



Moral Education

Robert D. Heslep



Moral Education:

A Theory of Moral Education Michael Hand, 2017-11-14 Children must be taught morality They must be taught to recognise the authority of moral standards and to understand what makes them authoritative But there s a problem the content and justification of morality are matters of reasonable disagreement among reasonable people This makes it hard to see how educators can secure children s commitment to moral standards without indoctrinating them In *A Theory of Moral Education* Michael Hand tackles this problem head on He sets out to show that moral education can and should be fully rational It is true that many moral standards and justificatory theories are controversial and educators have an obligation to teach these nondirectively with the aim of enabling children to form their own considered views But reasonable moral disagreement does not go all the way down some basic moral standards are robustly justified and these should be taught directly with the aim of bringing children to recognise and understand their authority This is an original and important contribution to the philosophy of moral education which lays a new theoretical foundation for the urgent practical task of teaching right from wrong

Moral Education: Interdisciplinary Approaches Clive M. Beck, Brian S. Crittenden, Edmund V. Sullivan, 2014-01-01 This volume based on an interdisciplinary conference of psychologists sociologists philosophers and social scientists explores a topic of vital importance today moral education The book is organized around four questions the nature and scope of moral education the problem of ethical pluralism psychological considerations in a program of moral education and the social structure of the school as it relates to moral education This volume will interest philosophers and social scientists concerned with human behaviour and values It will be of special interest to those engaged in educational research to curriculum planners and teachers

Moral Education John L. Elias, 1989 Noting that moral education has long been associated with schooling as well as with the responsibilities of families and religious groups the author of this text provides an interdisciplinary and comprehensive study of morals and values education

Moral Education for Americans Robert D. Heslep, 1995-08-30 Discusses the changes that schools families political structures and economic institutions must undergo if they are to support the moral education of Americans

Moral Education Edward Howard Griggs, 1903

Moral Education Émile Durkheim, 1961

Death Of Character Moral Education In An Age Without Good Or Evil James Davison Hunter, 2000-07-13 In this controversial viewpoint Hunter argues that rather than developing moral character and teaching ethics schools are destroying these ideals

Moral Education in the Secondary School Peter McPhail, J. R. Ungood-Thomas, Hilary Chapman, 1972

Moral Education George Barrell Emerson, 1842

The Rehabilitation of Virtue Robert T. Sandin, 1992-05-30 This book proposes an approach to values education centered on an analysis of the relationship between thinking and valuing and focused on strategies for nurturing the capacity for sustained disciplined and informed reflection on the issues of moral decision and religious belief Robert T Sandin contends that there is an urgent need for education at the present time to effect a return to the traditional ideals of intellectual and moral virtue Supporting

observations include recent evaluations of values education in American schools and colleges a review of several well known theories of values related education and an account of the development of the philosophy of value in the late nineteenth and early twentieth centuries Sandin is committed to the concept that virtue is compatible with the ideals of learning and further demonstrates why the role of religion in modern culture depends on the effectiveness of a program of education that nurtures an authentic spirituality free from illusion

Moral Education in Japan Marie Roesgaard,2016-10-04 Japan s Fundamental Law on Education was revised in 2006 and new curriculum guidelines along with new proposals for strengthening the position of moral education reflect the increased political focus particularly by the two Abe administrations Changes include increased emphasis on patriotism on respect for life and the environment on individual responsibility on respecting differences and other countries and on a general strengthening of moral values This volume describes the history of moral education in Japan analyses recent changes in curriculum and practices and takes a closer look at examples of official semi official and local discourses on moral education and values The analysis covers policy statements teaching material and research Japanese as well as Western Using theories of globalization cosmopolitanism and universal human values it is the intention by using an Asian example to illustrate and elaborate upon existing discourses within theories of globalization and cosmopolitanism as well as in education and values and citizenship studies Chapters include Revision of the fundamental law on Education in 2006 and beyond Official and semi official bids for contents of moral education Moral education in practice Risk globalization and meaning in Japanese Moral Education This book will be of interest to scholars specializing in education in Japan and scholars in the academic field of moral character and citizenship education

Moral Education Colin Wrings,2006-02-14 Casual reference to moral education or the manner in which young people should be brought up to behave may provoke a range of responses depending on the context and the personalities and ideological perspectives of those present In the past these responses sometimes included a Rousseauesque assertion of the inherent goodness of all human beings which only needed to be left to emerge uncorrupted and undistorted with the help of infinite loving kindness on the part of teachers all with the patience of saints More extreme versions of this view may have comprised vehement protest at the very idea of the state through its educational institutions concerning itself at all with such matters which were felt to be properly the province of the family or religious organisations if not a matter of individual choice for young people themselves when they were grown up Explicit proposals for moral education were invariably at risk of being perceived as indoctrination or an abuse of children s rights of freedom and autonomous development More frequently these days the response may be a succinct list of the speaker s own choice moral prescriptions an assertion that these need to be inculcated in a clear and unequivocal way to all young people of whatever age inclination or social experience and often enough a statement of the sanctions to be applied to those who do not or will not conform

Moral Education in the 21st Century Douglas W. Yacek,Mark E. Jonas,Kevin H. Gary,2023-06-15 Moral education is an enduring concern for societies

committed to the value of justice and the wellbeing of children What kind of moral guidance do young people need to navigate the social world today Which theories perspectives values and ideals are best suited for the task This volume offers educators insight into both the challenges and promises of moral education from a variety of ethical perspectives It introduces and analyses several important developments in ethics and moral psychology and discusses how some key moral problems can be addressed in contemporary classrooms In doing so Moral Education in the 21st Century helps readers develop a deeper understanding of the complexities of helping young people grow into moral agents and ethical people As such researchers students and professionals in the fields of moral education moral psychology moral philosophy ethics educational theory and philosophy of education will benefit from this volume

Moral Education Joseph Rodas Buchanan,1882 **The Moral of the Story** John H. Lockwood,1999 The problem this project attempts to solve is to develop a workable moral education in light of the clash between religious forms of moral education and U S Supreme Court decisions concerning them The concept of story and storytelling has been suggested as a unifying focus for disparate prescriptions for moral education Several recent approaches to moral storytelling have been proposed The approaches of William Bennett Nel Noddings and Herbert Kohl are among those which have attempted to combine moral education and storytelling within the last decade Bennett is identified with other theorists whose primary concern is the moral content of a story Noddings is identified as a process theorist whose primary concern is the process of moral storytelling not the content Kohl is identified as a reflection theorist whose approach challenges tradition in the hope of creating a more moral society Each one of these three approaches attempts to provide a comprehensive program of moral education but they fall short of that goal The purpose of this project then is to construct a storytelling moral education program that improves upon earlier approaches Using the three levels of moral thinking posited by R M Hare a three level approach to moral storytelling is proposed The intuitive critical and meta ethical levels of moral thinking that Hare refers to are used to frame a new three level approach to moral storytelling The three level approach combines content process and reflection into a unified prescription for moral education Thus a more comprehensive plan for moral education through storytelling is developed one that respects traditional forms of moral education while remaining within the parameters set by the U S Supreme Court

Moral Principles In Education John Dewey,2023-11-03 Moral Principles in Education is a book written by the influential American philosopher and educator John Dewey The book was published in 1909 and is part of Dewey s broader body of work on education and philosophy In Moral Principles in Education Dewey explores the relationship between education and the development of moral principles He argues that moral education should be an integral part of the educational process and that moral principles should be taught in the context of real life experiences and situations Dewey emphasizes the importance of active learning problem solving and democratic principles in moral education Dewey s ideas on education and ethics have had a lasting impact on the field of education and his writings continue to be influential in

discussions about the role of education in shaping moral character and responsible citizenship This book is an important work in Dewey's educational philosophy and his broader contributions to pragmatism and progressive education *Moral Education (International Library of the Philosophy of Education Volume 4)* Norman J. Bull, 2010-02-25 A companion volume to *Moral Judgement from Childhood to Adolescence* specially written for teachers and students of education This volume includes analysis of the broad stages in the developmental pattern of the key variables that must shape it and of their function in moral judgement and of the principles that must lie behind a moral education that has autonomy as its goal The book concludes with practical proposals for a sequential pattern of moral learning and the methods of approach appropriate to it Moral Education M. W. Berkowitz, F. Oser, 2013-10-28 First published in 1985 Kohlberg and his colleagues claimed that all one need do in moral education is change the stage or structure of an individual's moral reasoning and changes in moral behavior ego and personality style would occur As moral education entered the 1980s many important problems remained The question of the legitimacy of the highest stage is still being considered The problem of the relationship between judgment and action is receiving much attention and reformulation as well The role of affect in moral functioning has been sorely overlooked until very recently A further issue is the implication of the particular realm of one's life family school peer group workplace church for the form and effectiveness of moral education Finally how can self acknowledged moral transgressions in typical individuals be incorporated into the theory This volume reflects these problems *The Role of the School in Moral Education* Joyette Fabien, 2016-03-24 Research Paper postgraduate from the year 1990 in the subject Pedagogy School System Educational and School Politics grade A University of the West Indies School of Education course Sociology of Education language English abstract This paper deals with the role of the school in moral education It takes a look at the school as a whole as well as the individual teacher and the subject which is taught Bramble and Garrod cited by Kohlberg 1979 p 210 define morality as perspective on life a set of principles which applied to given circumstances help to guide one's actions Lacey reveals a similar viewpoint when he defines it as concerning habits customs and ways of life and the categorization of these into good or bad right or wrong He goes on to introduce the concept of a moral principle of which he presents three views things for which we can be held responsible a principle which is preferred over other principles and values that are universally accepted and approved These definitions clearly illustrate one major point that morality is an integral aspect of life During the course of one's lifetime one is constantly called to act upon principles that have been established and accepted across societies over decades or to act upon one's own principles in a given situation The concept of a moral principle then is basic to all human societies and to every individual human being However in defining morality one needs to explore the concept in more detail It is necessary first of all to look at what may be considered as moral by the individual by the society and by different societies Secondly one must note that there are values such as honesty integrity respect and consideration for others which are fundamental to humanity *Teaching Ethics in Schools* Philip Cam, 2012

Teaching Ethics in Schools provides a fresh approach to moral education Far from prescribing a rigid set of mandated values codes of conduct behaviour management plans or religious instruction Philip Cam skilfully presents ethical thinking and reasoning as a dynamic and essential aspect of school life The first section of the book provides a clear introduction to the theoretical premise of reflection and collaborative enquiry It draws on the history of philosophy in succinct terms and relates this to contemporary school contexts to support teachers in their conceptual understanding In Part Two an array of activities exercises and discussion points are provided as stimuli for teachers to adapt and apply across diverse subject areas throughout all stages of school The focus lies in preparing students to think reflectively to question and probe and ultimately develop their own enhanced capacity for ethical reasoning and considerate behaviour and conduct Teaching Ethics in Schools shows how an ethical framework forms a natural fit with recent educational trends It demonstrates how an ethics based model can influence habits of mind and underpin teaching practices to stimulate ethical enquiry to encourage students to think for themselves and develop good moral judgment and to promote social values and beneficial outcomes both within the classroom and beyond

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