Fostering ethics in workplace learning: a storytelling approach

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Overview

- The communication of professional knowing, acting and being
- Storytelling, social practice and the ‘adjacent possible’
- Learning about ethical practice in WPL: an embedded approach
- Links between learning and storytelling; considerations
- Storytelling strategies
- Disciplinary examples
- Summary
- Resources
The communication of professional knowing, acting and being

### Narratives/life-stories of professional practice

<table>
<thead>
<tr>
<th>Professional knowledge</th>
<th>Professional identity/skills</th>
<th>Professional understanding</th>
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*Knowing, acting and being (Barnett & Coates, 2005)*

*Technical-rational, reflection-in-action, reflection-on-action (Schön, 1984)*

“Professional practice is conceptualised here as reflective, reciprocal and transformative, and it builds on particularised ways of being and becoming as well as doing and knowing.” (Higgs et al., 2010, p. 4)
Storytelling, shared meaning and values

- Actual minds, possible worlds; Making stories: law, literature, life  (*Bruner* 1986; 2004)

- Narrative identity (*Van Manen*, 1994)

- Narrative is a fundamental sense-making operation (*Lodge*, 1990)

- The relationship between narrative and ethical thinking (*Ricoeur*, 1992)
The interrelationship between the self, the social and practice

• “Knowledge of the social world is always socially mediated and open-ended.” (Lave, 1991, p.67)

• Narrative modes of practice (Loftus & Greenhalgh, 2010)

• Professional ways of being; ambiguities (Dall’Alba, 2004; 2009)

• Subjectivity, self and personal agency in learning through and for work (Billett, 2011)
‘The adjacent possible’ (Johnson, 2010): from service learning to workplace learning?

• Narrative inquiry in service learning (Mittön-Kukner et al., 2010)
• Telling difficult stories in service learning (Green, 2003)
• Teaching critical reflection through narrative storytelling (Chin, 2004)
Learning about ethical practice: an embedded approach

Context:
- Boutique → enterprise model of WIL (Orrell, 2011)
- Differentiation between ‘doing WIL ethically’ and ‘learning about ethical practice’ (Peterson et al, in press)
- “... developing the ability for students to critically respond to the practices of the workplace” (Campbell & Zegwaard, 2011, p. 214)

Focus:
- Illingworth (2004) highlights three approaches to teaching ethics in higher education: pragmatic, embedded and theoretical
- The methods of an embedded approach include reflective practice, role-play and narrative
# Links between Learning & Storytelling

*(McDrury & Alterio, 2004)*

<table>
<thead>
<tr>
<th>Map of learning (Moon, 1999)</th>
<th>Learning through storytelling</th>
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<tbody>
<tr>
<td>• Noticing</td>
<td>• Storyfinding</td>
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<tr>
<td>• Making sense</td>
<td>• Story telling</td>
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<tr>
<td>• Making meaning</td>
<td>• Story expanding</td>
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<td>• Working with meaning</td>
<td>• Story processing</td>
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<td>• Transformative learning</td>
<td>• Story reconstructing</td>
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Ethical considerations
(McDrury & Alterio, 2004)

• The problem of projection
• The issue of confidentiality
• Revealing of sensitive or personal material
• Ownership of the story
• Presentation of practice dilemmas
Assessment considerations

(McDrury & Alterio, 2004)

• Assessment dimensions
  - setting criteria
  - selecting evidence
  - making judgements

• Assessment opportunities
  - self-assessment
  - peer assessment
  - assessment by the educator
### Storytelling strategies

- Andrews et al. (2009) highlights a range of storytelling methods
  - Case-based, narrative-based, scenario-based, problem-based

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<th>Scenario-based</th>
<th>Problem-based</th>
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<td>“... storylike accounts … designed to raise issues” (Hutchings, 1993)</td>
<td>“Scenarios are likely to possess elements of story-line, journey, plot, conflict and climax … Central to the dramatic nature of scenarios is a natural focus on praxis, relating experience with reflection in an explicit manner so that thought and action may go hand in hand.” (Errington, n.d.)</td>
<td>“Problem-based learning can help students to learn with complexity, to see that there are no straightforward answers to problem scenarios, but that learning and life takes place in contexts, contexts which affect the kinds of solutions that are available and possible” (Savin-Baden, 2010, p. 3)</td>
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Disciplinary examples

• Health care
  • Nursing (Engward, 2010; Milton, 2004; Benner, 1991)
  • Medicine (Jones, 1999; Hunter, 1991; Hawkins, 1997; Tovey, 1998)

• Business
  • Accounting (Miley, 2009)
  • Management (Boje, 1991; Morgan & Dennehy, 2004)
  • Business (Laditka & Houck, 2006)

• Sciences
  • Biology (Frisch & Saunders, 2008)
  • Engineering (Adams et al, 2007; Hersh et al, 2005; Clancy et al, 2005)

• Education
  • Teacher education (Garrett, 2006)

• Arts & Humanities
  • Social work (Cooper, 1994; Wilks, 2005)
Summary

• Professional knowledge, skills and understanding are communicated through our narratives/life-stories

• Situated learning, agency and subjectivity is inherent to making meaning and transforming our personal and professional lives

• The use of narrative is an ‘embedded approach’ towards learning about ethical practice in WPL

• There are clear links between learning and storytelling

• Various strategies are available to attempt the storytelling method

• Careful planning, preparation and assessment is necessary

• Service learning and disciplinary examples illustrate the increasing use and impact of storytelling/narrative approaches in higher education
References


Dall’Alba, G. (2009), Learning professional ways of being: Ambiguities of becoming. Educational Philosophy and Theory, 41. 34–45.


“A narrative approach to practice has the potential to open up our thinking of what professional practice is. Using narrative, we can explore the subtleties of professional knowing and decision-making, as well as engaging with the ethics that must underlie good professional practice. A narrative approach reminds us to answer all the relevant questions of practice: who, what, why, where, when and how, and not just the how and what of a purely scientific approach. Narrative provides us with a terminology and range of conceptual tools ... that encourage us to explore the complexity of advanced practice.” (Loftus & Greenhalgh, 2010, p. 93)
Resources

**Storytelling**
Storytelling revisited – making sense of our professional practice
Learning to be professional: synthesis of student stories
http://learningtobeprofessional.pbworks.com/w/page/28534458/Learning%20to%20be%20professional%20-%20synthesis%20of%20student%20stories
Learning to be professional – student voices
http://learningtobeprofessional.pbworks.com/w/page/15914980/Learning%20to%20be%20professional%20student%20voices

**Case studies**
Business http://web.tepper.cmu.edu/ethics/aa/arthurandersen.htm
Journalism http://journalism.indiana.edu/resources/ethics/

**General**
http://kenan.ethics.duke.edu/education/case-studies-in-ethics/
http://ethics.unl.edu/ethics_resources/online/moral_reas_ethcl_decs_mkg.shtml
http://ethics.iit.edu/index1.php/Library/Resource%20%20Guides/Ethics%20Resources%20Online

**Teaching and learning**
http://www.crlt.umich.edu/tstrategies/tscbt.php

**Assessment**
Assessment criteria for digital storytelling
http://digitalstorytellingsynthesis.pbworks.com/w/page/17805612/Assessment%20criteria%20for%20digital%20storytelling