

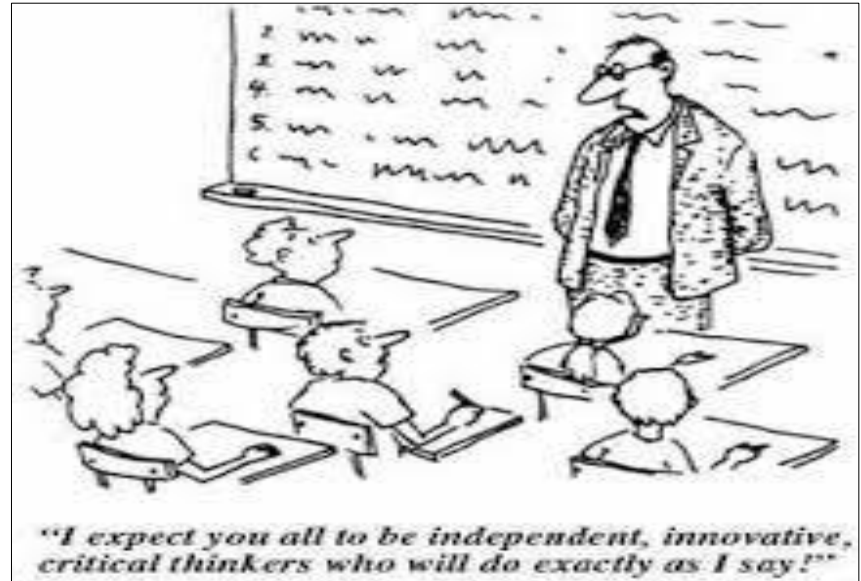
Applying Social Cognitive Domain
Theory for Moral Education:
Teacher Outcomes and Impact on
Classroom Discourse

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Didactic Teaching →



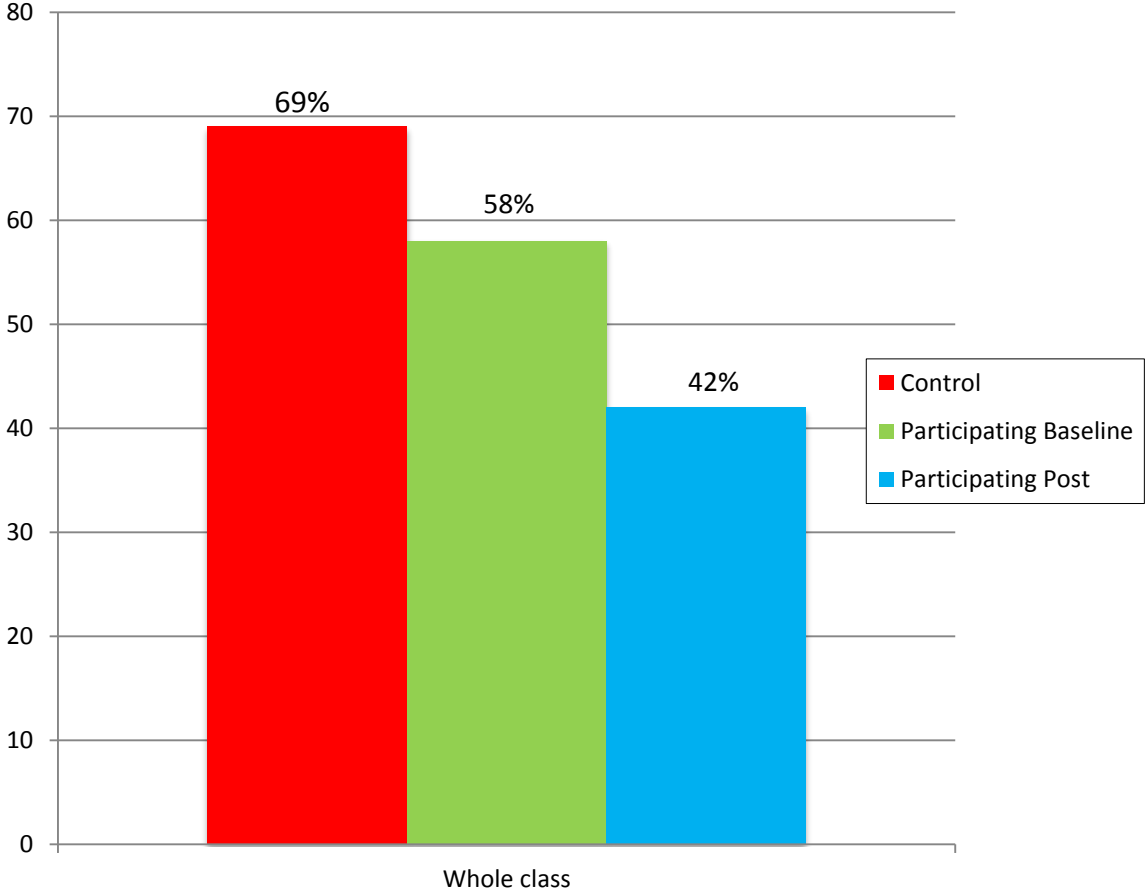
Teacher-led Group Discussion



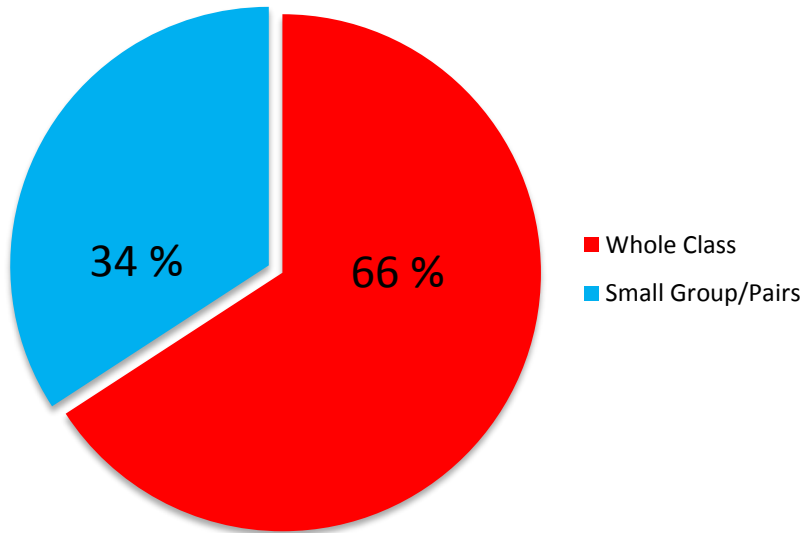
Student Group Discussion



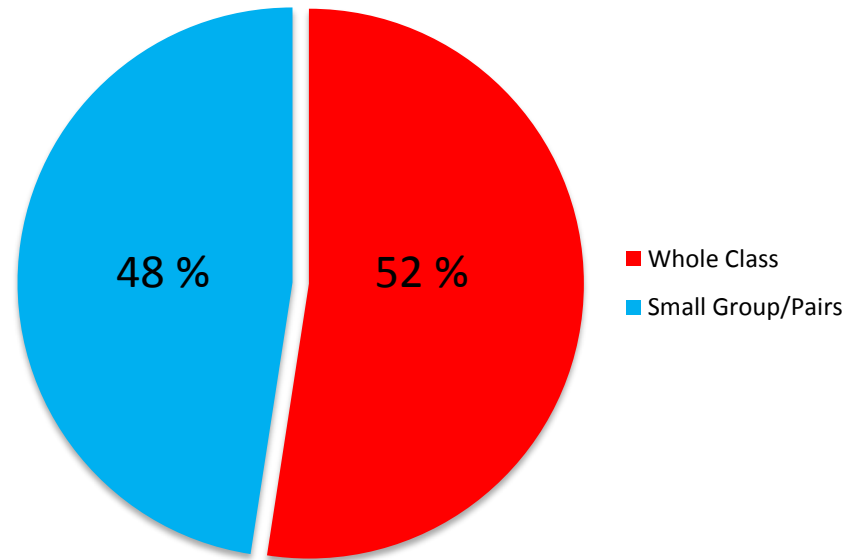
Proportion of Class Time In Whole Classroom Format



Proportion of Whole Classroom to Small Group/Pairs Formats In Baseline and Project Lessons

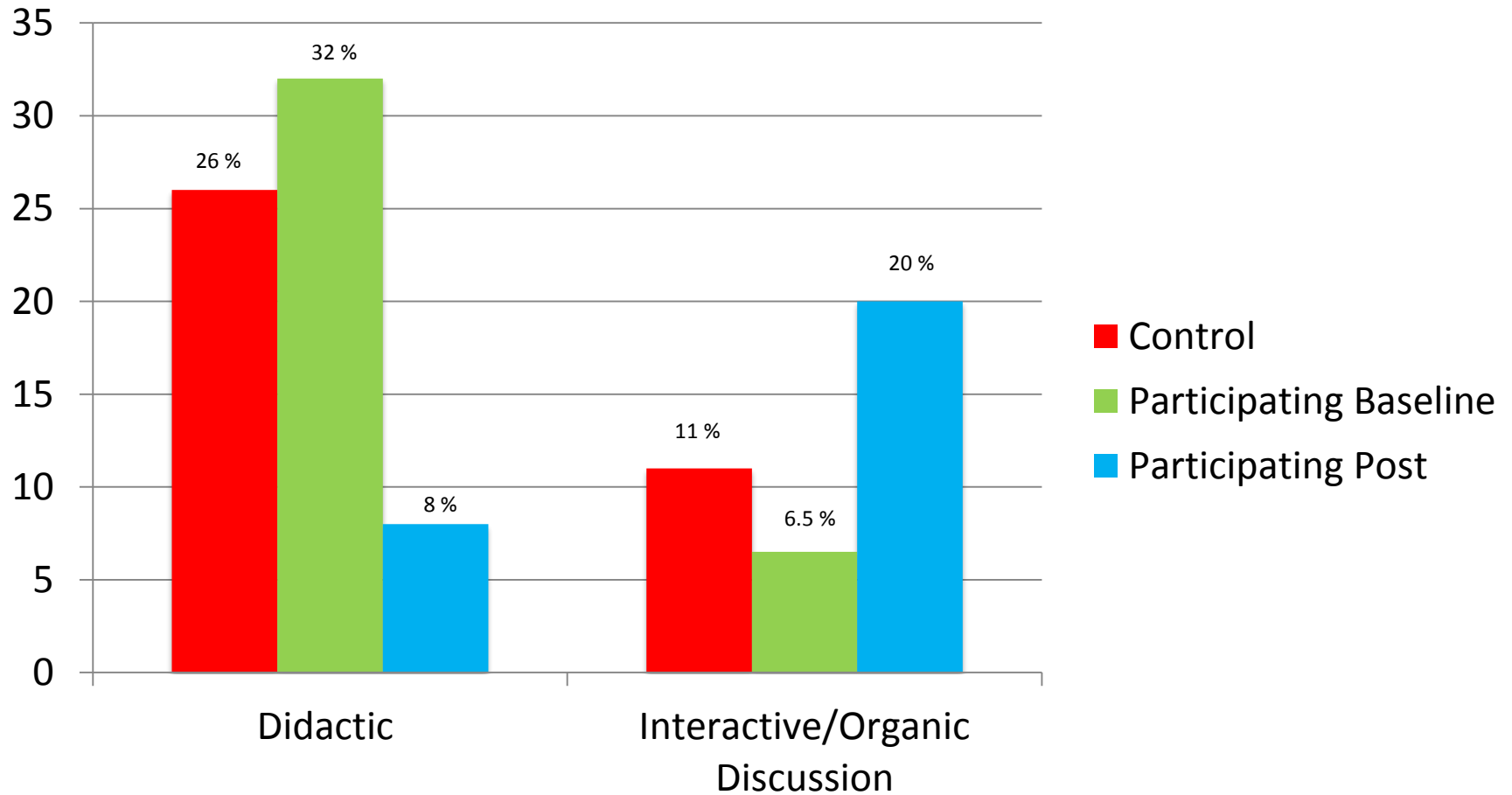


Baseline Lessons



Project Lessons

Teacher Engagement in Didactic Instruction and Interactive/Organic Discussion



Measure of Classroom Discourse

- Transactive discourse
 - Analysis of “transacts”:
statements that respond
to and act on the
statements of others.



Classroom Discourse Codes

- **Purpose of Statement** (M. Sionti).
 - **OFF TASK**: blatantly off-task contributions.
 - **MANAGEMENT**: management moves or announcements.
 - **ON TOPIC**: statement related to topic being discussed.
- **Non-transactive Speech Acts**(Berkowitz modified with Ai).
 - **Elicitational**: eliciting information (asking a question/prompting) without representing or operating on the available information. E.g., What do you mean? I don't understand.
 - **Externalization** (Ai): statement that offers an opinion, position, or stance without transacting with another individual's statement.
- **Transactive Speech Acts**
 - **Representational**: Represents or re-presents the reasoning of others, elicits others reasoning.
 - **Operational**: Operates on the representation of another individual's reasoning.

Representational Transacts

- **Simple Agreement/Disagreement:** (Refers to other's reasoning.) "Yeah; I agree; I disagree; No, that's not right; nah."
- **Recognition of Incongruity:** (Refers to **other's reasoning**.) This is an issue we haven't yet resolved (e.g., "That's weird, How strange, How odd.")
- **Feedback Request:** (Refers to one's **own reasoning**.) "Do you understand or agree with my position"?
- **Paraphrase:** (Refers to **other's reasoning**.) (a) "I can understand and paraphrase your position or reasoning"; (b) "Is my paraphrase of your reasoning accurate"?
- **Justification Request:** (Refers to other's reasoning.) "Why do you say that"?
- **Juxtaposition:** (Refers to **two individuals' reasoning**.) "Your position is X and my position is Y." PersonZ: "So you (person X) agree with him (person Y)" [3RD party juxtaposition)
- **Dyad Paraphrase:** (Refers to **two individuals' joint reasoning**.) Here is a paraphrase of a shared position. "I see that we both think X."
- **Competitive Juxtaposition:** (Refers to **own and other's reasoning**.) "I will make a concession to your position, but also reaffirm part of my position."

Operational Transacts

- **Clarification (O):** (a) No, what I am trying to say is the following. (b) Here is a clarification of my position to aid in your understanding. **(Refers to own reasoning.)**
- **Competitive Clarification (O):** My position is not necessarily what you take it to be. **(Refers to own reasoning or other's reasoning about one's own reasoning.)**
- **Refinement (O):** (a) I must refine my position or point as a concession to your position or point (Subordinative mode). (b) I can elaborate or qualify my position to defend against your critique (Superordinative mode). **(Refers to own reasoning.)**
- **Extension (O):** (a) Here is a further thought or an elaboration offered in the spirit of your position. (b) Are you implying the following by your reasoning? **(Refers to other's reasoning.)**
- **Contradiction (O):** There is a logical inconsistency in your reasoning. **(Refers to other's reasoning.)**

- **Reasoning Critique (O):** (a) Your reasoning misses an important distinction, or involves a superfluous distinction. (b) Your position implicitly involves an assumption that is questionable ("premise attack"). (c) Your reasoning does not necessarily lead to your conclusion/opinion, or your opinion has not been sufficiently justified. (d) Your reasoning applies equally well to the opposite opinion. **(Refers to other's reasoning.)**
- **Competitive Extension (O):** (a) Would you go to this implausible extreme with your reasoning? (b) Your reasoning can be extended to the following extreme, with which neither of us would agree. **(Refers to other's reasoning.)**
- **Counter Consideration (O):** Here is a thought or element that cannot be incorporated into your position. **(Refers to other's reasoning)**
- **Common Ground/Integration (O):** (a) We can combine our positions into a common view. (b) Here is a general premise common to both of our positions. **(Refers to own and other's reasoning, or two distinct individuals.)**
- **Comparative Critique (O):** (a) Your reasoning is less adequate than mine because it is incompatible with the important consideration here. (b) Your position makes a distinction which is seen as superfluous in light of my position, or misses an important distinction which my position makes. (c) I can analyze your example to show that it does not pose a challenge to my position. **(Refers to other's reasoning .)**

American History Topic: Boston Tea Party

QUESTION: Is it all right to destroy private property in order to protest something that is unfair? Why or why not?

TEACHER: You guys say yes, it's okay to destroy property to protest something. Why? Why?
(Elicitation, Justification Request-R)

Kelly: Okay, well, as you all are saying...as it says...well, you're not really harming people. You're only destroying property, which can be fixed. You're not harming a person, which will be physically and actually be mentally and emotionally hurt. And property is just an object. It's not something that can feel or whatever. **(Extension-O)**

TEACHER: So, they would say the colonists are justified. Kelly, very good answer. They would say yes, the colonists are okay by destroying property. **(Instruction, Paraphrase-R)**

Dante: Okay, so, Kelly you're saying...you can go after me. Okay, Kelly you're saying that it's okay to destroy property because it can be fixed, right? What if you're saying...what if you're super rich and you live in a really nice...like huge, ginormous house and some Occupy protesters came to destroy it, would you feel that's okay? **(Competitive Extension-O)**

Kelly: Well, that's...that's different. **(Simple Disagreement-R)**

Dante: How is that different? **(Justification Request-R)**

Kelly: That's different because that will be...that will be where you...where you live or your kids will be growing up in. That would be different. But if you do it in, like a building or something, like the whole office or something, that's just your work, that's just your job, that's just where you go. You could still work somewhere else.

(Refinement-O)

TEACHER: Okay, let's...let somebody else have a turn.**(Management)** Eliana, what do you think? **(Elicitation)**

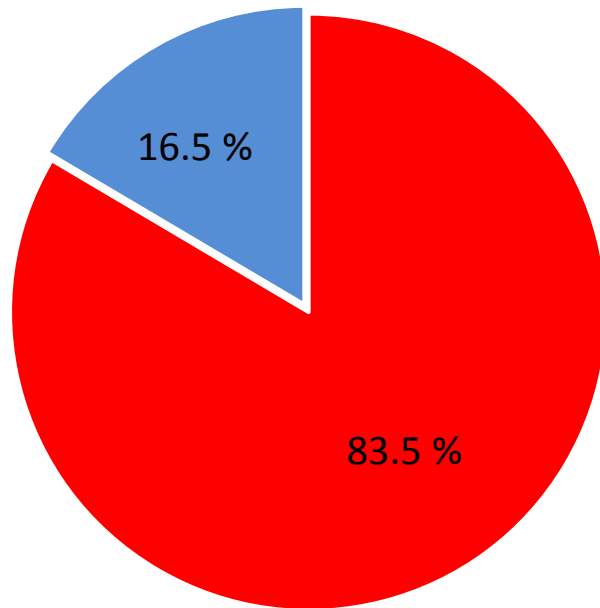
Eliana: ..Destroying property is an indirect way of destroying people I guess because you're...you're like...if you worked at a building and they had to repair it, they might take that out of your paycheck or something so then you wouldn't be the one to get the money. **(Counter Consideration-O)**

TEACHER: Okay. Dante? **(Management)**

Dante: Kelly, it's not different when you're destroying a...you know, you're place of work from your home because somebody has to pay for that. And most likely it's gonna be you paying for the repairs. There's no difference between a home and a business because it's all gonna cost you money. It's all gonna take work to fix. **(Reasoning Critique-O)**

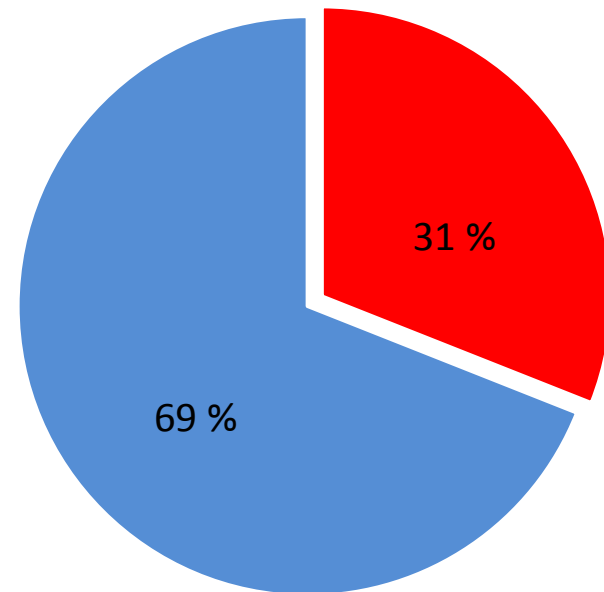
Proportion of Speech Acts coded as Nontransactive to Transactive

Speech Acts in Baseline Lessons



- Elicitations and Externalizations
- Representational and Operational Transacts

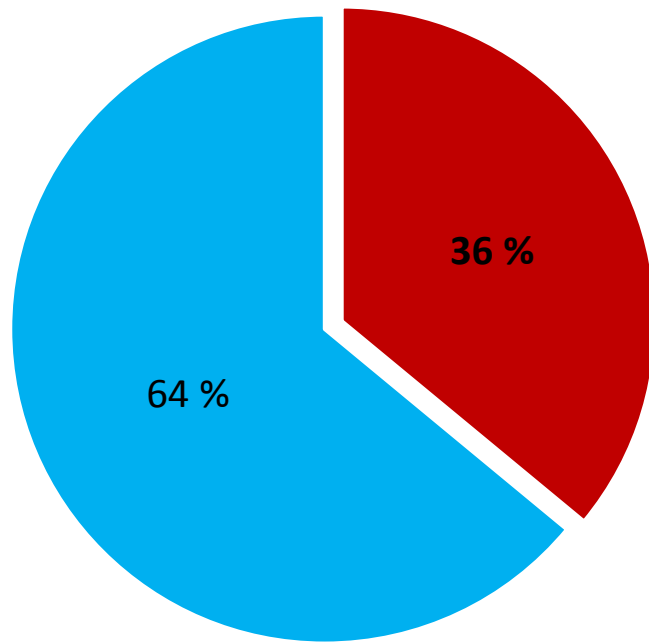
Speech Acts Project Lessons



- Elicitations and Externalizations
- Representational and Operational Transacts

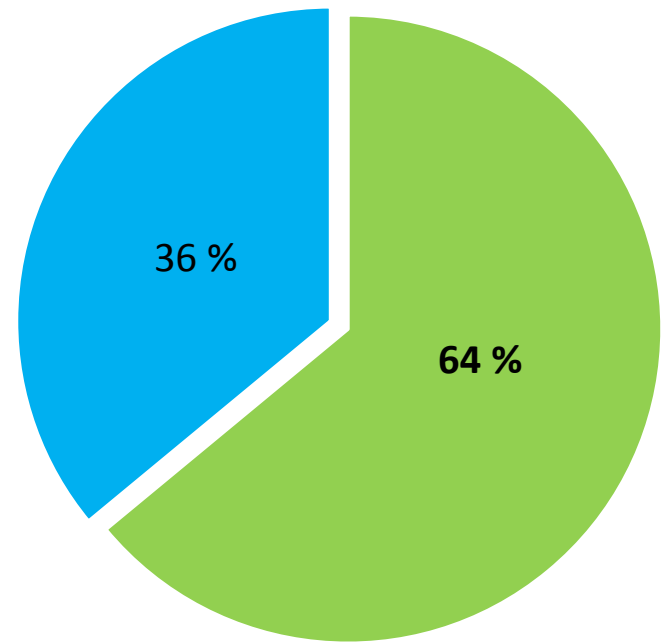
Proportions of Student Transactive Speech Acts

Transactive Speech Acts



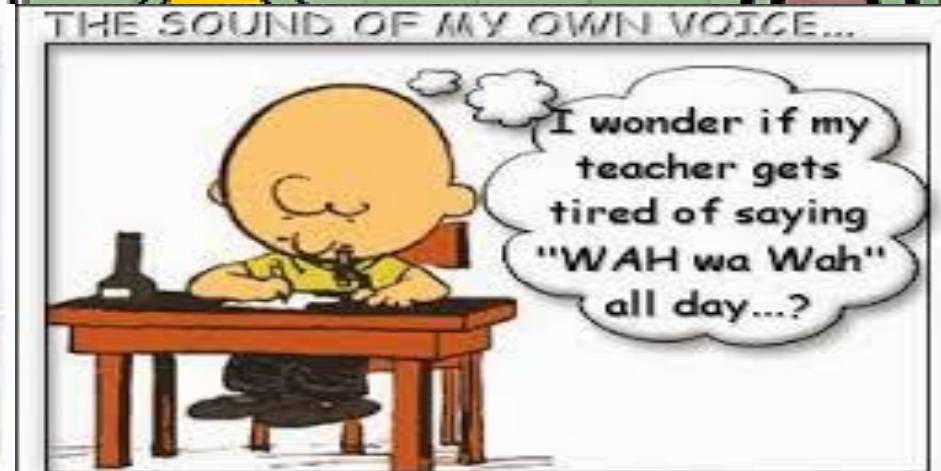
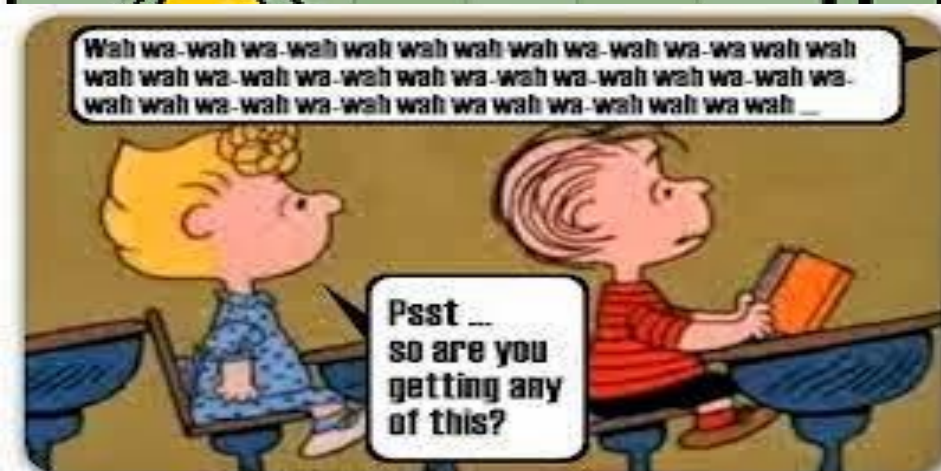
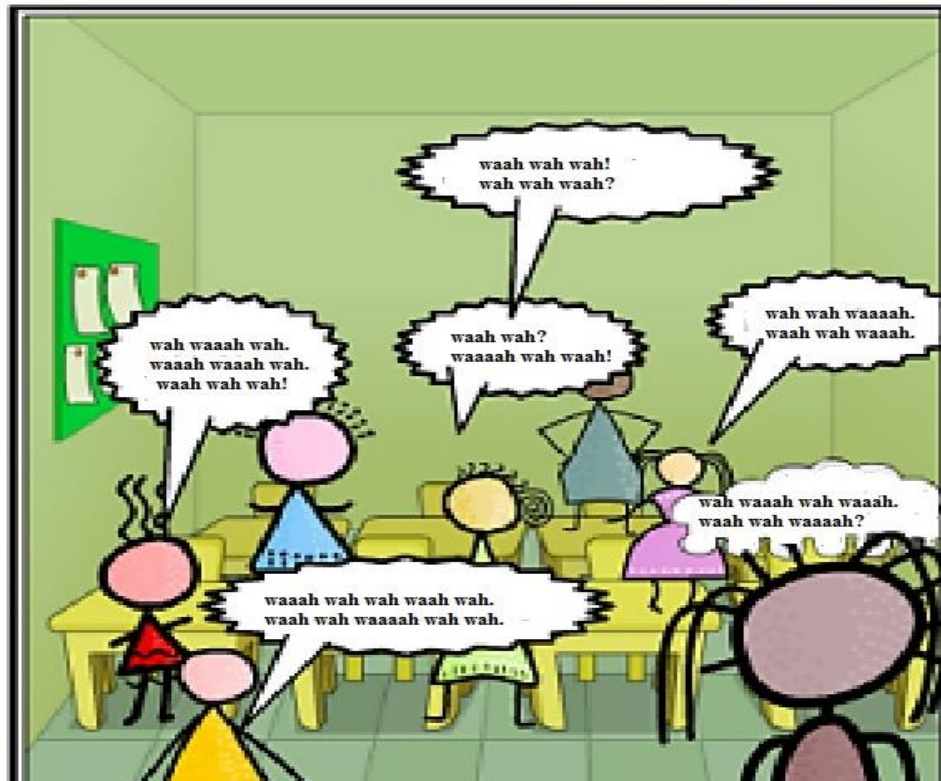
■ Representatioal ■ Operational

Operational Speech Acts

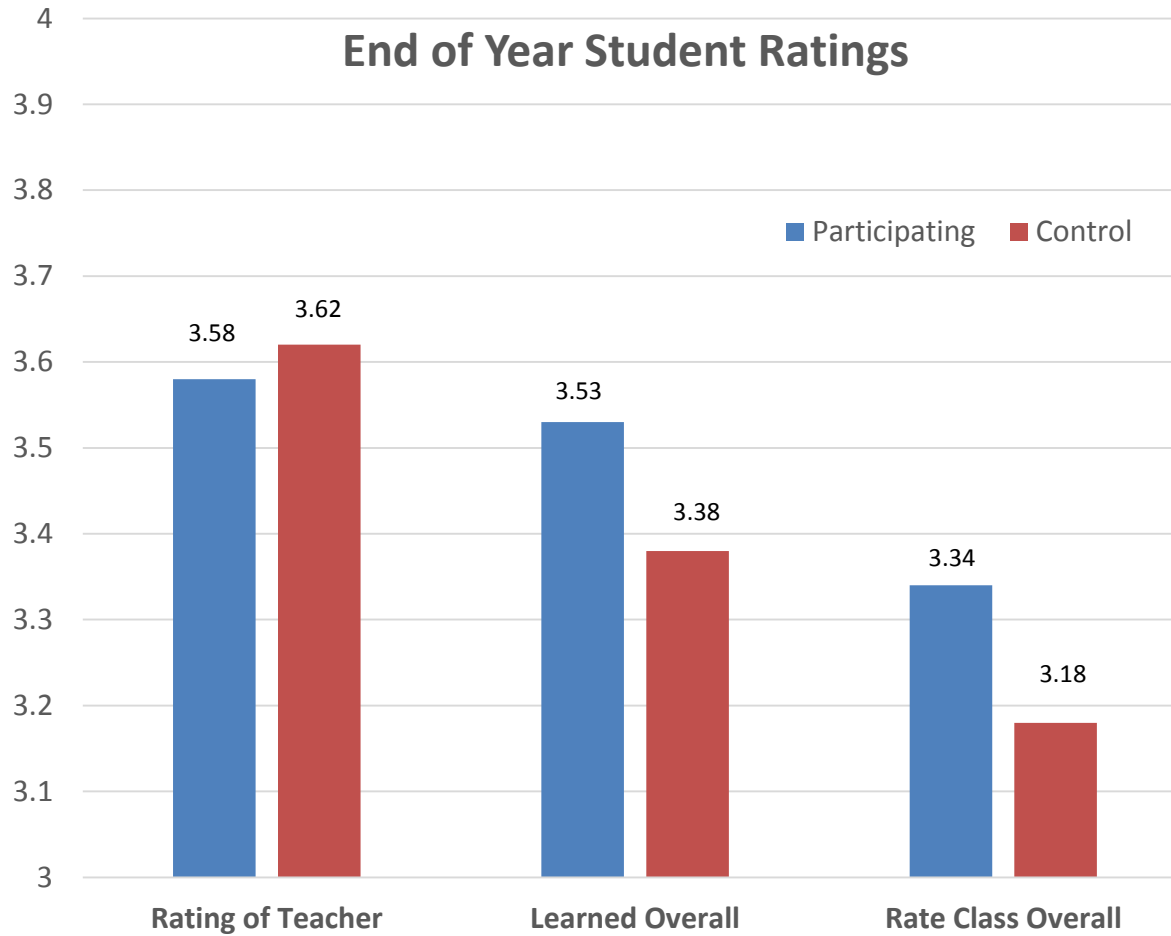


■ Low-Operational ■ High-Operational

Length of Lines of Teacher Talk

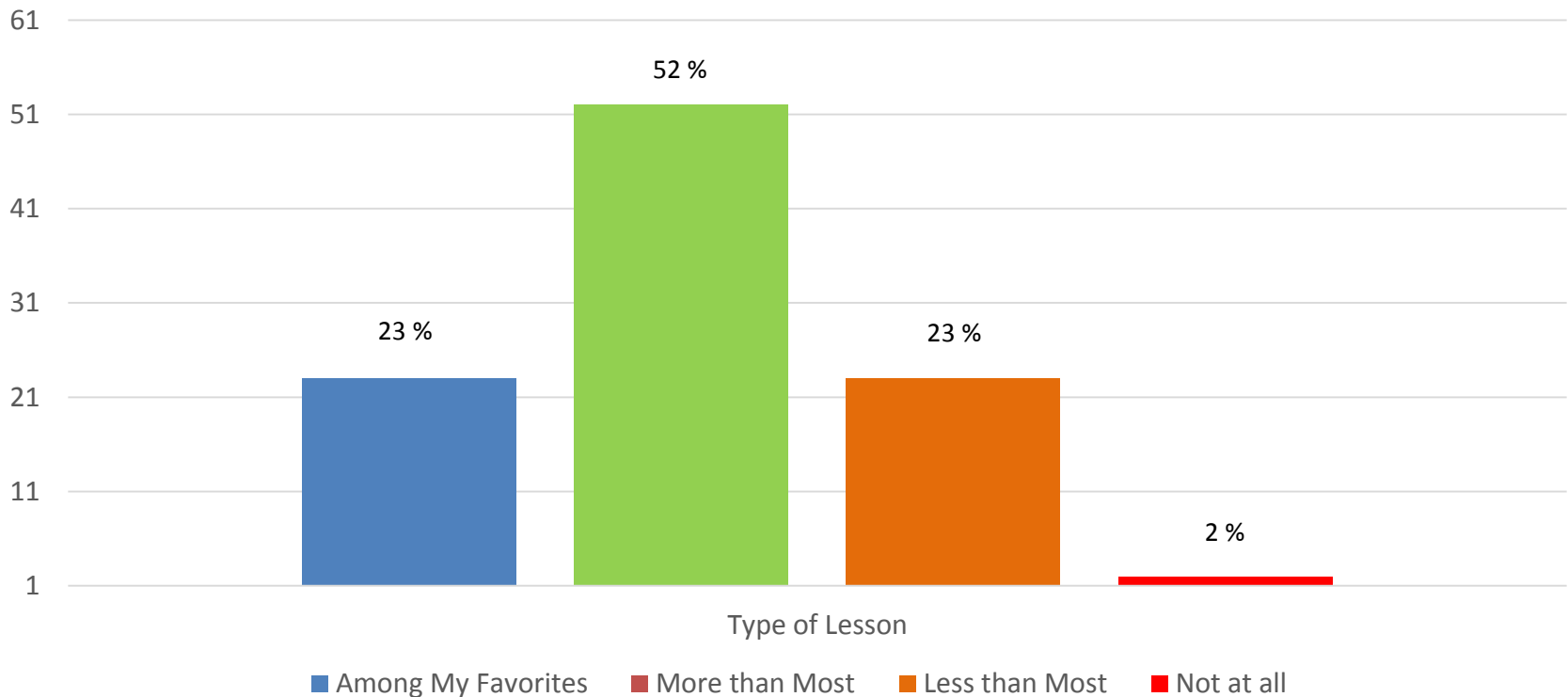


Student Ratings



Student Ratings of Lessons

Moral Development vs. Standard Lessons



- N = 169
- $\chi^2 = , p < .0001$

Participating Teachers: Sustaining Practices from the Project



Thank you

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