

[(Moral Education : Beyond the  
Teaching of Right and Wrong)] [By  
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Colin Wringer

# Moral Education Beyond The Teaching Of Right And Wrong

**JE Gale**



## **Moral Education Beyond The Teaching Of Right And Wrong:**

*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 **An Introduction to Moral**

**Philosophy and Moral Education** Robin Barrow, 2007-08-07 This textbook draws on most of the major theoretical positions but eschews the traditional historical approach and the use of names and schools of thought as organizing devices and instead focuses on the ideas themselves In doing so it exposes a number of common confusions and misunderstandings about morality and presents a strong argument for some indisputable truths in relation to the moral sphere *The SAGE*

*Handbook of Philosophy of Education* Richard Bailey, Robin Barrow, 2010-04-14 Section one of the book explores the nature of the philosophy of education and its relation to other aspects of educational theory and research Section two is devoted to particular thinkers of the past and more general coverage of the history of philosophy of education Section three is dedicated to contemporary philosophical thought on education providing the basis and reference point for an exploration of contemporary issues *Readings for Learning to Teach in the Secondary School* Susan Capel, Marilyn Leask, Tony

Turner, 2013-01-11 *Readings for Learning to Teach in the Secondary School* brings together key articles to develop and support student teachers understanding of the theory research and evidence base that underpins effective practice Designed for all students engaging with M Level study each reading is contextualised and includes questions to encourage reflection and help you engage with material critically Annotated further reading for every section supports your own research and writing Readings are structured to make links with the practical guidance in the accompanying core textbook *Learning to Teach in the Secondary School* Topics covered include motivation troublesome classroom behaviour ability grouping inclusive education personalised learning testing achievement and underachievement Edited by the team that brings us *Learning to Teach in the Secondary School* this Reader is an indispensable one stop resource that will support all students studying

researching and writing at M level on PGCE courses as well as those on all other secondary education courses and masters degrees

**Professional Ethics Education: Studies in Compassionate Empathy** Bruce Maxwell, 2008-04-01 1 1 Practical Ethics Education at an Impasse Why is some practical ethics training a requirement of nearly all programmes in higher education The short answer is that it is thought to be conducive to ethical decision making and ethical behaviour In recent years the received idea that competency in moral reasoning implies moral responsibility on the ground has been the subject of critical attention Today researchers in moral education widely regard moral reasoning as but one among at least four dimensions of moral development alongside moral motivation moral character and moral sensitivity Rest 1986 Reflecting these changes educationalists in the diverse fields of medicine education business and applied ethics can now be found openly questioning how to take practical ethics education beyond the development of skills in moral reasoning Frequently topping the list of suggested improvements is to provide support for empathic capacities of response This work gives this proposal the systematic attention that it deserves Contemporary applied ethics and by extension practical and professional ethics education can be considered an offshoot of the broad philosophical doctrine of moral realism Moral realism takes many forms but in broad outline it is an established meta ethical position that emerged as a seemingly attractive alternative to another family of established philosophical positions that sometimes goes under the name of expressivism

**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

**Holocaust Education 25 Years On** Andy Pearce, Arthur Chapman, 2018-08-07 The year 2016 marked the twenty fifth anniversary of statutory teaching and learning about the Holocaust in English state maintained schools which was introduced with the first English National Curriculum in 1991 The year 2016 also saw the publication of the largest empirical research study on Holocaust education outcomes the UCL Centre

for Holocaust Education's What Do Students Know and Understand About the Holocaust This book presents a systematic reflection on the outcomes of this quarter century of Holocaust education in England and the Centre's wider work to reflect on the forms and the limitations of children's knowledge about the Holocaust and of English Holocaust education resources These papers are then contextualised in two ways through papers that situate English Holocaust education historiographically and in England's wider Holocaust culture and through papers from America Switzerland and Germany that place the UCL Centre for Holocaust Education's findings in a wider and comparative perspective Overall the book presents unique empirical insights into teaching and learning processes and outcomes in Holocaust education and enables these to be theorised and explored systematically The chapters in this book were originally published as a special issue of Holocaust Studies A Journal of Culture and History

Educational Development and Infrastructure for Immigrants and Refugees Erçetin, Şefika Şule, 2017-08-11 Education is a pivotal influence on all members of society However in the case of immigrants and refugees integrating into a new country allowing proper learning opportunities can offer specific challenges that must be overcome Educational Development and Infrastructure for Immigrants and Refugees is an innovative source of scholarly research on the role of education for refugees and immigrants and it examines methods to develop effective learning processes for these students Highlighting a range of perspectives on topics such as lifelong learning legal considerations and multiculturalism this book is ideally designed for teachers policy makers researchers academics and professionals actively involved in the education sector

*Inquiry into the Future of Lifelong Learning in the UK* Peter Jarvis, 2014-06-11 This volume offers a comprehensive international response to the National Institute of Adult Continuing Education NIACE's inquiry into the future of lifelong learning in the UK The book focuses upon some of the main themes of the inquiry and analyses them from very broad perspectives undertaken by some of the world's leading scholars It provides an excellent introduction to significant debates about lifelong learning such as ecology migration morality happiness and poverty Each chapter raises issues of policy and practice with clear areas of discussion thus assisting readers in truly engaging with the issues The final chapter contains a response by Tom Schuller one of the NIACE's inquiry authors This book is essential reading for students of lifelong learning especially educational policy makers This book was originally published as a special issue of the International Journal of Lifelong Education

Philosophical Perspectives on Teacher Education Ruth Heilbronn, Lorraine Foreman-Peck, 2015-04-27 Philosophical Perspectives on Teacher Education presents a series of well argued essays about the ethical considerations that should be addressed in teacher training and educational policies and practices Brings together philosophical essays on an underserved yet urgent aspect of teacher education Explores the kinds of ethical considerations that should enter into discussions of a teacher's professional education Illuminates the knowledge and understanding that teachers need to sustain their careers and long term sense of well being Represents an important resource to stimulate contemporary debates about what the future of teacher education should be

*Embodiment and*

*Education* Marjorie O'Loughlin, 2006-03-10 This book brings together some of the most important philosophical works on the body. These are then subjected to a critical analysis of what bodies do and have done to them in contemporary social life and particularly in education. The author acknowledges the importance of discursive bodies while focusing attention on the active experiencing body and its anchoring in the creaturely. Thinking in these terms, the author argues, can better situate human beings in their environment, thus emphasizing a kind of ecological notion of subjectivity in which place-based existence is understood anew.

*Education Studies in South Africa* Charl C. Wolhuter, 2020-12-31 The thesis of this volume is that the fields of scholarly enquiry of Education internationally as well as in South Africa, in particular, despite being fields of virile scholarly activity and output, are in need of a major overhaul. In this collected work, this want in research is encapsulated in three words: relevance, rigour, and restructuring. Research in the scholarly fields of Education is predominantly of small scale, non-accumulative, widely condemned as not of a comparable standard to research done in other social sciences, much less upon a par with research in the natural sciences, and lacking structure in the sense of being anchored in a firm theory. To make matters worse, scholars in Education internationally and in South Africa have till very recently eschewed discussion as to the packaging or structuring of knowledge produced by Education research. The book consists of chapters containing original research, unpacking these desiderata from a variety of angles. The authors had them served by a variety of methods, from deductively argued position papers to empirical research, the latter both quantitative survey research and qualitative.

*International Encyclopedia of Education*, 2009-04-17 The field of education has experienced extraordinary technological, societal, and institutional change in recent years, making it one of the most fascinating yet complex fields of study in social science. Unequalled in its combination of authoritative scholarship and comprehensive coverage, *International Encyclopedia of Education* Third Edition succeeds two highly successful previous editions (1985, 1994) in aiming to encapsulate research in this vibrant field for the twenty-first century reader. Under development for five years, this work encompasses over 1,000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field. Education is a multidisciplinary and international field, drawing on a wide range of social sciences and humanities disciplines, and this new edition comprehensively matches this diversity. The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework, with 1,500 contributors representing over 100 countries, capturing a complete portrait of this evolving field. A totally new work, revamped with a wholly new editorial board, structure, and brand new list of meta-sections and articles. Developed by an international panel of editors and authors drawn from senior academia. Web-enhanced with supplementary multimedia audio and video files, hotlinked to relevant references and sources for further study. Incorporates ca. 1,350 articles with timely coverage of such topics as technology and learning, demography, and social change, globalization, and adult learning, to name a few. Offers two content delivery options: print and online, the latter of which provides anytime, anywhere access for multiple users and superior search functionality via

ScienceDirect as well as multimedia content including audio and video files      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      *Where is the Good in the World?* David Henig, Anna Strhan, Joel Robbins, 2022-07-08 Bringing together contributions from anthropology sociology religious studies and philosophy along with ethnographic case studies from diverse settings this volume explores how different disciplinary perspectives on the good might engage with and enrich each other The chapters examine how people realize the good in social life exploring how ethics and values relate to forms of suffering power and inequality and in doing so demonstrate how focusing on the good enhances social theory This is the first interdisciplinary engagement with what it means to study the good as a fundamental aspect of social life      *Beyond Empiricism* Paul Smeyers, Marc Depaepe, 2003      **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      **Character Education in Europe: Challenges and Opportunities** Verónica Fernández, Tom Harrison, Kristján Kristjánsson, Roland Bernhard, 2024-05-03 The book aims to highlight the distinct challenges and opportunities that character education faces across several European countries including Austria Czech Republic Estonia Germany Italy Latvia Portugal Slovakia and

Spain By examining character education landscapes in these diverse contexts this work provides insights into specific hurdles and potential avenues for advancement in promoting character development and positive impact across the region and beyond Through a detailed analysis of country reports practices and research findings the book sheds light on varying approaches to character education It emphasizes the need for tailored strategies that resonate with each countrys cultural social and educational landscapes These approaches including traditional liberal psychological and neo Aristotelian share a common goal of fostering strong character dispositions but diverge in their philosophical foundations pedagogical methods and political assumptions While European character education grapples with significant challenges its multifaceted approaches particularly the neo Aristotelian offer robust strategies for developing character dispositions By overcoming these challenges and harnessing the highlighted opportunities character education in Europe has the potential to effectively address contemporary educational and societal needs and contribute to more flourishing school environments

*Education for Citizenship: Ideas Into Action* Nick Clough, Cathie Holden, 2005-06-29 This book explains how to incorporate citizenship into the curriculum by providing practical guidance and photocopiable materials making it extremely useful for teachers in the primary and early secondary sectors

Education and Practice Joseph Dunne, Pádraig Hogan, 2004-08-06 This volume explores the distinctiveness of teaching and learning as a human undertaking and the nature and scope of the philosophy of education An investigation of the distinctiveness of teaching and learning as a human undertaking Provides fresh thinking on the nature and scope of the philosophy of education Draws on the original insights of an international group of experts in philosophy and education Includes an interview on education with Alasdair MacIntyre together with searching investigations of his views by other contributors



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