

Chapter 10

Shared Reflective Practices and Scenario-Based Learning for Values Development in Primary School Children

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ABSTRACT

The purpose of this chapter is to highlight the significance and processes involved in conducting shared reflections to nurture value development in children in primary schools. The chapter describes the characteristics and application of the value-based reflection framework (VBRF), which was devised specifically for this study and employed as a reflective instrument for classroom reflections. Additionally, to facilitate children's reflections, value scenarios were also used to prompt children to relate value practices to real-world contexts. This chapter serves as a guide for teachers, empowering them with guidelines for conducting reflection sessions during moral education classes, as well as informing educators, curriculum designers, and policymakers about incorporating reflective practices for children's value development.

INTRODUCTION

Although there are many educational strategies to promote development in children, achieving meaningful and lasting change in sustaining moral ideals and virtues remains a challenge. Especially in the current AI era, instilling ethical and moral values and embedding these values into curricular activities

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is vital. Furthermore, the transmission of traditional social values such as faith, ethics, morality, respect, tolerance, justice, and compassion from generation to generation may be threatened by the inevitable deterioration of traditional social relationships that begin in the family and grow through neighborhood associations, religious affiliations, and hometown associations that lead to a moral crisis in society. As a result, fundamental values such as kindness, collaboration, humility, and tolerance could start to seem strange, particularly to the younger generation. Therefore, there is a dire need for the development of value in children for a sustainable value-driven community.

This chapter discusses how reflective practices could foster values development in primary school children using a scenario-based learning approach in teacher-mediated classroom discussions that includes shared reflections, interactions, and scaffolded discussions among children. This chapter will assist teachers in designing and implementing reflective sessions in the classroom using a scenario-based teaching approach. Specifically, this research chapter discusses using the Value-Based Reflection Framework (VBRF) to carry out shared-reflective classroom sessions. VBRF is based mainly on reflection-in-action and reflection-on-action. Previous research on the framework for the formation of values in children has revealed important aspects of understanding the development of values, mainly based on the conception and motives that underpin each value. In addition, this chapter is part of a significant study conducted with 59 primary school children from an international school in Malaysia. The effectiveness of VBRF has been supported by empirical and qualitative evidence (Huah et al., 2022; Muthukrishnan & Huah, 2023). In the current chapter, key findings from the research study on the reflection exercise and selected case studies are discussed to emphasize the effectiveness of using the VBRF in fostering value development.

BACKGROUND

The value system of a society may be referred to as its character (Sahin, 2019), and it influences how individuals interact with one another (Doring et al., 2010). Values dispositions are essential for the development of self-identity and self-concept. Pomeranz et al. (2011) defined values as an individual's ethics or "concepts or ideas of what individuals consider to be good, bad, right, and wrong in their lives." As is universally recognized, curriculums must be underpinned by explicit and implicit values (Hughson & Wood, 2022). In addition, Hughson and Wood's learning compass for 2030 recognizes the need to strengthen value formation in young children by incorporating a value system into the school curriculum using a variety of approaches, particularly in the four thrust areas: personal, social, societal, and human values. However, there have been growing concerns regarding the erosion of human values among the younger generation, necessitating more significant efforts to develop shared values of citizenship at the school level to create more inclusive, equitable, and sustainable societies. Balakrishnan (2010) argued that children must be imaginative and equipped with the skills to face and overcome moral challenges. At this time, formal education must integrate implicit and explicit curricular activities that foster value development in children.

The value curriculum in schools is typically called moral, civic, or citizenship education. In the primary years, values, sociocultural beliefs and norms, life skills, and attitudes are established, and it remains challenging to develop a value-driven society, especially in the AI era. The following sections discuss the potential of using shared reflections to foster children's values development.

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