

# 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

**S Ben Porath**



## Teaching Moral Development:

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

**Stages of Moral Development as a Basis for Moral Education** Lawrence Kohlberg, 1971\* **Moral Development and Character Education** Larry P. Nucci, 1989 **Models of Moral Education** Richard H. Hersh, John P. Miller, Glen D. Fielding, 1980

**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 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      **Collected Papers on Moral Development and Moral Education**

Lawrence Kohlberg,1973      **Philosophical Foundations for Moral Education and Character Development** George F. McLean,Frederick Edward Ellrod,1992      **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      *Moral Education, a First Generation of Research and Development* Ralph L. Mosher,1980      **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

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*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 a 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     **Lawrence Kohlberg's Approach to Moral Education** F. Clark Power, Ann Higgins, Ann Higgins-D'Alessandro, Lawrence Kohlberg, 1989 Lawrence Kohlberg's Approach to Moral Education presents what the late Lawrence Kohlberg regarded as the definitive statement of his educational theory Addressing the sociology and social psychology of schooling the authors propose that school culture become the center of moral education and research They discuss how schools can develop as just and cohesive communities by involving students in democracy and they focus on the moral decisions teachers and students face as they democratically resolve problems As the authors put it We propose an educational renewal of our democratic society We have attempted to establish schools that do more than just teach about democratic citizenship that are themselves democratic societies     **Moral Development, Moral Education, and Kohlberg** Brenda Munsey, 1980 The best overall serious introduction to Kohlberg's work currently available This book is quoted more than almost any other book on Kohlberg A distinguished international group of scholars explore the strengths and probe the weaknesses of Lawrence Kohlberg's theoretical and empirical research into the dynamics of moral development and the texture of moral education This collection of original chapters carefully examines Kohlbergianism from a variety of complementary perspectives philosophical psychological religious and educational A review in the journal ETHICS calls this book essential reading for anyone interested in the current issues in moral education     **Moral Reasoning** Ronald E. Galbraith, Thomas M. Jones, 1976 Explains how to stimulate classroom discussion on social and moral problems and presents sample dilemmas     *Moral Education* M. W. Berkowitz, F. Oser, 2013-10-28 First published in 1985 Kohlberg and his colleagues claimed that all one need do in moral education is change the stage or structure of an individual's moral reasoning and changes in moral behavior ego and personality style would occur As moral education entered the 1980s many important problems remained The question of the legitimacy of the highest stage is still being considered The problem of the relationship between judgment and action is receiving much attention and reformulation as well The role of affect in moral functioning has been sorely overlooked until very recently A further issue is the implication of the particular realm of one's life family school peer group workplace church for the form and effectiveness of moral education Finally how can self-acknowledged moral transgressions in typical individuals be incorporated into the theory This volume reflects these problems     *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



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