

Narrative as a pedagogical method and quality of pre service moral education teachers

ABSTRACT

This paper explores how narrative can be used as a pedagogical method in improving quality of pre-service moral education teachers. It examines the use of stories to engage students' experiences with moral behavior of people and the ethical basis for their behavior to achieve the learning outcomes. Further, it considers ways in which these experiences are used to influence their understanding of being a moral person with regards to being a Moral Education teacher. It suggests how sharing and discussing experiences help students develop deep learning about the teaching of Moral Education-what it is and how it should be taught. The main author's experience as a teacher educator who used narrative in teaching a humanities course for pre-service teachers is explored. Data in the form of themes that emerged from the author's reflections are presented to describe personal experiences of herself as a teacher educator in a pre-service teacher education programme on the use of narrative, its contributions and the difficulties faced in the context of developing quality pre-service teachers. Discussion considers the benefits and challenges of using narrative as a pedagogical method in pre service education of moral education teachers. Findings show that narrative can play a useful role in helping pre-service teachers understand themselves as future Moral Education teachers, and what it means to teach Moral Education and what is important in teaching and learning of Moral Education. In addition, it can be used to assist pre-service teachers to have a proper understanding of the implication of teaching Moral Education in a plural society..

Keyword: Moral Education; Narrative; Pedagogical method; Pre service teachers; Teacher education; Teaching and learning in higher education; Teaching humanities.