
Moral Education A First Generation Of Research And Development

The Theory and Practice of Political Morality

Applications to Development and Education

The Case for Character Education

The Adolescent as Decision-Maker

A Cinematic Approach to Character Development

A Practical Guide to Cinema Based Character Development

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Lawrence Kohlberg, Consensus and Controversy

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The Moral Domain

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Affective Education in Europe
Salzburg Colloquium on Ethics in the Sciences and Humanities

*Moral Education A First
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EVIE QUINN

The Theory and Practice of Political
Morality Paulist Press

The author argues for much greater attention to ethical education and responds to sceptics who say that it can't be done in the face of a pluralistic secular society badly fragmented over values.

Seeking always for themes and issues that unite rather than divide, the author provides a conceptual foundation for ethical education broad enough for building consensus among teachers and parents, yet focused enough to provide guidance for highly specific learning activities. The second half of the book takes the reader through a carefully devised series of steps by which a school community might proceed in building their ethical school. The final chapter reminds

of the many difficulties to be met along the way, but offers encouragement to strengthen the resolve of the school community. The book concludes with two helpful appendices: the first provides detailed information on exiting initiatives already underway in ethical education, the second offers an annotated bibliography of books and essays which are available for those educators who need or want to read more on the topic of ethical education. *Applications to Development and*

Education Teachers College Press
Responsible citizens are expected to combine ethical judgement with judiciously exercised social activism to preserve the moral foundation of democratic society and prevent political injustice. But do they? Utilizing a research model integrating insights from rational choice theory and cognitive developmental psychology this book, first published in 1997, carefully explores three exemplary cases of morally inspired activism: Jewish rescue in wartime Europe, abortion politics in the United States, and peace and settler activism in Israel. From all three analyses a single conclusion emerges: the most politically competent individuals are, most often, the least morally competent. This is the central paradox of political morality. These findings cast doubt on strong models of political morality characterized by enlightened moral reasoning and concerted political action while affirming alternative weak models that fuse activism with sectarian moral interests. They provide empirical support to further upend the liberal vision of democratic character, education, and society.

The Case for Character Education

Springer

This book reviews current theories and research on adolescent development and their implications for education. It is organized around the theme of the adolescent as decision-maker, and covers areas of normal development that are crucial for the transition to independence. The issues raised by the thoughtful reviews will stimulate discussion and debate and will provide new perspectives on adolescence.

The Adolescent as Decision-Maker Bantam
Dell Publishing Group

Movies and Moral Dilemma Discussions: A Practical Guide to Cinema Based Character Development explores the values, attitudes, and beliefs depicted on film. Since the beginning of the film industry movie makers have depicted morals and values on the silver screen. Teachers will find the book to be a valuable guide for infusing character education and film into the classroom. The book includes an overview of character education, a discussion of film pedagogy, and explores utilizing film for educational purposes.

A Cinematic Approach to Character

Development Routledge

Educational philosophies of self-cultivation as the cultural foundation and philosophical ethos for education have strong and historically effective traditions stretching back to antiquity in the classical 'cradle' civilizations of China and East Asia, India and Pakistan, Greece and Anatolia, focused on the cultural traditions in Confucianism, Taoism, and Buddhism in the East and Hellenistic philosophy in the West. This volume in East-West dialogues in philosophy of education examines both Confucian and Western classical traditions revealing that although each provides its own distinct figure of the virtuous person, they are remarkably similar in their conception and emphasis on moral self-cultivation as a practical answer to how humans become virtuous. The collection also examines self-cultivation in Japanese traditions and also the nature of Michel Foucault's work in relation to ethical and aesthetic ideals of Hellenistic self-cultivation.

A Practical Guide to Cinema Based Character Development SUNY Press

Lawrence Kohlberg (1927-1987) was one of the key figures in generating theories of

human development. Following James Mark Baldwin and Jean Piaget, he designed a research program in order to understand moral development - which he viewed as justice development -, during the life-span. With the help of dilemma-interviews and a comprehensive scoring manual, Kohlberg looked into the stage of development and the moral point of view of children, adolescents and adults both in the United States and abroad. Related herewith, he discussed central topics, such as the relationship between judgment and action, the transnational universality of moral development, and gender-related morality. His innovative interdisciplinary work embraced the fields of developmental psychology, philosophy, and education among others. His research was inspiring in many aspects and will be inspiring for the years to come.

Education/Technology/Power Greenwood Publishing Group

The current controversy over the teaching of values and the role of religion in our public schools is an important and much discussed topic. Stock-Morton's work represents not only a valuable historical investigation, but a useful resource for the

review and consideration of our present-day dilemma. France is the only country which has attempted to teach an official secular morality and Stock-Morton's is the first study to describe and trace the development of that effort. During the nineteenth century, the impetus for a practical, secular moral teaching arose, primarily through the concern of those who sought the liberalization of French society and politics. The educational dilemma faced at that time arose from the opposition of the Catholic Church to liberal government. Gradually liberals and radical reached a consensus on the necessity of teaching ethics in the schools while eliminating the presence of the clergy. Their solution and its philosophical basis were anchored in the Enlightenment and the Revolution, but developed in the context of nineteenth-century political and philosophical change. In the 1880s, when the republicans were able to inaugurate universal, free, and secular education, secular ethics became a required course for all. The history of morale laique is significant at a time when our own country is rife with controversy over the role of religion and the teaching of values in the

schools. Stock-Morton's thoughtful study represents an important contribution to the literature for those concerned with these significant issues.

Essays in the Ongoing Discussion Between Philosophy and the Social Sciences Springer Science & Business Media

First published in 1986. Routledge is an imprint of Taylor & Francis, an informa company.

Thinking Constructively About Science, Technology, and Society Education Verlag Barbara Budrich

This book breaks new ground in our understanding of the development of social consciousness and social responsibility in young people and the educational practices that promote this development. Berman shows that children's awareness of the social and political world emerges far earlier and their social and moral abilities are more advanced than we thought. Drawing on the research literature in such fields as moral development, citizenship education, political socialization, prosocial development, and psychosocial development, Berman provides educators

and researchers with the developmental understandings and instructional strategies necessary to enable students to become active, caring, and responsible members of our social and political community. "I believe this book pushes the field of educational and developmental psychology to a new level. It addresses some of the most pressing issues of our time..". -- Mary Field Belenky, University of Vermont, author of *Women's Ways of Knowing* "Berman pushes us to consider how more than service opportunities or isolated courses in contemporary issues will be needed if students are to become engaged citizens. In doing so, he lays the groundwork for a movement to reclaim the civic purposes that once undergirded American education. Achieving this end will require a transformation of curriculum, instruction, and school structures aimed at incorporating multiple perspectives, providing more room for student voices, and supporting the formation of interactive school communities in which students feel cared for and influential". -- Gregory Smith, Lewis and Clark College, author of *Education and the Environment: Learning to Live with Limits*

How to Teach Moral Competence Logos Verlag Berlin GmbH

This volume reviews Kohlberg's stage theory of classifying moral judgment and issues of reliability and validity are addressed.

The Development of Moral Laïque in Nineteenth Century France Routledge First published in 1986. Routledge is an imprint of Taylor & Francis, an informa company.

Building An Ethical School Moral Education, a First Generation of Research and Development

This book deals with moral dilemmas and the development of ethical reasoning in two senses. First, the editor focuses on dilemmas, both real and hypothetical, which require moral judgments. The ""Heinz dilemma,"" part of Kohlberg's scoring system for level of moral development, is in some cases used as a point of departure for discussion. Problems with this particular dilemma as a scoring item are examined in detail, along with problems generated by similar dilemmas for moral reasoning in everyday life. Those who study moral reasoning and its development are in somewhat of a

dilemma as they attempt to integrate information from the domains of philosophy and psychology. These essays investigate domain issues in varied cultural settings, and across genders and age ranges for what have been proposed as universals in moral judgment, as well as formulate theories that reflect both empirical evidence and logical process. The essays share a conception of human nature as inherently social, as well as a healthy respect for the problems or dilemmas which human sociality carries in its wake. Some of these problems are theoretical, such as those having to do with the moral reasoning or the classic issues of values justification. Other problems are practical, such as those having to do with distributive justice or methods of moral education. This volume will shed light on the process of resolving dilemmas both within philosophy and psychology.

Chinese and Western Perspectives Cambridge University Press

With a focus on educational computing, this book examines how technological practices align with or subvert existing forms of dominance. Examines the

important question: Is the enormous financial investment school districts are making in computing technology a good idea?

Kohlberg Revisited Elsevier

The Routledge International Companion to Education addresses the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium. The volume contains over fifty major contributions exploring a wide range of issues, including: * philosophy of education * the economics and resourcing of education * testing and assessment: current issues and future prospects * standards * multiculturalism * anti-racism * computers in classrooms * mother tongue education * civics and moral education. Each chapter gives a contemporary account of developments in the field, and looks to the future and the directions that new activity and inquiry are likely to take. All the chapters are written from an international perspective.

Routledge International Companion to Education Transaction Publishers

Arguing that a psychological basis for ethics can be found in human motivation,

Rethinking Goodness proposes a naturalistic ethics that transcends the conflict between liberalism and authoritarianism--the conflict between freedom at the price of narcissism and morality at the price of coercion. The authors offer a third option, an ethic broader than liberalism's pursuit of the personal, that avoids jeopardizing, as do authoritarian positions, the centrality of individual autonomy.

Philosophical and Psychological Issues in the Development of Moral Reasoning CRVP

The publication of this unique three-volume set represents the culmination of years of work by a large number of scholars, researchers, and professionals in the field of moral development. The literature on moral behavior and development has grown to the point where it is no longer possible to capture the "state of the art" in a single volume. This comprehensive multi-volume Handbook marks an important transition because it provides evidence that the field has emerged as an area of scholarly activity in its own right. Spanning many professional domains, there is a striking variety of issues and topics surveyed: anthropology,

biology, economics, education, philosophy, psychology, psychiatry, sociology, social work, and more. By bringing together work on diverse topics, the editors have fostered a mutually-beneficial exchange not only between alternative approaches and perspectives, but also between "applied" and "pure" research interests. The Theory volume presents current and ongoing theoretical advances focusing on new developments or substantive refinements and revisions to existing theoretical frameworks. The Research volume summarizes and interprets the findings of specific, theory-driven, research programs; reviews research in areas that have generated substantial empirical findings; describes recent developments in research methodology/techniques; and reports research on new and emerging issues. The Application volume describes a diverse array of intervention projects — educational, clinical, organizational, and the like. Each chapter includes a summary report of results and findings, conceptual developments, and emerging issues or topics. Since the contributors to this publication are active theorists,

researchers, and practitioners, it may serve to define directions that will shape the emerging literature in the field.

Handbook of Moral and Character Education Springer

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.

Lawrence Kohlberg, Consensus and Controversy Routledge

The International Handbooks of Teacher Education cover major issues in the field through chapters that offer detailed literature reviews designed to help readers to understand the history, issues and research developments across those topics most relevant to the field of teacher education from an international

perspective. This volume is divided into two sections: The organisation and structure of teacher education; and, knowledge and practice of teacher education. The first section explores the complexities of teacher education, including the critical components of preparing teachers for teaching, and various aspects of teaching and teacher education that create tensions and strains. The second examines the knowledge and practice of teacher education, including the critical components of teachers' professional knowledge, the pedagogy of teacher education, and their interrelationships, and delves into what we know and why it matters in teacher education.

How Our Schools Can Teach Respect and Responsibility Columbia University Press

This one-of-a-kind, comprehensive history of moral education in American schools provides an invaluable historical context for contemporary debates. McClellan traces American traditions of moral education from the colonial era to the present, illuminating both debates about the subject and actual practices in public and private schools, colleges, and

universities. He pays particular attention to changing fashions in pedagogy, to church-state conflicts, to the long decline of character training in the schools, and to recent efforts to restore moral education to its once-honored place. The book concludes with a thorough examination of recent theorists, including Lawrence Kohlberg, William J. Bennett, Carol Gilligan, and Nel Noddings, and an appraisal of

current practice in American schools. “In an age of specialists who quite productively write books on relatively narrow subjects imbedded in short time periods, McClellan writes effortlessly about the grand themes and social practices in the history of moral education and character training over several centuries.”
—From the Foreword by William J. Reese “I would highly recommend this work to

anyone interested in educational policy in general and moral education in particular. . . .There is nothing presently available that is comparable in scope, balance, intellectual coherence, and readability.”
—Ray Hiner, University of Kansas
IAP
First published in 1985. Routledge is an imprint of Taylor & Francis, an informa company.

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