

MORAL EDUCATION
AND THE
LIBERAL ARTS

Edited by MICHAEL H. MITIAS

Moral Education And The Liberal Arts

**Andrea L. Baldini, Zhonggen
Yu, Xianglan Chen, Lifei Wang**



Moral Education And The Liberal Arts:

Moral Education and the Liberal Arts Michael Mitias, 1992-01-22 This collection of essays explores the importance of moral education to the liberal arts and discusses how moral education fosters character development The contributors examine the meaning of moral education the rationale for promoting ethical values in an academic environment and the conditions under which morality can best be taught

Art History and the Liberal Arts Peter G. Beal, 1998 Why Choose the Liberal Arts? Mark William Roche, 2010-08-20 In a world where the value of a liberal arts education is no longer taken for granted Mark William Roche lucidly and passionately argues for its essential importance Drawing on more than thirty years of experience in higher education as a student faculty member and administrator Roche deftly connects the broad theoretical perspective of educators to the practical needs and questions of students and their parents Roche develops three overlapping arguments for a strong liberal arts education first the intrinsic value of learning for its own sake including exploration of the profound questions that give meaning to life second the cultivation of intellectual virtues necessary for success beyond the academy and third the formative influence of the liberal arts on character and on the development of a sense of higher purpose and vocation Together with his exploration of these three values intrinsic practical and idealistic Roche reflects on ways to integrate them interweaving empirical data with personal experience Why Choose the Liberal Arts is an accessible and thought provoking work of interest to students parents and administrators

Debating Moral Education Elizabeth Kiss, J. Peter Euben, 2010-01-25 Collection of essays that consider the role of ethics in the university

Art - Ethics - Education, 2020-08-03 This book can be viewed as a series of investigations into the ongoing imbrications of the practices of art ethics and education as conducted within each author's specific context of practice as artist educator researcher It constitutes an international anthology of explorations that are by no means exclusive but conscious of the ongoing iterations mutations and individuations of relations between art ethics and education which in turn seek to expand how we might conceive these terms as practices This ongoing evolution reminds us that as practices art ethics and education are always incomplete processes affected by and affecting their specific milieus and environments Chapters within the book cover a wide range of ethical questions and educational contexts broaching subjects as varied as higher education artificial intelligence animal ethics transcultural encounters collaborative art the education of senior citizens and experiences of conflict Art ethics and education are not conceived in terms of established orders representations ideals criteria or bodies of knowledge and practice but rather in terms of dynamic relational processes and their potentialities that arise within specific locations cartographies and ecologies of practice The notions of art ethics and education are viewed in terms of assemblages that have the capacity to generate new modes of practice that may question established values and advance new overlappings of aesthetic ethical and political relations Contributors are Dennis Atkinson Hashim Al Azzam John Baldacchino Bazon Brock Carl Peter Busch hle Sahin Celikten Ana Dimke Brian Grassom Leena

Hannula Brian Hughes Jan Jagodzinski Timo Jokela Mira Kallio Tavin Joachim Kettel Guillermo Marini Catarina Martins Joe Sacco Francisco Schwember Juuso Tervo Raphael Vella and Branka Vujanovic **The Schooled Heart** Michael D. Beaty, Douglas V. Henry, 2007 The Schooled Heart addresses a basic question about the nature of the university should moral education figure among the university's purposes This volume offers an affirmative response to that question A central purpose of the university is the moral formation of students what Beaty and Henry call the schooling of the heart

Proceedings of the 2025 3rd International Conference on Language, Innovative Education and Cultural Communication (CLEC 2025) Andrea L. Baldini, Zhonggen Yu, Xianglan Chen, Lifei Wang, 2025-07-22 This is an open access book The 2025 3rd International Conference on Language Innovative Education and Cultural Communication CLEC 2025 will be held on March 28-30 2025 in Kunming China CLEC 2025 is to bring together innovative academics and industrial experts in the field of Language Innovative Education and Cultural Communication The primary goal of the conference is to promote research and developmental activities in Language Innovative Education and Cultural Communication and another goal is to promote scientific information interchange between researchers developers engineers students and practitioners working all around the world We sincerely invite you to participate in CLEC 2025 and look forward to seeing you in Kunming

Christianity and Moral Identity in Higher Education P. Glanzer, T. Ream, 2009-11-23 This book offers examples from both Christian and secular democratic institutions of higher education and then responds to possible criticisms about how moral education in a comprehensive humanist moral tradition may short change diversity autonomy and critical thinking The Routledge International Handbook of Engineering Ethics Education Shannon Chance, Tom Børsen, Diana Adela Martin, Roland Tormey, Thomas Taro Lennerfors, Gunter Bombaerts, 2024-12-04 Responding to the need for a timely and authoritative volume dedicated to this burgeoning and expansive area of research this handbook will provide readers with a map of themes topics and arguments in the field of engineering ethics education EEE Featuring critical discussion research collaboration and a team of international contributors of globally recognized standing this volume comprises six key sections which elaborate on the foundations of EEE teaching methods accreditation and assessment and interdisciplinary contributions Over 100 researchers of EEE from around the globe consider the field from the perspectives of teaching research philosophy and administration The chapters cover fast moving topics central to our current understanding of the world such as the general data protection regulation GDPR artificial intelligence AI biotechnology and ChatGPT and they offer new insights into best practices research to equip program leaders and instructors delivering ethics content to students This Open Access volume will be of interest to researchers scholars postgraduate students and faculty involved with engineering education engineering ethics and philosophy of education Curriculum designers staff developers teaching pedagogical courses to faculty and engineering professionals may also benefit from this volume The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC

ND 4 0 license **Toward Assessing Business Ethics Education** Diane L. Swanson, Dann G. Fisher, 2010-11-01 Toward Assessing Business Ethics Education edited by Diane L Swanson and Dann G Fisher of Kansas State University is a sequel to their book Advancing Business Ethics Education in the Ethics in Practice IAP book series The focus on assessment in this second book is a timely response to the urgent search among business schools for ways to teach and assess ethics at a time when the public's faith in corporations and business schools has been undermined greatly by the failure of both to respond to widespread corruption and scandals in the business sector Although no one expects business education alone to resolve these problems the distinguished scholars represented in this book advocate that business schools should at least do their part by exposing their students to decision models that incorporate ethical dimensions on behalf of corporate stakeholders and society at large As the book's title conveys it is then important to assess key learning objectives to insure that business students graduate knowing ethics fundamentals and armed with the ability to recognize ethical dilemmas and possible solutions during the course of their careers This book will speak to all who are interested in accountability for business ethics education especially business school deans university administrators faculty members students and prospective employers This audience will find that the enterprise of assessing business ethics education is advanced in three ways First the book functions as a venue for distinguished scholars to share the innovative ways that they are assessing ethics coverage in courses and degree programs Second these authors identify what needs to be assessed and the means for doing so Third the book serves not only as a guide to assessment but also as a platform for expanding and improving ethics coverage in business schools Moreover an important take away for readers is the provision of a simple formula first advocated by Diane L Swanson and William C Frederick University of Pittsburgh in 2005 for delivering ethics education that minimizes assessment errors By following this formula business schools can provide assurances that ethics will not be assessed as being sufficient when it is woefully inadequate or even missing in the curriculum and that it cannot be distorted diluted or trivialized by uninformed coverage and still pass inspection Avoiding these assessment errors is critical in an educational environment in which weak accrediting standards for ethics go hand in hand with spotty uniformed coverage that would not be tolerated for other business disciplines

Literature and Character Education in Universities Edward Brooks, Emma Cohen de Lara, Álvaro Sánchez-Ostiz, José María Torralba, 2021-09-30 Literature and Character Education in Universities presents the potential of literary and philosophical texts for character education in modern universities The book engages with theoretical and practical aspects of character development in higher education combining conceptual discussion of the role of literature in character education with applied case studies from university classrooms Character education within the academic context of the university presents unique challenges and opportunities Literature and Character Education in Universities presents perspectives from academics in Europe the USA and Asia offering unique insights into the ways that engaged reading and discussion of core texts can promote the development of intellectual and moral virtues Chapters draw on a wide range of

texts from Confucius Analects to J D Salinger's *The Catcher in the Rye* focusing on themes such as truthfulness self knowledge prudence tolerance friendship and humility Literature and Character Education in Universities will be of real use to researchers academics and postgraduates in the fields of higher education philosophy and literature It should be essential reading for university educators interested in character development and advocates of literary education in modern universities

Liberal Arts Education in a Changing Society You Guo Jiang,2014-12-16 In *Liberal Arts Education in a Changing Society A New Perspective on Chinese Higher Education* You Guo Jiang S J provides a unique focus on the re emergence of liberal arts education in China This is the first book that explores in depth the development of liberal arts education in China Through the extensive use of first hand materials relating to the liberal arts and current viewpoints of Chinese scholars and higher education leaders Jiang concludes that China must implement a good liberal arts education program to form responsible global citizens

Learning to Flourish Daniel R. DeNicola,2012-08-02 What is a liberal arts education How does it differ from other forms of learning What are we to make of the debates that surround it What are its place its value and its prospects in the contemporary world These are questions that trouble students and their parents educators critics and policy makers and philosophers of education among others *Learning to Flourish* offers a lucid penetrating philosophical exploration of liberal learning a still evolving tradition of theory and practice that has dominated and sustained intellectual life and learning in much of the globe for two millennia This study will be of interest to anyone seeking to understand liberal arts education as well as to educators and philosophers of education Daniel R DeNicola weighs the views of both advocates and critics of the liberal arts and interprets liberal education as a vital tradition aimed supremely at understanding and living a flourishing life He elaborates the tradition as expressed in five competing but complementary paradigms that transcend theories of curriculum and pedagogy and are manifested in particular social contexts He examines the transformative power of liberal education and its relation to such values as freedom autonomy and democracy reflecting on the importance of intrinsic value and moral understanding Finally DeNicola considers age old obstacles and current threats to liberal education ultimately asserting its value for and urgent need in a global pluralistic technologically advanced society The result is a bold yet nuanced theory alert to both historical and contemporary discussions and a significant contribution to the discourse on liberal education

Moral Education F. Clark Power,Ronald J. Nuzzi,Darcia Narvaez,Daniel K. Lapsley,Thomas C. Hunt,Terry L. Hunt,2007-12-30 This work delves into the topic of moral education in America's K 12 schools Following an introductory historical chapter it analyzes salient topics and notable leaders in the field of moral education It treats the issues thoroughly and fairly providing a heightened understanding of both the major and minor themes in moral education

Cautionary Tales in the Ethics of Lifelong Learning Policy and Management Richard G. Bagnall,2004-05-31 This work is concerned with appraising the contemporary ethical impact of lifelong learning ideology and advocacy on education through focusing on trends in educational policy and management that flow from the

ideology It has its origins in the author's concern that many of those trends are being defined and promoted or opposed without an adequate understanding of their ethical dimensions The 21 trends examined in this work are seen as defining important dimensions of the quite radical changes in educational policy and management that are flowing from the practical realisation of lifelong learning ideology and advocacy In here evaluating those trends from an ethical perspective the thesis is developed that they lead inevitably to distinctive ethical dilemmas or tensions in the lived experience of educational participants The dilemmas though are not seen as realities that can intelligently be either avoided or resolved They are rather inescapable features of the trends although they and the experience of them may be managed intelligently to a greater or lesser extent This analysis is premised on the belief that an understanding of the dilemmas may be of practical value in assisting educators and policy makers and managers to live and work more intelligently with them and to better manage the educational changes that are defined by the trends It may thereby contribute to moderating the excesses sillinesses and inanities so often evident in the directing and managing of reforms associated with the trends and to reduce the anguish and pain associated with them

Sustainable Human Development in the Twenty-First Century - Volume I Ismail Sirageldin, 2008-12-31 Sustainable Human Development in the Twenty First Century is a component of Encyclopedia of Human Resources Policy Development and Management in the global Encyclopedia of Life Support Systems EOLSS which is an integrated compendium of twenty Encyclopedias The volume of Human Development examines the state and nature of human development and identifies factors that determine its promotion for the twenty first century A general goal since the ultimate goal for human development is to enhance the quality of human life However the concept quality of human life is not well defined It is determined by a set of interrelated factors that cut across many disciplines with varied perspectives and paradigms These include the prevailing culture health status economic performance technological development political and social conditions the building of human capacity and capabilities and institutional development on the local and global levels For example in an environment characterized by a better quality of human life it is expected that people will be able to lead long and productive lives They are also expected to enjoy good health have access to knowledge and educational opportunities and be treated by all with respect in a socially equitable and dignified manner In the sphere of political economy they are expected to have the opportunity to participate in governance decisions that affect their lives and the community in which they live and to have the potential to earn sufficient income to supply themselves with adequate nutrition shelter and other material and aesthetic needs Furthermore people are expected to maintain a sustainable environment and equitable social contracts across space and generations especially in the context of the evolving global governance The volume of Sustainable Human Development in the Twenty First Century is divided into five topics which are then expanded into multiple subtopics each as a chapter presented in two volumes The first is Major issues in Human Development and provides an over view of the Topic with emphasis on the sociological foundation of human development The

second Topic Diversity and Historical Processes reviews the historical and technological processes which have led to the present state of human diversity and differentiation The third Topic Causes of Global Change focuses on whether it is possible in the present global environment to enlarge people s capabilities so that economic progress may be translated into a multidimensional human happiness The fourth Topic Consequences of Global Change examines global change not in the narrow sense of short term economic change but rather as historical waves of long term development The fifth Topic on Planning Strategies reviews current practice and projects challenges in the next century These two volumes are aimed at the following five major target audiences University and College Students Educators Professional Practitioners Research Personnel and Policy Analysts Managers and Decision Makers and NGOs

The Dismantling of Moral Education Perry L. Glanzer,2022-02-20 American educators have consistently splintered our humanity into pieces throughout higher education s history Although key leaders of America s colonial colleges shared a common functional understanding of humans as made in God s image with a robust but vulnerable moral conscience latter moral philosophers did not build upon that foundation Instead they turned to shards of our identity to help students find their moral bearings They sought to create ladies and gentlemen honorable students and finally good professionals As a result fragmentation ensued as university leaders pitted these identity fragments against each other inciting a war of attrition As the war of identities raged its effects spilled out beyond the bounds of the curriculum into the co curricular dimension that struggled with moving beyond being en loco parentis The major identity they cultivated was that of being a political citizen Thus the major identity and story of students lives became the American political story of democracy what I call Meta Democracy In higher education guided by Meta Democracy students lose their autonomy to administrators who reduce the student identities they try to develop along with the range of virtues that comprise the good life

The Dismantling of Moral Education How Higher Education Reduced the Human Identity explains why and how we arrived at diminishing ourselves

Moral Education Julian Cortez,AI,2025-03-11 Moral Education explores how societies have historically sought to instill ethics and values in their citizens viewing moral education as a dynamic process shaped by context needs and philosophical thought The book examines the foundational values prioritized by different societies revealing how these values evolved and were transmitted through various pedagogical methods from ancient storytelling to modern programs It also analyzes the impact of socio political forces like war and economic shifts on moral education providing insight into the relationship between individual character and social order The book uniquely underscores that moral education reveals a persistent desire to cultivate virtue and responsible citizenship while acknowledging the difficulties in agreeing on the definition of good Beginning with ancient approaches in Greece Rome and the East Moral Education progresses chronologically through the medieval period the Enlightenment and the modern era examining the influence of nationalism industrialization and globalization It culminates with an analysis of contemporary challenges such as diversity and social justice using philosophical traditions and historical accounts to inform

modern citizenship **Practical Guidance on Science and Engineering Ethics Education for Instructors and Administrators** National Academy of Engineering, Online Ethics Center, Joint Advisory Group to the Center for Engineering, Ethics, and Society, 2013-09-23 Over the last two decades colleges and universities in the United States have significantly increased the formal ethics instruction they provide in science and engineering Today science and engineering programs socialize students into the values of scientists and engineers as well as their obligations in the conduct of scientific research and in the practice of engineering Practical Guidance on Science and Engineering Ethics Education for Instructors and Administrators is the summary of a workshop convened in December 2012 to consider best practices for ethics education programs in science and engineering The workshop focused on four key areas goals and objectives for ethics instruction instructional assessment institutional and research cultures and development of guidance checklists for instructors and administrators Leading experts summarized and presented papers on current research knowledge in these areas This report presents the edited papers and a summary of the discussions at the workshop **Advancing Business Ethics Education** Diane L. Swanson, Dann G. Fisher, 2008-04-01 This book features sixteen chapters written by distinguished scholars who collectively point to a roadmap for advancing business ethics education at a critical juncture in the history of corporate America The editors frame the book with an introductory chapter that details a gold standard for delivering ethics in the business school curriculum that signals to students that ethics matters provides an adequate counterbalance to the amoral subtext that dominates much of business education remedies assessment problems associated with current accrediting standards and prepares students for newly minted and fast growing careers in ethics compliance risk management and corporate social responsibility The chapters that follow lay out some challenges and opportunities that administrators and educators need to address in order to improve business ethics education and business school reputations in a post Enron climate Both traditional and experimental perspectives on delivering ethics in the curriculum are covered in conjunction with research that substantiates the potential for improving student ethics competencies after exposure to ethics coursework Methods for incorporating ethics in various subjects including accounting corporate governance environmentalism global business managerial decision making and human resource management are also given as part of the roadmap for advancing business ethics education

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Table of Contents Moral Education And The Liberal Arts

1. Understanding the eBook Moral Education And The Liberal Arts
 - The Rise of Digital Reading Moral Education And The Liberal Arts
 - Advantages of eBooks Over Traditional Books
2. Identifying Moral Education And The Liberal Arts
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Moral Education And The Liberal Arts
 - User-Friendly Interface
4. Exploring eBook Recommendations from Moral Education And The Liberal Arts
 - Personalized Recommendations
 - Moral Education And The Liberal Arts User Reviews and Ratings
 - Moral Education And The Liberal Arts and Bestseller Lists

5. Accessing Moral Education And The Liberal Arts Free and Paid eBooks
 - Moral Education And The Liberal Arts Public Domain eBooks
 - Moral Education And The Liberal Arts eBook Subscription Services
 - Moral Education And The Liberal Arts Budget-Friendly Options
6. Navigating Moral Education And The Liberal Arts eBook Formats
 - ePub, PDF, MOBI, and More
 - Moral Education And The Liberal Arts Compatibility with Devices
 - Moral Education And The Liberal Arts Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Moral Education And The Liberal Arts
 - Highlighting and Note-Taking Moral Education And The Liberal Arts
 - Interactive Elements Moral Education And The Liberal Arts
8. Staying Engaged with Moral Education And The Liberal Arts
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Moral Education And The Liberal Arts
9. Balancing eBooks and Physical Books Moral Education And The Liberal Arts
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Moral Education And The Liberal Arts
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Moral Education And The Liberal Arts
 - Setting Reading Goals Moral Education And The Liberal Arts
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Moral Education And The Liberal Arts
 - Fact-Checking eBook Content of Moral Education And The Liberal Arts
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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