

**An Alternative Educational Pedagogy for
Civic and Moral Education:
Real-Life Moral Dilemma Discussion
(Re-LiMDD)**

公民及倫理教育的另類教學法：
現實生活中倫理難題的討論

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[ABSTRACT] One of the aims of education is ensuring that knowledge, skills and values learnt can be broadly applied in daily life as a socialisation process. In this aspect, social agents and institutions such as family, peers, religious and other civil society organisations are all involved in socialisation. The current rapid development of technology and globalisation acknowledges that individuals worldwide are interconnected and interdependent beyond the conventional means of their local society and nation. Thus, civic and moral educators play a crucial role in promoting the necessary knowledge, skills and values to cultivate a sense of shared destiny through identification with their spiritual, social, cultural and political environments. Educators need to know how to educate students to become aware of the challenges posed to the development

of self and others through an understanding of social, economic and environmental change. This article explores the use of real-life moral dilemma discussion (Re-LiMDD) as an educational pedagogy to engage students, teachers and society in civic and social intervention in view of positive societal participation and transformation based on local issues with a global view. It explores the process of resolving real-life moral dilemmas in and outside the formal setting. It critically analyses the Re-LiMDD process and the different components necessary to adapt such an educational pedagogy in the 21st century. The basis of preparing a platform for individuals to bring their real-life into the formal setting and vice versa provides an opportunity for moral and civic engagement in the true sense, taking into consideration religion, cultural diversity and other complex participatory issues.

Introduction

Today, there is much debate about how much of moral and civic education taught and learnt in schools is being applied in real-life by students and by teachers. Knowledge is no more confined to that person called teacher or “guru”. Knowledge resources are not limited to places such as libraries or resource centres. The world has become a revolving space of knowledge. Thanks to the technology explosion, each individual can design the path to acquire knowledge based on his or her capacity, liking and need.

Schools and teachers are facing a challenging time in keeping up with the latest e-knowledge and technology boom. From the positive perspective, individuals are becoming more knowledgeable and have multiple resources for their moral and civic development.