



University of Trnava
Faculty of Education
Department of Educational Studies



are pleased to invite you to the international scientific conference
on behalf of the Rector of University of Trnava, Prof. Marek Šmid
and the Dean of Faculty of Education, University of Trnava, Prof. René Bílik

Relationality in Education of/towards Morality

23 November 2018

Trnava



Conference annotation and aims

The relation between doing good and the “goodness” of the doer points to the insufficiency of those ethical concepts whose starting point and purpose is a human being as an individual subject (e.g. of the deontological ethics or utilitarianism). The interiority of one’s own moral formation (also in terms of the key pedagogical term *Bildung*) involves a crucial call for the exteriority of the other as for the challenge of transcendence, of addressing, of calling to account. **Relationality**, in all its aspects, can be considered a decisive factor of moral education.

Morality is not formed by chance and outside of the goodness towards which human desire intends. Doing good, the acts of help or pro-social behaviour, force us out of the concentration on ourselves, opening us towards the horizons we have not had any idea of and whose achievement “does not result from human

nature,” but can seemingly go against it, only to immediately change it into something unplanned. A real help requires effort, ambition, courage, discipline.

Such point of view always confirms one of the principles of education, which for the efficient moral education requires the presence of the **authentic moral model**. Therefore this puts to the forefront the personality of the teacher and his/her moral quality manifested not only in his/her qualities, but also in the art of education. Education towards help and pro-social behaviour, which will be the journey of good life, requires a teacher who would be able to evoke, in learners, love, admiration, gratitude, desire, and, at the same time, is not afraid to make present the demandingness and immediacy of the appeal for the good. In a similar way one can reflect on the meaning of the quality and the “good-presencing” relations among peers.

The aim of the conference is to create space for academic discussion focused on the significance of relationality in moral education, specifically in the character education and with emphasis on the possibilities of ethical education as a school subject in Slovak educational system.

The conference is part of the project VEGA no. 1/0557/16: Verification of the basic orientation on the concept of pro-social behaviour in ethical education with regard to the developmental stages of the population of lower secondary education.

This problem may be explored from various aspects, e.g. from the aspect of its starting points, conceptions, methods, evaluation, and research. Therefore, the conference will analyse the theme in two basic areas:

1) Philosophical-theoretical area

In the philosophical-theoretical area, the conference will focus on the exploration of concrete and original philosophical-ethical concepts (especially the concepts of the ethics of virtue and philosophy of dialogue) and their explanation of the significance of the relation with the other and of doing good to another person (YOU, WE) in acquiring one's own moral goodness (I). We would like to answer the following questions:

- ❖ How are becoming a good person (or virtuous person), character education, and relation with the other, related to the other?
- ❖ What is the common space between doing good for the benefit of the other and the inner movement of a human being (I) towards one's own moral-human exclusivity (virtue)?
- ❖ Is the help to the other, but also care, or responsibility for the other, really a necessary part of the inner (interior) goodness of a person?
- ❖ What is the constitutive structure of the interior goodness of a person (anthropological aspect) and what role is played by (character) education in it?

2) Pedagogical-empirical area

In pedagogical-empirical area, the conference will be focused on the description of various models of curriculum which functionally implement the aims of the development of character, morality and pro-social behaviour, original reports on the conducted research, as well as methodological and survey studies with a clear relation to the defined scholarly area. We will also accept the papers with the precisely pedagogically analysed and evaluated methodological inspirations for the practice of ethical education, or other conceptions of the character education. The authors of the papers may, for example, offer their answers to the following questions:

- ❖ Is there a significant connection between pro-social behaviour and moral reflection – if yes, what variables most significantly influence the relation between them?
- ❖ What is the role of relations among teachers, and, in general, of the culture of the school as such, in the efficiency of character education at schools?
- ❖ Is it possible to measure the virtuousness of a person?
- ❖ What are the limits of the empirical exploration of virtues and goodness?
- ❖ How to efficiently connect curriculum and the general didactic design of the school with character education?

WORKSHOP: Teacher Interaction Style and Facilitating Reflection at Ethical Education Lessons (Room 3S4, 13.00-14.50)

An interaction style of an Ethical Education teacher is closely linked with a relevant variable – values reflection as a key component of experience learning. We understand it as a managed process of programme evaluation, evaluation of a presented phenomenon and a value invoked by experience. Reflection uses feedback information for understanding or searching for wider connections and in-depth meaning. Confidence and respect among participants in education, proper class climate, motivated pupils, well-formulated questions, following communication rules and a consistent teacher's preparation for a lesson are important points for effective realization of reflection. Besides offering a brief explanation of the relation between the teacher interaction style and principles of facilitating value reflection, the workshop is aimed on reflection in practice.

Important Dates:

- **14 September:** submission of application, including the name of the paper and its short abstract
- **28 September:** sending notification to the applicants regarding the acceptance or non-acceptance of the paper
- **23 November:** conference day
- **14 December:** submission of final papers

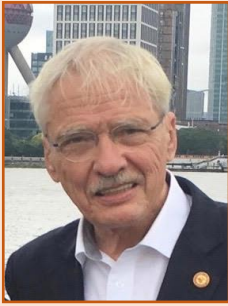
Conference Programme:

8.00-9.00	Registration (Faculty Auditorium - Pázmaneum, Faculty of Health Care and Social Work, University of Trnava, Univerzitné nám. 1, Trnava)
9.00	Opening ceremony
9.20-11.50	Plenary session
12.00-13.00	Lunch break
13.00-14.50	Plenary session
15.00-16.45	Parallel sessions
17.00	Closing remarks

We are looking forward to the time devoted to common exploration and dialogue!



Keynote Speakers



Prof. Dietrich Benner (Humboldt University in Berlin, Germany)

Moral Education and Virtues

Prof Dietrich Benner was a professor of educational science at University of Münster, Germany, in 1973 – 1991 and a professor of general pedagogy at Cardinal Stefan Wyszyński University in Warsaw, Poland. In 1991, he became a professor of general education science at Humbolt University in Berlin, Germany at which he is still active as Professor Emeritus since 2009. Since 2004, he has been a Doctor Honoris causa at East China Normal University in Shanghai, China. In his research, he focuses on general and systematic pedagogy; theory of education; history of teaching science and education; reform pedagogy; methodology of science; research of religious and ethics-moral competence.



Dr. Andrea R. English (Institute for Education, Teaching and Leadership, University of Edinburgh, UK)

Struggle in Learning: Implications for Moral Education

Andrea R. English is Senior Lecturer and Chancellor's Fellow in Philosophy of Education, University of Edinburgh and Senior Fellow of the Higher Education Academy. She is author of *Discontinuity in Learning: Dewey, Herbart, and Education as Transformation* (Cambridge University Press, 2013), co-editor of *John Dewey's Democracy and Education: A Centennial Handbook* (Cambridge University Press, 2017), and her research on dialogic teaching, listening, and transformative learning is published in a range of international journals and edited volumes.



Dr. Tom Harrison (Jubilee Centre for Character and Virtues at the University of Birmingham, UK)

The Theory and Practice of Moral Character Education

Dr Tom Harrison is the Director of Education at the Jubilee Centre for Character and Virtues at the University of Birmingham leading on all the applied research projects. This involves working with schools, colleges, employers, voluntary sector organisations and policy makers across Britain, as well as internationally. His specialist interests are character and virtue ethics, youth social action, citizenship, community development and volunteering. He has published extensively in these areas and recent books include 'Teaching Character through the Curriculum', 'Educating Character through Stories', and 'Teaching Character in Primary Schools'. He has completed his PhD at the University of Birmingham on the influence of the Internet on character virtues. Tom is currently the Programme Director of the MA in Character Education and also the Secretary of the Association for Character Education (ACE) and well as a 2018 National Teaching Fellow. In this presentation Tom will explain how Aristotelian inspired character education might be taught in all schools in the interest of human flourishing.



PhDr. Zuzana Svobodová, Ph.D. (Charles University in Prague, Hussite Theological Faculty; University of South Bohemia in České Budějovice, Faculty of Theology, Czech Republic)

Through Language to You

Dr Zuzana Svobodová specializes in philosophy, ethics, education philosophy and comeniology. She works at Charles University in Prague (Hussite Theological Faculty), Czech Republic and University of South Bohemia in České Budějovice (Faculty of Theology), Czech Republic. She lives in Prague and is active as a catechist, too. Her conference presentation follows re-thinking the consequences of gratuitousness; business; human alienation from reflection and relationality to self, to the others and to the universe. She searches for ways to build deep relationships. Inspiration for the text is found in e.g. *De Civitate Dei* and *De Doctrina Christiana* by Augustinus; *The Ego and the Totality* by Lévinas; metaphysical works by Comenius and reflection of Patočka's theory of a move of anima in three modalities.



Prof. Giuseppe Mari (Catholic University of the Sacred Heart of Milan, Faculty of Education, Italy)

Pedagogical Challenges Facing Virtue Revival

Prof Giuseppe Mari is a professor of General Pedagogy at the Catholic University of the Sacred Heart of Milan (Italy). He is active as a teacher of General Pedagogy and School Pedagogy at the School of Advanced Studies in Religious Sciences of the Diocese of Milan and a teacher of Theory of Helping Relationship at the Salesian University of Venice (associated to the Pontifical Salesian University of Rome). He has completed his Philosophy Degree at the University of Padua (1989) and his Licentiate in Sacred Theology at the Catholic Theological Faculty of Lugano (2017). His professional interests are philosophy and theology of education; pedagogical epistemology and moral education. In his presentation, he critically reviews the revival of virtue topic within Western culture.



Prof. Rafał Godoń (Faculty of Education, University of Warsaw)

Philosophy of Interpretation, Rationality and Learning

Research interest: theory and philosophy of education, relationships between hermeneutical philosophy and education, aesthetic and ethical aspects of teaching and learning, educational experience, teaching and learning in tertiary education, alternative education. He is the founder and the editor-in-chief of *Pedagogical Culture* and the *International Journal of Education* (Warsaw University Press). Since 2011 the organizer of *Ethics and Education* - a biennial international conference organized by the Faculty of Education and the Institute of Philosophy, University of Warsaw. Launched in 2011 E&E conference is aimed as an arena for international debates for educationalists, philosophers, and all scholars interested in ethical aspects of education.



Prof. Dariusz Stępkowski (Faculty of Educational Sciences of the Cardinal Stefan Wyszyński University in Warsaw, Poland)

Thinking – Judging – Responsibility. Moral education by Hannah Arendt

Research interests: philosophy of education, higher school theory, moral education. In 2014, he conducted a survey in selected public schools in Poland regarding moral competences obtained by students in ethics classes. He is the co-author of the monograph *Bildung – Moral – Demokratie. Theorien und Konzepte moralischer Erziehung und Bildung und ihre Beziehungen zu Ethik und Politik* (Ferdinand Schöningh Verlag, 2015). He cooperates in the scientific consortium on preparation of a research project ETiK-International which aim is to conduct an evaluation of moral competences acquired by students in public schools in selected countries of Central and Eastern Europe.

Research team of host institution

Andrej Rajský, Martin Brestovanský, Marek Wiesenganger, Ivan Podmanický, Anna Sádovská, Peter Kusý, Jaroslava Gajdošíková-Zeleiová, Blanka Kudláčová, Martin Dojčár, Peter Szeliga, Mária Kolesárová, Jana Blusková

Six Years of Research on Prosociality in the Context of the School Subject Ethical Education

Members of the research team work at Department of Educational Studies (Faculty of Education, Trnava University in Trnava, Slovakia) and follow a topic of moral education (e.g. projects VEGA nos 1/0962/13 and 1/0557/16) in the long term. They research two complementary lines: 1. the line of theoretical philosophic-ethical analysis (the content of a term “prosociality” comparing selected classical philosophical and ethical doctrines; analyses of virtue ethics following prosocial moral education; issues of a relation between virtue education and normativity, as well as the relation of virtue and a position of other person in a morality horizon) and 2. the line of empirical research (prosocial behaviour and prosocial moral reasoning in relations with another variables like education practise of Ethical Education, the teacher interaction style, school climate, subjective perceived meaning in life and pupils’ value orientation). The team present a digest of research findings (theoretical analysis and results of empirical studies) and conduct a workshop for Ethical Education teachers.

