**SOLVING DILEMMAS USING THE “SEE-JUDGE-ACT” METHODOLGY**

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**1.- Context for the class exercise**

Prior to getting at the point students are asked to resolve a given ethical dilemma, during the semester they analyze, through readings and lectures, the following topics:

1. The main ethical schools of thinking: Neoliberalism, Postmodernism, Contractualism, Communitarism, and Christian ethics
2. Ethical dilemmas. Students learn what the dilemmas are, how to recognize and how to construct them.
3. The “see-judge-act” methodology, used to resolve ethical dilemmas.

In order to practice all these knowledge, the following exercise was designed, which I plan to use in my demonstration session.

**2.- First part of the exercise**

Students are asked to work in groups and write an ethical dilemma.

In order to do the exercise at the workshop, I choose a very simple one written by students, which I translated into English. The benefit of this particular dilemma is that it has no relation at all with any regulations, so it can be worked out in different legal and cultural traditions.

The dilemma is the following:

**You are driving your car toward the court, where you have a trial, and you see the opposing counsel who has punctured a tire.  
  
Would you stop and help him/her or take him/her on your car?**

**3.- Second part of the exercise**

Students are asked to resolve one or two given dilemmas, chosen by the professor among those written by students, according to different schools of thought. For that purpose the class is divided in groups, and each group is asked to resolve the same dilemma(s) but from different perspectives, using the see-judge-act methodology.

For that purpose, students should clearly identify, while solving the dilemma, the three steps of the process.

**4.- Plenary discussion**

After the group discussion, each one of the groups is asked to tell to the class what they did, and to give a written report to the professor.

Using the information the groups give to the class, the professor systematizes the groups’ conclusions, confronting different perspectives and deepening in the understanding of the methodology.