Development and Character Education

A DIALOGUE

Larry P. Nucci

EDITOR

Moral Development And Character Education A Dialogue

F. Clark Power, Ronald J. Nuzzi, Darcia Narvaez, Daniel K. Lapsley, Thomas C. Hunt, Terry L. Hunt

Moral Development And Character Education A Dialogue:

Moral Development and Character Education Larry P. Nucci,1989 Handbook of Moral and Character **Education** Larry Nucci, Tobias Krettenauer, 2014-04-24 There is widespread agreement that schools should contribute to the moral development and character formation of their students In fact 80% of US states currently have mandates regarding character education However the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive research oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future Now in its second edition this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings Handbook of Child Psychology, Child Psychology in Practice William Damon, Richard M. Lerner, K. Ann Renninger, Irving E. Sigel, 2007-07-30 Part of the authoritative four volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared Updated and revised to reflect the new developments in the field the Handbook of Child Psychology Sixth Edition contains new chapters on such topics as spirituality social understanding and non verbal communication Volume 4 Child Psychology in Practice edited by K Ann Renninger Swarthmore College and Irving E Sigel Educational Testing Service covers child psychology in clinical and educational practice New topics addressed include educational assessment and evaluation character education learning disabilities mental retardation media and popular culture children's health and parenting Ethics Across the Curriculum—Pedagogical Perspectives Elaine E. Englehardt, Michael S. Pritchard, 2018-05-08 This book features articles by more than twenty experienced teachers of ethics who are committed to the idea that ethics can and should be taught virtually anywhere in the education curriculum They explore a variety of ways in which this might best be done Traditionally confined largely to programs in philosophy and religion the teaching of ethics has in recent decades spread across the curriculum education The contributors to this book discuss the rationale for supporting such efforts the variety of challenges these efforts face and the sorts of benefits faculty and students who participate in ethics across the curriculum endeavors can expect An overriding theme of this book is that the teaching of ethics should not be restricted to one or two courses in philosophy or religion programs but rather be addressed wherever relevant anywhere in the curriculum For example accredited engineering programs are expected to ensure that their students are introduced to the ethical dimensions of engineering This can involve consideration of ethical issues within particular areas of engineering e g civil mechanical electrical chemical as distinctive segments of certain courses e g those that focus on design problems or as a full semester course in ethics in engineering Similar approaches can be taken in nursing medicine law social work psychology accountancy management and so on That is some emphasis on ethics can be expected to be found in broad range of academic disciplines

However many ethical issues require careful attention from the perspectives of several disciplines at once and in ways that require their joining hands Recognizing that adequately addressing many ethical issues may require the inclusion of perspectives from a variety of disciplines makes apparent the need for effective communication and reflection across disciplines not simply within them This in turn suggests that faculty and their students can benefit from special programs that are designed to include participants from a variety of disciplines Such programs will be a central feature of this book Although some differences might arise in how such issues might best be discussed across different parts of the curriculum these discussions might be joined in ways that help students faculty administrators and the wider public better appreciate their shared ethical ground Moral Development: Caring voices and women's moral frames Bill Puka, 1994 First published in 1994 Routledge is an imprint of Taylor Francis an informa company Character Education in America's Blue Ribbon Schools Madonna M. Murphy, 2002 Character Education in America's Blue Ribbon Schools is based upon descriptive documentary and qualitative research conducted on the award winning school applications in the United Stated Department of Education's Elementary School Recognition Program i e the Blue Ribbon Schools The purpose of the program is to focus national attention on schools that are doing an exceptional job with all of their students Areas studied are developing a solid foundation of basic skills and knowledge of subject matter and fostering the development of character values and ethical judgement The first edition of this book reported on the first decade of this program from 1985 to 1994 The second edition adds the schools that have won the award from 1996 2001 Included are the Blue Ribbon schools that applied for Special Honors in Character Education and five that actually won that recognition in 1998 1999 This edition finds character education much stronger in American schools in recent years and is full of many promising practices It is a practical book that will guide school administrators teachers parents board members and concerned citizens interested in starting or strengthening the character education focus of their school 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 Handbook of Moral Development Melanie Killen, Professor of Human Development and Psychology Melanie Killen, Judith G. Smetana, Judith Smetana, 2005-07-06 The psychological study of moral development has expanded greatly both in terms of the diversity of theoretical perspectives that are represented in the field as well as in the range of topics that have been studied This Handbook of Moral Development represents the diversity and multidisciplinary influences on current theorizing about the psychological study of moral development and the range and broad scope of topics being considered by scholars in the field **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 Character Education Wouter Sanderse, 2012 Many teachers want to contribute to children's moral democracy development but this desire has not always resulted in a profound grasp of what moral education really means why it would be desirable and how it can best be achieved This book confronts these questions by examining what Aristotelian virtue ethics can illuminate about moral education At the same time it evaluates whether Aristotelian theory can still be useful for contemporary educational practice The argument culminates in a morally justified and psychologically realistic account of how virtue can best be taught in schools The approach called character education sees moral education not as enforcing rules or transferring values in separate subjects Instead it encourages teachers to be a morally exemplary teacher which is revealed through all kinds of small decisions and emotional reactions This philosophical essay takes a constructive but critical stance towards empirical research about the effectiveness of teaching methods and the realism of character traits

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

Principles of Education KHRITISH SWARGIARY, 2024-06-01 Gauhati university

Aristotelian Character Education Kristján Kristjánsson, 2015-04-17 This book provides a reconstruction of Aristotelian character education shedding new light on what moral character really is and how it can be highlighted measured nurtured and taught in current schooling Arguing that many recent approaches to character education understand character in exclusively amoral instrumentalist terms Kristi nsson proposes a coherent plausible and up to date concept retaining the overall structure of Aristotelian character education After discussing and debunking popular myths about Aristotelian character education subsequent chapters focus on the practical ramifications and methodologies of character education These include measuring virtue and morality asking whether Aristotelian character education can salvage the effects of bad upbringing and considering implications for teacher training and classroom practice The book rejuvenates time honoured principles of the development of virtues in young people at a time when character features prominently in educational agendas and parental concerns over school education systems Offering an interdisciplinary perspective which draws from the disciplines of education psychology philosophy and sociology this book will appeal to researchers academics and students wanting a greater insight into character education **Critical Conversations in Philosophy of Education** Wendy Kohli, 2013-09-13 Critical Conversations in Philosophy of Education presents a series of conversations expressing many of the multiple voices that currently constitute the field of philosophy of education Philosophy of education as a discipline has undergone several turns the once marginal perspectives of the various feminisms critical Marxism and poststructuralist postmodernist and cultural theory have gained ground alongside those of Anglo analytic and pragmatic thought Just as Western philosophers in general are coming to terms with the end of philosophy pronouncement implicit in postmodernism so too are philosophers of education faced with similar challenges challenges to long held moral political aesthetic and epistemological commitments The contributors take up these challenges through a dialogical structure expressing differing

positions without engaging in destructive critique Kohlberg Revisited Boris Zizek, Detlef Garz, Ewa Nowak, 2015-04-23 I could easily say what a timely book but the truth is that Kohlberg is for the ages which means any time is worthwhile to revisit his work So in that sense let us ask what aspects of his work in Moral Development and Moral Education are timely today One answer can be found in the Kohlberg Lounge on the sixth floor of Larsen Hall which I have the privilege to visit every day Placed there in 1987 a plaque in his honor states In memory of Lawrence Kohlberg In this room where ideas are born through discussion and tested through debate Let us listen and speak with the same respect that he gave to all In 2015 the emphasis on discussion and debate has reached beyond moral development to all aspects of pedagogy from literacy to history education and beyond And in an era of fast and slow thinking this book reminds us that ethical reflection self awareness and a social conscience are the three malleable developmental skills that allow us all to be truly human Kohlberg then Kohlberg now Kohlberg forever Robert L Selman Harvard University Roy Edward Larsen Professor of Education and Human Development Professor of Psychology in the Department of Psychiatry This book about one of the giants of psychology is very timely There is a whole generation of students and scholars that is growing up with a knowledge about moral development without learning about the roots of the field This is not a matter of nostalgia or attributional justice but one of missing out on a fountain of knowledge and insight that has not been surpassed in its depth and breadth This book should become required reading for students in the social sciences that should begin to ask the questions that would require their teachers to read up Gil Noam Harvard Medical School Founder and Director of the Program in Education Afterschool Resiliency PEAR Kohlberg's theory of moral developmental might be more relevant today than ever given increasing worries about the fragmentation and declining solidarity in modern Western society But does the theory hold up in light of old criticisms and new questions and methods The chapters by leading scholars in the field of moral development introduce new generations of moral psychologists philosophers and educators to Kohlberg's work by addressing strengths and weaknesses and suggesting ways to move forward A must read for anyone interested in moral education Jan Boom Utrecht University Chair of the Kuhmerker Dissertation Award Committee Education with Character James Arthur, 2003-08-29 Education with character is the latest buzzphrase but until now there s been no real concensus on some of the key issues This book addresses the gap adopting a cross disciplinary approach to the matters in hand 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 The Discourse of Character Education Peter Smagorinsky, Joel Taxel, 2005-05-06 In this book wellbeing pedagogy Peter Smagorinsky and Joel Taxel analyze the ways in which the perennial issue of character education has been articulated in the United States both historically and in the current character education movement that began in earnest in the 1990s The goal is to uncover the ideological nature of different conceptions of character education The authors show how the current discourses are a continuation of discourse streams through which character education and the national purpose have been debated for hundreds of years most recently in what are known as the Culture Wars the intense often passionate debates about morality culture and values carried out by politicians religious groups social policy foundations and a wide range of political commentators and citizens in which the various stakeholders have sought influence over a wide range of social and economic issues including education The centerpiece is a discourse analysis of proposals funded by the United States Department of Education s Office of Educational Research and Improvement OERI Discourse profiles from sets of states that exhibit two distinct conceptions of character are examined and the documents from particular states are placed in dialogue with the OERI Request for Proposals One profile reflects the dominant perspective promoted in the U S based on an authoritarian view in which young people are indoctrinated into the value system of presumably virtuous adults through didactic instruction The other reflects the well established yet currently marginal discourse emphasizing attention to the whole environment in which character is developed and enacted and in which reflection on morality rather than didactic instruction in morality is the primary instructional approach By focusing on these two distinct regions and their conceptions of character the authors situate the character education movement at the turn of the twenty first century in the context of historical notions about the nature of character and regional conceptions regarding the nature of societal organization This enlightening volume is relevant to scholars practitioners policymakers and students across the field of education particularly those involved in character education moral development discourse analysis history and cultural foundations of education and related fields and to the wider public interested in character education The Psychologically Literate Citizen Dana Dunn, 2013-01-01 The concepts of psychological literacy and the psychologically literate citizen promise to invigorate a new global approach to psychology education They pose a basic question What attributes and capabilities should undergraduate psychology majors acquire Many psychological organizations have defined psychological literacy by quidelines and lists of

student learning outcomes but although psychology educators across the globe have been working towards helping students to acquire these attributes over the past 50 years educators have only recently explicitly delineated attributes and learning outcomes and sought to develop appropriate learning teaching and assessment strategies including whole program approaches The contributors to this volume argue that psychological literacy is the most important outcome of an undergraduate psychology education and that psychologically literate citizens use their knowledge of psychology to problem solve in ethical and socially responsible ways that directly benefit their communities In this book a rich variety of international perspectives contribute to the development of the two key concepts of psychological literacy and the psychologically literate citizen Authors provide practical guidance for classroom psychology educators as well as curriculum developers and reviewers Ultimately they make the case for a paradigm shift in psychology education <u>Dialogues in Multiculturalism and Multicultural Education</u> Richard Race, 2024-03-20 Richard Race has long proven that multicultural education and multiculturalism in British education are key to understanding and fostering social and community cohesion This important book builds on decades of work adding fresh insights that reflect the complexity of social and political issues faced in the UK What Race and colleagues have done is both courageous and coruscating Professor Paul W Miller Director of the Institute for Educational Social Equity UK This edited book is a powerful curation of narratives which set out pertinent and relevant perspectives on evolving dialogues in multiculturalism and multicultural education It is a timely comprehensive and insightful tome which will be a useful addition to any global anti racist bookshelf Dr Susan Davis Reader in Diversity Equity and Inclusion in Education School of Education and Social Policy Cardiff Metropolitan University UK Multicultural dialogues are as important now as ever This volume explores narratives in education that have developed internationally in response to changing policies and the modern world Its contributions reflect on the necessity of sustained dialogue within the wider social and political sciences alongside national and international politics to enable more multicultural voices to be heard and to respond to the challenges of the modern world Cultural diversity is a great societal strength and globalisation within education can increase our understanding of this This edited volume Comprises work by researchers from across the globe Draws on real life case studies and empirical evidence Consists of 20 chapters covering a range of topics Building on case studies from England Turkey Italy and more this text transcends national policy to ask what the core values of multicultural education truly are From policy and pedagogy to the impact on curricula it is essential reading for students and those working across the fields of education and sociology particularly with an interest in social justice inclusion and multiculturalism Richard Race is Senior Lecturer in Education at Teesside University UK and a Visiting Professor at Sapienza University Italy Richard is a member of the Executive Board of the Society of Educational Studies and Editorial Board Member of the British Journal of Educational Studies

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