

Theories Of Moral Development

The psychological study of moral development has expanded greatly, both in terms of the diversity of theoretical perspectives that are represented in the field, as well as in the range of topics that have been studied. This Handbook of Moral Development represents the diversity and multidisciplinary influences on current theorizing about the psychological study of moral development and the range and broad scope of topics being considered by scholars in the field.

This volume brings together contributions from researchers who address crucial questions of developmental theory such as what are the highest stages of human development? Each chapter takes Piagetian theory as a point of departure and provides a more comprehensive vision of human development. First published in 1994. Routledge is an imprint of Taylor & Francis, an informa company.

This reference work breaks new ground as an electronic resource. Utterly comprehensive, it serves as a repository of knowledge in the field as well as a frequently updated conduit of new material long before it finds its way into standard textbooks.

This volume examines the psychological basis of moral judgments and asks what theories of concepts apply to moral concepts. By combining philosophical reasoning and empirical insights from the fields of moral psychology, cognitive science, evolutionary psychology, and neuroscience, it considers what mental states not only influence, but also constitute our moral concepts

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and judgments. On this basis, Park proposes a novel pluralistic theory of moral concepts which includes three different cognitive structures and emotions. Thus, our moral judgments are shown to be a hybrid that express both cognitive and conative states. In part through analysis of new empirical data on moral semantic intuitions, gathered via cross-cultural experimental research, Park reveals that the referents of individuals' moral judgments and concepts vary across time, contexts, and groups. On this basis, he contends for moral relativism, where moral judgments cannot be universally true across time and location but only relative to groups. This powerfully argued text will be of interest to researchers, academics, and educators with an interest in cognitive science, moral theory, philosophy of psychology, and moral psychology more broadly. Those interested in ethics, applied social psychology, and moral development will also benefit from the volume.

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.

Moral Motivation through the Life Span is the fifty-first volume in the Nebraska Symposium on Motivation series, the longest continuously running symposium in the field of psychology. This work focuses on moral development theory and research, an area of academic study that began early in the twentieth century but has never before been addressed by the Symposium. What is morality, such theorists ask, and what exactly makes a "moral person"? The contributors to this volume are of diverse theoretical orientations and take different stances on a number of major themes: What motivates moral behavior? Are there certain universal moral values, or are such values always subjective? Does an individual's will or an individual's environment play a greater role in determining moral conduct? What influence can we attribute to spirituality? Finally, the contributors explore

the practical applications of their research on moral motivation: What implications do such theories have for child-rearing or our educational system? How do we raise the next generation to be empathetic toward their fellow human beings?

The culmination of three decades of study and research in the area of child and developmental psychology.

These 13 essays by noted American and German scholars provide a focused discussion of many of the issues raised by the integration of philosophical and psychological theories of moral development. The essays pivot around two key contributions, by Lawrence Kohlberg and his associates and by Jürgen Habermas. Kohlberg's major work was a description of the stages of development of moral understanding in children. This book contains the final formulation of his view of the end point of moral development (Stage 6). Habermas's insightful response to that formulation, which seeks to fit Kohlberg's perceptions into the framework of a communicative ethics, is an important extension of his own moral theory. In three parts, the essays map out the relationship between philosophy and psychology in the study of the moral domain, explore the way the moral point of view is understood within Kohlberg's cognitive-developmental model, and discuss the place of moral development in terms of various models of personality and decision making. The contributors are Augusto Blasi, Dwight R. Boyd, Rainer Dobert, Wolfgang Edelstein, Jürgen Habermas, Helen Haste, Monika Keller, Lawrence Kohlberg, Charles Levine, Mordecai Nisan, Gil G. Noam, Gertrud Nunner-Winkler, Bill Puka, Ernst Tugendhat, and Thomas E. Wren. Thomas E. Wren is Professor of Philosophy at Loyola University of Chicago. The Moral Domain is included in the series Studies in Contemporary German Social Thought, edited by Thomas

McCarthy.

The publication of this unique three-volume set represents the culmination of years of work by a large number of scholars, researchers, and professionals in the field of moral development. The literature on moral behavior and development has grown to the point where it is no longer possible to capture the “state of the art” in a single volume. This comprehensive multi-volume Handbook marks an important transition because it provides evidence that the field has emerged as an area of scholarly activity in its own right. Spanning many professional domains, there is a striking variety of issues and topics surveyed: anthropology, biology, economics, education, philosophy, psychology, psychiatry, sociology, social work, and more. By bringing together work on diverse topics, the editors have fostered a mutually-beneficial exchange not only between alternative approaches and perspectives, but also between “applied” and “pure” research interests. The Theory volume presents current and ongoing theoretical advances focusing on new developments or substantive refinements and revisions to existing theoretical frameworks. The Research volume summarizes and interprets the findings of specific, theory-driven, research programs; reviews research in areas that have generated substantial empirical findings; describes recent developments in research methodology/techniques; and reports research on new and emerging issues. The Application volume describes a diverse array of intervention projects — educational, clinical, organizational, and the like. Each chapter includes a summary report of results and findings, conceptual developments, and emerging issues or topics. Since the contributors to this publication are active theorists, researchers, and practitioners, it may serve to define directions that will shape the emerging literature in the field.

Diploma Thesis from the year 2001 in the subject Psychology

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- Developmental Psychology, grade: 1,0, Free University of Berlin, 95 entries in the bibliography, language: English, abstract: In this diploma thesis I want to consider several approaches in the area of moral development research. Given the theory of Lawrence Kohlberg, young children (younger than 10 years of age) seem to stay completely under the constraints of authorities and rules. According to Kohlberg, children's social judgments and behaviors are determined by instrumental aims to satisfy their own needs and wishes, or to avoid punishment. In this regard, the helping of others or meeting the needs of others is only motivated by instrumental considerations. Thus, in Kohlberg's view young children are not able to think or to act in a genuinely moral way. In reaction to Kohlberg, other researchers have suggested that young children are capable to make genuinely moral judgments and to act in a moral way. Eisenberg (e.g. 1986) has suggested that young children can have empathic or altruistic feelings which lead them to conduct prosocial acts. Other researchers (e.g. Keller, 1996; Nunner-Winkler, 1993) assert that children under the age of ten years are able to understand and feel moral emotions, which they consider as constitutive or as indicators for morality. Turiel and his associates (e.g. Turiel, 1983) suggest that even children at about 2 years of age are able to differentiate between a moral, conventional, and personal domain of social knowledge, and that children subordinate the importance of personal and conventional rules under the importance of moral rules. These approaches to the morality of young children revealed differing results to differing aspects of morality. The aim of my work is to examine the above mentioned approaches in order to evaluate the obvious differences between their obtained results and the results of Kohlberg. My questions are: Is Kohlberg's approach of using authority dilemmas

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The result is a deeper and richer appreciation of girls' development and women's psychological health. Prepares readers to meet the needs of an increasingly diverse college student population This is a timely and comprehensive overview of key theories of student development that illustrates their application across a range of student services with diverse student populations. It is distinguished by its focus on nontraditional student populations including adults changing careers, parents, veterans, and international students. The book examines relevant theories of cognitive, ethical, moral, and personality development and theories of identity development in terms of ethnicity, gender, and ability. Also covered are theories relevant to disability issues, LGBT identity issues, and to choice of career and major/degree. Unique to the text is information on how theories can be applied, beyond understanding individual students, to student groups and to guide the coordination of student affairs services across the campus. Engaging case vignettes immerse readers in diverse perspectives and demonstrate the application of theory to a wide range of student types and issues. The book covers the history and development of each theory along with its strengths and limitations. Also included are useful suggestions on how to best assist students with current challenges. Reflective questions concluding each chapter help students to reinforce information. An insightful text for courses in college student development in relevant graduate programs and for student affairs professionals who wish to enhance their abilities, this book reflects the realities of contemporary college student life and student affairs practices. Key Features: Applies student development theories primarily to non-traditional college students Presents chapter-opening/closing examples reflecting student diversity Explores the strengths and limitations of each theory

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Describes how theories can be applied in varied student affairs settings and in broader contexts of student affairs

Includes instructor's resources

Moral Development and Reality: Beyond the Theories of Kohlberg and Hoffman explores the nature of moral development, social behavior, and human interconnectedness. By comparing, contrasting, and going beyond the works of pre-eminent theorists Lawrence Kohlberg and Martin Hoffman, author John C. Gibbs addresses fundamental questions: What is morality? Can we speak validly of moral development? Is the moral motivation of behavior primarily a matter of justice or of empathy? Does moral development, including moments of moral inspiration, reflect a deeper reality? **Moral Development and Reality** elucidates the full range of moral development from superficial perception to a deeper understanding and feeling through social perspective-taking. Providing case studies and chapter questions, Gibbs creates a unique framework for understanding Kohlberg's and Hoffman's influential contributions.

Moral Development Theory and Applications
Routledge

A CHOICE Outstanding Academic Title 2014! This class-tested text provides a comprehensive overview of the classical and current theories of moral development and applications of these theories in various counseling and educational settings. Lively and accessible, this text engages students through numerous examples and boxes that highlight applications of moral development concepts in today's media and/or interviews from some of today's leading theorists or practitioners. Dilemma

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of the Day boxes help readers apply theory to real world situations. Each chapter concludes with discussion questions and further resources. Summary tables of theory strengths and weaknesses (Part 1) and tables that connect applications to their theoretical roots are provided in Part 2. Other highlights include: Provides an excellent resource for courses addressing the CACREP program objectives for Human Growth and Development. Emphasis on application helps readers make the connection between theory and moral issues of our time. Examines changes across time and experience in how people understand right and wrong and individual differences in moral judgments, emotions, and actions. Demonstrates how theory is used by today's helping professionals (Part 1). Integrates issues of gender and ethnicity throughout to prepare readers for practicing in a global culture. Chapter on global perspectives (ch. 6) reviews theories on the cultural aspects of morality including examples from China, Islam, Latin America, and Africa. Reviews the latest research methods techniques used in the field. Integrates classic work with contemporary guidelines for assessment and treatment. Highlights research on the moral and empathic development of antisocial youth, psychopaths, and individuals diagnosed on the Autism Spectrum. Each chapter in Part 1 provides a comprehensive overview of the theory

under review, its strengths and challenges, and examples of how the theory applies to helping professionals. The theories covered include those by Freud, Piaget, Kohlberg, Rest, Gilligan, Nodding, Bandura, Turiel, Nucci, Haidt, and Shweder. Part 1 concludes with a summary of the key points and the strengths and weaknesses of each of the theories reviewed. Part 2 highlights promising applications of moral development theory in education and counseling. These include coverage of character education programs based on sound developmental theory and examples of how drawing on a deep grounding in moral development theory can help future counselors better evaluate their clients' cognitive, emotional and behavioral challenges. The text explores specific approaches to helping clients with a variety of dysfunctional or developmental behavior problems like conduct disorder and psychopathy. Ideal as a text for advanced undergraduate and/or graduate courses on moral development or moral psychology or as a supplement in courses on human and/or child and/or social and personality development taught in psychology, counseling, education, human development, family studies, social work, and religion, this book's applied approach also appeals to mental health and school counselors.

Packed with current, real-world examples, **ETHICAL DILEMMAS AND DECISIONS IN CRIMINAL**

JUSTICE, 9th Edition offers comprehensive, balanced, and practical coverage of ethics across all three arms of the criminal justice system: the police, the courts, and corrections. Readers find coverage of the philosophical principles and theories that are the foundation of ethical decision-making, as well as the latest challenges and issues in criminal justice -- the militarization of the police, mass imprisonment, wrongful convictions, the misuse of power by elected officials and/or other public servants, and more. The text provides a wealth of hands-on exercises as well as such insightful features as In the News boxes spotlighting recent examples of misconduct. For those studying or contemplating a career in criminal justice, real-life cases and situations demonstrate the significance of ethics in today's criminal justice arena. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This volume examines the psychological, social-relational, and cultural foundations of the most basic moral commitments. It begins by looking at the seminal writings of Augusto Blasi, whose writings on moral cognition, the development of self-identity, and moral personality have transformed the research agenda in moral psychology. This work is now the starting point of all discussion about the relationship between self and morality; the developmental grounding of the moral personality; and the moral

integration of cognition, emotion, and behavior. Indeed, it is now widely believed that organizing self-understanding around basic moral commitments is crucial to the formation of a moral identity which, in turn, underwrites moral conduct. Using Blasi's work as a point of departure, a distinguished interdisciplinary and international group of scholars have contributed essays summarizing their own theoretical and empirical research on these topics. This book features new theories of moral functioning that range across several psychological literatures, including social cognition, cognitive science, and personality development. Examining the social-relational, communitarian, and cultural aspects of moral self-identity, it provides a comprehensive account of moral personality. Uniformly integrative, field-expanding, and on the cutting edge of research on moral development and personality, the book appeals to scholars, developmental theorists and graduate students interested in issues of moral development, education, and behavior, as well as cognitive development theory.

Examines the theories of Socrates, Kant, Dewey, Piaget, and others to explore the implications of Socrates' question "what is a virtuous man, and what is a virtuous school and society which educates virtuous men."

Moral Development and Reality explores the nature of moral development, human behavior, and social

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interconnections. This fourth edition is thoroughly updated, refined, and expanded. Complete with case studies and chapter questions, it serves as a text in advanced undergraduate and graduate courses in social/developmental psychology and human development.

This is the little book that started a revolution, making women's voices heard, in their own right and with their own integrity, for virtually the first time in social scientific theorizing about women. Its impact was immediate and continues to this day, in the academic world and beyond. Translated into sixteen languages, with more than 700,000 copies sold around the world, *In a Different Voice* has inspired new research, new educational initiatives, and political debate—and helped many women and men to see themselves and each other in a different light. Presents a groundbreaking investigation into the origins of morality at the core of religion and politics, offering scholarly insight into the motivations behind cultural clashes that are polarizing America.

The articles in this collection discuss how psychological forces interact with our larger environment and contribute to criminality.

Moral Development offers a comprehensive overview of classic and current theories of moral development and applications of these theories in various counseling and educational settings. It examines changes across time and experience in how people understand right and wrong, and individual differences in moral judgements, emotions, and actions. Elizabeth C. Vozzola and Amie K. Senland review

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the latest research in the field and integrate classic work with contemporary perspectives on assessment and treatment. Part 1 provides an understanding of a range of theories, explaining their strengths and challenges, and offering examples of how these theories apply to helping professionals. It covers Freud, Piaget, Kohlberg, Rest, Gilligan, Nodding, Bandura, Turiel, Nucci, Narvaez, Haidt, and Shweder. Part 2 highlights promising applications of moral development theory in education and counseling. Fully updated with new chapters on faith development and moral and prosocial development in infancy and early childhood, the text explores specific approaches to helping clients with a variety of clinical or developmental challenges and provides an excellent resource for courses addressing the CACREP program objectives for Human Growth and Development. It also integrates issues of gender, ethnicity, and culture throughout to prepare readers for practicing in a global culture and presents a new perspective: the cultural developmental approach. Illustrated throughout with examples that highlight applications of moral development concepts in today's media, it also includes interviews from some of today's leading theorists and practitioners. Ideal as a text for advanced courses on moral development and moral psychology, as well as courses on human, child, social and personality development taught in psychology, counseling, education, human development, family studies, social work, and religion. Its applied approach also appeals to mental health and school counselors.

Psychoanalytic Studies of the Work of Adam Smith blends the rich intellectual heritage of the hermeneutic tradition with the methods and concepts of psychoanalysis, in order to examine the seminal works of Adam Smith. This is the first book on Smith to analyse the works of the groundbreaking moral theorist and founding father of economics from a

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psychoanalytic perspective, whilst also examining the human capacities and skills that are necessary to put Smith's ideas into practice. Starting with a detailed discussion of the psychological difficulties that afflicted Smith, Özler and Gabrinetti examine the influence that Smith's life had on the ideas that are found in his major works. The authors explore the sympathetic process in Smith's *The Theory of Moral Sentiments* (TMS) from an intersubjectivist perspective and use ideas from developmental psychology to argue that sympathy leads to morality. This book contains a thorough analysis of the defences that are used to create Smith's moral system in the TMS and explores how Smith's ideas were precursors to concepts later developed by Freud. The authors show that Smith's attitude to women was at best ambivalent and consider the reciprocal interaction between markets and morality from an evolutionary psychology perspective. Covering an impressive range of topics, this book will appeal to academics and postgraduate students with an interest in psychoanalysis, moral philosophy, history of thought and the social sciences. The book should also be of interest to more advanced undergraduate students.

Lawrence Kohlberg (1927-1987) was one of the key figures in generating theories of human development. Following James Mark Baldwin and Jean Piaget, he designed a research program in order to understand moral development – which he viewed as justice development -, during the life-span. With the help of dilemma-interviews and a comprehensive scoring manual, Kohlberg looked into the stage of development and the moral point of view of children, adolescents and adults both in the United States and abroad. Related herewith, he discussed central topics, such as the relationship between judgment and action, the transnational universality of moral development, and gender-related morality. His innovative interdisciplinary work embraced the fields of developmental

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psychology, philosophy, and education among others. His research was inspiring in many aspects and will be inspiring for the years to come.

The result of extensive scholarship and consultation with leading scholars, this text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

The classic manifesto of the liberated woman, this book explores every facet of a woman's life.

"This classic study examines a problem that stands at the heart of society: How does a child distinguish between right and wrong?" "Professor Piaget and his colleagues begin their investigation by analyzing the "rules of the game" - in this case a seemingly simple game of marbles - as handed down from one group of children to another. They observe the child's total acceptance of the consensus rules and describe the moral pressure of the group on the individual. Piaget proceeds to an analysis of lying, cheating, adult authority, punishment, and responsibility, noting and evaluating the changing attitudes of growing children toward these "moral realities." "The book concludes with a comparison of the findings of this significant study with those theories in social psychology and sociology that bear directly on the moral development of the child."--BOOK JACKET. Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

Jean Piaget (1896–1980) was listed among the 100 most important persons in the twentieth century by Time magazine, and his work - with its distinctive account of human development - has had a tremendous influence on a range of disciplines from philosophy to education, and notably in

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developmental psychology. The Cambridge Companion to Piaget provides a comprehensive introduction to different aspects of Piaget's work in a manner that does not eschew engagement with the complexities of subjects or debates yet is accessible to upper-level undergraduate students. Each chapter is a specially commissioned essay written by an expert on the subject matter. Thus, the book will also be of interest to academic psychologists, educational psychologists, and philosophers.

This comprehensive, ten volume reference work reflects the interdisciplinary influences on evolutionary psychology and serves as a major resource for its history, scientific contributors and theories. It draws on biology, cognitive science, anthropology, psychology, economics, computer science and paleoarchaeology to provide a multifaceted picture of behavioral adaptation in humans and how it adds to our academic and clinical understanding. Edited by a noted figure in evolutionary psychology, with many seminal and renowned contributors, this encyclopedia offers the full breadth of an area that is the forefront of behavioral thinking and investigation.

The Anthropology of Entrepreneurship provides a comprehensive overview of the unique contribution from anthropology to the field of entrepreneurship studies. Insights from anthropology illuminate the wider socio-cultural implications of entrepreneurialism, a moral order and social practice that is profoundly shaping contemporary society. Revisiting classic works in anthropology from a new angle, this book provides an exciting introduction to diverse conceptual framings of economic agency. The author also examines a wide range of 21st century ethnographies from the Global South, alongside his own research from across Europe. Readers meet ordinary people struggling with new social landscapes, including neoliberal urbanism, informal

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credit, heritage marketing, social enterprising, gift competition, and silicon utopias. With sensitivity to different theoretical, temporal, and ethnographic perspectives, the author presents a thorough cultural history of the entrepreneur?this ubiquitous, yet ambivalent contemporary character. This important volume will be of interest to scholars and students of anthropology, business studies and other related social sciences.

Studies the two developmental psychologists' theories as they relate to education and Christianity in an attempt to define moral maturity

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