

Teaching Virtues

BUILDING
CHARACTER
ACROSS THE
CURRICULUM



DON TRENT JACOBS &
JESSICA JACOBS-SPENCER

With contributions from
Richard M. Jones and
Edwin J. Dawson

Teaching Virtues Building Character Across The Curriculum

Ralph Gibbins



Teaching Virtues Building Character Across The Curriculum:

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

Teaching Virtues: Building Character Across the Curriculum, paper ed Don Trent Jacobs, **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 *Making Connections in Elementary and Middle School Social Studies* Andrew P. Johnson, 2006 Making Connections in Elementary and Middle School Social Studies is based on the idea that students learn more and are more motivated to learn when they are able to connect

their own knowledge observations ideas imagination and emotions with the content at hand This book demonstrates how personal connections can be incorporated into social studies education while meeting NCSS thematic pedagogical and disciplinary standards It is written in a very direct reader friendly style Each chapter describes a variety of practical strategies and creative activities that novice and experienced teachers can use to make social studies more interesting and to help students make meaningful personal and academic connections Each chapter contains a wealth of classroom strategies pedagogical techniques activities and lesson plan ideas that can be used to enhance learning and make lessons more interesting active and student centered The book covers the three types of standards that elementary and middle school teachers work with as they teach social studies o Thinking Ahead questions invite the reader to reflect on his her own experiences as they relate to the material covered in the next chapter These can be used as discussion points for a class or small group or simply as pre reading prompts to enhance comprehension o Teachers in Action boxes contain real life narratives from practicing teachers These cases are designed to expand upon key issues presented in each chapter Every case is accompanied by the author s personal reflection on the case These reflections are intended to give the reader an opinion against which he she can measure his her own reactions After each case the reader is prompted to think about the narrative presented and think about the way that his her reactions compare with those presented by the author o Go There boxes provide links to Web sites that offer additional resources for teachers lesson plans and other activities to enhance a social studies classroom This text is accompanied by a dynamic Instructor s Resources CD The CD includes classroom video footage that can be shown in class to illustrate the concepts presented in the book and stimulate class discussion

Supporting Children and Youth Through Spiritual Education Kirmani, Mubina Hassanali, Chapman, Amy L., Steele, Barbara M., Moallem, Mahnaz, Schroth, Stephen T., 2023-07-17 Across academic circles over the last few decades the interest and inquiry on spirituality continues to broaden Currently the school system in the United States and many Western countries put their focus on academic achievement at the expense of preparing their students inner cores for skills they will need to deal with a more complex and challenging world to come Supporting Children and Youth Through Spiritual Education provides a platform for researchers and experts in the field of spirituality in children and youth to voice the urgent need for an educational system that truly nurtures the whole child The book also considers the need to remove the misunderstandings about the terms spirituality and religion among those who work directly with children and youth Covering key topics such as religion cognitive development and spiritual needs this reference work is critical for principals administrators industry professionals researchers scholars practitioners academicians instructors and students *The Discourse of Character Education* Peter Smagorinsky, Joel Taxel, 2005-05-06 In this book Peter Smagorinsky and Joel Taxel analyze the ways in which the perennial issue of character education has been articulated in the United States both historically and in the current character education movement that began in earnest in the 1990s The goal is to uncover the

ideological nature of different conceptions of character education The authors show how the current discourses are a continuation of discourse streams through which character education and the national purpose have been debated for hundreds of years most recently in what are known as the Culture Wars the intense often passionate debates about morality culture and values carried out by politicians religious groups social policy foundations and a wide range of political commentators and citizens in which the various stakeholders have sought influence over a wide range of social and economic issues including education The centerpiece is a discourse analysis of proposals funded by the United States Department of Education s Office of Educational Research and Improvement OERI Discourse profiles from sets of states that exhibit two distinct conceptions of character are examined and the documents from particular states are placed in dialogue with the OERI Request for Proposals One profile reflects the dominant perspective promoted in the U S based on an authoritarian view in which young people are indoctrinated into the value system of presumably virtuous adults through didactic instruction The other reflects the well established yet currently marginal discourse emphasizing attention to the whole environment in which character is developed and enacted and in which reflection on morality rather than didactic instruction in morality is the primary instructional approach By focusing on these two distinct regions and their conceptions of character the authors situate the character education movement at the turn of the twenty first century in the context of historical notions about the nature of character and regional conceptions regarding the nature of societal organization This enlightening volume is relevant to scholars practitioners policymakers and students across the field of education particularly those involved in character education moral development discourse analysis history and cultural foundations of education and related fields and to the wider public interested in character education

The Shrimp Habit Four Arrows, Brian Ellison, 2005 The Shrimp Habit provides a powerful overview of one of the world s most tragic and preventable ecological and human rights disasters the shrimp industry A quick study that will motivate any reader to take action now

Nuggets Ralph Gibbins, 2014-02 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 *Teaching Character in the Primary Classroom* Tom Harrison,Ian Morris,John Ryan,2016-03-10 *Teaching Character in the Primary Classroom* provides an excellent and very accessible overview of the emerging field of character education It covers in detail the theory of character education as well as advice and guidance about how this should be applied in practice in primary schools Professor James Arthur University of Birmingham Character matters As more and more schools are choosing to teach Character Education trainee and beginning teachers need to know more What is Character Education Can it really be taught How does children s learning benefit from discussions around character in the classroom How do I teach it What does good teaching of Character Education look like in the classroom *Teaching Character Education in Primary schools* tackles these questions and many more This is a practical guide to why and how we can teach character in primary schools It begins by exploring why character matters and considers what character is and importantly what it is not It goes on to discuss the place for teaching character in primary education and includes practical guidance on how it can be taught The text also looks at character beyond the classroom how parents and the wider community can be included in the teaching of character and how outdoor learning and education can contribute This book is written for all those who are new to teaching character *The Theory and Practice of Virtue Education* Tom Harrison,David Walker,2018-01-03 *The Theory and Practice of Virtue Education* offers the reader a comprehensive and authoritative account of both the theoretical and practical complexities of cultivating virtue in education and beyond The book moves beyond the usual philosophical literature that merely discusses virtue in the abstract and offers scholarly research informed suggestions for practice Drawn from a highly successful international conference organised by the Jubilee Centre for Character and Virtues the chapters in this volume offer a unique insight into the varieties of approaches that leading scholars have identified for putting the learning and nurturing of virtues into practice Featured are chapters from internationally acclaimed scholars primarily in the fields of philosophy psychology and education which are categorised under three headings philosophical and theoretical foundations for cultivating virtues developing virtues in practice and nurturing specific virtues Beginning with chapters that examine differing theoretical complexities of virtue education the book then moves on to explore different approaches to nurturing virtue in the classroom and beyond This practical approach is further evidenced in the final section where individual virtues are discussed *The Theory and Practice of Virtue Education* highlights the theoretical complexity of putting virtue education into practice and as a result is of real use

to researchers academics and postgraduates in the fields of education philosophy psychology sociology and theology It should also be essential reading for educators in character and virtue Developing Culturally and Historically Sensitive Teacher Education Yolanda Gayol Ramírez, Patricia Rosas Chávez, Peter Smagorinsky, 2020-09-17 Shortlisted for the UK Literacy Association s Academic Book Award 2021 This volume explores the literacy education master s degree program developed at Universidad de Guadalajara in Jalisco Mexico with the aim of addressing the nation s emerging social economic technological and political needs Developing the program required taking into account the cultural diversity historical economic disparities indigenous and colonial cultures and power inequities of the Mexican nation These conditions have produced economic structures that maintain the status quo that concentrates wealth and opportunity in the hands of the very few creating challenges for the education and economic life for the majority of the population The program advocates providing tools for youth to critique and change their surroundings while also learning the codes of power that provide them a repertoire of navigational means for producing satisfying lives Rather than arguing that the program can be replicated or taken to scale in different contexts the editors focus on how their process of looking inward to consider Mexican cultures enabled them to develop an appropriate educational program to address Mexico s historically low literacy rates They show that if all teaching and learning is context dependent then focusing on the process of program development rather than on the outcomes that may or may not be easily applied to other settings is appropriate for global educators seeking to provide literacy teacher education grounded in national concerns and challenges The volume provides a process model for developing an organic program designed to address needs in a national context especially one grounded in both colonial and heritage cultures and one in which literacy is understood as a tool for social critique redress advancement and equity

Handbook of Philosophy of Education Randall Curren, 2022-10-26 The Handbook of Philosophy of Education is a comprehensive guide to the most important questions about education that are being addressed by philosophers today Authored by an international team of distinguished philosophers its thirty five chapters address fundamental timely and controversial questions about educational aims justice policy and practices Part I Fundamental Questions addresses the aims of education authority to educate the roles of values and evidence in guiding educational choices and fundamental questions about human cognition learning well being and identity Part II Virtues of Mind and Character is concerned with the educational formation of personal attributes that are often seen as essential to flourishing individuals and societies This section includes chapters on the cultivation of intellectual and character virtues the nature and formation of expertise Stoic virtues and intellectual vices Part III Education and Justice addresses fundamental and emerging issues of educational justice from equal educational opportunity racial domination and linguistic justice in education to educational problems of mass migration global educational justice the education of working children around the world and the costs of higher education and upward mobility Part IV Educational Practices addresses controversial aspects of contemporary education pedagogical

curricular and managerial practices that deserve careful examination These include controversies surrounding free speech and instruction in controversial issues anti racist sustainability and sex education and the unfulfilled promises and demoralizing impact of high stakes accountability schemes The format and jargon free writing in this volume ensure that topics are interesting and accessible helping facilitate the work of advanced students and professionals in Education

Understanding Character Education: Approaches, Applications and Issues Paul Watts, Michael Fullard, Andrew Peterson, 2021-08-31 Understanding Character Education introduces readers to the key ideas practices and concepts that are shaping character education in schools today The book explores the principles underpinning character education and the pedagogical practices which ensure it comes alive in schools Each chapter includes a variety of features to help navigate through the ideas themes and practices examined These include Chapter objectives to help readers understand the core focus and intentions of each chapter Reflective activities to help readers to think more deeply about particular ideas and issues and to consider how practices described are or could be applied in their own contexts Case studies to help readers to understand how character education is approached and implemented by educators in and beyond schools Annotated further readings to help readers take a closer and more detailed look at the methods applications and issues covered This book is essential reading for all those involved in the teaching and learning of young people as well as those studying this vital topic on education studies teacher education and postgraduate level courses Highly recommended for all leaders and practitioners dedicated to enabling children and young people to flourish through the development of good character Tom Haigh CEO Association for Character Education I wish Chapter 2 The Character of the Teacher was made a compulsory read for every person working in a UK school that would be transformational Nat Parnell Regional Director United Learning A must read for all trainee teachers of any phase Catherine Carden Director of Learning and Teaching Faculty of Arts Humanities Education Canterbury Christ Church University UK Paul Watts is a Lecturer at the Jubilee Centre for Character and Virtues University of Birmingham UK He has worked closely with school leaders and teachers in the research and development of character education Michael Fullard is a Research Fellow at the Jubilee Centre for Character and Virtues University of Birmingham UK having previously been a primary school teacher in the UK for 9 years Andrew Peterson is Professor of Character and Citizenship Education at the Jubilee Centre for Character and Virtues University of Birmingham UK He has worked with a number of schools to develop their approaches to character education Working Virtue Rebecca L. Walker, Philip J. Ivanhoe, 2007-01-04 A collective study of virtue theory and contemporary moral problems this work discusses topics in bioethics professional ethics ethics of the family law interpersonal ethics and the emotions It offers a variety of perspectives including pluralistic eudaimonistic care theoretical Chinese comparative and stoic A Christian Education in the Virtues James Arthur, 2021-06-24 A Christian Education in the Virtues examines the connection between human nature and human flourishing It draws on ancient and medieval sources to explore the formation of the person based on a Christian

anthropology emphasising the communal nature of the virtuous life and provides a richer approach to the question of contemporary character education The book argues that the only way to understand and construct our character virtues is to have a clear picture of what is the purpose and meaning of human life It highlights the importance of engaging with moral issues and makes the case that for Christian educators human flourishing is inseparable from God's active relationship to human beings The book also explores a teleological approach to character education goals To educate the whole person in the light of an all embracing Christian worldview is challenged by secular and liberal ideology and is often seen as irrational to the modern mind Overall the text seeks to demonstrate that many aspects of a Neo Aristotelian Thomist theoretical underpinning for Christian character education holds out a viable option for Christians It therefore argues the case for the educational potential of Christian character education This important book will be essential reading for academics researchers and students in the fields of character and virtue education religious education and the philosophy of education The Open Access version of this book available at www.taylorfrancis.com/books/oa_mono/10_4324_9781003141877 has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license Journal of Character Education Jacques S. Benninga, Marvin W Berkowitz, 2015-12-01 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 ideas and examples of the integration with character education of socio emotional learning 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 a practitioner's voice and a book review Topics covered in this issue include different approaches to character education in the classroom e.g. using literature narrative writing how teachers promote character education and how coaches may promote character development

Education as Enforcement Kenneth Saltman, David A. Gabbard, 2010-09-13 The first volume to focus on the intersections of militarization corporations and education Education as Enforcement exposed the many ways schooling has become the means through which the expansion of global corporate power are enforced Since publication of the first edition these trends have increased to disturbing levels as a result of the extensive militarization of civil society the implosion of the neoconservative movement and the financial meltdown that radically called into question the basic assumptions undergirding neoliberal ideology An understanding of the enforcement of these corporate economic imperatives remains imperative to a critical discussion of related militarized trends in schools whether through accountability and standards school security or other discipline based reforms Education as Enforcement elaborates upon the central arguments of the first edition and updates readers on how recent events have reinforced their continued original relevance In addition to substantive updates

to several original chapters this second edition includes a new foreword by Henry Giroux a new introduction and four new chapters that reveal the most contemporary expressions of the militarization and corporatization of education New topics covered in this collection include zero tolerance foreign and second language instruction in the post 9 11 context the rise of single sex classrooms and the intersection of the militarization and corporatization of schools under the Obama administration

Values and Influence of Religion in Public Administration L Shanthakumari Sunder,2011-01-06 This book involves a study of the influence of religion mainly that of Christianity and Hinduism on the formation of the values in the Indian Civil Service ICS and its successor Indian Administrative Service IAS The book deals with the problem of administrative corruption in the IAS which is the premier civil service of the country The study attempts to ferret out the root causes of corruption in the Indian society and especially in the government services like the IAS through a socio religious analysis of religion in society The book is a result of a combination of quantitative and qualitative methods of study that include a thorough survey and in depth interviews of the serving officers of the Karnataka cadre

Sociocultural Influences and Teacher Education Programs Dennis M. McInerney, Shawn Van Etten,2003-06-01 In this volume we describe exemplary programs in teacher education that attempt to address some of the issues alluded to above Our authors address theoretical perspectives on the importance of teacher education for improving educational outcomes the achievement gap between different groups and in particular the significant achievement gap between indigenous students and other minorities and mainstream groups and how this might be overcome by better trained teachers and how teachers learn to be effective teachers and are these skills of effective teaching broadly applicable across all educational environments

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