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good

How Young
People Cope
with Moral
Dilemmas
at Work

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Making Good How Young People Cope With Moral Dilemmas At Work

Howard Gardner



Making Good How Young People Cope With Moral Dilemmas At Work:

Making Good Wendy Fischman, Becca Solomon, 2005-10-28 *Making Good* explores the choices confronting young workers who join the ranks of three dynamic professions journalism science and acting and looks at how the novices navigate moral dilemmas posed by a demanding frequently lonely professional life **Professional Morality and Guilty Bystanding**

Barry L. Padgett, 2008-12-18 Work as center of life has such an important role in our lives it bears a standard by which we measure our success It is a major component of self actualization and well being Professional life offers the hope of rewarding work not just financially but work that is fulfilling However professions are also riddled with complexities and ethical conflicts that obstruct the goal of meaningful work Our jobs are fraught with moral ambiguities and dilemmas these become sources of frustration and alienation What is needed is a transformation a renewal of our professional lives and the institutional contexts in which we operate to humanize the alienating aspects of work and professions Thomas Merton 1915 1968 though a cloistered monk wrote extensively on spiritual and social issues He has been called a spiritual master for contemporary times He possessed an uncanny sense of self awareness and moral imagination His life and writings have inspired countless persons on life s spiritual journey Yet while people have looked to Merton for guidance on spiritual issues the implications of his thought for several other areas of life are open to exploration This book focuses on the significance of his reflections in *Conjectures of a Guilty Bystander* which offer one the confidence to embark on a journey that seeks to transcend the complexities of professional life and courage to transform the negative features of workplaces and organizations through reasoned moral action moral imagination and leadership Learning Trajectories, Innovation and Identity for Professional Development Anne Mc Kee, Michael Eraut, 2011-09-18 Educators in the professions have always had unique demands placed upon them These include the need to keep pace with rapidly evolving knowledge bases developing skills and attitudes appropriate to practice learning in the workplace and fostering public confidence For twenty years these new demands have created additional educational imperatives Public accountability has become more intensive and extensive Practitioners practice in climates more subject to scrutiny and less forgiving of error The contexts in which professionals practice and learn have changed and these changes involve global issues and problems Often professionals are the first responders who are required to take an active stance in defining and solving problems This book explores the pedagogic implications of these challenges internationally for a wide range of professions which include accountants military company commanders surgeons nurse practitioners academic managers community physicians and dentists The established view of professional development is about what the professional knows and can do The authors broaden this view to include the systemic and contextual factors that affect learning and the conditions necessary for effective practice and identity development across the professional lifespan Authors examine the unique particularities and requirements of diverse professional groups The editors emphasize new ideas and learning that emerges across the professions As readers use this

book as a pathway to their own innovations in scholarship and pedagogic research they join their colleagues in supporting new directions in learning teaching and assessment across professions This book was awarded the Outstanding Research Publication award for 2012 by the American Educational Research Association's Division I Education in the Professions p

International Handbook of Research in Professional and Practice-based Learning Stephen Billett, Christian Harteis, Hans Gruber, 2014-07-15 The International Handbook of Research in Professional and Practice based Learning discusses what constitutes professionalism examines the concepts and practices of professional and practice based learning including associated research traditions and educational provisions It also explores professional learning in institutions of higher and vocational education as well the practice settings where professionals work and learn focusing on both initial and ongoing development and how that learning is assessed The Handbook features research from expert contributors in education studies of the professions and accounts of research methodologies from a range of informing disciplines It is organized in two parts The first part sets out conceptions of professionalism at work how professions work and learning can be understood and examines the kinds of institutional practices organized for developing occupational capacities The second part focuses on procedural issues associated with learning for and through professional practice and how assessment of professional capacities might progress The key premise of this Handbook is that during both initial and ongoing professional development individual learning processes are influenced and shaped through their professional environment and practices Moreover in turn the practice and processes of learning through practice are shaped by their development all of which are required to be understood through a range of research orientations methods and findings This Handbook will appeal to academics working in fields of professional practice including those who are concerned about developing these capacities in their students In addition students and research students will also find this Handbook a key reference resource to the field

From the Laboratory to the Classroom Jared Cooney Horvath, Jason M. Lodge, John Hattie, 2016-07-22 Over recent years the field of Science of Learning has increased dramatically Unfortunately despite claims that this work will greatly impact education very little research makes it into teacher practice Although the reasons for this are varied a primary concern is the lack of a proper translation framework From the Laboratory to the Classroom aims to consolidate information from many different research disciplines and correlate learning principles with known classroom practices in order to establish explanatory foundations for successful strategies that can be implemented into the classroom It combines theoretical research with the diverse and dynamic classroom environment to deliver original effective and specific teaching and learning strategies and address questions concerning what possible mechanisms are at play as people learn Divided into five sections chapters cover A Framework for Organizing and Translating Science of Learning Research Motivation and Attention as Foundations for Student Learning Memory and Metamemory Considerations in the Instruction of Human Beings Science of Learning in Digital Learning Environments Educational Approaches for Students Experiencing

Learning Difficulties and Developmental Characteristics of Gifted Children Brain Behaviour and Classroom Practice Forging Research Practice Relationships via Laboratory Schools This fascinating text gathers an international team of expert scientists teachers and administrators to present a coherent framework for the vital translation of laboratory research for educational practice Applying the Science of Learning framework to a number of different educational domains it will be an essential guide for any student or researcher in education educational psychology neuropsychology educational technology and the emergent field of neuroeducation

Five Minds for the Future Howard Gardner,2009-02-01 We live in a time of relentless change The only thing that s certain is that new challenges and opportunities will emerge that are virtually unimaginable today How can we know which skills will be required to succeed In Five Minds for the Future bestselling author Howard Gardner shows how we will each need to master five minds that the fast paced future will demand The disciplined mind to learn at least one profession as well as the major thinking science math history etc behind it The synthesizing mind to organize the massive amounts of information and communicate effectively to others The creating mind to revel in unasked questions and uncover new phenomena and insightful apt answers The respectful mind to appreciate the differences between human beings and understand and work with all persons The ethical mind to fulfill one s responsibilities as both a worker and a citizen Without these minds we risk being overwhelmed by information unable to succeed in the workplace and incapable of the judgment needed to thrive both personally and professionally Complete with a substantial new introduction Five Minds for the Future provides valuable tools for those looking ahead to the next generation of leaders and for all of us striving to excel in a complex world Howard Gardner cited by Foreign Policy magazine as one of the one hundred most influential public intellectuals in the world and a MacArthur Fellowship recipient is the Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education

Changing the Performance Julia Rowntree,2013-12-16 A result of many years of research and practice Changing the Performance is a book about the arts and about business and the interplay between the two Julia Rowntree gives a fascinating account of her experiences forging the business sponsorship campaign at the London International Festival of Theatre LIFT Raising intriguing questions this book proposes that fundraising for the arts is much more than simply a function for generating income It fulfils an ancient social role of connection across levels of power expertise culture gender and generation Rowntree describes why these dynamics are vital to society s ability to adapt Changing the Performance is an inspiring manual for arts practitioners concerned with the relationship between business the arts and wider society and particularly those engaged in fundraising

Just a Job? George Cheney,2010 The authors argue against ethical myopia limited to spectacular scandals or comprehensive professional codes Instead they propose a master reframe of ethics based on a new take on virtue ethics including Aristotle s practical ideal of eudaimonia or flourishing which tells new stories about the ordinary as well as extraordinary aspects of professional integrity and success By reframing ethics as not special they elevate it to its rightful position in work and personal life

For the Common Good John C. Knapp Ph.D., 2006-12-30 Against the all too familiar backdrop of corporate malfeasance scandal in our religious institutions political chicanery to serve ulterior motives and constant reminders of the corruptive influence of power *For the Common Good* showcases the insights reflections and recommendations of some of today's most forward thinking and inspiring leaders applying their expertise in fields such as ecology education and conflict resolution Today's challenges test leaders to their very core and require a fundamentally new kind of leadership committed to the greater good of society From Nobel Prize winner John Hume to Leader to Leader Institute Chair Frances Hesselbein Harvard University's Howard Gardner to President Jimmy Carter the contributors argue that because individuals institutions and societies are now so profoundly connected and inter related every decision of consequence has a ripple effect Leaders of all stripes including corporate executives politicians social activists scientists and educators must display courage integrity humility and the wherewithal to consider the long term impact of their decisions and actions most importantly they must engage in dialogue and recognize that creative solutions to complex problems require collaboration The result is a provocative and multi dimensional exploration of leadership in troubled and troubling times but with a hopeful note that individuals and organizations will rise to the challenges

Responsibility at Work Howard Gardner, 2010-12-21 Filled with original essays by Howard Gardner William Damon Mihaly Csikszentmihalyi and Jeanne Nakamura and based on a large scale research project the GoodWork Project *Responsibility at Work* reflects the information gleaned from in depth interviews with more than 1 200 people from nine different professions journalism genetics theatre higher education philanthropy law medicine business and pre collegiate education The book reveals how motivation culture and professional norms can intersect to produce work that is personally socially and economically beneficial At the heart of the study is the revelation that the key to good work is responsibility taking ownership for one's work and its wider impact

Creativity, Wisdom, and Trusteeship Anna Craft, Howard Gardner, Guy Claxton, 2007-12-13 An international panel of distinguished experts explores the balance between creativity and wise action and calls for educators to nurture wise creativity in their students

Critical Media Studies Brian L. Ott, Robert L. Mack, 2009-08-24 *Critical Media Studies* is a state of the art introduction to media studies that demonstrates how to think critically about the power and influence of the media Provides extensive case study material including exercises and media labs in each chapter to encourage student participation Draws on examples from print broadcast and new media including advertising music film television video games and the internet Accompanied by a website with supplementary material additional case studies test banks PowerPoint slides and a guide for professors

Shelter Scott Seider, 2010-09-02 A powerful and inspiring study of the Harvard Square Homeless Shelter The only student run shelter in the United States

Creativity in Primary Education Anthony Wilson, 2014-12-04 An alien spaceship crash landed in my playground today For one primary school in England this was not an ordinary day It was a fabulous day of inspiration writing drawing discovering and learning for the pupils the staff and the parents But the best

thing of all The only truly out of the ordinary thing was the alien spaceship So how do you make creativity a more everyday part of primary teaching Teachers and trainees agree that creativity is a fabulous thing But to get creative approaches into everyday teaching you need to tackle the question what is creativity This book explores this question in an accessible and practical way It helps trainees to do more than know it when they see it by helping them to understand the separate and very diverse elements of creativity The third edition of this popular text retains key material but it has been updated and revised to include two new chapters on the creative curriculum along with links throughout to the Standards and the new National Curriculum This book will help you enhance your teaching so you and the children in your class can be fellow explorers adventurous discoverers and spontaneous investigators

Professional Responsibility Ciaran Sugrue, Tone Solbrekke, 2014-06-23 What does professional responsibility entail in an increasingly insecure unpredictable and de regulated world This is the core question addressed in this text The point of departure for the various contributions is that professional responsibility is a way of being in the world that includes a particular mandate to behave in a manner consistent with moral and societal obligations as a professional Increasingly however there is a lack of consensus as to what such mandates imply and even more dissensus as to what appropriate exercise of responsibility entails One of the distinctive features of this book is the manner in which it combines normative and empirical dimensions It moves beyond dualistic perspectives to create a more inclusive conversation on professional responsibility In the face of increasing complexity of professional work professional responsibility remains open to further development The book signals direction for the development of professional responsibility and while seeking to give direction to ongoing deliberations avoids the pitfalls of performativity The chapters are grounded in a variety of disciplinary perspectives and traverse various professional boundaries in a self reflexive manner to create more inclusive transformative and generative narratives on professional responsibility This is achieved by Focusing on normative dimensions of professional work and combining these with a focus on empirical aspects of professional practice in a variety of setting and Recognising the inevitable tensions between personal trust and responsibility and largely depersonalised policies and strategies of quality control when normative and empirical aspects of professional responsibility are situated within their policy environments The concluding narrative moves beyond deconstruction complexity and critique of these considerations to a construction of new imagined horizons of professional responsibility from theoretical conceptual and practical perspectives This text sets out to transform professional responsibility through a re configuration of its constituent elements in imaginative and creative ways and by indicating the real world import of re charting the field

Journalism Ethics Goes to the Movies Howard Good, 2008 Journalism Ethics Goes to the Movies poses urgent questions about journalism ethics and offers candid answers As the title suggests the authors some of the nation s leading journalism scholars investigate popular movies to illustrate the kind of ethical dilemmas journalists

Handbook of Child Psychology, Cognition, Perception, and Language William Damon, Richard M. Lerner, Deanna

Kuhn, Robert S. Siegler, 2006-05-11 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 2 Cognition Perception and Language edited by Deanna Kuhn Columbia University and Robert S Siegler Carnegie Mellon University covers mechanisms of cognitive and perceptual development in language acquisition It includes new chapters devoted to neural bases of cognition motor development grammar and language rules information processing and problem solving skills *Engaging Art* Steven J. Tepper, Bill Ivey, 2012-08-21 Engaging Art explores what it means to participate in the arts in contemporary society from museum attendance to music downloading Drawing on the perspectives of experts from diverse fields including Princeton scholars Robert Wuthnow and Paul DiMaggio Barry Schwartz author of The Paradox of Choice and MIT scholars Henry Jenkins and Mark Schuster this volume analyzes key trends involving technology audience demographics religion and the rise of do it yourself participatory culture Commissioned by The Wallace Foundation and independently carried out by the Curb Center at Vanderbilt University Engaging Art offers a new framework for understanding the momentous changes impacting America's cultural life over the past fifty years This volume offers suggestive glimpses into the character and consequence of a new engagement with old fashioned participation in the arts The authors in this volume hint at a bright future for art and citizen art making They argue that if we center a new commitment to arts participation in everyday art making creativity and quality of life we will not only restore the lifelong pleasure of homemade art but will likely seed a new generation of enthusiasts who will support America's signature nonprofit cultural institutions well into the future **Lawyers in the Dock** Richard L. Abel, 2011-05-12 Six detailed accounts of New York lawyers disciplined for neglect overcharging and excessive zeal Provided by publisher **Current Perspectives in Media Education** P. Fraser, J. Wardle, 2013-09-12 This book emerged from the online project A Manifesto for Media Education and takes forward its starting points by asking some of the original contributors to expand upon their view of the purpose of media education and to support their perspective with accounts of practice

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