

Hallmarks Curriculum Summit Campbell University

Elizabeth Whiting, Ph.D.
May 2026



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Welcome and Introductions



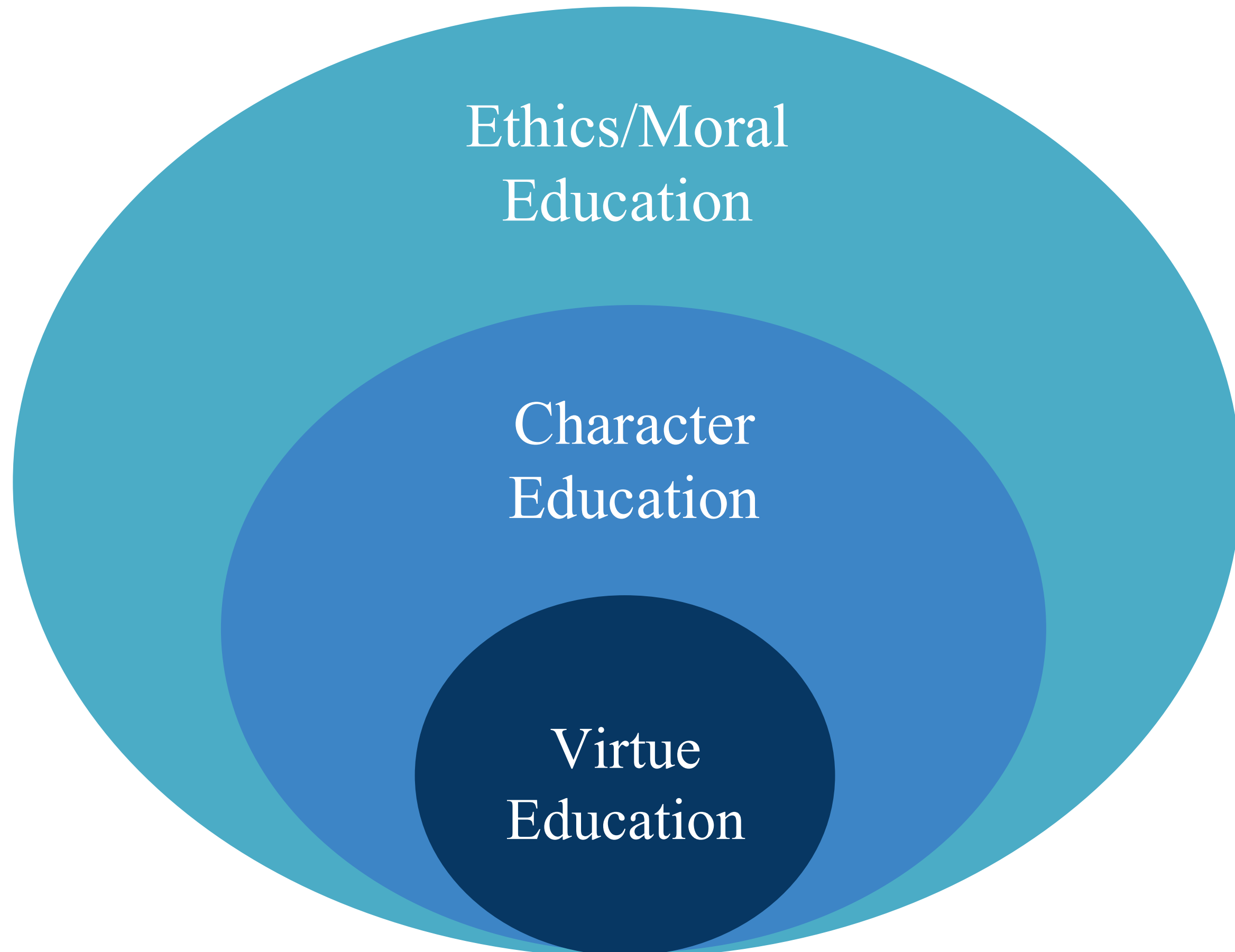
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Workshop Objectives: Attendees will be better able to...

1. Connect with their sense of **vocation/purpose** as teachers
2. Utilize **backwards design for learning principles** for character education
3. Understand **key concepts** of character education, particularly the form Campbell Hallmarks
4. **Give and receive support** from other character educators







Course Relevant Virtues

- **Hope** that ecosystem restoration is possible and worth pursuing in an **environmental studies course**
- **Honesty** in presenting statistical interpretations to non-specialists in a **data analytics course**
- **Respect** for clients in a **Chinese interpretation course**





Introductions

1. Name
2. Pronoun preferences (if you'd like to share them)
3. Your favorite course to teach





Role Models: Pick 1 Question, Write for 3 Minutes

1. Another educator whom I **respect and admire** is... What I admire about them is that...
2. A staff or faculty person who **made a difference** in my life in college or graduate school was...
3. My favorite teacher (professor, yoga instructor, choir director, coach, etc.) **as an adult** (18 years old +) has been...





Purpose: Pick 1 Question, Write for 3 Minutes

1. What I hope students say about me/my classes/my programs is that...
2. **Five-ten years** from now, I hope my students will...at least partially as a result of taking my course.
3. My **highest hope** for my students is that they...
4. I've learned that I can best serve students by...





Table Discussion: 15 minutes

1. Pick a **note taker**.
2. Using a circle format, **each person shares for 1-2 minutes** what you wrote in the first writing activity.
3. Using a circle format, **each person shares for 1-2 minutes** what you wrote in the second writing activity.
4. Compile a **list of themes** to share with the group about.





Emerging Themes...





Questions, concerns, ideas about
character education?





Break



Campbell Hallmarks and Our Teaching



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Crash Course on Backward Design for Learning



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How Familiar Are You w/ Backward Design?



Publications!
Workshops!

Brand new.





How Do You Feel About Backward Design?



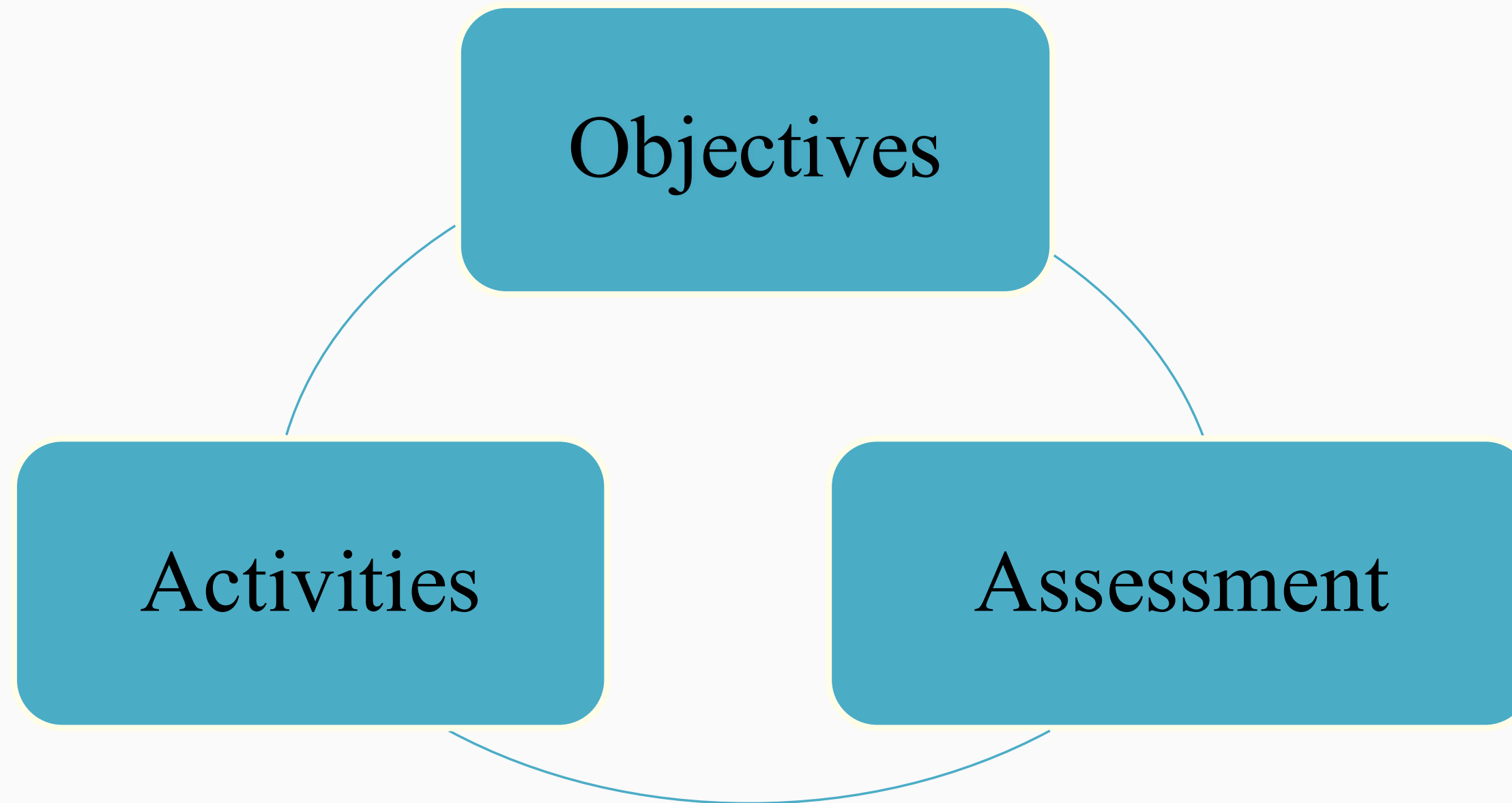
Thrilled to do
it!

Filled with
dread.



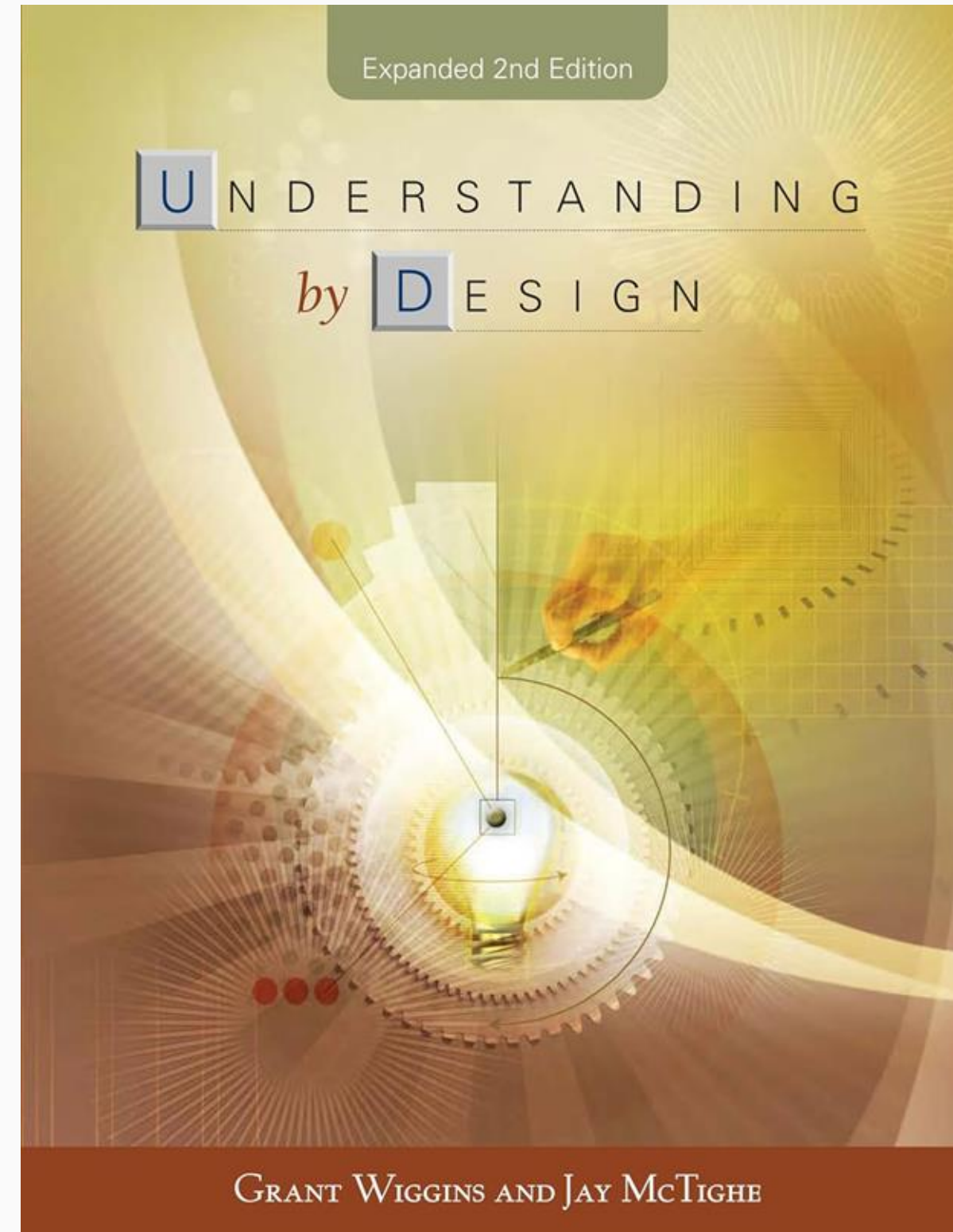


Backward Design Cycle



Source: Grant Wiggins and Jay McTighe, *Understanding by Design*, 2008





Source: Grant Wiggins and Jay McTighe, *Understanding by Design*, 2008





Liz's Hopes

5 Years after our course, I hope my students will be able to consistently respond to another person's anger with curiosity.





Learning Objective Formula

“By [X time], students will be [better, expertly, etc.] able to...”





Liz's Learning Objectives

Immediately after the course, conflict management students will be better able to...

1. Depict—in narrative or visual form—how responding to anger with (in)curiosity has impacted an important relationship in their life.
2. Describe how they personally tend to experience defensiveness (physiological reactions, thought patterns, mood, etc.).
3. Utilize reflective listening skills during tense role plays.





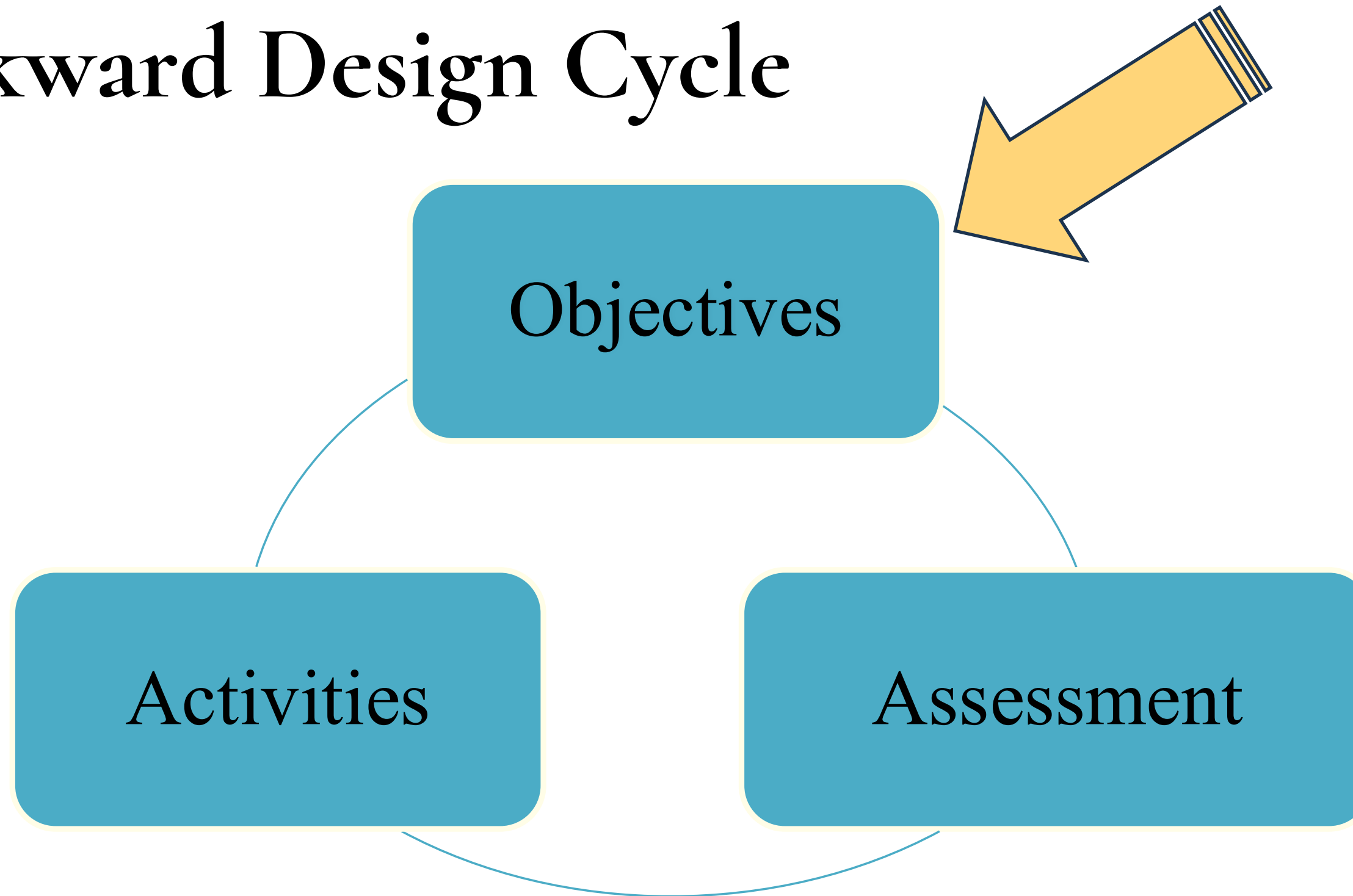
Questions Re: Liz's Learning Objectives

1. **How** might you tweak these learning objectives? **Why** might you want to tweak them?
2. What other learning objectives might you add/substitute?
3. Would you use these learning objectives at the level of the course, module, lesson, etc.?
4. What's the relationship between the learning objectives? Are all of them needed? Which seems *most* important





Backward Design Cycle



Source: Grant Wiggins and Jay McTighe, *Understanding by Design*, 2008





Assessment \neq Grading





Purposes of Assessment

Summative

Convey students' competence to third parties for academic advancement, admissions, and hiring

Formative

Give students feedback to help them take next step in learning

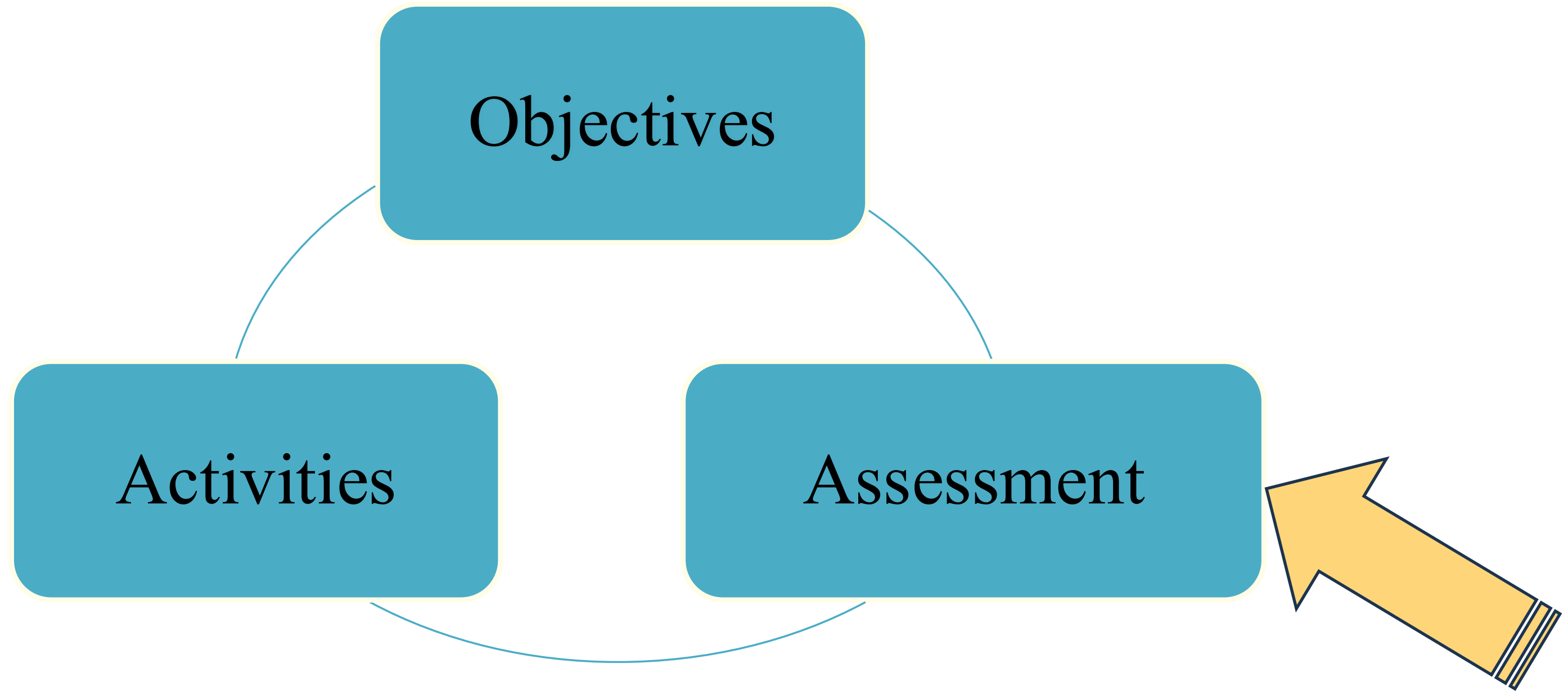
Reflective

Determine what's working, what isn't, and how to improve one's own teaching





Backward Design Cycle



Source: Grant Wiggins and Jay McTighe, *Understanding by Design*, 2008



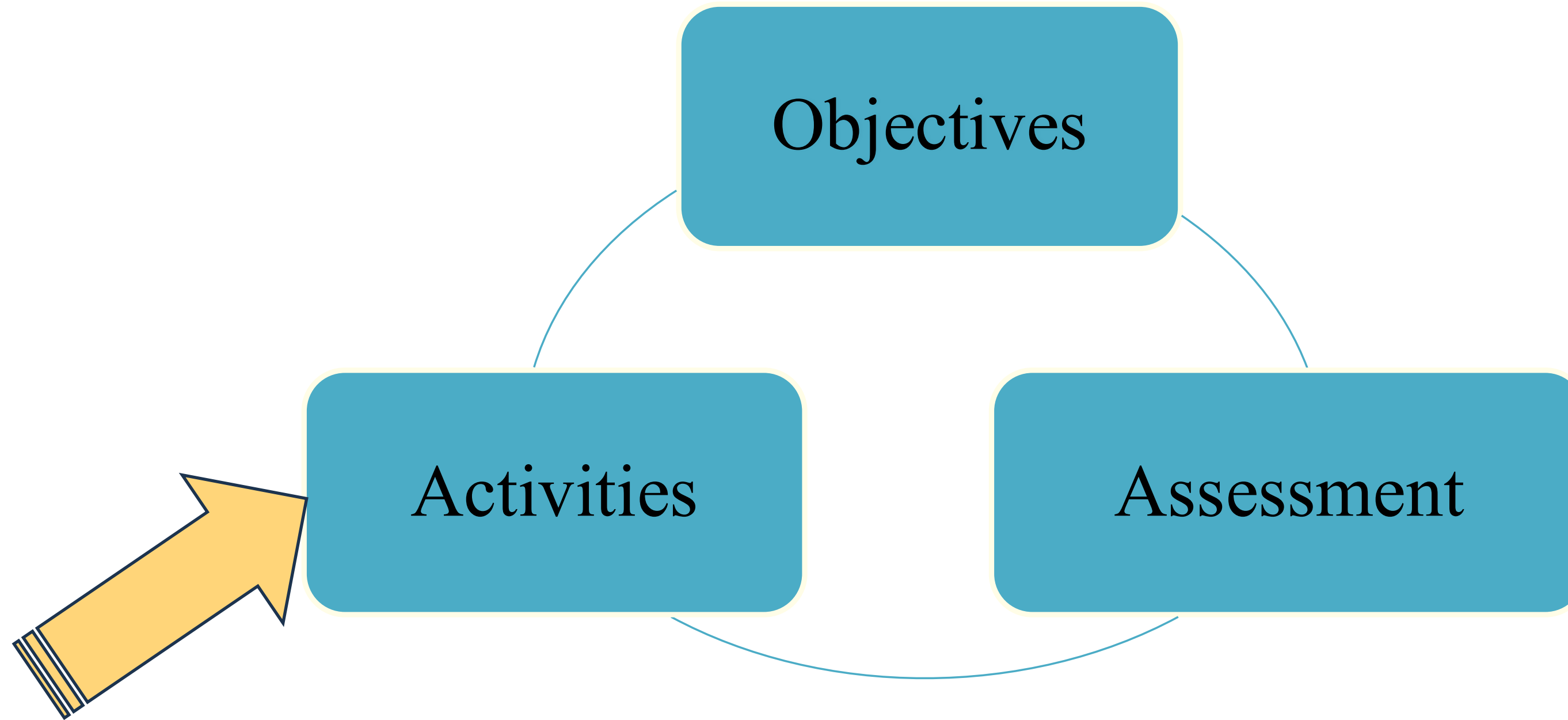


Learning Activities!





Backward Design Cycle



Source: Grant Wiggins and Jay McTighe, *Understanding by Design*, 2008





Leap from Theory to Practice



A Man Jumps Across A Chasm While Hiking is a photograph by Kirk Mastin which was uploaded on January 25th, 2018





Scale of Backward Design that Makes Most Sense to Me



Private
reflection on
teaching
practice

Institutional
accreditation





Questions, concerns, ideas about
backward design?





Break!



4 Kinds of Growth that Support Virtue Development



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Virtue:

A learnable disposition to think, feel, and act excellently in the face of a particular challenge or opportunity.

Sources: Jason Baehr, *Deep in Thought*, 2021; Nathan King, *The Excellent Mind*, 2021





<i>Virtue</i>	<i>Challenge/Opportunity</i>
Intellectual virtue	Epistemic challenge/opportunity
Moral virtue	Moral challenge/opportunity
Compassion	Suffering
Generosity	Scarce resources
Intellectual Humility	Desire for to be right





<i>Virtue</i>	<i>Challenge/Opportunity?</i>
Courage	
Patience	
Gratitude	
Creativity	
Curiosity	





Intellectual or Moral Virtue?

Temperance

Curiosity

Honesty

Fairness

Open-mindedness





Virtues learned much like other forms of agency...



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"0001-DSC_0002" by [The Royal Canadian Legion](#) is licensed under [CC BY 2.0](#).





3 Components of Virtue Growth

Moral Motivations: concern/commitment/care for what is good, true, and beautiful.

Moral Perception: recognizing a situation's moral stakes, opportunities, pitfalls.

Morally-Relevant Skills: intra- or interpersonal capabilities.

Source: Jason Baehr, *Deep in Thought*, 2021, Tom Cochrane, *The Emotional Mind*, 2021



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3 Components of Growth toward Courage

Moral Motivations: patients' mental and physical health, patients' autonomy, staff safety

Moral Perception: patients' words and body language worrisome, potentially *threatening*.

Morally-Relevant Skills: deep breathing to calming panic; speaking to patient to calm them and assess risk; seeking right kind of help



[This photo](#) is in the public domain.





3 Components of Growth toward Compassion

Moral Motivations: what does a compassionate ER physician care about?

Moral Perception: what does a compassionate ER physician pay attention to/notice?

Morally-Relevant Skills: what intra-personal or interpersonal skills does a compassionate ER physician adeptly practice?



[This photo](#) is in the public domain.





Growth toward Intellectual Humility

Moral Motivations: what does an intellectually humble writing group member care about?

Moral Perception: what does an intellectually humble writing group member pay attention to/notice?

Morally-Relevant Skills: what intra-personal or interpersonal skills does an intellectually humble writing group member adeptly practice?



Photo by Gary Friedman, *Los Angeles Times*,
<https://digital.library.ucla.edu/catalog/ark:/21198/zz0002rb80>





Moral Literacy

The ability to **understand and express moral concepts** (especially virtue concepts) in personal reflection or interpersonal communication



Source: Lamb et al., “Seven Strategies for Cultivating Virtue in the University, 2022





Moral Literacy

If you were interested in helping students be more literate about **compassion**, what **other ideas** might be helpful?

What **texts (broadly defined)** might help them understand **compassion**?





Moral Literacy

If you were interested in helping students be more literate about **intellectual humility**, what **other ideas** might be helpful?

What **texts (broadly defined)** might help them understand **intellectual humility**?





Which kinds of growth does your
course *already* support?





Which kinds of growth do you *want* your course to support (think 5 years out)?





Lunch!



Virtue Literacy Workshop



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Virtue Literacy

The ability to **understand and express virtue and other moral concepts** in personal reflection or interpersonal communication



Source: Lamb et al., “Seven Strategies for Cultivating Virtue in the University, 2022





Virtue Literacy Reflection, 1-2 Min

What **virtue and other moral concepts** would help your students articulate moral aspirations, interpret situations, understand your course, etc.?





Partner Work: 10 Min

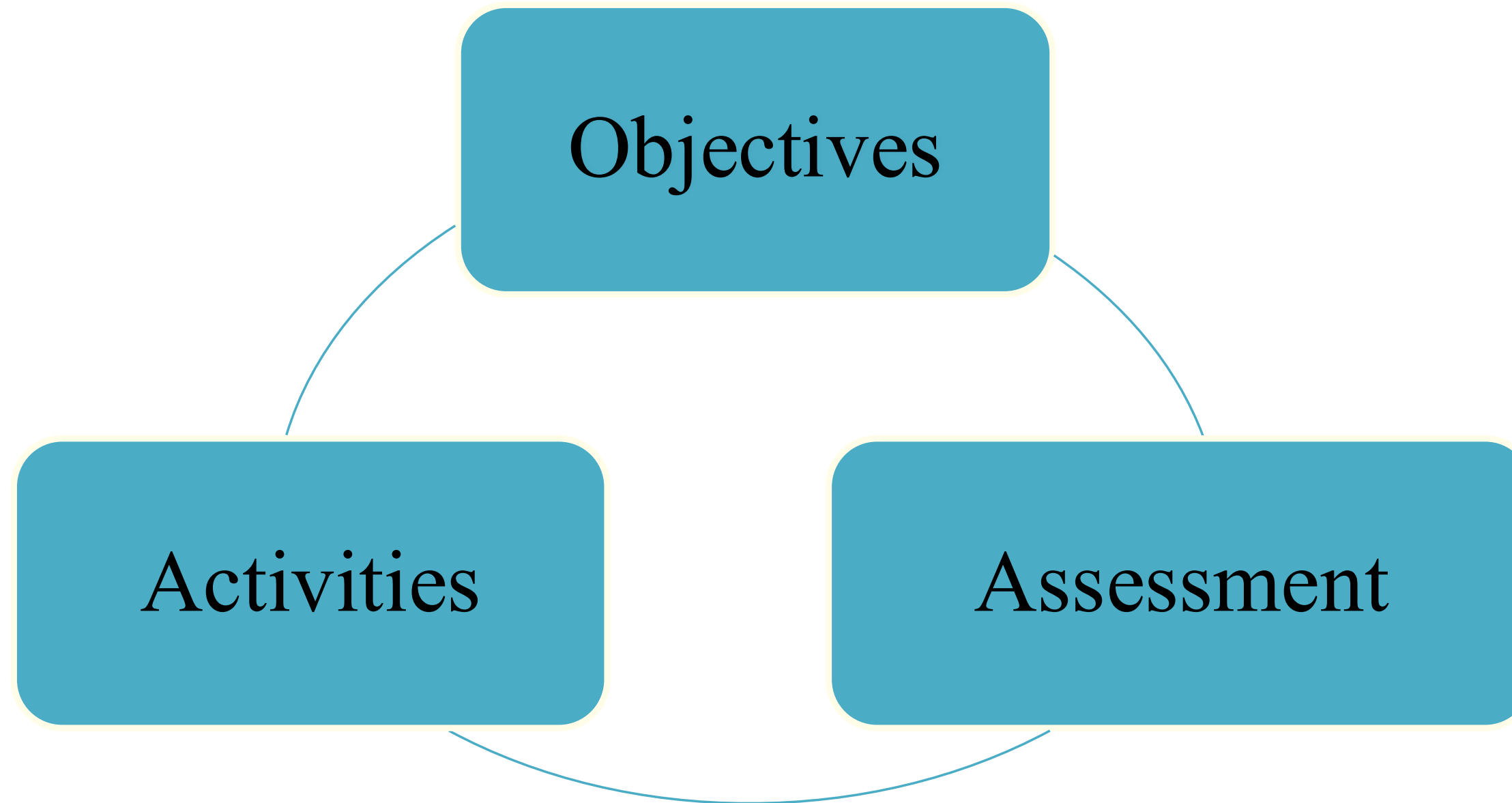
Instructions:

1. Pick a partner and find a quiet space
2. One partner shares what they've written in the Virtue Literacy writing exercise.
3. The other partner **attempts to paraphrase** what they've said (thereby generating more vocabulary)
4. Partners switch roles





Backward Design Cycle



Source: Grant Wiggins and Jay McTighe, *Understanding by Design*, 2008





Crafting LOs about Virtue/Moral Concepts

Give students a chance to...

1. **Define** the concept.
2. Give **examples** of the concept.
3. **Compare and contrast** different versions of the concept.
4. **Analyze/reflect on a situation** using the concept
5. **Other?**





Crafting LOs about Virtue/Moral Concepts

Advanced conflict management students will be able to...

1. **Define courage** in the context of conflict management.
2. Give **examples** of the courageous and/or less than courageous conflict management, drawing on course readings.
3. **Compare and contrast** Malcolm X's and MLK's practice of courage.
4. Use your definition of courage to **reflect** on a conflict you feel you managed reasonably well.





Learning Moral/Virtue Concepts





Leap from Theory to Practice



A Man Jumps Across A Chasm While Hiking is a photograph by Kirk Mastin which was uploaded on January 25th, 2018





Debrief & Prepping for Tomorrow



Virtue Motivation Workshop



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Individual Writing, 2-3 Min

What/who do you hope students care more deeply about as a result of your program/course?





3 Components of Virtue Growth

Moral Motivations: concern/commitment/care for what is good, true, and beautiful.

Moral Perception: recognizing a situation's moral stakes, opportunities, pitfalls.

Morally-Relevant Skills: intra- or interpersonal capabilities.

Source: Jason Baehr, *Deep in Thought*, 2021, Tom Cochrane, *The Emotional Mind*, 2021



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“[D]eveloping character is not about committing to generic virtues. One is not brave merely for the sake of being brave. That would be pointless. *Rather, one is brave for sake of defending one’s family, some particular cause, or a cherished institution.*”

Tom Cochrane, *The Emotional Mind: A Control Theory of Affective States*, p.173.
Italics added.





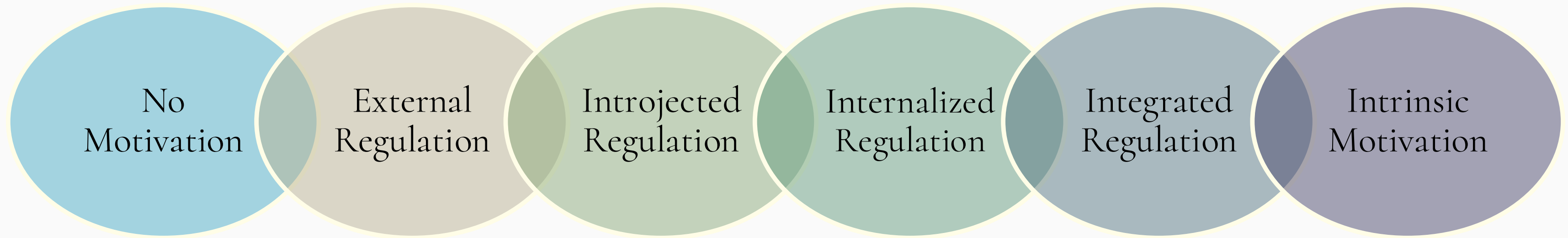
Moral Motivation: a desire to _____ something good, true, beautiful.

- Embody
- Enact
- Protect
- Nurture
- Build
- Sustain
- Revive
- Other?





Continuum of Self-Determination in Motivation

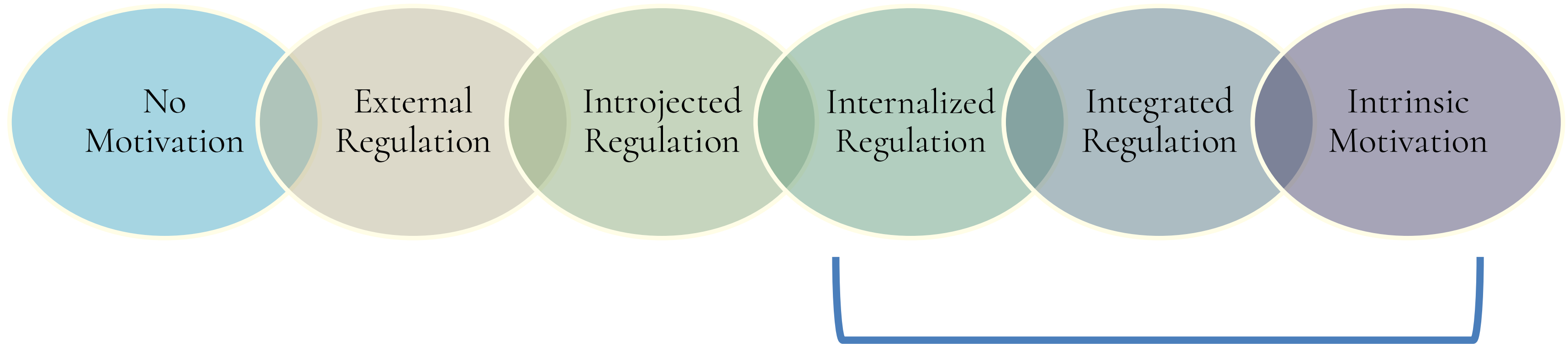


Source: Luc Pelletier and Meredith Rocchi, “Organismic Integration Theory: A Theory of Regulatory Styles, Internalization, Integration, and Human Functioning in Society,” 2023.





Continuum of Self-Determination in Motivation



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Mechanisms for Internalizing Moral Motivation

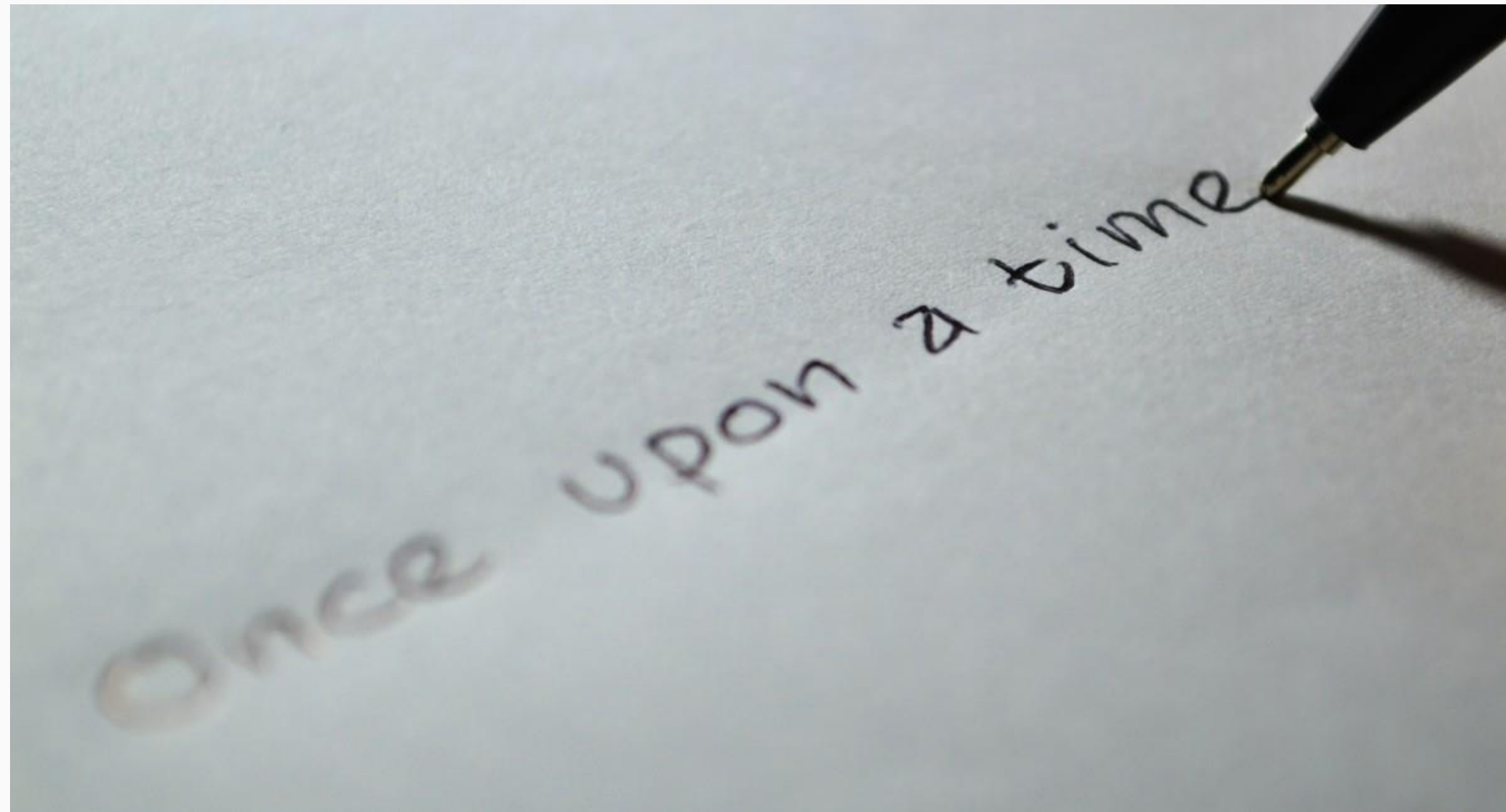
Make new social connections, acquire new moral concerns





Mechanisms for Internalizing Moral Motivation

Storytelling and Listening





Mechanisms for Internalizing Moral Motivation

Expanded Possibilities

- historical examples
- skill development
- innovations
- fictional futures





Mechanisms for Internalizing Moral Motivation

Develop an ethic for a role that's already important to the learner (parent, nurse, citizen, etc.)





Mechanisms for Internalizing Moral Motivation

Apply **existing values** (from family, religious tradition, etc.) in **new arenas**.





Mechanisms for Internalizing Moral Motivation

Introduction to **near
peer role models.**





Mechanisms for Internalizing Moral Motivation

Make new social connections, acquire new moral concerns

Storytelling and Listening

Expanded sense of the possible

- historical examples
- skill development
- innovations
- fictional futures

Develop a role ethic for a role that's already important to us (parent, nurse, citizen, etc.)

Apply existing values (from family, religious tradition, etc.) in new arenas.

Introduction to admirable, feasible role models.





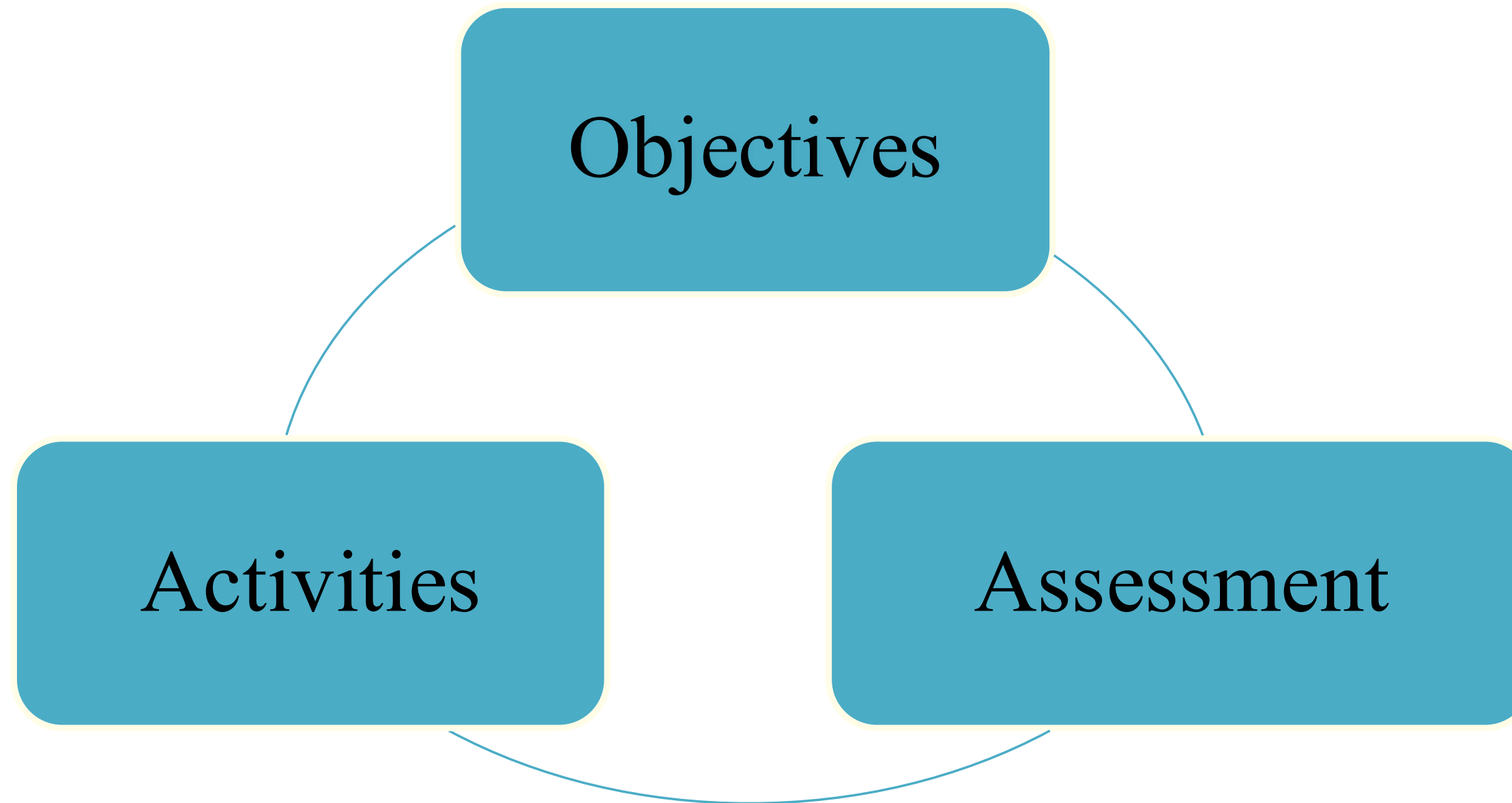
Learning Activities and Motivation Mechanisms

1. Community engaged learning
2. Guest speaker
3. Getting-to-know-you class discussions
4. Documentary
5. Professional identity paper
6. Position paper
7. Study abroad
8. Arts-based learning
9. Writing circle
10. Peer mentoring





Backward Design Cycle



Source: Grant Wiggins and Jay McTighe, *Understanding by Design*, 2008





Crafting Motivation LOs

Give students a chance to...

1. Articulate **moral emotion**: gratitude, admiration, regret, etc.
2. Identify **exemplars**
3. Identify **contexts** in which they want to practice the virtue
4. Apply the virtue to a **role**
5. Describe **moral commitments or intuitions**





Example LO's for Courageous Motivations

By the end of the course, conflict management students will be able to...

1. Narrate their observations of people in their life managing fear admirably.
2. Describe how they aspire to relate to their own fear and why.
3. Recognize commonly occurring interpersonal challenges they wish to navigate more courageously.
4. Author a mediator's mission and value statement, highlighting relevant virtues.
5. Express a vision of "healthy conflict" they'd like to embody in their personal relationships.





Leap from Theory to Practice



A Man Jumps Across A Chasm While Hiking is a photograph by Kirk Mastin which was uploaded on January 25th, 2018





Debrief!



Moral Perception Workshop



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Individual Writing, 2-3 Min

What do you hope your students pay attention to as a result of taking your class? To what kinds of information do you hope they are especially attuned?





3 Components of Virtue Growth

Moral Motivations: concern/commitment/care for what is good, true, and beautiful.

Moral Perception: recognizing a situation's moral stakes, opportunities, pitfalls.

Morally-Relevant Skills: intra- or interpersonal capabilities.

Source: Jason Baehr, *Deep in Thought*, 2021, Tom Cochrane, *The Emotional Mind*, 2021



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"We attempt to answer the question: 'What shall [we] do?'
by raising the prior question: 'What is going on?'"

-H. Richard Neibuhr





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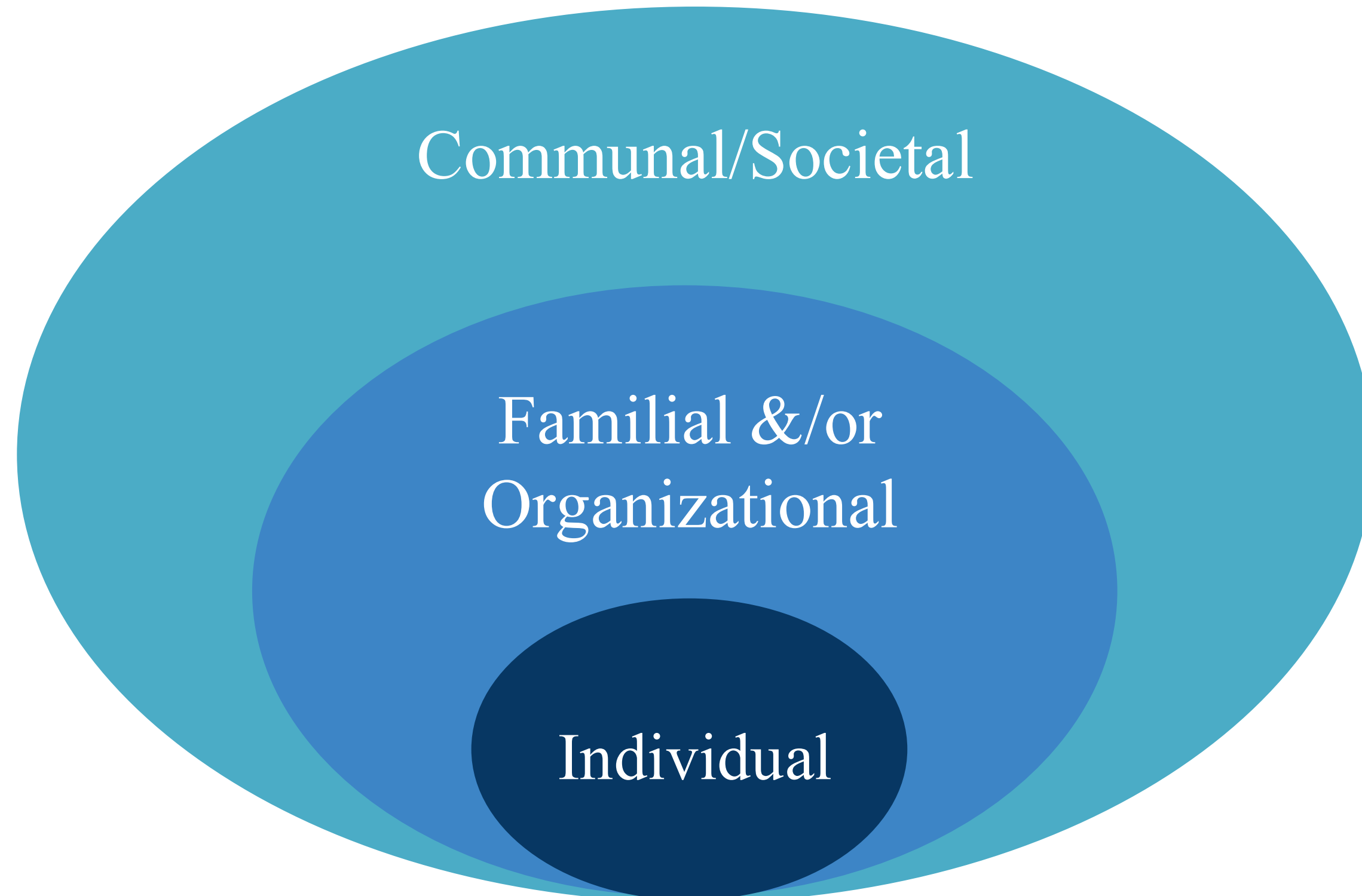
Disciplinary Perception

- Sociological imagination
- Theological imagination
- Novelistic empathy
- Artistic vision
- “Think like a lawyer”
- Engineers’ reflective practice
- Scientific method
- Historical perspective
- Other?





Scales of Moral Perception





"We attempt to answer the question: 'What shall [we] do?'
by raising the prior question: 'What shall we be?'"

-H. Richard Niebuhr





Individual Writing, 2-3 Min

For what moral questions/challenges might your discipline provide especially useful insights?





Habituating moral perception





Reflection → Individual Moral Sensemaking

1. Experiential learning
2. Personal experiences
3. Case studies
4. Narrative



Public Domain, <https://www.piqsels.com/en/public-domain-photo-fksqf>





Dialogue → Communal Moral Sensemaking

1. Classmates
2. Community members
3. Experts from various disciplines
4. Anybody with **really** different life experiences



Public Domain: <https://www.piqsels.com/en/public-domain-photo-fouw>





Collective Moral Sense Making



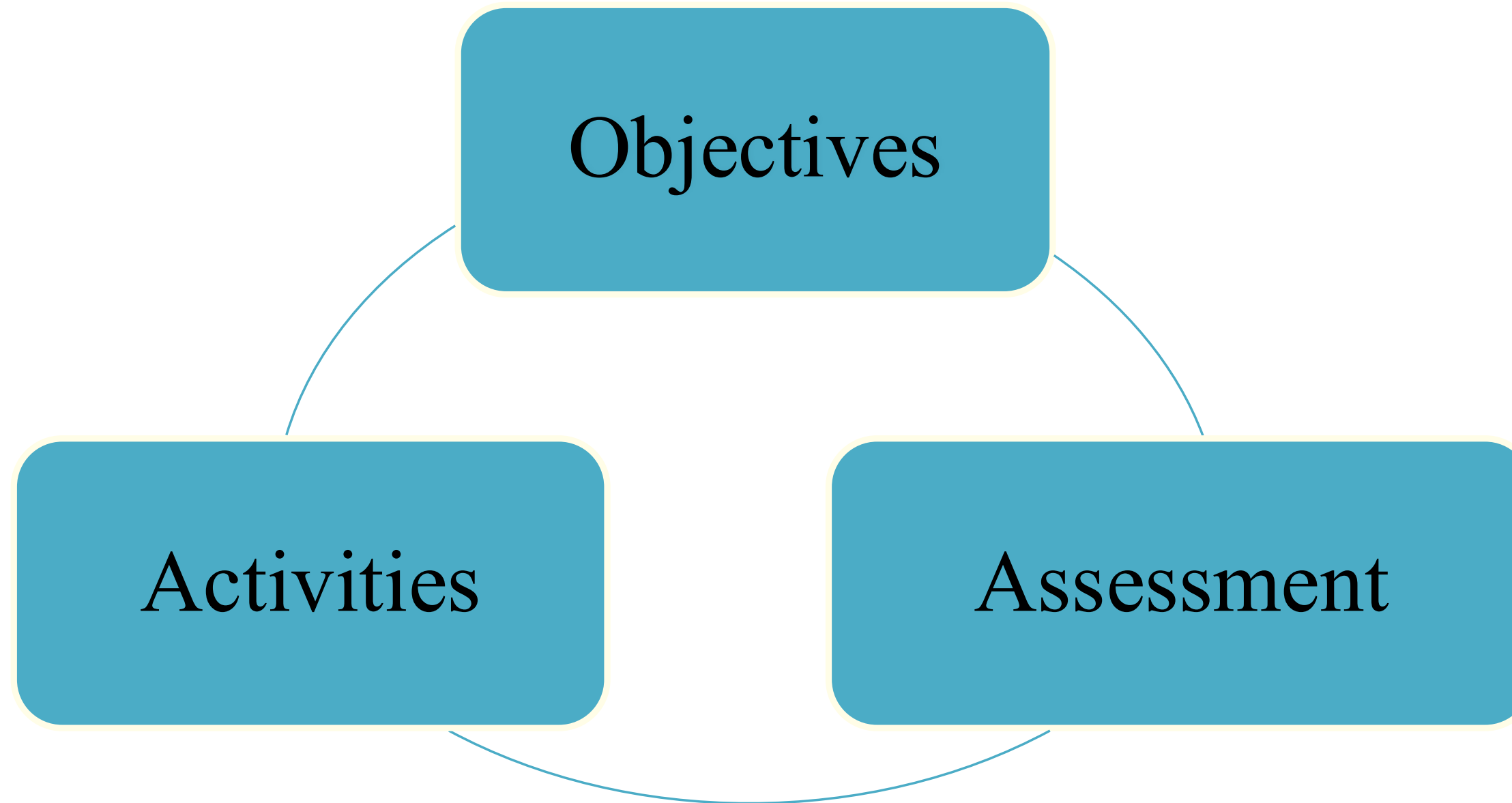
Recognize the
existence of
more than one
moral point of
view

Achieve
moral
consensus





Backward Design Cycle



Source: Grant Wiggins and Jay McTighe, *Understanding by Design*, 2008





Crafting Moral Perception LOs

Give students a chance to demonstrate that they...

1. **Know when** to practice a particular virtue.
2. **Use disciplinary analytical practices** to inform their response to a moral challenge.
3. **Notice and can interpret information** relevant to virtuous action.





Example LOs for Courageous Perception

By the end of the course, conflict management students will be able to...

1. Recognize which conversations (do not) merit courageous engagement.
2. Use a power analysis to assess physical, financial, emotional risks of a conflict.
3. Detect—in themselves and others—the physiological signs of a fight-flight-freeze-fawn reactions.





Leap from Theory to Practice



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Virtue Relevant Skills Workshop



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Skills Reflection, 1-2 Minutes

What **interpersonal &/or intrapersonal skills** do you want your students to be more adept at as a result of your program/course?





3 Components of Virtue Growth

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Source: Jason Baehr, *Deep in Thought*, 2021, Tom Cochrane, *The Emotional Mind*, 2021



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Morally-Relevant Skills: capacities for agency

- **Individual agency**
 - Executive function skills
 - Emotional regulation skills

- **Collective agency: skills to...**
 - Generate shared purpose
 - Gather resources
 - Distribute tasks
 - Practice accountability
 - Build trust
 - Repair harms to trust





<i>Virtue</i>	<i>3-5 Intra- or Interpersonal Skills?</i>
Courage	
Intellectual Humility	
Hope	
Compassion	
Curiosity	





Teaching for Morally-Relevant Skills

1. Verbal &/or written instruction
2. In person &/or video demonstration
3. Break skill into component parts and practice each part
4. Put the parts together and practice in easy settings
5. Practice in novel settings or harder settings
6. Reflection at every step
7. Feedback at every step
8. Celebrate each small win!
9. Search out new techniques, teachers, learning contexts





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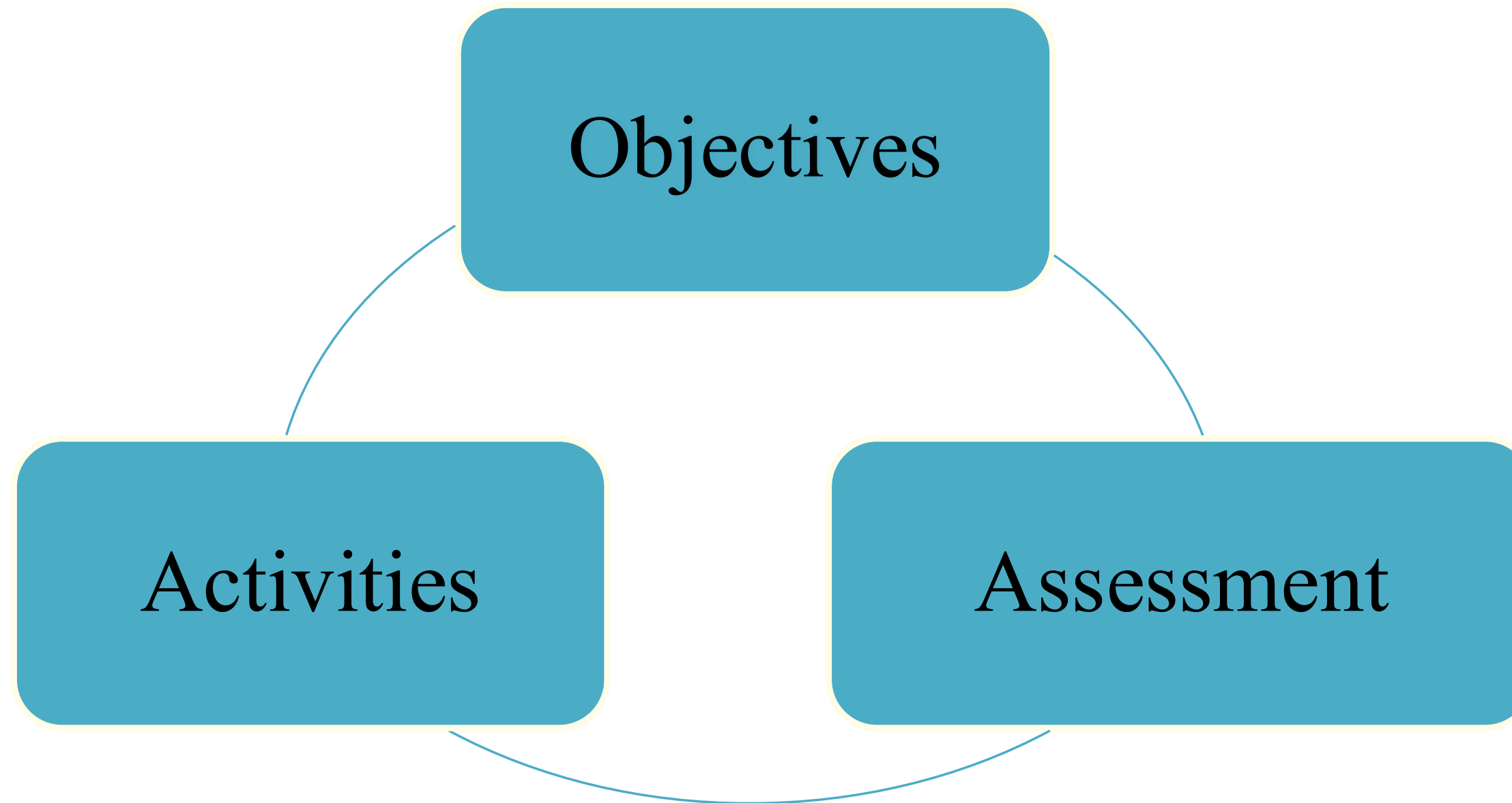
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Backward Design Cycle



Source: Grant Wiggins and Jay McTighe, *Understanding by Design*, 2008





Crafting LOs about a Virtue-Relevant Skills

Give students a chance to...

1. Demonstrate **emotional regulation skills** that constitute/support virtuous action.
2. Demonstrate **executive function skills** that constitute/support virtuous action.
3. Demonstrate **social skills** that constitute/support virtuous action.





Example LOs for Courage-Relevant Skills

Conflict management students will be able to...

1. **Utilize various breathing techniques** to calm the fight, flight, freeze, or fawn response..
2. Execute a **risk-mitigation plan** for a current conflict.
3. **Request support** trustworthy from friends, family, colleagues while managing a conflict.





Leap from Theory to Practice



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Selection and Alignment Workshop + Closing Reflections



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Note to Self: Don't forget to
take a group photo!



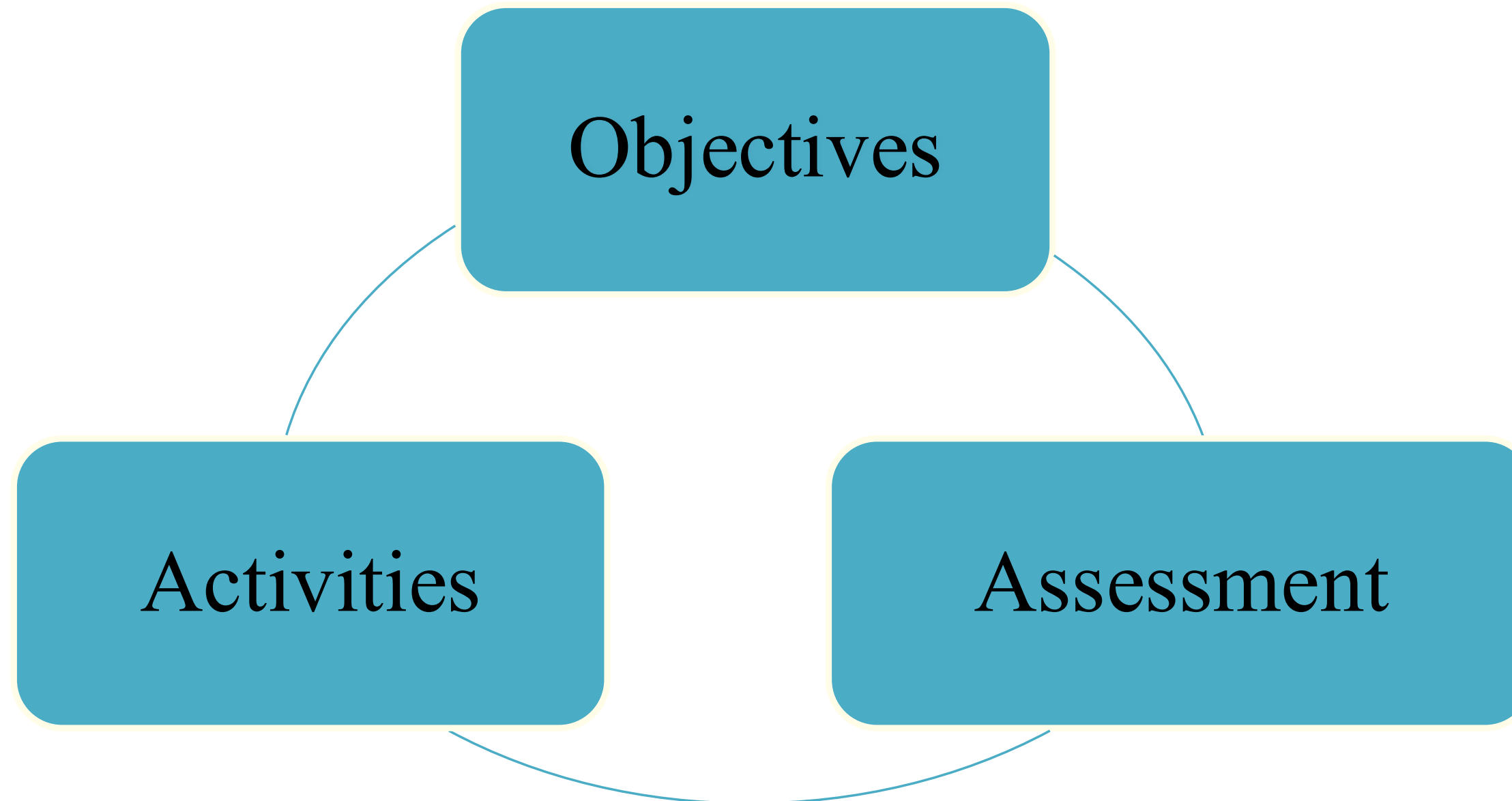


Can't we just teach students
to be kind?





Does it Flow?

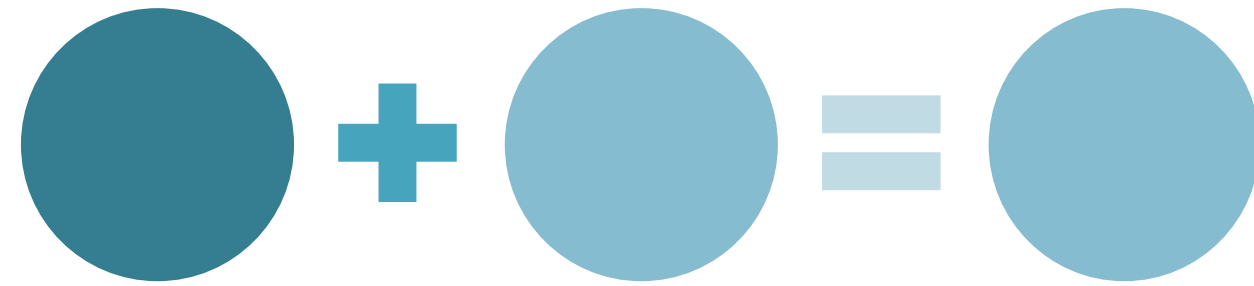
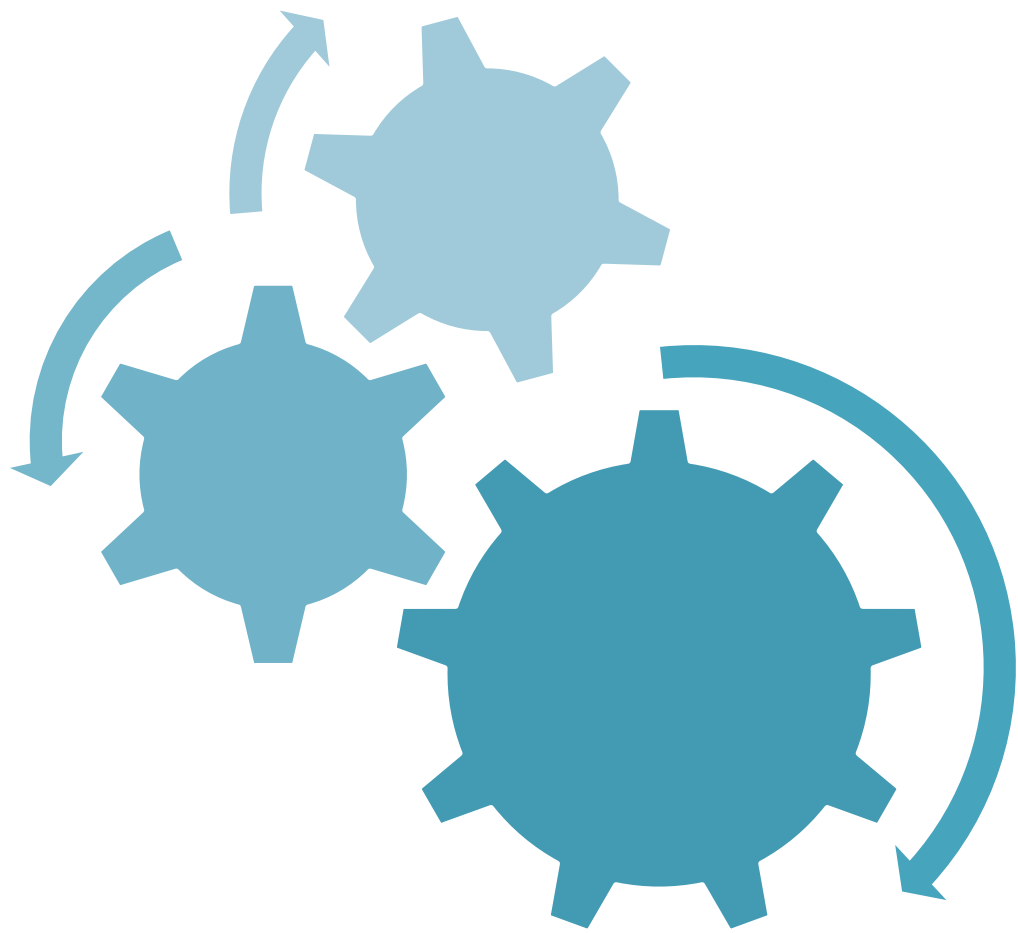


Source: Grant Wiggins and Jay McTighe, *Understanding by Design*, 2008





Relationships Among Learning Objectives?





Pair Work





Feedback on Workshop Content





Educating Character Initiative



600,000 individuals by 2029





Updates on/Resources from Character Ed Movement





Several Thank You's!





Wake Forest

