

# Enhancing the Value of Teacher Education Research

Implications for Policy and  
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# Research In Value Education

**Dr.T Manichander**



## Research In Value Education:

**Research in Value Education** N. Venkataiah, *Values Education* John R. Meyer, Brian Burnham, John Cholvat, 1975-07 Values those intangible guideposts serve as standards and perceptual screens which assist us in selecting our priorities for reflection and action Our quest is to clarify compare and form values expressed in defensible and consistent value judgements and actions

**Value Education** N. Venkataiah, 1998

**Second International Research Handbook on Values Education and Student Wellbeing** Terence Lovat, Ron Toomey, Neville Clement, Kerry Dally, 2023-11-14 This collection applies the principles underlying values education to addressing the many social and learning challenges that impinge on education today Insights in the fields of social and emotional learning student wellbeing and increasingly educational neuroscience have demonstrated that values education represents an efficacious pedagogy with holistic effects on students across a range of measures including social emotional and intellectual outcomes With schools in the 21st century confronting issues such as gender identity stemming radicalism mental health equity for disadvantaged groups bullying respect and the meaning of consent values education offers a way of teaching and learning that integrates and enhances student s affective and cognitive functioning The earlier edition of this book has become a standard reference for scholars and practitioners in the fields of values education moral education and character education Its citation rates reads and downloads have been consistently and enduringly high as have those of its companion text *Values Pedagogy and Student Achievement* A decade on the main purpose of the revised edition is to update and incorporate new research and practice relevant to values education Recent insights in the fields of neuroscience and social and emotional learning and their implications for education and student wellbeing are more overt than they were when the first edition was being compiled Additionally advanced thinking in the field of epistemology how humans come to know and therefore learn has also sharpened especially through the later writings of prominent scholars like Jurgen Habermas The revised edition has preserved the essential spirit and thrust of the original edition while making space for some of these new insights about the potential of values education to establish optimal and harmonious learning and social environments for both students and teachers

*Values in Philippine Culture and Education* Manuel B. Dy, 1994

*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

*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

**Global Perspectives on Value Education in Primary School** Demircioğlu, Aytakin, 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

Navigating Values in Higher Education: A Comprehensive Study on Frameworks, Challenges, and Counseling Impact Among Students in Mumbai, India KHRITISH SWARGIARY, 2024-08-06 This collaborative scientific research undertaken by the faculty and staff of the EdTech Research Association in conjunction with co author Kavita Roy investigated the values framework challenges and counseling impact on past higher education students in Mumbai India Employing a combination of quantitative and qualitative methodologies the study encompassed 200 students from various academic disciplines ensuring representation through purposive sampling The data collection methods including surveys interviews and observations were meticulously devised and validated Executed between August 2020 and June 2022 the study adhered rigorously to ethical guidelines The results underscored the pivotal role of personal values in the lives of students underscoring the imperative for personalized values education Challenges such as time constraints and peer pressure revealed the intricate interplay of

societal and cultural factors Previous values counseling interventions manifested high participation rates and a positive impact on the clarity of values self awareness decision making and interpersonal interactions The perceived effectiveness of these interventions by 80% of participants underscored their significance in ethical and personal development Key components for effective values counseling programs were identified including interactive elements personal reflection sessions group discussions mindfulness practices and community service projects Trained counselors were unanimously recognized as indispensable emphasizing their instrumental role in guiding students through ethical challenges Essential support mechanisms including continuous counseling peer support systems and online forums were deemed vital for sustaining intervention impact The data presented in Tables 1 to 4 represented the outcomes of a survey conducted on 200 participants comprising higher education students from two private colleges in Mumbai India These tables were structured to align with distinct objectives and their corresponding inquiries providing a comprehensive insight into the diverse facets of values among higher education students in Mumbai India The systematic presentation of data in these tables reflects the multi dimensional nature of the survey objectives and corresponding questions These findings contribute valuable insights for institutions policymakers and counselors advocating for evidence based tailored and interactive values education programs The study underscores the critical role of trained counselors and robust support mechanisms for holistic student development in the context of higher education in India

#### **Globalisation, Values Education and Teaching Democracy**

Joseph Zajda, Pamela Hallam, John Whitehouse, 2023-01-18 This book critiques dominant discourses and debates pertaining to values education cultural identity and teaching democracy set against the backdrop of growing social stratification and unequal access to quality education It addresses discourses concerning globalisation ideologies and the state as well as approaches to values education and teaching democracy in schools The book explores the ambivalent and problematic connections between the state globalisation values education and teaching democracy It also explores conceptual frameworks and methodological approaches applicable to research on values education multiculturalism and identity politics Drawing on diverse paradigms ranging from critical theory to globalisation and by focusing on globalisation ideology and values education the book critically examines research dealing with cultural diversity and its impact of identity politics Given the need for a multiple perspective approach the authors have diverse backgrounds and hail from different countries and regions offer a wealth of insights contributing to a more holistic understanding of the nexus between values education multiculturalism and national identity With contributions from key scholars worldwide the book should be required reading for a broad spectrum of users including policy makers academics graduate students education policy researchers administrators and practitioners

#### **VALUE EDUCATION** Dr.T Manichander, Value Education Y.K. Singh, **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

*The Routledge International Handbook of Life and Values Education in Asia* John Chi-Kin Lee, Kerry J Kennedy, 2024-06-28 This Handbook provides a comprehensive look at the educational scope of life and values that characterize 21st century Asia as well as those values shared across cultures Some values are deeply resonant with the region's past while others reflect modernity and the new contexts in which Asian societies find themselves Exploring these values of different types and the way they are constructed in Eastern and Western contexts the contributors delve into the diversity of religious moral and social education to promote greater understanding across cultures While a range of values is identified here there is no single set of values that can be applied to all people in all contexts The time has long gone even for single societies when values can be imposed Yet this Handbook emphasizes both the extent and importance of values to individuals and their societies how they respond to these values may provide the key to better and more caring societies and to better lives for all Academics and teachers will find this Handbook resourceful because it raises important theoretical issues related to social values and their formation in distinctive contexts and provides novel insights into the diverse educational landscape in Asia Policymakers and educators will also find this text helpful in learning to think about new ways to improve the quality of people's lives

**Values in Early Childhood Education** Eva Johansson, Johanna Einarsdottir, 2017-12-14 Dr Eva Johansson is Professor of Education at the Department of Early Childhood Education University of Stavanger Norway Dr Johanna Einarsdottir is a Professor of Early Childhood Education and the Dean of School of Education at the University of Iceland

*Reflections on Values Education* John R. 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 Value able      The Routledge International Handbook of Education, Religion and Values James Arthur, Terence Lovat, 2013-08-21 The academic fields of religion and values have become the focus of renewed interest in contemporary thinking about human activity and its motivations The Routledge International Handbook of Education Religion and Values explores and expands upon a range of international research related to this revival The book provides an authoritative overview of global issues in religion and values surveying the state of the academic area in contributions covering a wide range of topics It includes emerging controversial and cutting edge contributions as well as investigations into more established areas International authorities Arthur and Lovat have brought together experts from across the world to examine the complexity of the field of study The handbook is organised around four key topics which focus on both the importance of religion and values as broad fields of human enquiry as well as in their application to education inter agency work and cross cultural endeavours The Conceptual World of Religion and Values Religion and Values in Education Religion and Values in Inter agency Work Religion and Values in Cross cultural Work This comprehensive reference work combines theoretical and empirical research of international significance and will be valuable reading for students researchers and academics in the field of education      **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 cf 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      **SURVEY OF RESEARCHES IN EDUCATION Volume II** Prof. Sunil Kumar Singh, 2020-05-26 PREFACE It gives me immense pleasure to share a few sentences as preface of the Survey of Research Abstract of Faculty of Education K Banaras Hindu University Varanasi As we are aware that educational research aimed at developing curriculum syllabus textbooks instructional materials assessment modules pedagogical innovations and qualitative practices and reforms Information and communication technology e

resources e contents on line mode of curricular transactions are becoming more prominent and effective in certain domains worldwide Researches at doctoral and post doctoral level are to be addressed the issues related to community it needs and aspirations curriculum advances to be incorporate and teaching learning processes in order to make education updated fulfilling the developmental needs updated education refines the sensitivities of the learners to be constructive and productive in their approaches to bring desired development for themselves and for the society at large Fast changing scenario on expected to lines and also on unexpected lines both demand multifaceted preparedness to meet the challenges of life likely to emerge The present covid 19 situation has forced people globally to be locked down to fight against fatal corona virus Under the situation researches and education processes one unique features such as online mode of teaching learning development of e content e resources digital pedagogy curricular flexibility alternate system of evaluation and examinations teachers knowledge base and preparedness and students achievement etc all these have put forwards new areas of study The comprehensive volume II of the Research Abstract includes eighty Ph D thesis and two hundred P G dissertations covered various areas including educational psychology philosophy sociology technology curricular studies examination evaluation discipline based pedagogies etc Volume provides a rich knowledge base to readers to find knowledge gap in a particular areas for further research design in a way researcher finds a direction to proceed with a new problem with a sound research plan I on behalf of the Faculty of Education and on my own behalf convey my sincere congratulations to the entire team of the publication and to Prof S K Singh the chief editor of the volume I am sure readers will be immensely benefited from this great volume Date 26th May 2020 R P Shukla      Education for Values Jo Cairns,Roy Gardner,Denis Lawton,2003-12-16 Values in education how they are taught the ethics of teaching itself plus their role in the education of educators is an area of lively and passionate debate This book provides an essential resource of ideas issues and current practice for all those with an interest in this area of education Presenting a range of critical writing this book deals with issues relating to education in values approaches to teaching values teacher education and values research for education in values and international comparative studies Highly regarded when it was first published in hardback in 2000 the book now appears in paperback for the first time with a new introduction which updates the main ideas and themes of the book



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