

MODELS OF MORAL EDUCATION

An Appraisal

Richard H. Hersh John P. Miller
Glen D. Fielding

Models Of Moral Education An Appraisal

E. O. Iheoma



Models Of Moral Education An Appraisal:

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The Major Models of Moral Education Edward Wynne, 1985 **Philosophical Foundations for Moral Education and Character Development** George F. McLean, Frederick Edward Ellrod, 1992 *Contemporary Approaches to Moral Education* James S. Leming, 1983 **Reconstructing Religious, Spiritual and Moral Education** Clive Erricker, Jane Erricker, 2012-11-12 Religious Education is now identified as a shortage subject as a growing number of pupils in schools opt for it The growing emphasis on children's moral and spiritual education the DfEE's hunt for new teachers OFSTED's calls for improvement and reinforced links with philosophy have pushed the subject into the spotlight Based on research and partnership with schools this book examines and explains the role of Religious Education in the curriculum the role of spirituality in children's lives better teaching practice giving practical examples **Psychological Studies in the Teaching, Learning and Assessment of Mathematics** Yiming Cao, Zsolt Lavicza, Shuhua An, Lianchun Dong, 2024-05-31
There is no doubt that the onset of a new decade has brought high expectations of academic progress for scholars especially for researchers in mathematics education The International Group for the Psychology of Mathematics Education was born in 1976 which focused on the international exchange of knowledge in the psychology of mathematics education the promotion of interdisciplinary research with psychologists mathematicians and mathematics teachers and the development of the psychological aspects of teaching and learning mathematics and its implications **Assessment in Higher Education** John Heywood, 2000 This book examines not only the assessment of student learning but the assessment of institutions the programmes they offer and the teaching they provide It describes in detail the significant developments that have taken place over the last decade in the field and clarifies the different meanings of the term assessment that are now in use
Handbook of Prosocial Education Philip M. Brown, Michael W. Corrigan, Ann Higgins-D'Alessandro, 2012-10-12 Handbook of Prosocial Education is the definitive theoretical practical and policy guide to the prosocial side of education the necessary second side of the educational coin Academic teaching and learning are the first side of education however academic success depends upon the structures and support of prosocial educational efforts from promoting positive school climate to fostering student and teacher development to civic literacy and responsible and critical citizenship participation The Handbook of Prosocial Education chapters written by highly respected researchers and outstanding educators represent the wide range of research based prosocial interventions from pre school through high school The chapters explore and explain how prosocial education helps teachers create effective classroom learning environments to support the development of the whole student principals encourage positive school climate and superintendents work to improve the health and well being of their systems As readers will learn when done well prosocial education develops the capacities and competencies of students teachers and school administrators that lead to a more autonomous positive self concept greater sense of purpose more socially

responsible behaviors and increased connections between families schools and communities This book pulls together in one place for the first time the various threads that create the prosocial education tapestry making a compelling case for the necessity of changing national educational policy that continues to be ever more oriented to only the academic side of the educational coin thus jeopardizing the foundational and historic purpose of educating our children for their full human development and participation in our democracy *Routledge International Companion to Education* Miriam

Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The Routledge International Companion to Education aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium Computers in

Schools J. L. Moore, 1980 **Application of Big Data, Blockchain, and Internet of Things for Education**

Informatization Mian Ahmad Jan, Fazlullah Khan, 2023-01-11 The three volume set LNICST 465 466 and 467 constitutes the proceedings of the Second EAI International Conference on Application of Big Data Blockchain and Internet of Things for Education Informatization BigIoT EDU 2022 held as virtual event in July 29 31 2022 The 204 papers presented in the proceedings were carefully reviewed and selected from 550 submissions BigIoT EDU aims to provide international cooperation and exchange platform for big data and information education experts scholars and enterprise developers to share research results discuss existing problems and challenges and explore cutting edge science and technology The conference focuses on research fields such as Big Data and Information Education The use of Artificial Intelligence AI Blockchain and network security lies at the heart of this conference as we focused on these emerging technologies to excel the progress of Big Data and information education **Social Science Record** ,1981 Research in Education ,1974

Moral Education E. O. Iheoma, 1995 This work examines moral education generally and in the Nigerian context It seeks unity in theory and action and points up false dichotomies in the philosophical tradition which exists in much contemporary discussion of moral education that the development of reason in moral affairs is incompatible with the teaching of moral values Against this dichotomy the author argues that both elements are integral The chapters cover the nature of morality and moral education issues in moral education models of moral education sources of moral learning teaching as a moral enterprise and the prospects for moral education in Nigeria *Research in Education* ,1973 Proceedings of the 2025 International Conference on Education Reform, Ideology and Politics (ERIP 2025) Paulo Batista, Intakhab Alam Khan, Jun Chen, Tajularipin Bin Sulaiman, 2025-08-03 This is an open access book 2025 International Conference on Education Reform Ideology and Politics ERIP 2025 will be held in Hangzhou China from April 11 to 13 2025 The conference aims to provide a high level academic exchange platform for scholars educators and experts in the field of ideology and politics from around the world to discuss the innovative development and challenges of educational reform and ideological and political education in the context of globalization The conference will focus on the reform of the education system the ideological and political education model in the new era the impact of scientific and technological innovation on education and the practice and

effectiveness of cross cultural educational exchanges Through the conference participants will have the opportunity to share the latest research results and practical experience with a view to driving innovation and progress in the field of education and promoting the role of ideological and political education in building a harmonious society and enhancing social cohesion ERIP 2025 is committed to stimulating in depth academic discussion promoting global education reform and the sustainable development of ideological and political education and injecting new impetus into the transformation and development of education in the new era We look forward to your participation in discussing the future of education and social development

Media Education Assessment Handbook William G. Christ, 2020-07-24 Assessing media education is a formidable task because both assessment and media education are complex and controversial concepts Assessment which can take place at the individual student class sequence program department or unit and university levels is questioned in terms of reliability validity relevance and cost Media education which has been challenged at a number of schools finds faculty and administrators in the midst of soul searching about how to clearly articulate its missions and purposes to a broader audience Departments are under increasing national state and institutional pressure to get assessment procedures carried out quickly but there is an obvious danger in rushing to implement assessment strategies before establishing what is essential in media education In communication education in general the what of assessment is often discussed in terms of skills attitudes affect values and knowledge People assess students to determine what they know think feel value and can do Here it is suggested that one of the places to start defining what students should learn from their media education is by identifying outcomes Outcomes can be assessed in a variety of ways but first they need to be developed and clearly articulated New York University Education Quarterly New York University. School of Education, 1981 Subject Catalog Library of Congress, 1980

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