

MORAL DEVELOPMENT

Pre-Conventional Level
(birth to adolescence)



Punishment
-obedience
orientation

Instrumental
-exchange
orientation



Conventional Level
(adolescence to young
adulthood)



Good-child
orientation

Law and
order
orientation



Post-Conventional
Level (adulthood)



Social
contract
orientation

Universal-
ethics
orientation



Teaching Moral Development

David Carr



Teaching Moral Development:

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. Hersh, John P. Miller, Glen D. Fielding, 1980 [How to Teach Morality](#) Georg Lind, 2016-07-30 The book What is morality How can it be measured What is its nature and origin And most importantly how can it be taught These age old yet still unanswered questions cannot be addressed Lind argues unless we develop a new science of moral behavior and education Lind does just that in his book invoking related contributions by eminent philosophers psychologists and educators The first part presents a new way of studying morality and a great bulk of Lind s own research and other studies backing it The second part shows how to teach morality effectively with Lind s Konstanz Method of Dilemma Discussion KMDD which is used in all ages and across cultures On the basis of many years of practical international experience with the KMDD in different institutions of education professional schools armed forces and prisons Lind provides advice on how educators can learn implement and improve the method Lind also presents the related Just Community method of democratic community building The author Born shortly after World War II in 1947 Dr Georg Lind s interest in morality goes back to his adolescence when he learned about the atrocities of the Nazi dictatorship How can we prevent this from happening again How can we develop morality peace and democracy This book contains his answer Lind was professor of psychology and researcher at the University of Konstanz Germany He was guest professor at the University of Illinois at Chicago the Universidad de Monterrey and the Humboldt University at Berlin He lectured in Brazil Chile China Colombia Mexico Poland Switzerland and the United States **Moral Development and Character Education** Larry P. Nucci, 1989 **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 **Moral Education, a First Generation of Research and Development** Ralph L. Mosher,1980

Changes in Teachers' Moral Role Dorit Alt,Roni Reingold,2012-08-01 Education for democratic citizenship encompasses cognitive as well as moral characteristics The responsibility for cultivating these democratic virtues is placed upon the shoulders of educators who are required to create and encourage democratic social life These characteristics are constantly challenged in present society in which subject matter goals and instrumental skills are gaining more importance than socially valued goals thus tipping the scales in favour of cognitive skills Promoting cognitive skills by itself cannot sufficiently influence the formation of a social disposition and could ultimately create in Dewey s words egoistic specialists who lack the moral and democratic virtues needed for the creation of genuine social life This book emphasizes the pedagogical task of education in this regard and strives to pay greater attention to the obligations of education as a moral socializing agent This book offers four perspectives on which the education system needs to focus its attention in order to enhance democratic and moral values Teachers and students concepts of moral and democratic education curriculum design democratic teaching instructional methods and teacher education This volume provides a valuable text for a wide audience of students teachers policy makers curriculum designers and teacher educators to use as an updated reference book for pedagogical and research purposes **The School and Moral Development** Barry Sugarman,1973 Nice is Not Enough Larry P. Nucci,2009 The

only text of its kind and written by the leading U S figure in the field of moral development Larry Nucci s Nice Is Not Enough Facilitating Moral Development fulfills a dire need in the marketplace for a text on moral development and moral education based on the social cognitive domain theory The text was written to provide a highly readable research based approach to applying developmental psychology to moral education for education practitioners and teacher education majors Readers will appreciate the practical information featured throughout the text on how to integrate the newest research on students social and moral development into everyday classroom practices The author provides an overview of how children s concepts of morality form a dimension distinct from social convention and religious norms presents a non arbitrary basis for moral education that respects cultural and religious orientations The chapters illustrate how to integrate moral education into classroom management practices and the regular academic curriculum Filled with a myriad of examples of authentic lesson plans based on social studies literacy the sciences art and math for elementary middle school and high school students this unique and practical text conveys a more accurate account of moral development especially in adolescence A perfect supplement to courses in Educational Psychology Child Development and Classroom Management 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

Philosophical Foundations for Moral Education and Character Development George F. McLean, Frederick Edward Ellrod, 1992 **How to Teach Moral Competence** Georg Lind, 2019-10-28 What is moral competence Can it be measured Can it be taught effectively If so how This book explores these questions from three perspectives experimental psychology curriculum development and instructor training Part one discusses the research from which like a jig saw puzzle a comprehensive picture of the nature development and teachability of morality emerges The picture focuses on moral competence the ability to solve problems and conflicts on the basis of moral principles through deliberation and discussion rather than violence and deceit Part two explains how moral competence can be taught effectively with the Konstanz Method of Dilemma Discussion also known as Discussion Theater which has been used with great success to foster moral development in schools and universities military installations prisons and retirement communities in many countries The book describes the Method gives vivid illustrations of its use and provides psychologists teachers and professional trainers with resources and guidance in its application The definitive research based book on morality teaching with highly useful applications to educational practice Highly recommended Dr Herbert Walberg Emeritus Professor of Education and Psychology University of Illinois at Chicago We all want to be good Lind contends it s part of our human inheritance But being morally competent he shows is enhanced and nourished when educators develop propulsive learning opportunities for students to practice and develop Dr William Ayers Distinguished Professor Emeritus of Education University of Illinois at Chicago Lind s mastery of the history and philosophy of morality and moral education is quite apparent He writes of the complex issues bound up in morality in a beautifully clear and persuasive manner Dr Richard M Felder Hoechst Celanese Professor Emeritus North Carolina State University Dr Lind s experimental and educational approach to morality is unique worldwide Dr Ewa Nowak Professor of Philosophy and Ethics Adam Mickiewicz University Poznan Poland I really didn t think that one can discuss highly controversial issues in such a peaceful way I learned a lot A forty year old participant of a KMDD DT session **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 (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 Education for Social Justice Larry Nucci, Robyn Ilten-Gee, 2021 The authors draw from their work with teachers and students to address issues of social justice through the regular curriculum and everyday school life This book illustrates an approach that integrates social justice education with contemporary research on students development of moral understandings and concerns for human welfare in order to critically address societal conventions norms and institutions The authors provide a clear roadmap for differentiating moral education from religious beliefs and offer age appropriate guidance for creating healthy school and classroom environments Demonstrating how to engage students in critical thinking and community activism the book includes proven effective lessons that promote academic learning and moral growth for the early grades through adolescence The text also incorporates recent work with social emotional learning and restorative justice to nurture students ethical awareness and disrupt the school to prison pipeline

Book Features Guidance to help teachers move from classroom moral discourse to engage students in community action Age specific lesson plans developed with classroom teachers for integration with regular academic curricula Detailed overview of moral growth with examples of student reasoning Connections between moral development and critical pedagogy Connections between moral development and digital literacy Connections among classroom management school rules restorative justice and students social development Insights drawn from research conducted within the Oakland Public School system

Conflict, Contradiction, and Contrarian Elements in Moral Development and Education Larry Nucci, 2005-01-15 The premise of this book is that individuals and societies have an inexorable urge to morally develop by challenging the assumptions of the previous generation in terms of what is right and

wrong The focus is on the nature and functional value of conflicts and challenges to the dominant moral and social values framework Through this analysis individuals develop moral character through conflict with their local authority figures including parents The moral structure of societies evolves through intergenerational challenges to and contradictions with the dominant social order The book is divided into three parts to help frame this discussion Part I directly takes up the issue of resistance as it occurs at a cultural level and the implications of such resistance for moral education and socialization Part II explores the normative forms of adolescent resistance and contrarian behavior that vex parents and teachers alike Part III brings back the issue of societal structure and culture to illustrate how negative features of society such as racial discrimination and economic disparity can feed into the construction of negative moral identity in youth posing challenges to moral education Taken together this collection presents a rich counterpoint to the pictures of moral growth as the progressive sophistication of moral reasoning or the gradual accretion of moral virtues and cultural values It will benefit those in developmental social and cognitive psychology as well as sociology political science and education Educating the Virtues (RLE Edu K) David Carr,2012-05-16 Tracing the views on moral life of such past philosophers as Plato Aristotle and Kant as well as of such theorists as Durkheim Freud Piaget and Kohlberg the author sets forth a full discussion of the nature and educational implications of the idea of moral virtue *Foundations of Moral Education* ,1983-12-02 Product information not available *Nature And Determinants of Socio-Moral Development: Theories, Methods and Applications* Alessandra Geraci,Paola Rigo,Laura Franchin,Aner Govrin,2023-11-09 *Moral Education ... it Comes with the Territory* David E. Purpel,Kevin Ryan,1976

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Teaching Moral Development Introduction

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