
A model of teaching based on moral dilemmas: Principles and preliminary findings

Roxana G. Reichman

Abstract

Institutions of higher education have to adapt themselves to the postmodern era, and have to prepare their graduates for the rapid changes of the 21st century. In spite of the fact that universities and colleges face barriers which hinder change in teaching methods, the relevance of traditional methods is diminishing in a period when higher education faces fast and unpredictable changes. Although frontal teaching may still have some place, alternative teaching methods increase the students' interest in learning, and help them to develop new skills related to problems solving, coping with dilemmas, critical thinking, creative thinking and teamwork. This article presents the need to diversify teaching methods in higher education based on the constructivist approach. The Dilemma-Based Model (DBM) is one of the options presented in order to create active and meaningful learning, based on constructivism. This model facilitates learning in many disciplines and enables interdisciplinary learning. It has six steps and it allows faculty and students to take part in a meaningful intellectual journey. The students gain tools which help them function later in their personal and professional lives.

Key words: DBM, dilemma-based teaching, higher education, moral dilemmas.

E-mail: roxanar@gordon.ac.il