

## **Teaching students values**

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Our research into how values are taught in universities has shown that academics from different disciplines see values teaching as both an inevitable and a legitimate part of their work. However, values teaching is a largely unexamined epistemological dimension of practice. Academics find it hard to articulate what they do to teach values and what students do to learn values. It is clear that this difficulty arises in part because of the slippery nature of the values concept. We do know, however, a reasonably well articulated rationale for teaching values can be developed by the individual and that this requires careful self-reflection on one's own values and how these sit within the wider contexts of that practice.

Our research is presently occupied with the relationship between the institution and the academic and how this impacts on values teaching. This includes a consideration of some of the dominant but contested frameworks and ideologies under which the academic works. Does the values teacher need to become a keener critic of higher education? If so, how might this impact on values teaching? In this discussion, extracts from lecturer's stories about values and teaching will furnish specific examples of contestation and dissonance between stakeholders in the university enterprise.