

Kohlberg's Theory of Moral Reasoning

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Kohlberg's Theory of Moral Reasoning is a psychological theory developed by Lawrence Kohlberg, a psychologist and moral philosopher. It is based on the idea that moral reasoning develops in stages, from a self-interest perspective to a more universal perspective.

The Six Stages of Moral Reasoning

The six stages of moral reasoning are divided into three levels of moral development: Pre-conventional, Conventional, and Post-conventional.

Stage One: Obedience and Punishment

The first stage of moral reasoning is based on the idea of obedience and punishment. It is the most basic level of moral reasoning, where the individual is motivated by the desire to avoid punishment or to gain a reward.

Stage Two: Individualism and Exchange

The second stage of moral reasoning is based on the idea of individualism and exchange. It is the level where the individual is motivated by the desire to satisfy their own needs and interests.

Stage Three: Good Interpersonal Relationships

The third stage of moral reasoning is based on the idea of good interpersonal relationships. It is the level where the individual is motivated by the desire to maintain good relationships with others.

Stage Four: Social Order and Authority

The fourth stage of moral reasoning is based on the idea of social order and authority. It is the level where the individual is motivated by the desire to maintain the social order and to follow the rules.

Stage Five: Social Contract and Individual Rights

The fifth stage of moral reasoning is based on the idea of social contract and individual rights. It is the level where the individual is motivated by the desire to maintain the social contract and to protect individual rights.

Stage Six: Universal Principles

The sixth stage of moral reasoning is based on the idea of universal principles. It is the highest level of moral reasoning, where the individual is motivated by the desire to follow universal principles of justice and fairness.

The six stages of moral reasoning are arranged in a hierarchy, with Stage One at the bottom and Stage Six at the top. The stages are not necessarily sequential, and individuals may move back and forth between stages.

Kohlberg's Theory of Moral Reasoning

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1. The individual is motivated by the desire to avoid punishment or to gain a reward.	10/100
2. The individual is motivated by the desire to satisfy their own needs and interests.	10/100
3. The individual is motivated by the desire to maintain good relationships with others.	10/100
4. The individual is motivated by the desire to maintain the social order and to follow the rules.	10/100
5. The individual is motivated by the desire to maintain the social contract and to protect individual rights.	10/100
6. The individual is motivated by the desire to follow universal principles of justice and fairness.	10/100

Review

Overall Summary

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- 1. The individual is motivated by the desire to avoid punishment or to gain a reward.
- 2. The individual is motivated by the desire to satisfy their own needs and interests.
- 3. The individual is motivated by the desire to maintain good relationships with others.
- 4. The individual is motivated by the desire to maintain the social order and to follow the rules.
- 5. The individual is motivated by the desire to maintain the social contract and to protect individual rights.
- 6. The individual is motivated by the desire to follow universal principles of justice and fairness.

Review

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Review

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What is the first stage of moral reasoning according to Kohlberg's Theory?

What is the second stage of moral reasoning according to Kohlberg's Theory?

What is the third stage of moral reasoning according to Kohlberg's Theory?

What is the fourth stage of moral reasoning according to Kohlberg's Theory?

What is the fifth stage of moral reasoning according to Kohlberg's Theory?

What is the sixth stage of moral reasoning according to Kohlberg's Theory?

Teaching Moral Reasoning Theory And Practice

Beau Fly Jones, Lorna Idol



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Teaching Moral Reasoning Jack Braeden Arbuthnot, David Faust, 1981 *Lawrence Kohlberg* Mark

Woodward, 1986-05-22 First published in 1986 This is part of the five edition of Consensus and Controversy collection with this volume focussing on Lawrence Kohlberg of Harvard University The volume has been greatly enhanced by the recognition given to it by Lawrence Kohlberg who has written the concluding chapter For nearly thirty years Lawrence Kohlberg has amplified his cognitive developmental theory of moralization which has become prominent in the analysis of moral development and its consequent application to moral education

The Handbook of Dewey's Educational Theory and Practice Charles L. Lowery, Patrick M. Jenlink, 2019-08-05 In the last twenty five years there has been a great deal of scholarship about John Dewey's work as well as continued appraisal of his relevance for our time especially in his contributions to pragmatism and progressivism in teaching learning and school learning The Handbook of Dewey's Educational Theory and Practice provides a comprehensive accessible richly theoretical yet practical guide to the educational theories ideals and pragmatic implications of the work of John Dewey America's preeminent philosopher of education Edited by a multidisciplinary team with a wide range of perspectives and experience this volume will serve as a state of the art reference to the hugely consequential implications of Dewey's work for education and schooling in the 21st century Organized around a series of concentric circles ranging from the purposes of education to appropriate policies principles of schooling at the organizational and administrative level and pedagogical practice in Deweyan classrooms the chapters will connect Dewey's theoretical ideas to their pragmatic implications

Lawrence Kohlberg, Consensus and Controversy Sohan Modgil, Celia Modgil, 1986 First Published in 1986 Routledge is an imprint of Taylor Francis an informa company

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

The Adolescent as Decision-Maker, 2014-06-28 This book reviews current theories and research on adolescent development and their implications for education It is organized around the theme of the adolescent as decision maker and covers areas of normal development that are crucial for the transition to independence The issues raised by the thoughtful reviews will stimulate discussion and debate and will provide new perspectives on adolescence

Treatment of Offenders with Mental Disorders Robert M. Wettstein, 2000-02-15 This volume presents current treatment approaches for offenders with mental disorders in a variety of settings After reviewing administrative and legal issues in the provision of care the volume addresses therapeutic work with inpatients outpatients and incarcerated persons Separate chapters cover special issues in treatment of sexual offenders offenders with mental retardation and juvenile offenders Throughout the approaches featured are interdisciplinary and eclectic incorporating biological and psychological perspectives This volume will be of use to mental health practitioners as well as legal professionals in criminal justice and mental health law

The SAGE Handbook of Research on Teacher Education D. Jean Clandinin, Jukka Husu, 2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies

Behaviour in Schools: Theory and Practice for Teachers Louise Porter, 2014-05-16 Behaviour management in the classroom can be one of the most challenging aspects of teaching but with the right approach it can be rewarding and enriching for both student and teacher The new edition of this best selling textbook provides a systematic and thoroughly updated overview of the major theories and styles of discipline in schools Drawing on the latest international research the book outlines how teachers can develop a personal style in classroom management based on a sound understanding of theory The emphasis is on proactive authoritative approaches to discipline to engage students and facilitate the achievement of educational and social goals The author demonstrates how it

is within the power of schools and teachers to create the conditions under which even disadvantaged or disenchanting students strive to learn Behaviour in Schools 3E is the essential handbook for all trainee teachers and NQTs and a valuable reference for more experienced teachers who want to develop their approach to complex behavioural challenges

Kohlberg Revisited Boris Zizek, Detlef Garz, Ewa Nowak, 2015-04-23 I could easily say what a timely book but the truth is that Kohlberg is for the ages which means any time is worthwhile to revisit his work So in that sense let us ask what aspects of his work in Moral Development and Moral Education are timely today One answer can be found in the Kohlberg Lounge on the sixth floor of Larsen Hall which I have the privilege to visit every day Placed there in 1987 a plaque in his honor states In memory of Lawrence Kohlberg In this room where ideas are born through discussion and tested through debate Let us listen and speak with the same respect that he gave to all In 2015 the emphasis on discussion and debate has reached beyond moral development to all aspects of pedagogy from literacy to history education and beyond And in an era of fast and slow thinking this book reminds us that ethical reflection self awareness and a social conscience are the three malleable developmental skills that allow us all to be truly human Kohlberg then Kohlberg now Kohlberg forever Robert L Selman Harvard University Roy Edward Larsen Professor of Education and Human Development Professor of Psychology in the Department of Psychiatry This book about one of the giants of psychology is very timely There is a whole generation of students and scholars that is growing up with a knowledge about moral development without learning about the roots of the field This is not a matter of nostalgia or attributional justice but one of missing out on a fountain of knowledge and insight that has not been surpassed in its depth and breadth This book should become required reading for students in the social sciences that should begin to ask the questions that would require their teachers to read up Gil Noam Harvard Medical School Founder and Director of the Program in Education Afterschool Resiliency PEAR Kohlberg's theory of moral developmental might be more relevant today than ever given increasing worries about the fragmentation and declining solidarity in modern Western society But does the theory hold up in light of old criticisms and new questions and methods The chapters by leading scholars in the field of moral development introduce new generations of moral psychologists philosophers and educators to Kohlberg's work by addressing strengths and weaknesses and suggesting ways to move forward A must read for anyone interested in moral education Jan Boom Utrecht University Chair of the Kuhmerker Dissertation Award Committee

Cognitive Strategy Research M. Pressley, J. R. Levin, 2012-12-06 For some time now the study of cognitive development has been far and away the most active discipline within developmental psychology Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive 50% seems like a conservative estimate Hence a series of scholarly books devoted to work in cognitive development is especially appropriate at this time The Springer Series in Cognitive Development contains two basic types of books namely edited collections of original chapters by several authors and original volumes written by one author or a small

group of authors The flagship for the Springer Series is a serial publication of the advances type carrying the subtitle Progress in Cognitive Development Research Each volume in the Progress sequence is strongly thematic in that it is limited to some well defined domain of cognitive developmental research e g logical and mathematical development development of learning All Progress volumes will be edited collections Editors of such collections upon consultation with the Series Editor may elect to have their books published either as contributions to the Progress sequence or as separate volumes All books written by one author or a small group of authors are being published as separate volumes within the series

Ethics and the Good Teacher Andrew Peterson, James Arthur, 2020-04-29 Ethics and the Good Teacher brings together reviews of existing literature and analysis of empirical data from three research projects conducted by the Jubilee Centre for Character and Virtues The Good Teacher Schools of Virtue and Teacher Education to explore the ethical dimensions of the teaching profession The book is premised on the idea that what constitutes a good teacher involves more than technical skills and subject knowledge Understood as a professional activity teaching involves an important ethical dimension a fact that has come under increased scrutiny and some would argue increased threat over recent years as education and schooling have become shaped by market logic and accountability Addressing the influence of personal and professional character on teachers and teaching and containing clear implications for policy practice and research this book will be of great interest to teachers and other professionals working in education settings as well as those working in educational policy It will also appeal to academics undergraduate students and postgraduate students researching the teaching profession and ethics morality in education more generally

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Stress And Emotion Charles D. Spielberger, Irwin G. Sarason, Zsuzsanna Kulcsar, Guus L. Van Heck, 2015-10-23 This volume based on an international conference on current research in Stress And Emotion Covers In Four Sections Theoretical Aspects perception cognition and emotion the physiological and biological Concomitants Of Emotion And Type A Behaviour And Emotion

Annals of Theoretical Psychology Paul Van Geert, Leendert P. Mos, William J. Baker, 2013-11-11 As a follow up to Volume 7 contributors continue to explore the latest developments in developmental psychology Here researchers focus on the integration of theory and research and evaluates theoretical progress and advanced research Continuing with the successful format of previous volumes in Annals of Theoretical Psychology Volume 10 presents four major contributions each accompanied by commentaries and replies to commentaries

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