

REFLECTIONS ON VALUES EDUCATION

(1) Approaches to, and Forms of Values Education

Values Education aims to provide holistic development for learners in order to enhance positive attitudes and possess moral and ethical foundations as they navigate through various information, situations, and academic materials. The provided list showcases numerous vantage points as to where educators may approach values education, as there is no singular template that can deal with a myriad of problematic situations. Learners are prompted to think beyond the written text or from the facts that are presented to them, in order to produce the most probable solution that minimizes any form of damage—which can be dependent on the approach that learners received. For example, learners who underwent moral development and are challenged with real-life situations as part of their action learning activity are able to go beyond their individual ideals and moral stances—but must also consider how these affect their social interactions.

Values education can be effectively exhibited through the ability of the learners to examine, formulate, challenge, and defend their stances on moral, political, and social issues, while also anchoring said arguments on the values they attain and cultivate in their own personal development. Their claims must stem from critical analysis and extensive research on relevant sources. Moreover, they must be able to hold their ground and reason against opposing arguments in an ethical and moral manner. Because of this multivariable and multi-flexible nature, values education places a necessity on specific or mixed approaches that take into consideration the subject matter and the learner's context. As to its forms, educators of values education are able to tailor their lessons to fit their desired objectives. Students are given the ability to act upon various tasks in line with a specific topic through the integration of the properties within the different forms. The structure of every form is aimed to enhance a specific area in the development of the learner, an example being "Individualism" which nurtures one's self-authority and independence.

The approaches to and the forms of values education allow for the centralization of specific skills, attitudes, and values to develop, which may also overlap with other forms and approaches—thus, emphasizing the versatile character of the field. Learners are able to amplify their moral, ethical, analytic, argumentation, character, and social skills, all the while being able to apply them to real-life problems with the purpose of providing gradational or immediate solutions with minimized harm.

(2.2) Values and (2.3) The Value of Dignity

Whenever values are mentioned in any degree of discussion, they are often enumerated and are perceived with a positive outlook which leads to the notion that values can indeed be

Reflections On Values Education

John Meyer



Reflections On Values Education:

Reflections on Values Education John Meyer, 1976-06-28 Everyone ought to be profoundly concerned with the development of the learner and consequently the development of society. The ultimate standard value for such development is to attain a more adequate level of value and moral awareness, sensitivity, reasoning, and action. The why, what, and how of the value education emphasis are being seriously confronted in a more dedicated and systematic manner. This is perhaps symptomatic of something much deeper in our personal and social fabric. Dissonance, conflict, tensions are inevitable ingredients in our development toward self-actualization as we struggle with the sticky matter of life. The challenges are many; the roads are arduous and the journey is lengthy, but who cannot say immensely worthwhile and valuable. *Radiant Reflection Value Education Series*, To Educate the Nations: Reflections on an International Education: v. 2 George Walker, 2004-09-02 Reflections on an international education. George Walker's career in education has fallen into three parts: the first as science teacher and university lecturer in science education; the second as promoter and practitioner of comprehensive education in the United Kingdom; the third as international educator. In 1991 he became director general of the world's oldest and largest international school in Geneva. Eight years later he was appointed to his present post as director general of the International Baccalaureate Organization. *Reflections on Values*, 2000 **Global Perspectives on Value Education in Primary School** Demircioğlu, Aytekin, 2023-08-18 *Global Perspectives on Value Education in Primary School* is a comprehensive book edited by a renowned philosophy scholar from Kastamonu University Faculty of Humanities and Social Sciences. In this book, readers will find a comprehensive account of how value education can be effectively delivered in primary schools worldwide. It presents an extensive collection of case studies and examples of values education from different countries and cultures and examines the criteria for selecting and differentiating values that are suitable for primary school level and the methods and approaches for effectively teaching those values. By comparing different approaches and experiences, the book provides valuable insights into the challenges and opportunities for value education in primary schools. This book is highly recommended for anyone interested in values education, including academic scholars, researchers, teachers, university students, and parents. With its rich and diverse range of perspectives and examples, it provides a compelling argument for the importance of values education in our time. Its persuasive problem and solution approach makes *Global Perspectives on Value Education in Primary School* an essential addition to the literature on education and philosophy. VALUE EDUCATION KHRITISH SWARGIARY, 2024-08-01 Value education is a cornerstone of holistic development, providing the foundation upon which individuals build their ethical, moral, and civic virtues. In an era marked by rapid technological advancements, social upheavals, and environmental challenges, the need for a robust value education framework has never been more critical. This book aims to offer a comprehensive exploration of value education, addressing its theoretical underpinnings, practical applications, and the myriad challenges and opportunities that lie ahead.

The concept of value education is not new Ancient civilizations have long recognized the importance of imparting values to younger generations From the teachings of Socrates and Confucius to the moral philosophies of Mahatma Gandhi history is replete with examples of thought leaders who emphasized the importance of values in personal and societal development However as societies evolve so too must our approaches to value education This book is structured to provide a holistic view of value education We begin with an exploration of its definitions and historical perspectives setting the stage for a deeper understanding of its importance in contemporary society The theoretical foundations are then examined drawing from various philosophical psychological and sociocultural perspectives

Values Education in Early Childhood Settings Eva Johansson, Anette Emilson, Anna-Maija Puroila, 2018-05-07 This book is about values education in early years settings and discusses theory and concepts as well as methodological and empirical perspectives It explores issues such as the kinds of values that are communicated between educators and children and the kind of future citizens we foster in early childhood settings It illustrates by way of cases involving many participants including children educators and researchers who have their roots in diverse contexts and reside in different parts of the world including Australia Denmark Finland Iceland Norway Slovenia and Sweden The book carefully considers the contextualized character of the cases presented yet argues that the questions theories and methodologies emphasized do inform the international debate in manifold ways Communication of values in a broad and diverse sense is central in any pedagogy especially for the youngest children in the educational system Still values education has been neglected as a research field in education in general and particularly in the early years This book addresses this lack of knowledge by scrutinizing various questions about values education in ECEC settings

Values Education and Lifelong Learning David N. Aspin, Judith D. Chapman, 2007-08-17 The aim of this book is to provide an easily accessible practical yet scholarly source of information about the international concern for the nature theory and practices of the ideas of values education and lifelong learning Each chapter in this book is written in an accessible style by an international expert in the field The book tackles the task of identifying analyzing and addressing the key problems topics and issues relevant to education and Lifelong Learning

Value Education N. Venkataiah, 1998 [Radiant Reflections : Value Education - Book 10](#) , [International Research Handbook on Values Education and Student Wellbeing](#) Terence Lovat, Ron Toomey, Neville Clement, 2010-08-05 Informed by the most up to date research from around the world as well as examples of good practice this handbook analyzes values education in the context of a range of school based measures associated with student wellbeing These include social emotional moral and spiritual growth elements that seem to be present where intellectual advancement and academic achievement are being maximized This text comes as values education widens in scope from being concerned with morality ethics civics and citizenship to a broader definition synonymous with a holistic approach to education in general This expanded purview is frequently described as pedagogy relating to values and wellbeing This contemporary understanding of values education or values and wellbeing pedagogy fits well with recent

neuroscience research This has shown that notions of cognition or intellect are far more intertwined with social and emotional growth than earlier educational paradigms have allowed for In other words the best laid plans about the technical aspects of pedagogy are bound to fail unless the growth of the whole person social emotional moral spiritual and intellectual is the pedagogical target Teachers and educationalists will find that this handbook provides evidence culled from both research and practice of the beneficial effects of such a values and wellbeing pedagogy

Fieldwork in Geography: Reflections, Perspectives and Actions Rod Gerber, Goh Kim Chuan, 2000-07-31 Geographers regard fieldwork as a vital instrument for understanding our world through direct experience for gathering basic data about this world and as a fundamental method for enacting geographical education The range of international geography and educational experts who contributed to this volume has demonstrated that the concept of fieldwork has a considerable history in the field of geography They have demonstrated that the theoretical aspects of fieldwork have been interpreted differently in regions around the world but the importance of fieldwork remains strong globally A fresh look at the pedagogic implications for fieldwork in formal education offers ideas both for promoting it in geographical education and for maintaining its place in the geography curriculum Audience Forward looking geographers and educators now recognise that alternative strategies especially those involving the use of information technology should be developed to reaffirm the centrality of fieldwork in geographical and wider education

Radiant Reflections : Value Education - Book 7 , Introduction to Values Education E. Palispis, 1995

Teaching Without Indoctrination: Implications for Values Education Charlene Tan, 2008-01-01 This book presents a comprehensive well structured and enlightening survey of the problem of indoctrination as manifested in scientific moral religious and social fields within the context of an intellectual milieu that prides itself in being liberal and democratic In the craft of intellectual midwifery which she masters Professor Tan has but one prescription constant reflection but not of the solipsistic or sterile kind Rather she advocates fearless questioning within the bounds of a community of learning which is what schools should ideally be wherein we all recognise ourselves to be at once students and teachers Professor Alejo Jos G Sison Rafael Escol Chair of Professional Ethics University of Navarra Pamplona Spain

Values Education and Quality Teaching Terence Lovat, Ron Toomey, 2009-04-07 Some revision of public schooling history is necessary to challenge the dominant mythology that public schools were established on the grounds of values neutrality In fact those responsible for the foundations of public education in Australia were sufficiently pragmatic to know that its success relied on its charter being in accord with public sentiment Part of the pragmatism was in convincing those whose main experience of education had been through some form of church based education that state based education was capable of meeting the same ends Hence the documents of the 1870s and 1880s that contained the charters of the various state and territory systems witness to a breadth of vision about the scope of education Beyond the standard goals of literacy and numeracy education was said to be capable of assuring personal morality for each individual and a suitable citizenry for the

soon to be new nation As an instance the NSW Public Instruction Act of 1880 of NSW 1912 under the rubric of religious teaching stressed the need for students to be inculcated into the values of their society including understanding the role that religious values had played in forming that society's legal codes and social ethics The notion therefore that public education is part of a deep and ancient heritage around values neutrality is mistaken and in need of serious revision The evidence suggests that public education's initial conception was of being the complete educator not only of young people's minds but of their inner character as well

Value Learning Trajectories Arniika Kuusisto, Liam Gearon, 2017 Value Learning Trajectories Theory Method Context provides a theoretical methodological and contextual framing of value learning alongside individual life trajectories in a diverse range of international educational settings It brings together philosophical approaches on value learning with empirical research findings from Australia Austria Ethiopia Estonia Finland Germany Iran the Netherlands and the United Kingdom A critical interdisciplinary bridge between value learning and life trajectory research the volume gathers together contributions from leading and emergent researchers to facilitate evidence informed insights and future collaborations in the field

Teaching Values and Citizenship Across the Curriculum Richard Bailey, 2014-05-12 This text presents the issues and principles for teaching values and citizenship at both primary and secondary levels based on the Crick Report and DfEE TTA guidelines It covers the whole of the curriculum and is supported by examples and key stage activities throughout

VALUE EDUCATION Dr. T Manichander, **Basics in Education** Ms. Pooja Sharma, Dr. Kotra Balayogi, Dr. Daniel Michal Khan, Dr. Kiran Bala Patel, Dr. Pallavi Kaul, Education is the cornerstone of personal and societal development shaping individuals' lives and influencing the future of communities and nations As we navigate the complexities of the modern world understanding the foundational elements of education becomes increasingly essential Basics in Education aims to provide a comprehensive exploration of the fundamental concepts and principles that underpin effective educational practice This book is designed for educators students and anyone with an interest in the educational field It covers a wide range of topics including the meaning of knowledge various ways of knowing the process of knowledge construction and the principles of curriculum development Each chapter delves into key aspects of education offering insights into how knowledge is organized constructed and applied within educational settings The journey of writing this book has been both challenging and rewarding It involved extensive research thoughtful reflection and valuable discussions with experts in the field The aim has been to create a resource that not only imparts knowledge but also inspires educators to reflect on their practices and engage with educational theories critically The exploration of knowledge organization within schools the principles guiding curriculum formulation and the process of developing syllabi and textbooks are presented with the intent to foster a deeper understanding of educational practices By examining these areas the book seeks to equip readers with the tools and insights needed to enhance their educational approaches and contribute meaningfully to the field

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