

TEACHING IN MORAL AND DEMOCRATIC EDUCATION

Wiel Veugelers
Fritz K. Oser (Eds.)

EXPLORATIONEN

PETER LANG

LEHRBÜCHER DER PÄDAGOGIK

Teaching In Moral And Democratic Education Explorationen Studien Zur Erziehungswissenschaft

Philippe Vitale, Beryl Exley



Teaching In Moral And Democratic Education Explorationen Studien Zur Erziehungswissenschaft:

Pädagogik und Ethik Detlef Horster, Nina Oelkers, 2015-02-27 Einem antiken einem mittelalterlichen und selbst einem neuzeitlichen Autor der sich mit Fragen der Erziehung befasste wäre es nicht in den Sinn gekommen über das Verhältnis von Pädagogik und Ethik nachzudenken und es als problematisch darzustellen Autoren von PLATON bis HERBART haben Erziehung selbstverständlich mit Moral oder Sittlichkeit der Idee des Guten den Kardinaltugenden oder einem Ethos verbunden ohne Reflexionsbedarf für eine pädagogische Ethik zu sehen die mehr und anderes wäre als die Ableitung ethischer Sätze für Zwecke und Aufgaben der Erziehung Mindestens bis HERBART gilt der Satz dass die Zwecke der Erziehung auch dann ethisch bestimmt sein müssten wenn eine fertige oder konsensfähige Ethik gar nicht vorliegt Ethik oder praktische Philosophie schien unabhängig von ihrer Beschaffenheit oder Qualität der Garant zu sein über Probleme der Erziehung auf moralisch zulässige oder aussichtsreiche Weise nachdenken zu können Das scheint sich grundlegend geändert zu haben betrachtet man Buchtitel Häufigkeit der Problembenennung oder mit Erziehung und Bildung in Zusammenhang gebrachte Lösungswahrscheinlichkeiten Dabei spielen oft höchst einfache Annahmen eine Rolle ohne eine bestimmte philosophische Ethik beim hen zu müssen Man könnte von einem Assoziationsfeld sprechen in dem Defizite reflektiert und mit Postulaten der Erziehung verknüpft werden Erziehung ist auf diesem Feld zumeist identisch mit Moralerzeugung die Idee ist gesellschaftliche oder individuelle Defizite in moralischen Hinsichten mit neuer und besserer Erziehung bearbeiten zu können

Teaching in Moral and Democratic Education Wiel Veugelers, Fritz Oser, 2003 The task of education and in particular the role of teachers is seen as crucial in preparing young people for society The authors of this volume argue for a critical democratic citizenship in which students combine autonomy and critical thinking with justice and social care The contributors to this volume are leading researchers in the field of moral and democratic education and they all combine profound theoretical foundations with empirical research that can help practitioners in their pedagogical actions The first three articles focus on values and what students might learn from them An important question is what students can learn from moral mistakes The second part of the book focuses on the role of teachers in moral and democratic education What is their pedagogical professionalism and how can that be strengthened by teacher education and by collaborative action research The third part looks at the development of moral and democratic education in schools It shows how schools can stimulate the development of students values with regard to critical democratic citizenship Religion Index Two, 1989

Changes in Teachers' Moral Role, 2012-01-01 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.

Pedagogic Rights and Democratic Education Philippe Vitale, Beryl Exley, 2015-07-24. The basis of Bernstein's sociology of education lies in his theorisation of the different approaches to curriculum, pedagogy and assessment and the implications for pedagogic rights and social justice. This edited collection presents 15 empirical case studies and theoretical accounts from 22 international scholars who focus on the experiences of students and teachers in contexts marked by economic, social, cultural, linguistic and/or geographic diversity. Located in systems of education in Australia, France, Germany, Greece, Portugal, South Africa and the United States, each chapter contributes to a better understanding of the conditions of a democratic education across time and place.

Education in Democracy Robert D. Heslep, 1989. Philosophers are notorious for disturbing the peace over definitions; this practice lives on in the latest book by the philosopher of education Robert D. Heslep. As its subtitle indicates, it addresses the question: What is education's moral role in the democratic state? Although this may look like a question that is bound to occur to virtually every educator worth his or her chalk and that thus should have already inspired a whole library of responses, Heslep finds that with respect to the question there is a gap in recent educational literature. What is missing is any significant attempt to work out an answer that proceeds from a sufficiently developed theoretical framework, one that contains and coordinates theories of what morality, democracy and education mean for each other. Without such a framework, modern educators who have tried to tackle the question have stumbled over their vague terminology.

Moral perspectives on teaching Fritz Oser, 1993

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