

*A Study on Establish Decision Tree of Teacher Ethic Reasoning in Taiwan*

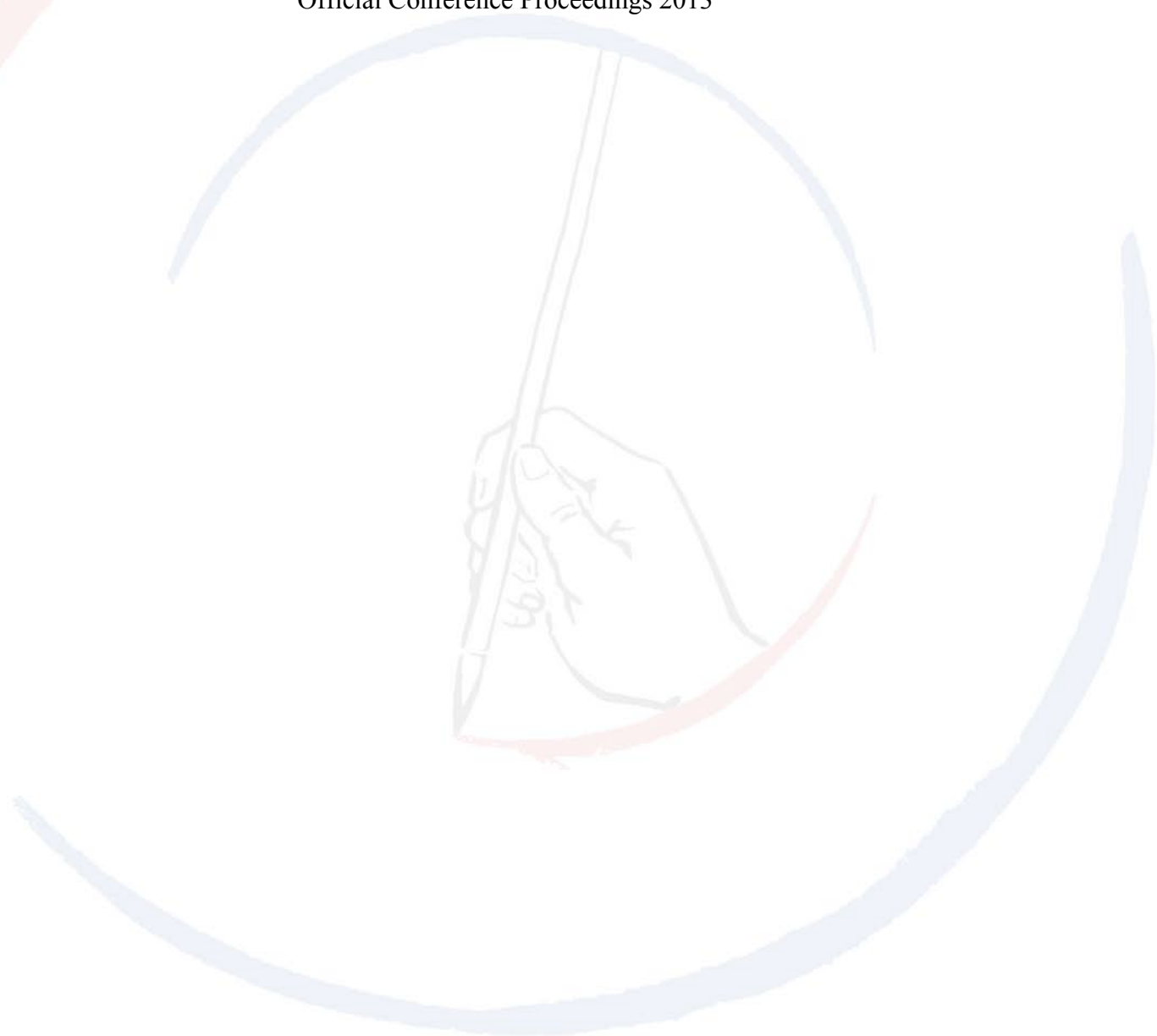
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### **Background and Objectives**

In 1994, a new teacher education policy was initiated that turned the model of teacher education in Taiwan from a labor market driven by planning and centralized control to one that guided by market principle. The number of Teacher Education Institutions (or Center for Teacher Education) increased from 12(nine teacher colleges and three normal universities) to 78 within a short period of time. The reformed was implemented to increase the quality and independence of teachers through competition and diversified sources of supply. After 16 years, teacher education has become even more challenging for policy makers due to the oversupply of teacher candidates, problematic teacher quality, and decreasing prestige to teacher education policy.

Due to saving the teacher prestige, teacher professional ethical as one of professional trait theory should be taught during pre-service teacher education. Actually, the teacher professional ethical is the null curriculum in teacher education program in Taiwan. Especially, the teaching practice is complicate to deal with in uncertainly context that depends on teachers' deliberation (Cohen, Raudenbush, & Ball, 2003; Danielson, 2007; Day, 1999; Labaree, 2000). Teacher has to carry out the students learning right and comply with teaching professional ethic to conduct appropriate decision (Goodlad, 1999; Pring, 2004; Soder, 1990). But those abilities of ethical reasoning and professional moral won't provide during teacher education curriculum. The training of ethical reasoning taking factors into consideration such as promoting student learning, increasing the willing to learning participation, containing the learning environments, and corresponding the needs of students' cognition and emotion still lack in teaching practicum in Taiwan. In order to constructing the content of teacher ethical reasoning in teacher education curriculum, this study aims to gather the information of ethical reasoning from student teachers and the experience teachers in dealing with the dilemmas of teaching practice by case study and to establish the decision tree on teacher ethical reasoning in the case of Taiwan's teachers. Specifically, this study aims to

1. Gather the ethical reasoning case of student teachers and experience teacher in dealing with dilemma in teaching practice.
2. Analyze the differences of ethical reasoning from student teachers and experience teacher.
3. Establish decision tree of teachers' ethical reasoning from the case study.

### **Theoretical Framework**

“Moral reasoning” such as Rawls(1970) definition is individual taking the human welfare or social well-being of value to apply to the external evaluation of situational reasoning and therefore, the reasoning is a process in which personal information processed to show the personal judgment in external performance. The ethical reasoning is substituted with moral reasoning in this study for focusing on the relationship of self with others.

The ethical judgment was not only a personal encounter special situation when used to determine with the ability to the right and wrong actions (Chang, 2000), but also teachers face ethical dilemmas for reflection and decision-making. The ethical judgment is the result of ethical reasoning process. The reasoning process will determine the results in the actual context including what happened, taking option action, action what happens next, the individual will make decision according what response during the ongoing situation. This cycle of this process was called as “practical reasoning” (Husu & Tirri, 2003). The problem in the situation has Reid (1979, pp. 188-189) requires that the answers is uncertain, relative to the relationship with past experience, unanticipated results, and change to another choice on the different result. This individual reasoning is a model of hypothetical-deductive cognition. Just like Klabbers (2006) made up the hypothetical-deductive mode of operation, the cognition model can develop into one kind of tree state, the practical reasoning or ethical reasoning can be prompted into interact via digital situational story mode to practice to strengthen teachers’ ethical reasoning ability. Therefore, this study is to find out the teacher ethical reasoning from teaching practice dilemma and to establish the decision tree for cultivating student teachers’ ethical reasoning ability.

### **Data and Methods**

This study aims to collect the evidence and information about the rule or principle of teacher ethical reasoning. The case study is used to gauge the responses from student teachers and experienced teacher on the dilemma of teaching practice. According the information from cases, this study analyzes the difference of student teachers and experienced teachers on ethical reasoning and to identify the factors of the ethical reasoning, and the types of teacher ethical reasoning. Finally, this study establishes the decision tree of teacher ethical reasoning on the evidence gauging from the methods mentioned as the above.

### **Temporally Results**

From the same dilemma of teaching practice, the student teacher’s ethical reasoning is lack the experience to propose multiple possibilities from the context teaching practice. Comparing to students teacher, experience teacher can make more assumptions from the context and students responses. This temporary discovery provides the importance of the teaching practice in pre-service teacher education to cultivate moral sensitivity. Meanwhile experience teacher makes ethical decision due to the parent’s responses more than the needs from students just as the study results made by Colnerud (1997) and van Manen (1995). The study result shows that the first principal of teachers taking into consideration in dealing with ethical dilemmas is in adults than students. All the details will be discussed and described in full paper.

### **Scientific or Scholarly Significance of the Work**

The results of this study making decision tree can be used in teacher education curriculum to cultivate professional ethical reasoning. The decision tree can also transform into Digital Contextual Learning (DCL) model or web-based Digital Contextual Learning (WDCL) model. The blending learn of DCL and WDCL, the effects of upgrading students' ethical reasoning ability, and the elements of cultivating ethical reasoning ability can be tested in the future. Findings can be used for theoretical discussion and practical suggestion on reforming teacher education curriculum and modifying teaching practicum.



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