

THIS WEEK AT THE CENTER FOR ETHICS*

FRIDAY, JANUARY 14, 2011

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CENTER FOR ETHICS*

The Center for ETHICS* at the University of Idaho offers study, intervention, outreach, consultation, and leadership in developing and advancing the theory, knowledge and understanding of character education including moral and ethical reasoning, moral development, ethical leadership, and ethical application. The Director of the Center is Dr. Sharon Kay

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MORAL EDUCATION IN THE SPORT MANAGEMENT CLASSROOM

Justin Barnes Ph.D. and **Sharon Stoll Ph.D.** will be presenting their paper at the 2011 North American Society for Sport Management (NASSM) conference in London, Ontario, Canada. <http://www.nassm.com/NASSM2011/>

Over the last 25 years, much literature has been written regarding the relationship of participation in sports, competition, and moral development (Shields & Bredemeier, 2005; Gibbs, 2003; Walker, 2002; Beach, 1999; Bailey, Reall, & Stoll 1998; Stoll & Beller, 1998; Ebbeck, Gibbons, & Weiss, 1990; Kohn, 1992; Bredemeier & Shields, 1990; Bredemeier & Shields, 1986). In general, much of the research conducted has been on young adults and people involved with collegiate athletics (Bredemeier & Shields, 1986; Bredemeier & Shields, 1994; Reall, Bailey, & Stoll 1998; Stoll, & Beller, 1998). A number of studies have examined moral development and sportsmanship, but there has been little exploration of what is the best method of moral education to foster moral development growth in sport management students. Nonetheless, one needs to understand moral development and its theories before one can implement the proper

instruction method for a moral education agenda in sport management programs.

According to Gill (1993), certain instruction methodologies like a Maieutic Socratic methodology that emphasize prime moral values as underlying themes to class activity, are the best pedagogical methods for moral education. Perhaps, one could suggest that non Maieutic Socratic teaching methodologies, which pertain to the notion that students will discover moral values through lectures and class experience are less capable of accomplishing moral development in sport management programs. Gill (1993) claims that most non Maieutic teaching methodologies are instructor centered instead of student centered like the Maieutic Socratic methodology. In essence, moral values are often never openly discussed or highlighted with the teacher centered approaches; rather, the moral values are usually embedded in the general philosophies and framework of classes in the sport management curriculum.

If this is the case, one could argue that moral education appears to be more discrete in non Maieutic Socratic styles of instruction. For sport management to aid the moral development of students, per-

haps a better approach to moral education exists where moral values are explicitly discussed in relation to some of the class content. Stoll (2008) suggests that a Maieutic Socratic teaching method is one such approach that explicitly addresses the moral values before the issues. In addition, this student centered approach may be superior in developing moral reasoning within sport management students than non Maieutic Socratic methods.

According to Gazzaniga's (2005) account, the ethical brain's greatest moral growth occurs between the ages of 16-22. In addition, he claims that this is the phase when moral education also has its greatest impact. If Gazzaniga is correct, which he may be considering the work of Tancredi (2005), Pfaff (2007), and others; traditional sport management students (ages 18-23) would therefore be best served through a classroom environment and curriculum that engages in a reflective and challenging moral discussion. Moreover, William D. Casebeer, a philosopher at USAFA stated, "We are social creatures and if we are to flourish in our social environments, we

Continued on p.2

SPORT AND SOCIETY BLOG

Tom Grant, Ph. D. Student

Tom and Dr. Stoll continue their conversation concerning current issues in sports and athletics which have moral and ethical implications.

To follow go to the Center for ETHICS* Facebook page or the Blog (click on the icons below)



ADVANCEMENT TO PH.D. CANDIDATE

Heather Ridnour, Ph.D. Candidate



In 2009-2010, Heather spent 10 months studying a culture of honor at the Bethel School of Supernatural Ministry, a division of Bethel Church in Redding, CA in order to accomplish her goal of understanding and fleshing out her knowledge in such a culture as related to sport psychology and leadership. She is blending the themes of sport psychology to hopefully develop an intentional program in sport that is enmeshed in honor. Her exam was a discussion and description of that year's study about virtual

driven honor, how it affects a culture, and how she will meld it to the secular world. Heather's intention is to use the study to as a basis for her dissertation on culture and honor. Her project was accepted by her committee and Ms. Ridnour has moved forward to Candidacy.

Congratulations and a job well done!

Barnes Cont. from P.1

must learn how to reason well about what we should do". Also, according to several writers and researchers (D'Aquili & Newberg, 1999; Eccles, & Gootman, 2002; Resnick, 2002; Tancredi, 2005 Gazzaniga, 2005, Pfaff, 2007; and Stoll, 2008), moral reasoning is strongly desired amongst younger populations that fall in the age range of the majority of traditional students enrolled in sport management programs.

Throughout the last 50 years, researchers such as Piaget (1932), Kohlberg (1969), Rest (1973), Gilligan (1982), Bredemeier and Shields (1986), Stoll and Beller (1987), Ebbeck, Gibbons, and Weiss (1995), and Gibbs (2003) have all discovered through empirical research that moral reasoning is a continual process that is consistently developing throughout one's lifetime. However, what has not received as much attention is the best pedagogical method to enhance moral development within young populations, particularly in sport management classrooms.

This presentation will concern: 1) improved moral educational tools that may help sport management students and instructors learn the importance of its effects throughout life, 2) emphasize the magnitude of a conceptual ethics' education, 3) and offer suggestions for improving the current ethics education philosophy in sport management programs.

Clinton A. Culp

Clinton, a Ph.D. student with the Center for ETHICS" will be presenting at A New Practice of Philosophy: Taking Philosophy beyond Disciplinary Bounds conference, University of North Texas. His topic is *A Pedagogy of Military Ethics*.

I combine the fields of philosophy, namely applied ethics and philosophy of mind, cognitive psychology, and pedagogy to take a fresh look at military ethics, as practiced and taught.

Given today's fast paced and chaotic battlefield, where the enemy is not easily identifiable, the leaders are younger, and the news cycle is 24-7, the need for an ethical military has never been more necessary. Does the military do the best job that it can at inculcating the values that Americans have come to expect its military? Can we do better? I will briefly explain why the current system, while good, is set up to fail; subsequently, I offer improvements to the current system.

The most widely used pedagogical method within the military does not improve moral reasoning. Rules based systems (RBS) use rewards and punishments for compliant or in compliant conduct. It provides little, if any, background on the value structure of a particu-

lar rule, typically resulting in the agent seeking "the approved solution."

Evidence suggests that the majority of our day-to-day judgments and behaviors (including moral ones) are intuitive; they appear in consciousness without us knowing how they got there. I offer methods which will influence this process?

The pedagogical method for reasoning (especially moral reasoning) is nothing new, military or otherwise—it is the maieutic method. The crux of this method are the questions and follow-up questions. The goal is to "stress" the current belief without putting the student in "distress", as distress typically thwarts further learning. There also must be time for self-reflection, writing one's thoughts down, then following up with more discussion which challenges or strengthens and validates the newly reasoned conclusion.

In order to achieve maximum effectiveness, we must integrate both intuitive and maieutic methods when educating for ethics. Good moral education is messy business it takes good educators, patience, and time. If we, the military, do not shift to a more effective method we can only expect the same: Headline, CNN...

Thanks to Professor Michael O'Rourke from the University of Idaho's Department of Philosophy for his assistance with this project.

Seth T. Haselhuhn

Seth, a Ph.D. student with the Center for ETHICS*, submitted a paper to the Journal of Coaching Education.

Coaching: Rooted in Evil? A review of Mary Midgley's Wickedness.

The purpose of this paper is to compare and contrast literature of vice and virtue, particularly Mary Midgley's *Wickedness*, with the activity and purpose of coaching athletics. Parallels are drawn between the academia's fragmented view of coaching athletics and the referenced perceptions of vice and virtue. A shift in the focus of coaching education from a mentor based system

to an academic based system is suggested through the discussion of vice in coaching. The secondary purpose of the paper is to encourage coaches to think about their role in the lives of their athletes and the purpose of athletics, particularly in schools.



SPEAKING ENGAGEMENTS & PRESENTATIONS

Presentations accepted for the American Alliance of Health Physical Education, Recreation and Dance (AAHPERD) 2011 National Convention and Exposition in San Diego, CA.

- Mohd Asmadzy Ahmad Basra, Dr. Stoll, and Dr. Beller will present "Effect of an Outdoor Adventure Program on Self-Esteem of Malaysians" (abstract 16212) at the Research Consortium.

- Emily Cox of Washington State University and student of Dr. Beller will present "Running Gait Stabilization in Children Ages 5 to 12" (abstract 16229) at the Re-

search Consortium.

- Dr. Stoll and Dr. Beller will present "Can Sportsmanship and Ethics Be Taught?" to the Coaching Alliance Programs of the National Association of Physical Education and Sport. Individuals can receive coaching credit through the Coaching Alliance. NASPE, whose mission is to enhance knowledge, improve professional practice and increase support for high-quality physical education, sport, and physical activity programs is the largest association of the American Alliance.

- Dr. Van Mullem and Dr. Stoll will present "Sport Leadership: Developing a Successful Philosophy" to the Sport Management Program.

Of the approximately 3,000 research abstracts that are submitted less than 5% of submitted abstracts are selected for oral presentation. [AAHPERD](http://www.aaahperd.org)

REVIEWS & PUBLICATIONS

Dr. Stoll reviewed one article for Quest. Quest is the official journal of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) <http://journals.humankinetics.com/Quest>

Dr. Stoll three letters of reference during the break.

Dr. Stoll was invited to speak at the Institute on College Student Values at Florida State University, Tallahassee, Florida. The conference will be held from February 3-5, 2011. (<http://studentvalues.fsu.edu/>)

CONTINUING PROJECTS

LITTLE EAGLE & TEAM WORKS TEAMWORKS- CADEMY.ORG

The story of "Little Eagle" a curriculum for grades 3-5 has been adopted for use by Hope International in five eastern states. The story was written by Zoe Higheagle Strong, a member of the Nez Perce, and adapted to a



character education curriculum by Dr. Stoll and doctoral student Susan Steele. Continuing collaboration with WWC, the Center for ETHICS, and Zoe Strong of TeamWorks on an elementary afterschool curriculum for TeamWorks, a Native American education program supported by Mac Strong, formerly of the Seattle Seahawks.



WWC is a nonprofit organization dedicated to character education in competitive populations and athletic programs from grade school to college and into the professional ranks. The Center for ETHICS* has a continuing relationship with WWC in helping them with assessment and curriculum development.



DOCTORAL CANDIDATES & STUDENTS

Heather Ridnour

Ph.D. Candidate
Honor cultures in athletics

She is seeking to improve the performance and output of athletes by creating a culture of honor within athletic communities.

Clinton Culp

Major USMC (Ret)
Working with the US Marine Corps assisting in developing pedagogy and curriculum for character development and ethics. Continuing research in implicit and explicit associations of sportsmanship and unsportsmanship like concepts.

Susan Steele

Elementary School Volunteer Coordinator
Servant Learning and Leadership with University of Idaho Athletics. Continuing research on service learning and its effect on the leadership identity and character development of college students.

Tom Grant

Journalist
Working with developing a curriculum and pedagogical method for increasing moral development within the sports journalist community.

Seth Haselhuhn

Coach
He hopes to establish a curriculum using a theoretical framework, that will develop, based on a specific set of values to guide interscholastic coaching education. He is a Fundamental Pedagogic Approach (FPA). The aim is to narrow the gap between the current fragmented knowledge of coaching and coaching education that has been built by the positivist paradigm.

Cindy Williams

Assistant to the Associate Dean of the University College at Washington State University
She is interested in the social construct of athletic identity and how it influences the academic engagement of freshman student-athletes. Her dissertation will examine the impact of an academic success course on athletic identity, acquiring college-level skills, formation of education value, and persistence for freshman student-athletes.

On the Web at
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**CHARACTER IS THE LIFE OF
RIGHT CONDUCT ~ ARISTOTLE**

WHAT IS THE CENTER FOR ETHICS* ETHICAL THEORY AND HONOR IN COMPETITION AND SPORT

Mission:

Believing and teaching the tradition of competitive integrity to inspire leaders of character.

Center Goal:

To return the classical concepts of justice, integrity, and responsibility in competition through education, research, and applied ethical, intervention programs.

Center Objectives:

- Model ethical conduct.
- Conduct global research about competitive ethics, moral reasoning and character development.
- Develop and provide teaching methodologies and curriculum supporting the practical application of moral reasoning in competitive communities.
- Sponsor conferences whereby participants will utilize practical application of moral reasoning to confront problematic ethical reasoning and action.

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- Provide professional training programs to help decision makers navigate current ethical issues or trends.
- Nurture a commitment to ethics, moral reasoning, and character development within competitive communities.
- Serve academic, professional, and public agencies in developing competitive moral excellence.