

Carter Dimensions of Moral Education

Toronto

Dimensions of Moral Education

Robert E. Carter

With a foreword by Lawrence Kohlberg

Dimensions Of Moral Education

Cary Buzzelli, Bill Johnston



Dimensions Of Moral Education:

Dimensions of Moral Education Robert Edgar Carter, 1984 *Dimensions of Moral Education* Robert E. Carter, 1987

Dimensions of Moral Education Robert Edgar Carter, 1984 This introduction to the philosophy of moral education is rooted in the Socratic method of teaching and learning to begin to know you must first recognize what you do not know or see Carter shows the value of that myopia his striking metaphor for partial knowing over either blindness hopeless ignorance or 20/20 vision intellectual arrogance All education which is philosophically enriched is seen as an activity rather than as body of knowledge or a collection of answers The author seeks to chart a path between authoritarianism and radical scepticism Applying the same critical method to moral education Carter first examines the fashionable Values Clarification approach then critically analyses Lawrence Kohlberg's stages of moral judgement Building on his conclusions he focuses on the importance of the person in existentialist thought The notions of choice responsibility and commitment are examined and it is argued that existential absurdity may prevent intellectual and moral senility at any age but possibly only at the cost of moral paralysis the inability to find any reason for doing or caring about anything Carter addresses this problem by considering the various meanings of value and by examining empathetic learning and valuing Carter's discussion has enormous implications for moral educators today who are attempting to steer a course between the pressing claims of moral relativism on the one and moral absolutism on the other from back cover

Teaching for Moral Imagination Pamela Bolotin Joseph, 2024-04-01 Teaching for Moral Imagination An Interdisciplinary Exploration examines the multifaceted nature of morality and ethics moral development and moral education so to provide educators with a clear yet complex understanding of theories issues practices and curricular content This text is intended to be an accessible work of academic significance that inspires educators deliberation about personal and societal values as well as approaches for fostering children's and adolescents moral development cultivating ethical classrooms and schools and creating transformative moral education curricula Teaching for Moral Imagination will be a pertinent text for teacher preparation courses that specifically focus on the moral dimensions of education as well as more comprehensive classes about teaching teachers and classroom culture Such classes are offered in undergraduate and graduate teacher preparation programs professional studies for experienced teachers educational studies classes in the liberal arts and doctoral seminars for students becoming teacher educators and educational leaders This book also is intended as a source for teachers professional development in schools and for reading groups Finally in our contemporary societies emphasizing extreme individualism competition conformity and prejudice as well as unexamined beliefs leading to violence in words and actions it is crucial to consider how schools can encourage ethical reasoning compassion and transformative alternatives for moral education

ENDORSEMENTS Teaching for Moral Imagination is a remarkable book and a wonderful contribution to the field It is a must read for anyone trying to make sense of the multi faceted moral nature of schooling Everyone who pursues a career in teaching is fundamentally drawn to

the moral dimensions of their work but there is little if any emphasis given to those fundamental moral features in teacher preparation programs and teacher professional development In this book Dr Joseph does the difficult work of both conceptualizing the moral domain and illustrating these dimensions in way that will uniquely help teachers and school leaders develop elegant moral language and fully understand their role as moral educators and moral agents It is an outstanding contribution from a scholar who brings the philosophy of morality and the psychology of moral development to bear on life in classrooms Rich Osguthorpe Brigham Young University In her book Teaching for Moral Imagination Pamela Joseph shows profoundly how moral values are embedded in education and in the pedagogical role of teachers Joseph brings together many different perspectives on moral education including philosophical and psychological foundations and develops her interesting own position with a focus on moral imagination She argues for widening ethical perspectives encouraging critical reflection on values stimulating new perspectives about how to be moral human beings and creating just and caring classroom and school communities Joseph s book can inspire teachers and researchers in their work on preparing young people for future society Wiel Veugelers University of Humanistic Studies This is an incredibly complex and wonderful book When you read Teaching for Moral Imagination what will become clear is what educators need to learn and do to transform the wider ethical environment all around us This is invaluable reading for all teachers school and district leaders and teacher educators who realise the significance of ethics in education and who seek to critically engage with the potential of human and social moral development Joseph offers a rich vision of interdisciplinary scholarship and on her horizon is nonviolence for all forms of life on the planet The book conceptualises how moral imagination generates powerful insights into individual social and cultural normative diversity and explores a range of transformative moral curricula to grow future generations capacities for tackling complex relations and global challenges Daniella J Forster University of Newcastle Australia Moral Matters Barbara S. Stengel, Alan R. Tom, 2006-09-08 Most of us agree that moral issues matter but how do they fit into the context of our schools Since A Nation at Risk most educators and policymakers have focused on the academic dimensions of schooling governed by standards and testing This timely book explores the ways that committed K 12 educators have attempted to make the moral visible in American schooling over the past 25 years The authors look at their efforts using an analytic framework that distinguishes five possible ways that the moral and the academic can be related in schooling Book Features A useful survey of moral education that enables the reader to arrive at personal judgments about the value and weaknesses of various approaches Case studies that illustrate the moral education of students the moral component of teachers work and the moral dimensions of school structure A mixture of philosophical analysis and attention to school practice suitable for courses and accessible to teachers administrators policymakers and parents *The Moral Dimensions of Teaching* John I. Goodlad, 1990-02-15 Explores the critical moral questions that must be asked and answered before meaningful education reform can take place Moral Education Betty A. Sichel, 1988 **Philosophical Foundations for**

Moral Education and Character Development George F. McLean, Frederick Edward Ellrod, 1992 *The Moral Dimensions of Teaching* Cary Buzzelli, Bill Johnston, 2014-03-18 Cary Buzzelli and Bill Johnson reinvigorate the enduring question What is the place of morality in the classroom Departing from notions of a morality that can only be abstract and absolute these authors ground their investigation in analyses of actual teacher student interactions This approach illuminates the ways in which language power and culture impact the moral in teaching Buzzelli and Johnson s study addresses a wide range of moral issues in various classroom contexts Its practical and diverse examples make it a valuable resource for teachers and teacher development programs

Moral Education Edward Howard Griggs, 1903 **Evaluating Moral Development and Evaluating Educational Programs that Have a Value Dimension** Lisa Kuhmerker, Marcia Mentkowski, V. Lois Erickson, 1980 Proceedings of the 1979 Association for Moral Education conference *Introduction to Moral Education* John Wilson, Norman Williams, Barry Sugarman, 1967

Moral Education E. O. Iheoma, 1995 This work examines moral education generally and in the Nigerian context It seeks unity in theory and action and points up false dichotomies in the philosophical tradition which exists in much contemporary discussion of moral education that the development of reason in moral affairs is incompatible with the teaching of moral values Against this dichotomy the author argues that both elements are integral The chapters cover the nature of morality and moral education issues in moral education models of moral education sources of moral learning teaching as a moral enterprise and the prospects for moral education in Nigeria

Moral Principles In Education John Dewey, 2024-04-26 Dive into the profound insights of educational philosophy with *Moral Principles in Education* by John Dewey In this seminal work Dewey one of the most influential thinkers in the field of education explores the vital role of morality in the educational process and its impact on the development of individuals and society Through a blend of philosophical inquiry and practical wisdom Dewey articulates a vision of education that goes beyond the mere transmission of knowledge to encompass the cultivation of moral character ethical judgment and social responsibility Drawing upon his pragmatic philosophy he argues that education should be a dynamic process of inquiry and experimentation that engages students in meaningful experiences and fosters their capacity for critical thinking and moral reflection From the importance of democratic values and social justice to the role of empathy and compassion in moral education *Moral Principles in Education* offers a comprehensive framework for creating learning environments that nurture the whole child and prepare them to contribute positively to the world Whether you re an educator seeking inspiration and guidance or a parent interested in fostering moral development in your children this book provides invaluable insights into the moral dimensions of teaching and learning Join the conversation on the future of education and discover how moral principles can shape the next generation of citizens and leaders

Portrait of a Moral Agent Teacher Gillian R. Rosenberg, 2015-06-05 Teaching morally and teaching morality are understood as mutually dependent processes necessary for providing moral education or the communication of messages and lessons on what is right good and virtuous in a student

s character This comprehensive and contextualized volume offers anecdotes and experiences on how an elementary schoolteacher envisions enacts and reflects on the ethical teaching and learning of her students By employing a personally developed form of moral education that is not defined by any particular philosophical or theoretical orientation this volume relates that classroom based moral education can therefore be conceived of and promoted as moral agency Accentuated by the teacher s voice to offer the experience of being in the classroom this volume enables others to transfer relevant practices to their own teaching contexts *Moral and Political Dimensions of Critical-Democratic Citizenship Education* Wiel Veugelers,2023-07-31 Winner of the 2024 Moral Development and Education SIG 67 Outstanding Book Award In *Moral and Political Dimensions of Critical Democratic Citizenship Education* Wiel Veugelers analyses theory policy and practice of moral education and citizenship education in the past few decades He shows that there are different orientations in national and global moral education and citizenship education He criticises the strong orientation on the individual and on adaptation and argues for more emphasises on social justice equity and democracy This volume brings together articles Veugelers published in the past 25 years Each article is introduced by a reflection on the reasons for the article its responses and lessons that are still relevant The book ends with a large chapter that overviews central developments and presents a programme for future theory research policy and practice in moral education and citizenship education with a strong focus on democracy and empowerment the moral should become more political and the political more moral [The Moral Life of Schools](#) Philip W. Jackson,Robert E. Boostrom,David T. Hansen,1993-10-22 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s t **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 [Proceedings of the 2024 7th International Conference on Humanities Education and Social Sciences \(ICHES 2024\)](#) Feiru Zeng,Asad Khalil,Feng Wu,Jianfei Luo,2024-12-20 This is an open access book ICHES started in 2018 the last five sessions of ICHES have all been successfully published ICHES is to bring together innovative academics and industrial experts in the field of Humanities Education and Social Sciences to a common forum The 7th International Conference on Humanities Education and Social Sciences ICHES2024 will be held on October 11 13 2024 in Ningbo China This conference serves as a platform for the exchange of innovative ideas cutting edge research and collaborative initiatives that address the pressing issues faced by our communities today The overarching theme of this year s conference is Bridging Traditions and Innovations which underscores the importance of harmonizing classical perspectives with modern advancements to foster a holistic understanding of human behaviour culture and societal development By facilitating dialogue and connections among diverse fields such as history philosophy sociology education and psychology the conference aims to promote interdisciplinary research and enhance educational practices Ultimately the goal is to inspire actionable insights and foster sustainable solutions that contribute to societal well being and global progress This year s conference distinguishes itself from previous

editions by emphasizing a set of unique and timely research themes designed to address the evolving landscapes of humanities and social sciences One of the primary themes is Digital Humanities and Society which explores how digital technologies are transforming historical research cultural preservation and educational methodologies Another significant theme is Social Justice and Equity focusing on contemporary challenges related to race gender class and access to education and fostering discussions on policies and practices that aim to create a more just society Globalization and Cultural Identity is another key theme examining the effects of global interconnectedness on local cultures and identities and how these dynamics shape both individual and collective experiences in diverse societies Additionally Sustainability and Ethics invites scholars to delve into the ethical dimensions of environmental sustainability social responsibility and the role of humanities and social sciences in promoting sustainable development Furthermore this year s conference introduces a theme on Interdisciplinary Approaches to Crisis Management addressing the critical need for humanities and social sciences perspectives in understanding and managing global crises such as pandemics economic instability and political upheavals By focusing on these distinct research themes the conference aims to not only advance academic discourse but also inspire concrete actions that address the multifaceted challenges of our time

Personal, Social and Moral Education in a Changing World John Thacker, Richard Pring, David Evans, 1987

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