A Study on the Application of Moral Enhancement to Ethical Education in Korea

Integrating Special-General Ethical Education

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The Goal of Ethical Education in South Korea

Goal:

“Cultivating the capability of ‘moraling’ as moral human and as just citizen”

“The primary goal of the Department of Ethical Education is to internalize the core values which constitute basic elements of character that Korean in the 21st century must have, such as sincerity, care, justice and responsibility. Accordingly, it helps students be able to live as moral human and just citizen by cultivating the capability of ‘moraling’ so that students can do moral inquiries, reflections and practices which lead to finding the meaning of their own life autonomously.”

– Noticed by Ministry of Education, South Korea
How to Synthesize Neuroscience/tech and Ethical Education in Korea?

Challenges of Neuroscience

• Ethical thought is consequence of brain activities...
  • However, cognition is not the only one consisted in morality
  • Importance of emotion and intuition

• Morality could be enhanced by brain stimulation
  • By using drugs or magnetic electric stimulation...

To apply Ethical Education

• Acceptance
  • Ethical judgements and evaluation is not grounded cognition alone

• Difficulties
  • Enhancement as an Education?
  • Ethical issues
  • Safety and Uncertainty for Minors
  • In Korea, ethical education is compulsory for students
How to Synthesize Neuroscience/tech and Ethical Education in Korea?

Qualified Application

• Aspects of Education
  • Theory
    • cognition-emotion integrated approach for ethical education based on neuroscientific evidences
  • Practice : Students
    • To Special Students:
      To develop moral enhancement programs or devices necessary for special education
      (considering each features of different impairments or disabilities)
    • To General students:
      To develop moral enhancement programs or devices necessary for general education
  • Policy :
    • To set special-general inclusive educational environment
    • To develop teaching-learning method based on role-playing model
How to deal with Current Limitation of Ethical Education for special student in South Korea?

<table>
<thead>
<tr>
<th>Current Education in South Korea</th>
<th>Overcome Current Limitations</th>
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<tbody>
<tr>
<td><strong>Education Theory</strong></td>
<td><strong>Education Theory</strong></td>
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<tr>
<td>• Based on Cognitivism and constitutionalism</td>
<td>• Integrated approach for morality (cognition + emotion/intuition)</td>
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<td><strong>Education Environment</strong></td>
<td><strong>Education Environment</strong></td>
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<td>• Exclusive Class or School are dominant (82%)</td>
<td>• To set special-general Inclusive educational environment</td>
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<td><strong>Education Policy</strong></td>
<td><strong>Education Policy</strong></td>
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<td>• Absence of independent curriculums for special student in ethical education</td>
<td>• To develop independent curriculums for inclusive class and school</td>
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Short info. of Special Education in Korea

1) The Brief History of Korean Special Education

1971. establishing the first special class
1977. Special Education Promotion Act – exclusive education
2008. Act on Special Education for Persons with Disabilities, etc.
2021. (amended). – about selecting special students

2) Population of Special Education : 95,420 (2020)

- mental impairment (53.1%)
- speech impairment (2.5%)
- emotional disturbance or behavioral disorder (2.1%)
- learning disabilities (1.3%)
How to Be Engaged?
- Expectations for Teacher and School

**For Teacher**
- To cultivate teaching capacity for general-special inclusive class
- To participate in establishing curriculum of ethical education
- To Provide feedbacks to learners using educational neurotechnology

**For School**
- To promote well-organized communication and cooperation system among students, parents and teachers in Ethics, Special education, Nursing
- To participate in establishing inclusive education policy
- To Provide field experiences of institution
Thank you

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