

The background of the book cover is a dense, repeating collage of human faces. The faces are rendered in a painterly, somewhat abstract style, with a color palette dominated by warm tones of red, orange, and yellow. The faces are of various ages and expressions, creating a sense of a diverse and interconnected humanity.

Educating Moral People

A CARING ALTERNATIVE
TO CHARACTER EDUCATION

NEL NODDINGS

Educating Moral People

Yi-Tong Ma



Educating Moral People:

Educating Moral People Nel Noddings, 2002 In this collection of essential essays Nel Noddings examines alternatives to prevailing models of character education a sympathetic approach based on an ethic of care Covering both stories in the classroom and controversial issues in education Noddings describes the similarities and differences between character education and care ethics examines how moral education might be infused throughout the curriculum and calls for greater cooperation across fields and more attention to the practical problems of everyday teaching Happiness and Education Nel Noddings, 2003-07-07 This book explores what we might teach if we take happiness seriously as an aim of education

Educating Moral Sensibilities in Urban Schools , 2019-02-11 Nowadays schools face the challenge of creating pedagogical environments that are sensitive to numerous individual backgrounds in order to support students social and academic success Urban schools are communities with rich possibilities to learn how to think feel and act morally In this task principals teachers parents and students of the schools each have their own voice All these voices have to be heard in order to build communities with moral sensibilities This book brings together recent work by international researchers from nine countries in the fields of moral development and citizenship education The book consists of twelve chapters and it is divided into three parts While the first part deals with the voices of urban school educators the second part contains chapters with the focus on students The third part is about curriculum programs and practices in schools that contribute to the education of moral sensibilities in the school communities This book can be used as a textbook in moral and citizenship education or as an updated research report on international research on moral sensibilities *Exploring Emotions, Aesthetics and Wellbeing in Science Education Research* Alberto Bellocchi, Cassie Quigley, Kathrin Otrell-Cass, 2016-10-19 This book addresses new research directions focusing on the emotional and aesthetic nature of teaching and learning science informing more general insights about wellbeing It considers methodological traditions including those informed by philosophy sociology psychology and education and how they contribute to our understanding of science education In this collection the authors provide accounts of the underlying ontological epistemological methodological perspectives and theoretical assumptions that inform their work and that of others Each chapter provides a perspective on the study of emotion aesthetics or wellbeing using empirical examples or a discussion of existing literature to unpack the theoretical and philosophical traditions inherent in those works This volume offers a diverse range of approaches for anyone interested in researching emotions aesthetics or wellbeing It is ideal for research students who are confronted with a cosmos of research perspectives but also for established researchers in various disciplines with an interest in researching emotions affect aesthetics or wellbeing *The Idea of a Social Studies Education* James A. Duplass, 2017-09-22 Offering a fresh take on the purpose of social studies today James A Duplass positions philosophical counseling as a way for teachers to engage students in thinking deeply about what it means to be a citizen in a democratic society The Idea of a Social Studies Education takes a uniquely

humanistic approach to the idea of a social studies education to show how teachers can act as philosophical counselors in preparing students for active civic engagement Duplass reminds the reader of the needs of students in modern society who seek to develop an identity worth living and the role social studies can play in students achieving that process By focusing on the cultivation of students autonomy authenticity efficacy and agency Duplass approach avoids political biases and instead encourages critical thinking to decipher what a democratic ideology truly is

Journal of Character Education Jacques S. Benninga, Marvin W Berkowitz, 2016-12-01 The Journal of Character Education is the only professional journal in education devoted to character education It is designed to cover the field from the latest research to applied best practices We include original research reports editorials and conceptual articles by the best minds in our field reviews of latest books and other relevant strategies and manuscripts by educators that describe best practices in teaching and learning related to character education The Journal of Character Education has for over a decade been the sole scholarly journal focused on research theory measurement and practice of character education This issue includes four empirical articles and a practitioner's voice section Topics covered in this issue include different approaches to character education in the classroom e g after school reading strategies applications to cheating and teacher preparation

Equity-Centered Trauma-Informed Education (Equity and Social Justice in Education) Alex Shevrin Venet, 2021-05-25 Educators must both respond to the impact of trauma and prevent trauma at school Trauma informed initiatives tend to focus on the challenging behaviors of students and ascribe them to circumstances that students are facing outside of school This approach ignores the reality that inequity itself causes trauma and that schools often heighten inequities when implementing trauma informed practices that are not based in educational equity In this fresh look at trauma informed practice Alex Shevrin Venet urges educators to shift equity to the center as they consider policies and professional development Using a framework of six principles for equity centered trauma informed education Venet offers practical action steps that teachers and school leaders can take from any starting point using the resources and influence at their disposal to make shifts in practice pedagogy and policy Overthrowing inequitable systems is a process not an overnight change But transformation is possible when educators work together and teachers can do more than they realize from within their own classrooms

Education and Humanism Wiel Veugelers, 2011-11-16 Human beings have the possibility to give meaning to their lives and to create coherence in experiences Present day humanism strongly focuses on personal development in relation to others It is this tension between personal development and advancement of humanization that is creating the opportunities for the personal development of every world citizen Humanism is about personal autonomy moral responsibility and about solidarity with humanity The tension between autonomy and social involvement is the core of humanism Education can support persons in their moral and personal identity development The authors brought together in this book all address issues of developing autonomy and humanity in educational practices All the chapters try to link theory and practice They either make theoretical ideas more practical or

they use practical experiences and concerns to rethink theoretical notions Together the chapters in the book give a broad overview of theoretical foundations concrete research and practices in education The book shows a diversity that can inspire scholars and practitioners in further developing their perspectives Creating meaning is an essential part of all education Focusing on the linking of autonomy and humanity is the humanist perspective in it **Ethical Leadership and Decision Making in Education** Joan Poliner Shapiro, Jacqueline A. Stefkovich, 2010-07-02 The third edition of the best selling text Ethical Leadership and Decision Making in Education continues to address the increasing interest in ethics and assists educational leaders with the complex dilemmas in today s challenging and diverse society Through discussion and analysis of real life moral dilemmas that educational leaders face in their schools and communities authors Shapiro and Stefkovich demonstrate the application of their four ethical paradigms the ethics of justice care critique and profession After an illustration of how the Multiple Ethical Paradigm approach may be applied to real dilemmas the authors present a series of cases written by students and academics in the field representing the dilemmas faced by practicing educational leaders in urban suburban and rural settings in an era full of complexities and contradictions Following each case are questions that call for thoughtful complex thinking and help readers come to grips with their own ethical codes and apply them to practical situations New in the Third Edition An entire new chapter on privacy versus safety including ethical issues such as strip searches gang membership cyber bullying and sexting New cases infused into chapters on early childhood education diverse student populations and technology Updates throughout to reflect contemporary issues and recent scholarship in the field of ethical leadership Including teaching notes for the instructor stressing the importance of self reflection this text is easily adaptable for a variety of uses with a wide range of audiences Ethical Leadership and Decision Making in Education is a valuable book for both aspiring and practicing administrators teacher leaders and educational policy makers

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

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

Education and Human Values Michael Slote, 2013 Two of our greatest educational theorists John Dewey and Nel Noddings have been reluctant to admit that some students are simply more talented than others This was no doubt due to their feeling that such an admission was inconsistent with democratic concern for everyone But there really is such a thing as superior talent and the present book explains how that admission is compatible with our ideals of caring and democracy Traditionalists confident that some disciplines are more important than others haven't worried that that way of putting things threatens to make those who are excluded feel quite bad about themselves But an ethics of care can show us how to make these differences much less hurtful and more morally acceptable than anything that has been proposed by traditionalists So the present book offers a middle way between the denial of the reality of superior talents and

an insensitive insistence on that reality It argues that care ethics gives us a way to do this and it bases that claim largely on the promise of such an ethics for moral education in schools and in homes It is argued on psychological grounds that caring can only take place on the basis of empathy for others and the book shows in great detail how empathy can be encouraged or develop in school and home contexts Other approaches to moral education like Kantian cognitive developmentalism and Aristotelian character education can't account for increasing moral motivation in the way that an emphasis on the development of empathy allows And in the end it is only students educated via care ethics who will be sensitive to one another in a way that largely undercuts the negative psychological impact of educational institutions and practices that acknowledge the greater talents or creativity that some students have Critical Voices in Science Education Research

Jesse Bazzul, Christina Siry, 2019-01-23 This book is a collection of narratives from a diverse array of science education researchers that elucidate some of the difficulties of becoming a science education researcher and or science teacher educator with the hope that through solidarity commonality and telling the story justice oriented science education researchers will feel more supported in their own journeys Being a scholar and teacher that sees science education as a space for justice and thinking being different entry into this disciplinary field often comes with tense moments and personal difficulties The chapter authors of this book break into many painful awkward and seemingly nebulous topics including the intersectional nuances of what it means to be a researcher in the contexts of epistemic rigidity white supremacy and neoliberal restructuring Of course these contexts become different depending on how teachers students and researchers are constituted within them as racialized sexed gendered disposable valued subjects We hope that within these narratives readers will identify with similar struggles in terms of what it means to desire to do good in the world while facing subtle and not so subtle institutional personal cultural and political challenges **The Routledge Companion to Education** James

Arthur, Andrew Peterson, 2013-07-23 The Routledge Companion to Education presents the most comprehensive up to date guide available to the major topics and theories in education Forty specially commissioned chapters covering all aspects of education introduce you to the key thinkers events ideas research and issues that have shaped the field of education

Ethics and Game Design: Teaching Values through Play Schrier, Karen, Gibson, David, 2010-02-28 This book addressing an emerging field of study ethics and games and answers how we can better design and use games to foster ethical thinking and discourse in classrooms Provided by publisher Higher Education and National Development David Bridges, Palmira Juceviciene, Roberta Jucevicius, Terence H. McLaughlin, Jolanta Stankeviciute, 2006-11-27 Universities and societies around the world are involved in significant transition Universities are now invited to expand their central aims and purposes in order to embrace a role in relation to the development of the societies in which they are located This change of focus has major implications for curricula modes of teaching and the student body International contributors to this wideranging text discuss different aspects of the phenomenon of globalisation in relation to higher education but also in relation to moves by nation

states to devolve government to regional and subregional bodies and the implications this has for educational systems

Curriculum and Teaching Dialogue Chara Haeussler Bohan, 2018-08-01 Curriculum and Teaching Dialogue is a peer reviewed journal sponsored by the American Association for Teaching and Curriculum. The purpose of the journal is to promote the scholarly study of teaching and curriculum. The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings. The journal is published annually in two volumes and includes traditional research papers, conceptual essays as well as research outtakes and book reviews. Publication in CTD is always free to authors. Information about the journal is located on the AATC website <http://aatc.org> and can be found on the Journal tab at <http://aatc.org/about/ctd-journal>.

Fifty Modern Thinkers on Education Joy Palmer, David Edward Cooper, Liora Bresler, 2001 Looks at fifty of the twentieth century's most significant contributors to the debate on education. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of his or her impact and influence, and a list of their major writings and suggested further reading.

Semiotics Education Experience, 2010-01-01 Semiotics Education Experience is a collection of fifteen essays edited by Inna Semetsky that explores semiotic approaches to education, semiotics of teaching, learning, and curriculum, educational theory and philosophies of Dewey, Peirce, and Deleuze, education as political semiosis, logic and mathematics, visual signs, semiotics and complexity, semiotics and ethics of the self. This is a landmark collection of cross-disciplinary chapters by international scholars that mark out the appeal and significance of a semiotic approach to education. As Marcel Danesi reminds us in the Foreword, Vygotsky construed learning theory as the science of signs. Semetsky's collection should be widely read by students and scholars in education, philosophy, futures studies, cultural studies, and related disciplines. It deserves the widest dissemination. Michael A. Peters, Professor, University of Illinois at Urbana-Champaign, Editor, Educational Philosophy, Theory, and Policy, Futures in Education. With her latest collection, Inna Semetsky has once again deftly organized a series of nuanced reflections on semiotics and pedagogical issues that touch upon vital philosophical, political, communicational, visual, and interdisciplinary matters of enduring relevance. Gary Genosko, Editor, The Semiotic Review of Books and Canada Research Chair, Lakehead University.

Philosophy of Education Nel Noddings, 2018-04-17 The first edition of Nel Noddings' *Philosophy of Education* was acclaimed as the best overview in the field by the journal *Teaching Philosophy* and predicted to become the standard textbook in philosophy of education by *Educational Theory*. This classic text, originally designed to give the education student a comprehensive look at philosophical thought in relation to teaching, learning, research, and educational policy, has now been updated to reflect the most current thinking in the field. A revised chapter on Logic and Critical Thinking makes the topic more accessible to students and examines how critical thinking plays a role in light of the new Common Core standards. *Philosophy of Education* introduces students to the evolution of educational thought from the founding fathers to contemporary theorists with consideration of both analytic and continental traditions. This is an essential

text not only for teachers and future teachers but also for anyone needing a survey of contemporary trends in philosophy of education

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