



ΔΙΑΛΟΓΟΣ

ΕΛΛΗΝΙΚΟ ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ  
ΣΧΟΛΗ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΕΠΙΣΤΗΜΩΝ

ΕΠΙΣΤΗΜΟΝΙΚΗ ΕΠΙΘΕΩΡΗΣΗ  
ΤΟΥ ΜΕΤΑΠΤΥΧΙΑΚΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ  
«ΣΠΟΥΔΕΣ ΣΤΗΝ ΟΡΘΟΔΟΞΗ ΘΕΟΛΟΓΙΑ»

ΔΙΑΛΟΓΟΣ  
«ΣΠΟΥΔΕΣ ΣΤΗ ΘΕΟΛΟΓΙΑ»

ΤΟΜΟΣ Θ΄

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Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ  
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

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**INNOVATIVE METHODS FOR TEACHING ETHICS:  
ART AS A TOOL FOR REFLECTIONS ON BIOETHICS,  
AN EDUCATIONAL SCENARIO**

*» Abstract «*

Art is the basic mean which creates the environment to unveil to young people crucial issues of ethics, arising from the breakthrough in all fields of sciences. With the use of paintings and drama, educators hold an informal but innovative tool to complement the process of science education. The students undertake several roles during the whole procedure (actors, audience, members of committees, commentators, debate members). Art, through various activities intrigue young learners to think, explore and confront ethical issues referring to sciences, that with the formal educational type of teaching they couldn't understand.

**Keywords:** *Art, ethics, bioethics, education, innovative teaching*

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**ΚΑΙΝΟΤΟΜΟΙ ΜΕΘΟΔΟΙ ΣΤΗ ΔΙΔΑΣΚΑΛΙΑ ΤΗΣ ΗΘΙΚΗΣ:  
Η ΤΕΧΝΗ ΩΣ ΜΕΣΟ ΠΡΟΒΛΗΜΑΤΙΣΜΟΥ  
ΣΤΑ ΒΙΟΗΘΙΚΑ ΖΗΤΗΜΑΤΑ, ΕΚΠΑΙΔΕΥΤΙΚΟ ΣΕΝΑΡΙΟ**

*» Περίληψη «*

Η Τέχνη είναι βασικός παράγοντας που δημιουργεί το περιβάλλον για να αποκαλύψει στους νέους τα βασικά ζητήματα ηθικής, τα οποία προκύπτουν

από τα επιτεύγματα σε όλα τα επιστημονικά πεδία. Με τη χρήση των έργων ζωγραφικής και του δράματος, οι εκπαιδευτικοί χρησιμοποιούν κατέχουν ένα καινοτόμο εργαλείο, το οποίο συμπληρώνει τη διαδικασία της επιστημονικής εκπαίδευσης. Οι μαθητές/φοιτητές αναλαμβάνουν σημαντικούς ρόλους στη διαδικασία (ηθοποιοί, ακροατές, μέλη επιτροπών, σχολιαστές, μέλη συζήτησης). Η Τέχνη, μέσα από τις διαφορετικές δραστηριότητες, προκαλεί τους εκπαιδευόμενους να σκεφτούν, να διερευνήσουν και να αντιμετωπίσουν τα ηθικά ζητήματα, τα οποία αναφέρονται στις επιστήμες, που με τον τυπικό εκπαιδευτικό τρόπο διδασκαλίας δεν μπορούν να κατανοήσουν.

**Λέξεις-κλειδιά:** *Τέχνη, ηθική, βιοηθική, εκπαίδευση, καινοτόμος διδασκαλία*

## 1. Introduction

The proposed educational scenario offers an effective tool to educators who want to promote reflections on bioethics issues that are difficult to approach and analyse through conventional teaching methods.<sup>1</sup> A step by step presentation of how Art works as a facilitator of understanding Ethics.

## 2. Details of the scenario

**Type of action:** Innovative Educational Methods (“The art of teaching is the art of assisting discovery”, *Mark Van Doren*)

**Duration of the Event:** The whole event lasts 90 minutes with an interval between.

**Venue:** Schools and Museums, or wherever these good practices could be implemented)

**Scopes:** The young students:

- Become aware of issues that emerge from the rapid development in all fields of science, Ethics.

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1. Fanaras V., Georgiadou K., et al. «Art as a tool of exploring and teaching Bioethics», *Bioethica Forum* 4/2016, pp. 157-160, Switzerland.

- Learn to analyze and interpret basic ethical conflicts.
- Practice to focus and identify hints and messages that artistic works try to convey (paintings, images, dramatization).
- Understand the power of Art and the ability to use it as an educational tool.
- Cultivate empathy that enables them to share someone else's feelings or experiences and by imagining what decisions must be taken they learn via an alternative teaching approach.
- Discover the consequences of science without limits.
- Enrich their dictionary with terms and notions related to sciences.
- Specialize in participating to debates and support one's opinion.
- Develop their critical thinking and their artistic perception of high level notions.

### 3. Teaching Process (Phases of the event)<sup>2</sup>:

#### A. First Phase

##### **Summary**

In the first phase (45' mins). The first 10' mins the audience hears a short narrative of what they will experience, as well as, a basic presentation of bioethical terms. The next 15' mins students (as actors/actresses) perform a theatrical play that it is written to stimulate the discussions on ethical issues. The play focuses in human enhancement, genetic selection and the potential it holds for our society. After the performance they will state their worries and concerns answering to predefined questions from the questionnaire they have taken (20' min).

##### **Analytically**

The educator reads a short text (link Wikipedia<sup>3</sup>) informing the students

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2. Before the event starts the participants get a handy booklet (pictures, basic information about bioethics, narratives, study cases etc.) as a guide for the 2 phases of the event and an extra work-sheet included (questionnaires-comments)
  3. <https://en.wikipedia.org/wiki/Bioethics>, "*Bioethics is the study of the ethical issues emerging from advances in biology and medicine. It is also moral discernment as it relates to medical policy and*

about the whole procedure of the event and tries to explain briefly but also effectively, what is Bioethics and what bioethical dilemmas arise in science development. Furthermore, painting No1 projects the relevant issue of enhancement at the background. The audience might not be familiar with these issues, so it is necessary to introduce them to the main topic of the event (narrative and painting).



Painting 1 - Enhancement<sup>4</sup>

As soon as the students start to understand the theoretical background of the event, art is engaged in the process to help them link experience and knowledge.

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*practice. Bioethicists are concerned with the ethical questions that arise in the relationships among life sciences, biotechnology, medicine, politics, law, and philosophy. It includes the study of values ("the ethics of the ordinary") relating to primary care and other branches of medicine".*

4. All the paintings were made by the artist George Fanaras (SinoTwo). Painting No 1 (Enhancement) it is named by the artist: **"Eclipse Point"** / **1, 10 x 0,70 m (x 2)** with the comment: *"Technology has a major role in the progress of humans. The false use can lead to injustice, while the right use could bring salvation in many parts of our lives."* (<http://artethics.blogspot.com/>)

The students, actors (either live on stage, or through a recorded video) perform the play “**Future Perfect**”<sup>5</sup>, a bioethical play of Haresh Sharma which focuses in two short stories from the future. This play has been commissioned by the School of Medicine of the University of Singapore. As Art should generally do, the play does not take a position neither proposes solutions.

The main purpose of the play is to create awareness about ethical dilemmas in young students and stimulate discussions<sup>6</sup>: “*A young couple takes the Serum of Youth, prolongs life and reaches 200 years old and a young man brings his mother to Designer Babies lab to have the perfect baby*”.

The play lasts approximately 15 mins. After the play the audience participates in a discussion. The discussion starts when the students are asked to answer the (2) two questions from the booklet, connected to “**Future Perfect**”. They are encouraged to share their thoughts and perceptions they might had during the performance or the discussion.

### **FIRST PHASE: “FUTURE PERFECT”**

#### **WORKSHEET No 1**

<p><b>1. QUESTION</b> If you could take a serum to make you live forever, would you?</p>
<p><b>ANSWER</b>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>2. QUESTION</b> If your parents told you that they were going to have a designer baby as your brother and that they wanted him to be tall, handsome and intelligent would you support them?</p>
<p><b>ANSWER</b>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

5. Haresh Sharma, “Future perfect”, *The Necessary Stage*, Singapore 2013.

6. Fanaras V., Teaching through innovative methods. *Workshop (Ethics in Education)*, 20<sup>th</sup> NEC Forum, Rome, Italia: 2014.



## **B. Second Phase**

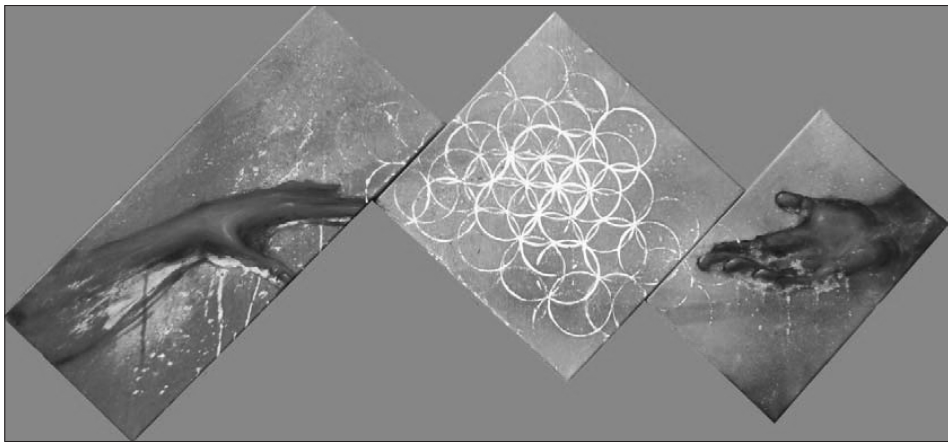
### **Summary**

In the second phase (45' mins) Paintings related to various issues of bioethics are presented to the students, with narrative texts underneath each one. In this phase they are invited to reflect on the situations depicted and link information or aspects from their experiences or knowledge.

Then, they are asked to undertake roles and participate actively in the event. They will stage on study cases based on the issues that the paintings implied. They will also form a committee that arrives at a certain decision regarding the study cases. This phase will end with a collective discussion with all the attendants expressing their points of view and judging the committee's outcome.

### **Analytically**

After the interval, the screen projects paintings, that are used as another artistic form that assists this innovative educational experience. The paintings have been commissioned to Mr. George Fanaras (aka SinoTwo), a young artist that his work about "Art and Ethics" and the concepts of Bioethics they represent are: 1. Stem cells Research, 2. Euthanasia



Painting 2 - Stem Cells<sup>7</sup>

7. Painting No 2 (Stem cells) was made by the artist George Fanaras (SinoTwo) and it is in the private collection of Mr Ilias Vanakas, Brussels, Belgium. Painting No 2 it is named by the artist: "**1+1=1 (a sacred moment)**" / 0, 50 x 0, 20 – 0, 30 x 0, 30 – 0, 30 x 0, 20 m, with the comment: "*Life has a peculiar way to be shaped and express itself, sometimes in harmony and symmetry, other times in chaos. At the moment of conception, the two equal units become one and then the one, becomes two.*" (<http://artethics.blogspot.com/>)



Painting 3 - Euthanasia<sup>8</sup>

As soon as the process starts, the students will look at the paintings on the screen of the auditorium, listening at the same time some stories and cases (narratives) about stem cells and euthanasia connected to them. This artistic environment sets a more inviting and vivid surrounding for the students to get easily involved into scientific issues that would sound difficult

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8. Painting No 3 (Euthanasia) it is named by the artist: **"Double Edged Blade"** / 1, 20 x 0, 80 m, with the comment: *"You know where the heart is."* He shouted at her: *It doesn't have to be a war-zone for someone to deal with this dilemma.*" (<http://artethics.blogspot.com/>)



or unknown, if a teacher just read them from a scientific book. Their emotions also take part.

### **STUDY CASES**

They themselves become the main facilitators of learning. Some of them are asked, voluntarily, to impersonate persons and situations of 2 study cases based on the issues of the paintings. They will stand in front of a committee to have a verdict. This committee with 3 members, also formed by volunteers, listens and then announces their decision about the 2 study cases. Finally, all the participants can comment on the decisions taken and justify their answers.

#### **1st STUDY CASE: Issue Stem Cells- Painting No 1**

*“Mr. John Anastasiadis, 25 years old, an ex-athlete, suffers from a type of Hepatitis which he “got” while having an unprotected sexual contact. The disease forces him to undertake a painstaking treatment, 2 years now, going to the Hospital of his district twice a week, depriving him from his athletic activities and generally from a normal life. He applied for a treatment with stem cells that come from embryos to “gain back his lost life” as he claims in his request.*

Your role (Committee):

**Your committee has reached a decision whether he will be approved for the new experimental treatment with embryonic stem cells or he will continue with his contemporary one”.**

#### **2<sup>nd</sup> STUDY CASE: Issue Euthanasia -Painting No 2**

*“Mr. Nicolas Georgiou, 45 years old, had had a car accident 15 years ago and he is a tetraplegic(paralyzed) person. Although he has his family continuous care, he asks insistently from the Greek Justice to permit him to have a “decent death” taking the prescription for euthanasia.”*

Your role (Committee):

**Having as granted, that the country’s legislation forbids such an act, your committee has to reach a decision if he should be given the right to do so or his demand will be rejected’.**

This educational approach finishes with the completion of the worksheet (W2). The worksheet, that is anonymous, can help both the students and the educators. The students are free to write their own reflections, linking the experience that Art had offered with knowledge they had, or they got from

the whole event. The educators, on the other side, can evaluate, analyze and synthesize, the impact this artistic approach had to the participants and thus to conclude in the effectiveness of it.

### WORKSHEET No 2

#### SECOND PHASE : STUDY CASES and PAINTINGS

##### 1. QUESTION

Do you think that the attached artwork paintings have prepared-introduced you properly in the related bioethical issues?

ANSWER.....  
 .....  
 .....  
 .....  
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 .....

##### 2. QUESTION

Do you think that looking at a painting artwork related to a bioethical issue affects you to evaluate the main issue? If yes, how this happens?

ANSWER.....  
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 .....  
 .....  
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### Conclusion

The final step involves a last worksheet (W3). The participants are asked to evaluate the event they have attended. The data collected from that will give a useful and very important conclusion to the educators.

Did Art manage to unfold the area of Ethics and Bioethics to young learners in an effective and entertaining at the same time, way?

The positive results will state the value of implementing an innovative technique of teaching Ethics and Bioethics to young learners. Moreover, with this educational process we prepare responsible young EU citizens in confronting contemporary and serious ethical issues, as their attitude towards these will affect a new era in scientific developments. The educators have to find the most helpful tool to achieve the necessary educational goals and Art can be a crucial component in that.

#### Worksheet of OVERALL EVALUATION

1. Did you understand what Bioethics is?	<u>YES</u>	<u>NO</u>
2. Do you think the forms of Art (dramatization, paintings) used in the event helped in that?		
3. Did you enjoy taking part in this event? (actors, committee, debaters)		
4. Will you attend in future, such artistic sessions to help you learn more about ethics and integrity?		

#### COMMENTS

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