

Session 8



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C-EDUC1 (3 units)
*Child and Adolescent Learners and
Learning Principles*

Fall Semester 2023

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Learning Theories: Lawrence Kohlberg's Theory of Moral Development

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Bio-ecological Theory

Session OBJECTIVES:

- ✓ Explain the stages of moral development.
- ✓ Analyze the level of moral reasoning of an individual specially in a classroom and community scenarios.
- ✓ Examine one's reasoning based on one's moral dilemmas.



Image 1. Photo owned by the author

Lawrence Kohlberg's Theory of Moral Development



Kohlberg's Three (3) of Moral Reasoning

- 1. PRE-OPERATIONAL,**
- 2. CONVENTIONAL, and**
- 3. POST-CONVENTIONAL.**



Kohlberg believed on the importance of life experiences that includes:

1. understanding of moral concepts and issues : justice, rights, equality and the welfare of a person.
2. Judgement over dilemma



Comparative Concepts:

Piaget – Cognitive development of children

Vygotsky – Social Interaction

Kohlberg – Moral dilemmas



Kohlberg formulated his own theory which is the - **Moral Development** or **Moral Reasoning**

Development of Conscience



Level One: Pre-conventional Morality

Stage 1: Punishment/Obedience

Stage 2: Mutual Benefit

Level Two: Conventional Morality

Stage 3: Social Approval

Stage 4: Law and Order

Level Three: Post-Conventional Morality

Stage 5: Social Contract

Stage 6: Universal Principle



Level One: Pre-conventional Morality

Stage 1: Punishment/Obedience

Stage 2: Mutual Benefit

Moral reasoning is based on the consequences of actions made.



PRE-CONVENTIONAL

Stage 1: **PUNISHMENT/OBEDIENCE**

One is motivated by fear of punishment. He will act in order to avoid punishment.



Example: (Community or Home)

We follow the law or an ordinance because we do not want to be penalized.



Example: (School)

Learners follow what the classroom or school policies because they do not want to be scolded by the teacher.



PRE-CONVENTIONAL

Stage 2: **MUTUAL BENEFIT**

A two-way traffic communication that would benefit both parties.

You scratch my back, I'll scratch yours.



Example: (Community or Home)

A thief steal money to buy for his basic needs such as food. In his mind, it is morally right because he did that to satisfy his needs.



Example: (School)

Leo stole a pencil and gave it to his friend-classmate who do not have a pencil to use. He justify his action/s as morally right because he helps a person in need.



Level Two: Conventional Morality

Stage 3: Social Approval

Stage 4: Law and Order

*Personal judgement of the morality
of an action in the society.*



CONVENTIONAL

Stage 3: **SOCIAL APPROVAL**

This describes the societal role of an individual and how he behaves in the

Good boy-nice girl orientation



Example: (Community or Home)

Posting of pictures in the SocMed about helping people to get the majority's approval.



Example: (School)

Arranging of chairs in the classroom when the teacher is around but doing otherwise when the teacher is out.



CONVENTIONAL

Stage 4: **LAW & ORDER**

People respect the authorities and the law because it is expected as a law abiding citizen.



Example: (Community or Home)

Motorists wear helmet to follow the city ordinance.



Example: (School)

A learner do not cheat in any form during exam because it is mandated in the students' manual.



Level Three: Post-Conventional Morality

Stage 5: Social Contract

Stage 6: Universal Principle

*Actions are done in relation
to the Universal Principles.*



POST-CONVENTIONAL

Stage 5: **SOCIAL CONTRACT**

A person's action is based on social justice in order to uphold the common good.



Example: (Community or Home)

The contradicting belief of the church and the state in the use of contraceptives.



Example: (School)

A group of students who allegedly stole an answer sheet of the exam were expelled without a due process.



POST-CONVENTIONAL

Stage 6: **UNIVERSAL PRINCIPLES**

This is associated with the universally accepted principles of a person regardless of the possible consequences (if in case there is a possible violation to the law).



Example: (Community or Home)

Helping an alleged thief to get out from being trapped in the live barb wire in order for him not to die and face the consequence of his action.



Example: (School)

A learner shares snacks to classmates not to get the teacher's approval but he/she just love to share.



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