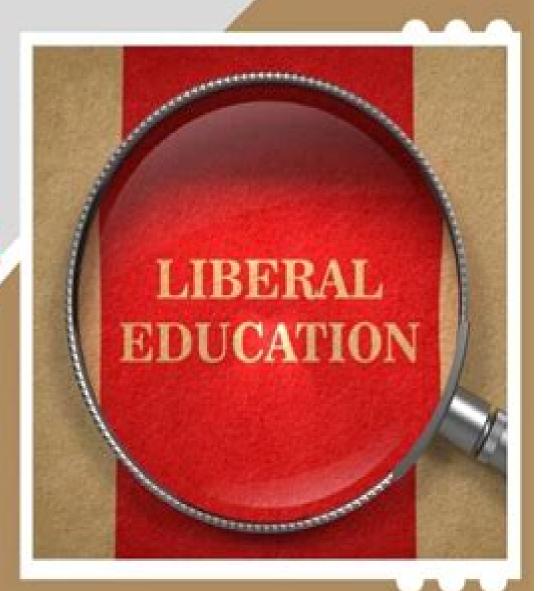




UNVEILING THE MULTIFACETED BENEFITS OF A LIBERAL ARTS EDUCATION





## **Moral Education And The Liberal Arts**

**Evelyn T. Y. Chan, Michael O'Sullivan** 

#### **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 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 guestions 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 Buschk 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 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 inCLEC 2025 and look forward to seeing you inKunming Debating Moral Education Elizabeth Kiss, J. Peter Euben, 2010-01-25 Collection of essays that consider the role of ethics in the university 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 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 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 Epistemologies and Ethics in Adult Education and Lifelong Learning Richard G. Bagnall, Steven Hodge, 2022-02-17 This book presents and advocates for a framework of competing epistemologies and conceptions of ethics as a way of understanding modernist lifelong learning These epistemologies are grounded in a recognition of the normative nature of knowledge that informs lifelong learning each being framed by a different account of the sort of knowledge that is most valued and therefore foregrounded in lifelong learning policy provision and engagement informed by the epistemology Each epistemology is also characterised by its constituent conception of ethics Four such epistemologies and conceptions of ethics are here recognised as having been important in the lifelong learning movement to date disciplinary developmental emancipatory and design The authors argue that assumptions about knowledge and moral positions constitute a powerful but not well understood feature of such arguments awareness of these assumptions and positions could serve to powerfully advance the overall understanding of what is at stake in lifelong learning and adult education at all levels 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 **Encyclopedia of Ethics** Lawrence C. Becker, Charlotte B. Becker, 2013-10-18 The editors working with a team of 325 renowned authorities in the field of ethics have revised expanded and updated this classic encyclopedia Along with the addition of 150 new entries all of the original articles have been newly peer reviewed and revised bibliographies have been updated throughout and the overall design of the work has been enhanced for easier access to cross references and other reference features New entries include Cheating Dirty hands Gay ethics Holocaust Journalism Political correctness and many more The Humanities in Contemporary Chinese Contexts Evelyn T. Y. Chan, Michael O'Sullivan, 2016-10-22 This book brings together the perspectives of eminent

and emerging scholars on contemporary issues relevant to the practice pedagogy and institutionalization of the humanities in the three Chinese contexts of Hong Kong Taiwan and mainland China It addresses the need to investigate how humanities discussions often exclusively drawn from and grounded in western contexts are today being played out in these three places The humanities in contemporary Chinese contexts may have different social and pedagogical roles and a consideration of them will enable people to moderate and perhaps even refute claims made in the recent re readings of the humanities As Asian universities rise in the global rankings and as east west university collaborations and partnerships become more common it is important that the nature practice and institutionalization of the humanities in Hong Kong Taiwan and mainland China are explored and described for English readers Exploring new perspectives arising from an examination of the humanities in these places this volume aims neither to establish a position of polarity which would pit western sites against Chinese ones nor to argue for universal sameness Rather the goal is to find nuanced correspondences and differences between these various backgrounds so that there is a greater understanding of the specificities of Chinese contexts This will help shed light not only on the contexts in question but also potentially on how to rearticulate the importance of the humanities in general creating an intercultural dialogue focused on the humanities As the global university strives to move the different traditions of learning closer together through international rankings rubrics and shared research agendas it is important that we explore these locations of potential cultural exchange 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 Cautionary Tales in the Ethics of Lifelong Learning Policy and Management Richard G. business disciplines 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 refonns associated with the trends and to reduce the anguish and pain associated with them

Literature and Character Education in Universities Edward Brooks, Emma Cohen de Lara, Álvaro Sánchez-Ostiz, José Maria 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 I 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 The Moral Work of Teaching and Teacher Education Matthew N. Sanger, Richard D. Osguthorpe, 2015-04-25 What makes teaching a moral endeavor How can we prepare classroom practitioners for engaging in that moral endeavor in meaningful and effective ways This volume brings together leading scholar who draw upon both their academic expertise and substantial wisdom of practice to offer a variety of perspectives on the challenge of preparing today s teachers for the moral work of teaching Book Features Examines the role that teacher preparation and development can play in addressing the moral work of teaching Highlights the work of leading scholars from educational psychology educational philosophy and teacher education Provides compelling insights for identifying the next generation of our nation s best teachers Contributors Wolfgang Althof Karen D Benson Marvin W Berkowitz Donald Blumenfeld Jones Elizabeth Campbell

Julie Canniff Mary Crawford Lana Daly Rebecca Evers Cathie Fallona Gary Fenstermacher Anthony Holter Lisa E Johnson Daniel Lapsley Darcia Narvaez Virginia Navarro Larry Nucci Joy Pelton Virginia Richardson Don Senneville David Shields Barbara Stengel Jonatha W Vare Marilyn Watson Matthew Sanger is associate professor of Educational Foundations in the College of Education at Idaho State University Richard Osguthorpe is associate professor and chair of the Department of Curriculum Instruction and Foundational Studies at Boise State University The editors and contributors help us appreciate that many teachers come to the work precisely because of abiding moral commitments to help others to make a difference in the lives of the young to give something back to society But they also help us see how crucial it is to give candidates systematic support in coming to grips with the meaning of these commitments and how to translate them into pedagogical action for the well being of students and society alike From the Foreword by David T Hansen This book sheds light into the core of professional morality It should be a must for each student teacher and for each practitioner around school life Fritz Oser professor of education and educational psychology University of Fribourg Switzerland Lest we forget that teaching is inherently moral work Sanger and Osguthorpe explain what this means for teachers and teacher educators The combination of conceptual analysis and cases of teacher education practice make this book a valuable resource and welcome antidote to the current preoccupation with test scores Sharon Feiman Nemser Brandeis University **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

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