can the one-dimensional structure found in the earlier study using CA be replicated?

RQ2 Can we use the data from the earlier study and the new data to obtain a better understanding of how teacher behavior influences the level of doing philosophy?

RQ3 To what extent do indicators for debating effectively contribute to the overall effectiveness of the philosophy lesson in which debate is implemented?

4. Research methodology

As in the earlier studies, we will observe, analyze, and compare the participating teachers' lessons using a mixed-methods approach – which includes both qualitative and quantitative research methods – for the empirical aspect of this research (Small, 2011). We use qualitative comparative case analysis (cross-case synthesis, Yin, 2014) of lessons from different teachers for the data collection phase, to increase the generalizability to cases (lessons from other teachers) that were not observed (Kienstra et al., 2015, 2018).

In qualitative research an important line of research makes use of case studies (Kienstra & Van der Heijden, 2015). Yin (2014, chapter 1) argues that case studies are the preferred method for doing research when the main research questions are questions phrased as "how" and "why" questions, when the researcher has little or no control over behavioral events, and the focus is on a contemporary phenomenon. Case study research can make use of a single case or of multiple cases. The use of multiple cases has the advantage that it increases the generalizability of the results found. Generalizability is attractive to make sure that events are not idiosyncratic, multiple cases also allow for more sophisticated descriptions and more powerful explanations (compare Miles and Huberman, 1994, Ragin, 2000, Byrne & Ragin, 2009, Yin, 2014). Yin (2014) brings in the notion of replication logic, being the logic for selecting more than one case.

In the data collection phase, the interpretation of the findings will lead to separate case-wise summaries in a matrix of mostly qualitative findings. These case-wise results were subsequently summarized in a matrix described by Miles and Huberman (1994) as a "metamatrix". The metamatrix will be studied using a quantitative methodological approach called correspondence analysis (CA) (Greenacre, 2007), which allows a quantitative comparative analysis of cases using graphical multidimensional (most often one- or two-dimensional) representa-

tions. In our earlier studies (Kienstra et al., 2015, 2018), this method yielded a very stable first dimension, even though the number of cases studied was relatively small (18).

5. Participants

We observed six philosophy teachers in a philosophy lesson. Three of them are involved in the COMET 2 project. The teachers involved in COMET 2 implemented an early version of the debate methodology (described in §2) in their lessons. Each of them chose one of the ethical dilemmas by Torbjørn Gundersen as a starting point for a debate. This implementation of the debate methodology forms an intervention in their curriculum (experimental group). The study of the other three teachers is of a naturalistic nature, as there will be no intervention.

The data collection for this study was conducted similarly to that in earlier studies. The data sources are the philosophy lessons taught, the teaching material, the exercise(s) used, and the teachers' and their students' reflections. For each lesson, data are collected using five instruments: (i) a short list with factual questions that is distributed to teachers prior to the lesson, (ii) classroom recordings and transcripts of interactions between teachers and students, (iii) a lesson observation in the form of a qualitative graphical time registration, (iv) short post-lesson questionnaires for all students present, and (v) recordings and transcripts of stimulated recall interviews with teachers conducted after class.

6. Tentative conclusion

The initial data analysis outcomes for each of the six lessons are summarized in a meta-matrix, which includes results for teacher behavior, variables for design of a lesson, and pupils debating. The prediction is that at T2 the intervention lessons are more effective lessons, which suggests that the debate methodology contributes to the effectiveness of philosophy lesson overall. A tentative conclusion is that improvement in doing philosophy is made due to the COMET 2 teacher's guide and the newly developed debate methodology.

NOTE: The Erasmus+ KA201 projects have been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Once a year „Forum Philosophy International“ depicts an international exchange amongst teachers of philosophy at schools and universities. The goal is promoting the quality of philosophical education concerning topical philosophical subjects. This time, in the face of the climate crisis, we pose the question of meaningful behaviour in a damaged and constantly threatened nature. What can philosophical reflection contribute?

„Forum Philosophie International“ bildet einmal jährlich den internationalen Austausch von Lehrenden der Philosophie an Schulen und Hochschulen ab. Ziel ist die Förderung der Qualität philosophischer Bildung zu aktuellen philosophischen Themen. Dieses Mal stellen wir angesichts der Klimakrise die Frage nach sinnvollem Verhalten in einer beschädigten und weiterhin bedrohten Natur. Was kann das Reflexionspotential der Philosophie beitragen?

Un fois par an „Forum Philosophie International“ rend compte de l'échange international entre professeurs de philosophie aux écoles et aux universités. L'objectif est la promotion de la qualité de l'éducation philosophique concernant des sujets d'actualité. Dans cette édition, en face de la crise climatique, nous posons la question d'un comportement significatif dans une nature abîmée et menacée. Quelle contribution la philosophie peut-elle apporter?

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