Learning environment and moral development:
How university education fosters moral judgment competence in Brazil and two German–speaking countries

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Learning environment and moral development: How university education fosters moral judgment competence in Brazil and two German-speaking countries

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To my grandmother Angelina
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<tbody>
<tr>
<td>comp.</td>
<td>competitive university</td>
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<tr>
<td>C-score</td>
<td>Competence score from the Moral Judgment Test</td>
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<tr>
<td>DIT</td>
<td>Defining Issues Test (Rest)</td>
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<tr>
<td>ES</td>
<td>extra-syllabus</td>
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<tr>
<td>German-sp.</td>
<td>German-speaking</td>
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<tr>
<td>GR</td>
<td>guided reflection</td>
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<tr>
<td>KMDD</td>
<td>Konstanz method of dilemma discussion</td>
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<tr>
<td>LE</td>
<td>learning environment</td>
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<tr>
<td>MJI</td>
<td>Moral Judgment Interview (Kohlberg)</td>
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<tr>
<td>MJT</td>
<td>Moral Judgment Test (Lind)</td>
</tr>
<tr>
<td>non-comp.</td>
<td>non-competitive university</td>
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<tr>
<td>NS</td>
<td>non-syllabus</td>
</tr>
<tr>
<td>ORIGIN/u</td>
<td>Questionnaire for assessing opportunities for role-taking and guided reflection at university</td>
</tr>
<tr>
<td>r</td>
<td>relative effect-size correlation measure</td>
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<td>RT</td>
<td>role-taking</td>
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<td>role-taking and guided reflection</td>
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<td>S</td>
<td>syllabus</td>
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<td>SS</td>
<td>semi-syllabus</td>
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