



Education In Morality

Michael Hand



Education In Morality:

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 Principles in Education* John Dewey, 1909

Moral Education in the 21st Century Douglas W. Yacek, Mark E. Jonas, Kevin H. Gary, 2023-06-15 Moral education is an enduring concern for societies committed to the value of justice and the wellbeing of children What kind of moral guidance do young people need to navigate the social world today Which theories perspectives values and ideals are best suited for the task This volume offers educators insight into both the challenges and promises of moral education from a variety of ethical perspectives It introduces and analyses several important developments in ethics and moral psychology and discusses how some key moral problems can be addressed in contemporary classrooms In doing so Moral Education in the 21st Century helps readers develop a deeper understanding of the complexities of helping young people grow into moral agents and ethical people As such researchers students and professionals in the fields of moral education moral psychology moral philosophy ethics educational theory and philosophy of education will benefit from this volume

Teaching Ethics in Schools Philip Cam, 2012-09-01 Teaching Ethics in Schools provides a fresh approach to moral education Rather than conveying a set of mandated values codes of conduct behaviour management plans or religious instruction moral education is presented as an essential aspect of study throughout the school curriculum Ethical concepts from the history of philosophy are introduced which in turn link to ways of thinking about conduct and character The book illuminates all kinds of moral dilemmas and contemporary challenges faced by teachers today Responsibilities of parents vis a vis schools and religious versus secular paradigms are discussed The principles of social diversity and inclusion and the need to find a balance between moralising and permissive social constructs are explored Teaching Ethics in Schools shows how an ethical framework forms a natural fit with recent educational trends that emphasise collaboration and inquiry based learning

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 Colin Wrings, 2006-02-14 Casual reference to moral education or the manner in which young people should be brought up to behave may provoke a range of responses depending on the context and the personalities and ideological perspectives of those present In the past these responses sometimes included a Rousseauesque assertion of the inherent goodness of all human beings which only needed to be left to emerge uncorrupted and undistorted with the help of infinite loving kindness on the part of teachers all with the patience of saints More extreme versions of this view may have comprised vehement protest at the very idea of the state through its educational institutions concerning itself at all with such matters which were felt to be properly the province of the family or religious organisations if not a matter of individual choice for young people themselves when they were grown up Explicit proposals for moral education were invariably at risk of being perceived as indoctrination or an abuse of children's rights of freedom and autonomous development More frequently these days the response may be a succinct list of the speaker's own choice moral prescriptions an assertion that these need to be inculcated in a clear and unequivocal way to all young people of whatever age inclination or social experience and often enough a statement of the sanctions to be applied to those who do not or will not conform

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

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 interdisciplinary 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

The Death of Character James Davison Hunter, 2008-01-04 The Death of Character is a broad historical sociological and cultural inquiry into the moral life and moral education of young Americans based upon a huge empirical study of the children themselves The children s thoughts and concerns expressed here in their own words shed a whole new light on what we can expect from moral education Targeting new theories of education and the prominence of psychology over moral instruction Hunter analyzes the making of a new cultural narcissism

Education in the Moral Domain Larry P. Nucci, 2001-05-07 This book brings together the results of 25 years of research on the domain theory of social cognitive development On the basis of that research which shows that morality is a domain distinct from other social values the author provides concrete suggestions for creating a moral classroom climate dealing with student discipline and integrating moral values within the curriculum Among questions addressed are Is morality a set of rules we acquire like any other Are there universal aspects to morality or is it culture specific Is there such a thing as moral character How best can teachers make use of our knowledge about children s moral and social growth in their everyday classroom practices Integrated answers to these questions result in a comprehensive approach that does not reduce moral education to a process of induction or inculcation but rather harnesses children s intrinsic motivation to comprehend and master their social worlds

The Morality of the School Mike Bottery, 1990 [Philosophical Foundations for Moral Education and Character Development](#) George F. McLean, Frederick Edward Ellrod, 1992 *The Role of the School in Moral Education* Joyette Fabien, 2016-03-24 Research Paper postgraduate from the year 1990 in the subject Pedagogy School System Educational and School Politics grade A University of the West Indies School of Education course Sociology of Education language English abstract This paper deals with the role of the school in moral education Is takes a look at the school as a whole as well as the individual teacher and the subject which is taught Bramble and Garrod cited by Kohlberg 1979 p 210 define morality as perspective on life a set of principles which applied to given circumstances help to guide one s actions Lacey reveals a similar viewpoint when he defines it as concerning habits customs and ways of life and the categorization of these into good or bad right or wrong He goes on to introduce the concept of a moral principle of which he presents three views things for which we can be held responsible a principle which is preferred over other principles and values that are universally accepted and approved These definitions clearly illustrate one major point that morality is an integral aspect of life During the course of one s lifetime one is constantly called to act upon principles that have been established and accepted across societies over decades or to act upon one s own principles in a given situation The concept of a moral principle then is basic to all human societies and to every individual human being However in defining morality one needs to explore the concept in more detail It is necessary first of all to look at what may be considered as moral by the individual by the society and by different societies Secondly one must note that there are values such as honesty integrity respect and consideration for others which

are fundamental to humanity Moral Education Emile Durkheim, 2011-05-01 18 lectures by an influential theorist who discusses school as an appropriate setting for moral education A pioneer of sociology Durkheim explains the first element in fostering morality as the development of a sense of discipline followed by a willingness to behave in accordance with collective interest and a sense of autonomy *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 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 **The Moral Instruction of Children** Felix Adler, 1892 How to Teach Morality Georg Lind, 2016-07-30 The book What is morality How can it be measured What is its nature and origin And most importantly how can it be taught These age old yet still unanswered questions cannot be addressed Lind argues unless we develop a new science of moral behavior and education Lind does just that in his book invoking related contributions by eminent philosophers psychologists and educators The first part presents a new way of studying morality and a great bulk of Lind s own research and other studies backing it The second part shows how to teach morality effectively with Lind s Konstanz Method of Dilemma Discussion KMDD which is used in all ages and across cultures On the basis of many years of practical international experience with the KMDD in different institutions of education professional schools armed forces and prisons Lind provides advice on how educators can learn implement and improve the method Lind also presents the related Just Community method of democratic community building The author Born shortly after World War II in 1947 Dr Georg Lind s interest in morality goes back to his adolescence when he learned about the atrocities of the Nazi dictatorship How can we prevent this from happening again How can we develop morality peace and democracy This book contains his answer Lind was professor of psychology and researcher at the University of Konstanz Germany He was guest professor at the University of Illinois at Chicago the Universidad de Monterrey and the Humboldt University at Berlin He lectured in Brazil Chile China Colombia Mexico Poland Switzerland and the United States *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

Reasonable Children Michael S. Pritchard,1996 The public outcry for a return to moral education in our schools has raised more dust than it s dispelled Building upon his provocative ideas in On Becoming Responsible Michael Pritchard clears the air with a sensible plan for promoting our children s moral education through the teaching of reasonableness Pritchard contends that children have a definite but frequently untapped capacity for reasonableness and that schools in a democratic society must make the nurturing of that capacity one of their primary aims as fundamental to learning as the development of reading writing and math skills Reasonableness itself he shows can be best cultivated through the practice of philosophical inquiry within a classroom community In such an environment children learn to work together to listen to one another to build on one another s ideas to probe assumptions and different perspectives and ultimately to think for themselves Advocating approaches to moral education that avoid mindless indoctrination and timid relativism Pritchard neither preaches nor hides behind abstractions He makes liberal use of actual classroom dialogues to illustrate children s remarkable capacity to engage in reasonable conversation about moral concepts involving fairness cheating loyalty truth-telling lying making and keeping promises obedience character and responsibility He also links such discussions to fundamental concerns over law and moral authority the roles of teachers and parents and the relationship between church and state Pritchard draws broadly and deeply from the fields of philosophy and psychology as well as from his own extensive personal experience working with children and teachers The result is a rich and insightful work that provides real hope for the future of our children and their moral education

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