

Pritchard, Ivor A.

Good education: the virtues of learning

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Good Education The Virtues Of Learning

**James Arthur, Kristján
Kristjánsson, Tom Harrison, Wouter
Sanderse, Daniel Wright**



Good Education The Virtues Of Learning:

Good Education Ivor Pritchard, 1998 Advances an approach to moral education formed around the development of four moral virtues *Teaching Character and Virtue in Schools* James Arthur, Kristján Kristjánsson, Tom Harrison, Wouter Sanderse, Daniel Wright, 2016-07-15 *Teaching Character and Virtue in Schools* addresses the contemporary issues of quantification and measurement in educational settings The authors draw on the research of the Jubilee Centre at the University of Birmingham in order to investigate the concern that the conventional wisdom sound judgement and professional discretion of teachers is being diminished and control mistakenly given over to administrators policymakers and inspectors which in turn is negatively effecting pupils character development The books calls for subject competence to be complemented by practical wisdom and good character in teaching staff It posits that the constituent virtues of good character can be learned and taught that education is an intrinsically moral enterprise and that character education should be intentional organised and reflective The book draws on the Jubilee Centre s expertise in support of its claims and successfully integrates the fields of educational studies psychology sociology philosophy and theology in its examination of contemporary educational practices and their wider effect on society as a whole It offers sample lessons as well as a framework for character education in schools The book encourages the view that character education is about helping students grasp what is ethically important and how to act for the right reasons so that they can become more autonomous and reflective individuals within the framework of a democratic society Particularly interested readers will be educational leaders teachers those undertaking research in the field of education as well as policy analysts with a keen interest in developing the character and good sense of learners today *Knowledge and Virtue in Teaching and Learning* Hugh Sockett, 2012-03-29 The challenge this book addresses is to demonstrate how in teaching content knowledge the development of intellectual and moral dispositions as virtues is not merely a good idea or peripheral to that content but deeply embedded in the logic of searching for knowledge and truth It offers a powerful example of how philosophy of education can be brought to bear on real problems of educational research and practice pointing the reader to re envision what it means to educate children and how we might prepare teachers to take on such a role by developing the person instead of simply knowledge and skills Connected intimately to the practice of teaching and teacher education the book sets forth an alternative theory of education where the developing person is at the center of education set in a moral space and a political order To this end a framework of public and personal knowledge forms the content to which personal dispositions are integral not peripheral The book s pedagogy is invitational welcoming its readers as companions in inquiry and thought about the moral aspects of what we teach as knowledge **Intellectual Virtues and Education** Jason Baehr, 2015-12-22 With its focus on intellectual virtues and their role in the acquisition and transmission of knowledge and related epistemic goods virtue epistemology provides a rich set of tools for educational theory and practice In particular characteristics under the rubric of responsibilist

virtue epistemology like curiosity open mindedness attentiveness intellectual courage and intellectual tenacity can help educators and students define and attain certain worthy but nebulous educational goals like a love of learning lifelong learning and critical thinking This volume is devoted to exploring the intersection between virtue epistemology and education It assembles leading virtue epistemologists and philosophers of education to address such questions as Which virtues are most essential to education How exactly should these virtues be understood How is the goal of intellectual character growth related to other educational goals for example to critical thinking and knowledge acquisition What are the best practices for achieving this goal Can growth in intellectual virtues be measured The chapters are a prime example of applied epistemology and promise to be a seminal contribution to an area of research that is rapidly gaining attention within epistemology and beyond

Teaching Virtues Donald Trent Jacobs, Jessica Jacobs-Spencer, 2001 This book about teaching virtues is based on a fundamental American Indian view that sees the universe as intimate relationships of living things that are vitally affected by attributes called universal virtues These virtues cross all boundaries and cannot be taught in isolation They are woven into all subjects that are worth learning Part 1 provides psychological perspectives that underpin the book's approach Part 2 shows how various pedagogical strategies can turn subject matter into significant relationships Since teaching virtues is ultimately about relationships a natural way to embed awareness of virtues unfolds when there is a consistent commitment to teaching virtues daily Chapters introduce the lesson plan format and the conceptual model explore the meanings of vital terminology and discuss assessment strategies Part 3 realizes the actual interconnections between virtues and content knowledge with chapters that address social studies language arts science physical education mathematics and the arts These chapters show how the process works to truly integrate content and character education Part 4 offers an opportunity for profound reflection on the issues and challenges surrounding effective character education Contains 75 references TD

Resources in Education, 1998

Teaching Character and Virtue in Schools James Arthur, Kristján Kristjánsson, Tom Harrison, Wouter Sanderse, Daniel Wright, 2016-07-15 Teaching Character and Virtue in Schools addresses the contemporary issues of quantification and measurement in educational settings The authors draw on the research of the Jubilee Centre at the University of Birmingham in order to investigate the concern that the conventional wisdom sound judgement and professional discretion of teachers is being diminished and control mistakenly given over to administrators policymakers and inspectors which in turn is negatively effecting pupils character development The book calls for subject competence to be complemented by practical wisdom and good character in teaching staff It posits that the constituent virtues of good character can be learned and taught that education is an intrinsically moral enterprise and that character education should be intentional organised and reflective The book draws on the Jubilee Centre's expertise in support of its claims and successfully integrates the fields of educational studies psychology sociology philosophy and theology in its examination of contemporary educational practices and their wider effect on society as a whole It offers sample lessons as well as a

framework for character education in schools The book encourages the view that character education is about helping students grasp what is ethically important and how to act for the right reasons so that they can become more autonomous and reflective individuals within the framework of a democratic society Particularly interested readers will be educational leaders teachers those undertaking research in the field of education as well as policy analysts with a keen interest in developing the character and good sense of learners today

Encyclopedia of Educational Theory and Philosophy D. C. Phillips, 2014-05-19 Education is a field sometimes beset by theories of the day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses In addition to interpretations of long established theories this work offers essays on cutting edge research and concise to the point definitions of key concepts ideas schools and figures Features Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished general editor and an international editorial board Entries are followed by cross references and further reading suggestions A Reader s Guide groups entries thematically The Reader s Guide detailed index and cross references combine for strong search and browse capabilities in the electronic version Available in a choice of print or electronic formats Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory Key Themes Aims of Education Classic Premodern Philosophers Theories and Theorists Curriculum Educational Research Evaluation and Testing Equity Rights Social Stratification and Citizenship Higher Education Learners Learning and Teaching Liberal Education Moral Religious Spiritual and Social Cultural Values Multiculturalism and Special Populations Organization of Schooling Philosophy of Science Sociology of Science and Epistemology Philosophy of Education Feminist Perspectives Philosophy of Education Nonwestern Traditions Philosophy of Education The Analytic Tradition Philosophy of Education The Continental Traditions Philosophy of Education The Political Theory Tradition Philosophy of Education The Pragmatic Tradition Progressive Education Psychological Orientation in Educational Theory Social Sciences Orientation in Educational Theory

From Street-smart to Web-wise® Al Marcella, Brian Moore, Madeline Parisi, 2025-03-13 In Book 3 fifth and sixth graders are maturing becoming more independent and online activities are second nature From Street smart to Web wise A Cyber Safety Training Manual Built for Teachers and Designed for Children isn t just another book it s a passionate call to action for teachers It is a roadmap to navigate the digital landscape safely with confidence and care as the critical job of ensuring students safety as the digital world expands Written by authors who are recognized experts in their respective fields this accessible manual is a timely

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Virtues in Action M. Austin,2013-10-10 In recent decades many philosophers have considered the strengths and weaknesses of a virtue centered approach to moral theory Much less attention has been given to how such an approach bears on issues in applied ethics The essays in this volume apply a virtue centered perspective to a variety of contemporary moral issues and in so doing offer a fresh and illuminating perspective Some of the essays focus on a particular virtue and its application to one or more realms of applied ethics such as temperance and sex or humility and environmental ethics Other chapters focus on an issue in applied ethics and bring several virtues into a discussion of that issue or realm of life such as sport education and business Finally several of the chapters engage relevant psychological research as well as current neuroscience which enhances the strength of the philosophical arguments

Epistemic Situationism Abrol Fairweather,Mark Alfano,2017-04-15 This volume is the first sustained examination of epistemic situationism the clash between virtue epistemology and the situationist hypothesis inspired by research in empirical psychology Situationism began as a challenge to the psychology of character traits targeting ethical theories that presuppose a trait psychology Psychological research suggests that often trivial environmental variables have greater explanatory power than character traits Epistemology pursues questions about the nature of knowledge While there are internal differences within virtue epistemology between responsibilists and reliabilists they all analyze knowledge in terms of epistemic virtues and vices However despite promising normative results virtue epistemology appears to assume the same character based psychology as virtue ethics does Until recently virtue epistemology and situationism were separate literatures but philosophers have begun to examine the apparent incompatibility between situationist psychology and virtue epistemology Much of the psychological research that raises questions about the empirical adequacy of the moral psychology of virtue ethics also appears to raise doubts about the empirical adequacy of the epistemic psychology assumed by virtue epistemology Responsibilist virtue epistemology appears particularly vulnerable because epistemic virtues like open mindedness conscientiousness and intellectual courage are traits of intellectual character but reliabilist virtue epistemology appeals to

the psychology of cognitive skills abilities and competences that may be similarly vulnerable The essays in this volume take up this new problem of epistemic situationism from multiple points of view some sceptical or revisionary others conservative

Revolutionizing K-12 Blended Learning through the i²Flex Classroom Model Avgerinou, Maria D.,Gialamas, Stefanos P.,2016-06-20 Blended learning has gained significant attention recently by educational leaders practitioners and researchers i Flex a variation of blended learning is based on the premise that certain non interactive teaching activities such as lecturing can take place by students without teachers direct involvement Classroom time can then be used for educational activities that fully exploit teacher student and student student interactions allowing for meaningful personalized feedback and scaffolding on demand Revolutionizing K 12 Blended Learning through the i Flex Classroom Model presents a well rounded discussion on the i Flex model highlighting methods for K 12 course design delivery and evaluation in addition to teacher performance assessment in a blended i Flex environment Emphasizing new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers this publication is an essential reference source for pre service and in service teachers researchers administrators and educational technology developers

Teaching and Learning in the Health Sciences ,2010 [Virtues in Muslim Culture](#) Gehan S. A. Ibrahim,2015-04-15 With remarkable breath of vision Dr Gehan S A Ibrahim background not with the outer appearance of things but with their inner reality the meaning of Islamic ethical culture Ranging across the literature of the Muslim era Islamic art objects and Islamic architecture Dr Ibrahim penetrates to the inner dimension of Islamic moral values and shows the role culture plays in the life of the individual Muslims the role of the formation of the code of morals of the Muslim era By rediscovering the root of the moral concepts in the Islamic tradition Dr Gehan S A Ibrahim opens doors to new dimensions of the unity and variety in form and meaning of the moral values since the dawn of the Muslim era **Motivation in Learning and Performance**

in the Arts and Sports Adina Mornell, Frank Heuser, Margaret S. Osborne, Noa Kageyama, 2025-02-27 Motivation is a crucial factor in achieving success in any field but especially in the performing arts and sports where consistent practice discipline and creativity are required to maintain a high level of performance The science of motivation is relevant today more than ever for several reasons First motivation is a fundamental aspect of human behavior and understanding what drives individuals to perform at their best is essential in many contexts including education athletics and the workplace In this period of recovery and reset after pandemic related lockdowns knowledge about motivation can inform personal and policy decisions moving forward Second motivation is critical for achieving goals and an understanding of what motivates individuals can help them aspire to set and achieve realistic and meaningful aims Third motivation is essential for maintaining mental and physical health and wellbeing and an exploration of contributory factors can help individuals manage stress and anxiety **Transformative Education through International Service-Learning** Philip M Bamber, 2016-03-22

Transformative learning is a compelling approach to learning that is becoming increasingly popular in a diverse range of

educational settings and encounters This book reconceptualises transformative learning through an investigation of the learning process and outcomes of International Service Learning ISL a pedagogical approach that blends student learning with community engagement overseas and the development of a more just society Drawing upon key philosophers and theorists Bamber offers an integrated multi dimensional approach linking transformative learning to the development of the authentic self and analysing the aesthetic moral and relational dimensions of ISL in an increasingly globalized world Chapters explore rich empirical data to provide a timely framework and ethical ecology of transformative learning detailing the challenges facing the approach and how it can be embedded at the levels of practice institutional ethos and partnership Transformative Learning through International Service Learning will appeal to academics researchers teachers instructors and leaders in the fields of service learning international education character education and in adult learning and education It will also be of interest to practitioners working in international education development education volunteering service learning and community engagement Turbulence, Empowerment and Marginalisation in International Education Governance Systems Alison Taysum, Khalid Arar, 2018-12-07 This book presents a new theory of empowerment exploring how senior leaders can navigate turbulence within governance systems to empower young societal innovators for equity renewal and peace With Knowledge and Virtue Themis H. Demas PhD, 2017-11-20 Technology continues to advance and so do our problems Two of our biggest threats are global warming and nuclear war and we must eliminate these threats Fortunately cost effective technology exists to reduce global warming but we must be smart enough to use it The author offers a detailed proposal for combating climate change building a more robust economy by creating jobs eliminating oil imports stabilizing energy prices and cutting back on pollution and its detrimental effects on society all by using clean renewable energy He also tackles reducing the threat of nuclear war which will require us to tame the savageness of man This must be done via international institutions cooperation and a commitment to shared values Tackle two of the world's greatest problems global warming and the threat of nuclear war and consider how to address overpopulation world hunger and other problems along the way With Knowledge and Virtue **Teaching Your Child Where the Schools Leave Off Shifting Your Education Paradigm** Annette Kritzberger, 2013-12-20 Parents you are your child's most significant educator and advocate not the schools not the culture not the media not their peers and not the government This change of world view this paradigm shift is at the heart of Teaching Your Children Where the Schools Leave Off It transforms your mindset from passively receiving the education your school system is providing to actively providing the education your child is capable of receiving *Virtue Ethics and Confucianism* Stephen Angle, Michael Slote, 2013-07-24 This volume presents the fruits of an extended dialogue among American and Chinese philosophers concerning the relations between virtue ethics and the Confucian tradition Based on recent advances in English language scholarship on and translation of Confucian philosophy the book demonstrates that cross tradition stimulus challenge and learning are now eminently possible Anyone interested in the role of virtue in

contemporary moral philosophy in Chinese thought or in the future possibilities for cross tradition philosophizing will find much to engage with in the twenty essays collected here

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