

# Teaching notes for the course: Value-oriented argumentation

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## General information

The course is originally produced in German language and is now (11/2018) available in a German and an English language version in order to build up competence in mixed teams together with foreign students. It would be nice to see further translations in the future for other languages, too. In the best case, students can switch between the language versions at will. For both existing language versions, a complete Moodle course is available for import as well as all files to make the course available in other technical platforms and to edit it further as desired and adapt it to one's own purposes. For further processing a Microsoft Office package is required with the Powerpoint plugin iSpring Suite (manufacturer: iSpringsolutions) version 9 or above.

We recommend that students get a high degree of freedom in absolving the online units. To achieve this, recommendations are given for the timely processing of the units (see attached Excel). Conditions are set in the learning management system so that a unit can only be absolved once the preceding unit has been processed => sequential activation of the didactically sequenced units.

In addition voluntarily presented bonus content makes it easy to identify particularly motivated and interested students and to sensitise them specifically with regard to topic-related theses. At the same time, students can receive awards in the course by processing bonus content, which can be rewarded in the form of a small prize, an additional certificate or an award in the course (gamification approach).

## Introduction

### Form of teaching

Ideally, this unit should be held in person and must include a clear description of the portfolio examination and its parts. It is recommended that this description should also be stored in the online course in order to create verifiable legal certainty for grading conditions right from the start.

For late beginners there is a version with an explanation video (optionally only available as an audio track), which makes it possible to include students who were not present at the introductory event in the course afterwards. Students with procrastination tendencies, who learn from their fellow students after the introductory course that the course cannot be completed without active virtual and physical participation, can be integrated without disadvantages until the first mandatory online group activity takes place.

### Core Content & Explanations

With this introductory unit, students understand the requirements and didactics of the course - especially the online part. On the one hand, acceptance for the chosen teaching format has to be created, on the other hand the importance of orientation competence is to be internalised, which is promoted as the overriding goal of the course. In addition to an explanation of the teaching concept, the learning objectives and the type of examination, an optional identification of previous knowledge

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is recommended (e.g. by generating a mindmap through a collection of knowledge foundations brought along by students from other courses).

## Basic knowledge of ethics

### Form of teaching

This unit is produced as an online unit with audio explanations. Depending on the time budget, the content can also be partly lectured and developed in the first classroom session, with an invitation to complete the missing part online at home. The aim is to link the classroom experience with the online teaching experience as seamlessly as possible in order to increase further acceptance for the coming online units.

### Core Content & Explanations

In this unit students acquire basic knowledge. They can distinguish ethics, morals and values and understand the interplay of principles, norms and values. This enables the theory-driven recognition of the social, political, legal and economic necessity of ethical considerations. On the practical side, moral language ability is thematized especially for normative unclear areas. The difference between legal and morally legitimate is discussed, as is the institutionalization of social norms based on a process of social and cultural evolution. With regard to group morality, it is made clear that there is a large number of external factors influencing moral understanding and therefore no prejudgement of individual people for morally questionable acts should be made: A morally questionable action or situation should always be seen in context.

One focus of the teaching success of this unit is the realization that one's own "moral point of view" is influenced by individual and personal values and that personal value recognition and acceptance unfolds multidimensionally. To this end, impulses from other disciplines (such as philosophy of religion, sociology of culture and anthropology of culture...) are added to the mostly known economic interpretation of values in order to achieve a sensitization for the relevance of ideological foundations for values. In principle, the focus here is on a pluralism of values that should enable students to understand and recognise values beyond their own imprint. Here teachers can set their own priorities with appropriate examples, make their own imprints transparent and encourage students to critically reflect on these imprints.

**Bonus content:** In the optional supplement, the major ethics schools are explained in order to make it clear to students that ethical analyses do not always lead to the same quality statements. The core insight here is that ethical evaluations must always include an explanation of the used school of thought in order to be comprehensible to third parties. It is also shown how applied ethics transparently integrates all essential aspects of the major schools of ethics in order to make holistic normative statements about responsibility.

## Values in focus

### Form of teaching

This unit is produced as a pure online unit and is provided with audio explanations. It is the most comprehensive online unit in the course and its understanding is fundamental to the further learning process. Due to the often unfamiliar topics for students at that time, a supplementary webcast or alternatively an additional flipped classroom appointment is recommended for consultation and clarification as well as in-depth explanation of individual questions.

### Core Content & Explanations

The significance of values as part of responsibility in the sense of giving answers in concrete action and decision-making situations becomes clear in this unit. The online unit begins with a decision dilemma that draws students' attention to the relevance of their own value preferences for responsible decisions. The decision case arises curiosity about the influencing factors of ethical judgements, which are presented in a model. The focus is on the value preferences of the decisive individual as a form of orientation competence for argumentation with values. Students are sensitized to become aware of their own value preferences in order to be able to use these as a broad basis for their decisions and to develop an understanding for the roots of the concept of values and their diversity.

Interpretations for the understanding of values from the economic sphere are presented, since these are often common starting points for students. It becomes clear that already in this field completely different views on values prevail. Immediately afterwards, the essential philosophical views on values are presented, which also show that diametrically opposed assessments of values also exist in this area. This should enable students to recognise rhetorical influence by third parties more easily and at the same time demonstrate the necessity of taking their own position on the validity of values in a context-related and well-founded way. An interactive overview makes clear which core positions can be chosen with which contents and corresponding consequences for argumentation: Value monism (e.g. implemented as profit maximisation) is exposed as a reductionist and extremist view, value pluralism (e.g. implemented as the quest for sustainability) is shown as a discourse-oriented and innovation-promoting view, value relativism (e.g. in the form of acceptance of human rights violations in foreign countries) is explained as egalitarian tolerance, which no longer permits meaningful normative control and can turn into acceptance for the suffering of others. The explanation of these essential schools of thought on value orientation makes it clear to the students that different assessments of the validity of values prevail in different contexts, depending on the individually taken philosophical opinion.

Of great importance is the insight that values can only serve as orientation as a coherent system and with a normative reconnection that legitimizes them. It is shown that the acceptance of objective values in a group entails functions that can make a significant contribution to the successful design of organisations. Particularly for the functions of values, the flipped classroom approach allows many practical examples from personal experience to be explained, which can make the mode of operation of the functions comprehensible. The cycle in which standards develop from values and values are derived from standards is shown and examples of widely accepted valid standards are introduced. Students are thus enabled to assess value systems on the basis of these standards. In addition, they