

Theories Of Values And Moral Education The Western Legacy

Joseph Kinmont Hart

Moral Education Colin Wringle, 2006-02-14 This volume is unique in providing a comprehensive discussion of moral education in the light of a range of ethical theories. In a balanced, thoughtful and penetrating account, the author addresses important contemporary issues and controversies (morality and citizenship, family values, sexual morality). The author is a highly respected authority on this and related educational topics. The book is written in an accessible and jargon-free style.

The Morality of the School Mike Bottery, 1990

An Introduction to Moral Philosophy and Moral Education Robin Barrow, 2007-08-07 This book presents and argues for a moral theory which draws on most of the major theoretical positions to some degree, but it also spells out the limits and boundaries of a moral theory. In doing so, it exposes a number of common confusions and misunderstandings about morality, and presents a strong argument for some indisputable truths in relation to the moral sphere. Divided into four parts, the book covers the key issues within moral philosophy: part one provides a lucid and powerful account of the nature and limits of moral theory, sharply distinguishing it from religion part two outlines a positive moral theory by exploring the defining principles of morality and the reasons for being moral part three distinguishes moral values from others such as ecological, health and safety and sexual values part four is concerned with the implications of our moral understanding for moral education. While this book concentrates on argument and ideas, a commentary to each chapter provides historical context and contemporary reference points. It will prove an invaluable resource for students of both Education and Philosophy.

Moral Education and Pluralism Mal Leicester, Sohan Modgil, 2005-08-19 Volume IV looks at the development of moral education, with particular relation to the context of cultural pluralism. Taking a theoretical approach, it discusses philosophical issues of moral relativism as well as the application of theory to good practice.

Models of Moral Education Richard H. Hersh, John P. Miller, Glen D. Fielding, 1980

A Theory of Moral Education Michael Hand, 2017-11-14 Children must be taught morality. They must be taught to recognise the authority of moral standards and to understand what makes them authoritative. But there's a problem: the content and justification of morality are matters of reasonable disagreement among reasonable people. This makes it hard to see how educators can secure children's commitment to moral standards without indoctrinating them. In *A Theory of Moral Education*, Michael Hand tackles this problem head on. He sets out to show that moral education can and should be fully rational. It is true that many moral standards and justificatory theories are controversial, and educators have an obligation to teach these nondirectively, with the aim of enabling children to form their own considered views. But reasonable moral disagreement does not go all the way down: some basic moral standards are robustly justified, and these should be taught directly, with the aim of bringing children to recognise and understand their authority. This is an original and important contribution to the philosophy of moral education, which lays a new theoretical foundation for the urgent practical task of teaching right from wrong.

Moral Education M. W. Berkowitz, F. Oser, 2013-10-28 First published in 1985. Kohlberg and his colleagues claimed that all one need do in moral education is change the stage or structure of an individual's moral reasoning, and changes in moral behavior, ego and personality style would occur. As moral education entered the 1980s, many important problems remained. The question of the legitimacy of the highest stage is still being considered. The problem of the relationship between judgment and action is receiving much attention and reformulation as well. The role of affect in moral functioning has been sorely overlooked until very recently. A further issue is the implication of the particular realm of one's life (family, school, peer group, workplace, church) for the form and effectiveness of moral education. Finally, how can self-acknowledged moral transgressions in typical individuals be incorporated into the theory? This volume reflects these problems.

MORAL EDUCATION EMILE DURKHEIM, 1961

Education for Values: Morals, Ethics and Citizenship in Contemporary Teaching Cairns, Jo, Gardner, Roy (all of Institute of Education, University of London), Lawton, Denis, 2013-05-13 Values in education, in terms of both how they are taught and of the ethics of teaching itself, are an area of lively debate. This text provides a resource of ideas, issues and practice for all those with an interest in this area of education.

A Critical Study of Current Theories of Moral Education Joseph Kinmont Hart, 1910

Education in Morality J. Mark Halstead, Terence H. McLaughlin, 2005-09-26 Offering a variety of perspectives on some of the most fundamental questions about moral education the volume is written in the belief that philosophy has an important contribution to make in bringing about a clearer understanding of the task of moral education. There is an international team of contributors including both philosophers and educationalists. These include; David Best, Brian Crittenden, Paul Hirst, Ruth Jonathon, John Kekes, Will Kymlicka, Alasdair MacIntyre and Amelie Oksenberg Rorty.

Moral Education (International Library of the Philosophy of Education Volume 4) Norman J. Bull, 2010-02-25 A companion volume to *Moral Judgement from Childhood to Adolescence* specially written for teachers and students of education. This volume includes analysis of the broad stages in the developmental pattern; of the key variables that must shape it, and of their function in moral judgement; and of the principles that must lie behind a moral education that has autonomy as its goal. The book concludes with practical proposals for a sequential pattern of moral learning, and the methods of approach appropriate to it.

Moral Education John L. Elias, 1989 Noting that moral education has long been associated with schooling as well as with the responsibilities of families and religious groups, the author of this text provides an interdisciplinary and comprehensive study of morals and values education.

Education in the Moral Domain Larry P. Nucci, 2001-05-07 Illustrates how domain theory may be used as a basis for social and moral education.

Character and Moral Education Joseph L. DeVitis (Ed), Tianlong Yu, 2011 Against a formidable national discourse that emphasizes academic standardization, accountability, and high-stakes testing in educational policy, *Character and Moral Education: a Reader* seeks to re-introduce and revive the moral mission of education in public conversation and practices in America's schools. With contributions from a prominent array of scholars and practitioners, the book critically analyzes moral education, broadly defined as both an academic field that attempts to develop moral human beings, and as a principled discourse aimed at creating ethical educational policies and practices. With theoretical rigor and practical wisdom, this volume offers diverse and cutting-edge scholarship on character and moral education in 21st-century schools. This timely and important book will appeal to all those concerned with both the ethical well-being of today's students, and the school's responsibility to prepare individuals to lead moral lives in the future. This book contains: (1) Introduction (Joseph L. DeVitis and Tianlong Yu); (2) Moral Education in the Schools (William J. Bennett and Edwin J. Delattre); (3) The Great Tradition in Education: Transmitting Moral Values (Edward A. Wynne); (4) Character Education: Seven Crucial Issues (Thomas Lickona); (5) Eleven Principles of Effective Character Education (Thomas Lickona, Eric Schaps, and Catherine Lewis); (6) Character and Academics: What Good Schools Do (Jacques S. Benninga, Marvin W. Berkowitz, Phyllis Kuehn, and Karen Smith); (7) The Politics of Character Education (David E. Purpel); (8) The Moral Poverty of Character Education (Joseph L. DeVitis and Tianlong Yu); (9) Legislating Character: Moral Education in North Carolina's Public Schools (Aaron Cooley); (10) Character Education in Contemporary America: McMorals? (Suzanne S. Hudd); (11) Would You Like Values with That? Chick-fil-A and Character Education (Deron Boyles); (12) Does Character Education Really Support Citizenship Education? Examining the Claims of an Ontario Policy (Sue Winton); (13) Michael H. Romanowski Through the Eyes of Students: High School Students' Perspectives on Character Education (Michael H. Romanowski); (14) How Not to Teach Values: a Critical Look at Character Education (Alfie Kohn); (15) Character Education from the Left Field (Dwight Boyd); (16) Morality, Virtue, and Democratic Life (John F. Covalleskie); (17) Liberal Education and Moral Education (Daniel R. DeNicola); (18) Democracy in a Cosmopolitan Age: Moral Education for the Global Citizen (Scott Fletcher and Peter J. Nelsen); (19) Neo-Deweyan Moral Education (Douglas J. Simpson); (20) Critical Pedagogy and Moral Education (Ronald David Glass); (21) Feminist Theory and Moral Education (Barbara J. Thayer-Bacon); (22) a Warrior for Justice: Jonathan Kozol's Moral Vision of America's Schools and Society (Richard Ognibene); (23) Framing Adolescents, Their School, and Cultures: Contested Worldviews (Linda Irwin-DeVitis); (24) Fear of Uncertainty, Control, and the Criminalizing of Youth (Lynda Stone); (25) Navigating Inequities: a Morally Rooted Pedagogy of

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Moral Development and Moral Education (Routledge Revivals) R. S. Peters, 2015-06-11 First published in 1981, this collection of essays was taken from Peters' larger work, *Psychology and Ethical Development* (1974) in order to provide a more focused volume on moral education for students. Peters' background in both psychology and philosophy makes the work distinctive, which is evident from the first two essays alone: 'Freud's theory of Moral Development in Relation to that of Piaget' and 'Moral Education and the Psychology of Character'. He also displays balance in his acceptance that reason and feeling are both of great importance where the subject of moral education is concerned. Although written some time ago, the book discusses issues which are still of considerable interest and importance today.

Lawrence Kohlberg's Approach to Moral Education F. Clark Power, Ann Higgins, Ann Higgins-D'Alessandro, Lawrence Kohlberg, 1989 Lawrence Kohlberg's *Approach to Moral Education* presents what the late Lawrence Kohlberg regarded as the definitive statement of his educational theory. Addressing the sociology and social psychology of schooling, the authors propose that school culture become the center of moral education and research. They discuss how schools can develop as just and cohesive communities by involving students in democracy, and they focus on the moral decisions teachers and students face as they democratically resolve problems. As the authors put it: We propose an educational renewal of our democratic society.... We have attempted to establish schools that do more than just teach about democratic citizenship, that are themselves democratic societies.

Can We Teach Children To Be Good? Straughan, Roger, 1988-06-01 After reflecting on the terms 'goodness' and 'teaching', this book describes and critically examines a number of attempts to define the nature of morality in terms of its form or its content, thereby teasing out the many conflicting views of 'moral education' which follow from these theories.

Moral Education in Theory and Practice Robert Tom Hall, John U. Davis, 1975

Moral Education and Development Doret J. de Ruyter, Siebren Miedema, 2012-01-01 Worries about the moral standard of younger generations are of all ages. The older generation tends to believe that the moral education of young people deserves special attention, because their moral development does not reach the level adults hope for. This observation does not mean that the older generation is necessarily wrong, but what it indisputably does show is that they attach high importance to morality and moral education. But, what characterises a moral person? What influences people to behave morally? What should moral education involve? Which (inter)disciplinary contributions are relevant to improving moral education? These questions continuously deserve the attention of academics, students and (professional) educators. This book is divided into four parts. The first part focuses on interdisciplinary empirical research about the reasons why people act morally and the consequences for moral education. The primarily philosophical chapters of the second part address the question what it means to be a moral person and the implication of this elucidation for moral education. The third part contains five chapters that deal with moral aspects of sex education and civic education. The fourth part consists of one chapter that looks at the moral education of students who will work in a pedagogical or educational environment, arguing that one's moral development requires a lifetime commitment. This book is written for a wide academic audience. The collection of chapters will be of interest to pedagogues, educational scientists, moral philosophers and moral psychologists, and to both newcomers and experts in the field.

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