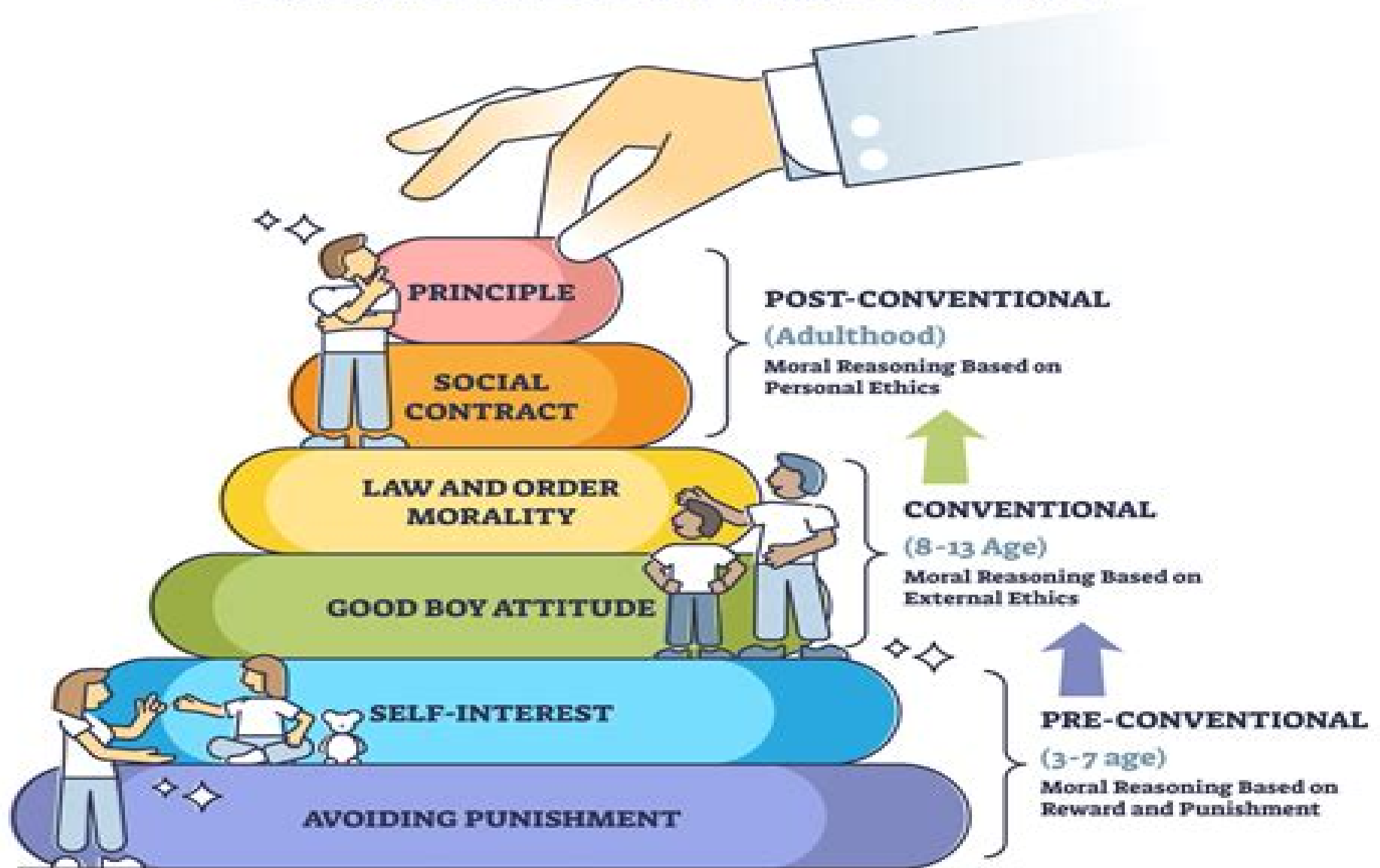


STAGES OF MORAL DEVELOPMENT



Moral Development And Moral Education

Norman J. Bull



Moral Development And Moral Education:

Stages of Moral Development as a Basis for Moral Education Lawrence Kohlberg, 1971* **Collected Papers on Moral Development and Moral Education** Lawrence Kohlberg, 1973 **Philosophical Foundations for Moral Education and Character Development** George F. McLean, Frederick Edward Ellrod, 1992 **Moral Development, Moral Education, and Kohlberg** Brenda Munsey, 1980 The best overall serious introduction to Kohlberg's work currently available This book is quoted more than almost any other book on Kohlberg A distinguished international group of scholars explore the strengths and probe the weaknesses of Lawrence Kohlberg's theoretical and empirical research into the dynamics of moral development and the texture of moral education This collection of original chapters carefully examines Kohlbergianism from a variety of complementary perspectives philosophical psychological religious and educational A review in the journal *ETHICS* calls this book essential reading for anyone interested in the current issues in moral education

Foundations of Moral Education, 1983-12-02 Product information not available *Moral Development and Moral Education (Routledge Revivals)* R. S. Peters, 2015-06-11 First published in 1981 this collection of essays was taken from Peters' larger work *Psychology and Ethical Development* 1974 in order to provide a more focused volume on moral education for students Peters' background in both psychology and philosophy makes the work distinctive which is evident from the first two essays alone Freud's theory of Moral Development in Relation to that of Piaget and Moral Education and the Psychology of Character He also displays balance in his acceptance that reason and feeling are both of great importance where the subject of moral education is concerned Although written some time ago the book discusses issues which are still of considerable interest and importance today *Models of Moral Education* Richard H. Hershey, John P. Miller, Glen D. Fielding, 1980 *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

Moral Education, a First Generation of Research and Development Ralph L. Mosher, 1980 **Moral Development and Character Education** Larry P. Nucci, 1989 **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 Development and Moral Education Richard Stanley Peters,1981 Moral Education Clive M. Beck,Brian S. Crittenden,Edmund V. Sullivan,1971-12-15 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 *Contemporary Approaches to Moral Education* James S. Leming,1983 *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 and much more **Education in the Moral Domain** Larry P. Nucci,2001-05-07 This book brings together the results of 25 years of research on the domain theory of social cognitive development On the basis of that research which shows that morality is a domain distinct from other social values the author provides concrete suggestions for creating a moral classroom climate dealing with student discipline and integrating moral values within the curriculum Among questions addressed are Is morality a set of rules we acquire like any other Are there universal aspects to morality or is it culture specific Is there such a thing as moral character How best can teachers make use of our knowledge about children s moral and social growth in their everyday classroom practices Integrated answers to these questions result in a comprehensive approach that does not reduce moral education to a process of induction or inculcation but rather harnesses children s intrinsic motivation to comprehend and master their social worlds *Lawrence Kohlberg's Approach to Moral Education* F. Clark Power,Ann Higgins,Ann Higgins-D'Alessandro,Lawrence Kohlberg,1989 Lawrence Kohlberg s Approach to Moral Education presents what the late Lawrence Kohlberg regarded as the definitive statement of his educational theory Addressing the sociology and social psychology of schooling the authors propose that school culture become the center of moraleducation and research They discuss how schools can develop as just and cohesive communities by involving students

in democracy and they focus on the moral decisions teachers and students face as they democratically resolve problems As the authors put it We propose an educational renewal of our democratic society We have attempted to establish schools that do more than just teach about democratic citizenship that are themselves democratic societies **Psychological Foundations of Moral Education and Character Development** Richard T. Knowles, George F. McLean, 1992 Includes bibliographical references and index **Moral Education and Development** Doret J. de Ruyter, Siebren Miedema, 2012-01-01 Worries about the moral standard of younger generations are of all ages The older generation tends to believe that the moral education of young people deserves special attention because their moral development does not reach the level adults hope for This observation does not mean that the older generation is necessarily wrong but what it indisputably does show is that they attach high importance to morality and moral education But what characterises a moral person What influences people to behave morally What should moral education involve Which inter disciplinary contributions are relevant to improving moral education These questions continuously deserve the attention of academics students and professional educators This book is divided into four parts The first part focuses on interdisciplinary empirical research about the reasons why people act morally and the consequences for moral education The primarily philosophical chapters of the second part address the question what it means to be a moral person and the implication of this elucidation for moral education The third part contains five chapters that deal with moral aspects of sex education and civic education The fourth part consists of one chapter that looks at the moral education of students who will work in a pedagogical or educational environment arguing that one s moral development requires a lifetime commitment This book is written for a wide academic audience The collection of chapters will be of interest to pedagogues educational scientists moral philosophers and moral psychologists and to both newcomers and experts in the field Moral Education ... it Comes with the Territory David E. Purpel, Kevin Ryan, 1976

Unveiling the Energy of Verbal Artistry: An Mental Sojourn through **Moral Development And Moral Education**

In a world inundated with screens and the cacophony of immediate conversation, the profound energy and mental resonance of verbal beauty usually diminish into obscurity, eclipsed by the constant assault of noise and distractions. However, set within the lyrical pages of **Moral Development And Moral Education**, a fascinating perform of fictional elegance that pulses with organic emotions, lies an unforgettable trip waiting to be embarked upon. Published with a virtuoso wordsmith, this interesting opus courses readers on an emotional odyssey, gently revealing the latent potential and profound influence embedded within the elaborate internet of language. Within the heart-wrenching expanse of the evocative examination, we can embark upon an introspective exploration of the book is key styles, dissect its captivating writing fashion, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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Table of Contents Moral Development And Moral Education

1. Understanding the eBook Moral Development And Moral Education
 - The Rise of Digital Reading Moral Development And Moral Education
 - Advantages of eBooks Over Traditional Books
2. Identifying Moral Development And Moral Education
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Moral Development And Moral Education
 - User-Friendly Interface
4. Exploring eBook Recommendations from Moral Development And Moral Education
 - Personalized Recommendations

- Moral Development And Moral Education User Reviews and Ratings
- Moral Development And Moral Education and Bestseller Lists
- 5. Accessing Moral Development And Moral Education Free and Paid eBooks
 - Moral Development And Moral Education Public Domain eBooks
 - Moral Development And Moral Education eBook Subscription Services
 - Moral Development And Moral Education Budget-Friendly Options
- 6. Navigating Moral Development And Moral Education eBook Formats
 - ePub, PDF, MOBI, and More
 - Moral Development And Moral Education Compatibility with Devices
 - Moral Development And Moral Education Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Moral Development And Moral Education
 - Highlighting and Note-Taking Moral Development And Moral Education
 - Interactive Elements Moral Development And Moral Education
- 8. Staying Engaged with Moral Development And Moral Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Moral Development And Moral Education
- 9. Balancing eBooks and Physical Books Moral Development And Moral Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Moral Development And Moral Education
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Moral Development And Moral Education
 - Setting Reading Goals Moral Development And Moral Education
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Moral Development And Moral Education
 - Fact-Checking eBook Content of Moral Development And Moral Education

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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