Between Freedom and Rule –

How can we understand moral conceptions of German students about livestock farming and meat consumption?

Nadine Tramowsky & Jorge Groß, ERIDOB Karlstad, 8th of September 2016
Decision-making competence in biology classrooms

Perspective A

Perspective B

Perspective C

Perspective D

Perspective E

We want to focus on the genesis of moral arguments!
What is a Metaphor?

Argument IS physical struggle

“She attacks every weak point in my argument.”

words of physical struggles → argumentation

physical struggles

target domain

metaphors, analogies

source domain

(Gropengießer, 2007; Gallese & Lakoff, 2005; Lakoff & Johnson, 2014)
Research questions

1. What metaphorical structures can be found in moral arguments for livestock farming and meat consumption and what is their genesis?

2. How can we use the existing metaphors and moral concepts theory-based to create fruitful learning environments in biology classes?
Methodological framework

- Model of Educational Reconstruction (Duit et al., 2013)
- Interviews / teaching experiments (Komorek & Duit, 2004)
- Qualitative content analysis (Gropengießer, 2008)

Theoretical framework

- Moderate constructivism (Gerstenmaier & Mandl, 1995)
- Cognitive metaphor theory of understanding (Lakoff & Johnson, 1980; Gropengießer, 2007)
- Moral Metaphor System (Lakoff & Johnson, 1999; Lakoff & Wehling, 2014)
Collection of data

- Intervention 1: consumer behavior (n=3)
- Intervention 2: human-animal relationship (n=9)
- Intervention 3: ecological Frame (n=3)
- Intervention 4: justice (n=6)

Collection of learning potential

Interview (n=15)

teching experiment
Moral Metaphor System

moral judgement

moral argumentsations (conceptions)

embodied conceptions of well-being

source domain

target domain

metaphors

source domain

target domain

(Lakoff & Johnson, 1999; Tramowsky, Paul & Groß, in press)
Ruler Metaphor

Eva eats meat: “It is delicious“ for her.

Eva: I think humans are on top, I mean, here on earth, because thereˈs also God, but, well, heˈs not directly on earth. Yes, but humans are on top of this world and they can decide about everything and man has continuously evolved in that way. I think that puts humans above animals (15 y.).

Moral conception of a hierarchical human-animal relationship
Genesis of moral conceptions

level example (Ruler Metaphor)

1. experience

2. moral conception

3. moral argumentation

4. moral judgement
How can moral metaphors be used to make a change of perspectives?
1. Introduction

2. Research issues

3. Theory & Methods

4. Results

5. Discussion

(source domain) 

target domain

metaphors

progressive value orientation

conservative value orientation

Bi-Conceptuals

moral judgements

moral argumentations (conceptions)

Empathy Metaphor
(movement/nurture)

Freedom Metaphor
(reciprocity/retribution/revenge/restitution)

Accounting Metaphor
(essence/cleanliness/health/wholeness)

Essence Metaphor
(authority/strength/order/obedience)

Ruler Metaphor

"..."

embodied conceptions of well-being

Tramowsky & Groß (Lakoff & Johnson, 1999; Tramowsky, Paul & Groß, in press)

Tramowsky & Groß 11
What are Bi-Conceptuals?

- metaphor pluralism
- from various experiences different moral concepts have grown
- can be used in various areas of life
- Bi-Conceptuals influencing moral thought and action
- key to change perspectives
Where’s the beef?
Who decides over whom? Arrange the pictures!
Interviewer: Who decides over whom? Arrange the pictures! Can you explain your choice? (Jakob, 11 y.; Malte, 11 y.; Peter, 10 y. (v))
Interviewer: Who decides about whom? Arrange the pictures! Can you explain your choice?

Jakob: Because a pig in our society actually is worthless.

Malte: It’s worth nothing at all. (...) In our society a woman is actually worth the same as a man. (...) Yes, not in other countries.

Malte: Let’s have a look at the newspaper. (...) It should be like that. This is what politicians say, but...

Jakob: Actually, women are below men in our society. (...)

Peter: I think it is just terrible, it really shouldn’t be that way. They should all be in a row...

Malte: All worth the same.

Jakob: But it is not like this with people.

Peter: But it should be.

Malte: But it should be like that. God said this, too. God said this, right? Yes, he did. Yes.

Peter: God has not placed people above animals. (...) But some people think: ‘Alright I’m smarter, I’m smarter and I am worth more, I’m allowed to kill, well, to kill the pig.’
The above-below scheme

embodied conception

below / under  deep

imaginative transfer

source domain

above / over  high

better  superior / high-value

worse  inferior / low-value

traget domain
1. Introduction
2. Research issues
3. Theory & Methods
4. Results
5. Discussion
Conclusion

1. Moral arguments are metaphorically structured
2. The genesis of morality can be analyzed from a perspective of understanding
3. Bi-Conceptuals helps learners to adopt different perspectives
4. Development and use of theory-based learning offers represents a basis for the development of decision-making competence

Thank you for your attention!
contact: nadine.tramowsky@uni-bamberg.de
References


1. Introduction
2. Research issues
3. Theory & Methods
4. Results
5. Discussion