

Journal Of Education And Ethics In Dentistry

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This book discusses the significance, relevance, and usefulness of professional ethics in the context of higher education. It highlights the pivotal role of professional ethics in offering teachers a better understanding of their responsibilities, duties, rights, and institutional obligations as they work to provide quality education. The volume investigates the connection between the adoption of professional ethics by individual faculty members in higher education and the development of work cultures in higher educational institutions. It explores the requisite modifications of the Teachers' Code of Ethics in relation to the usage of Information and Communication Technologies (ICTs) in teaching-learning platforms. While examining the validity, reliability, and application of professional ethics in the higher education sector, the book also illustrates the application of codes of ethics to resolve conflicting interests and commitments. This book will be useful to scholars and researchers in higher education, the philosophy of education, applied ethics, public policy, and the social sciences.

"This book objectively challenges the link between ethics and our everyday activities. It takes ethics out of philosophy departments and puts it squarely onto the

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streets, into the villages, towns and cities, and connects ethics to all life on Earth. The book's primary audience is teacher trainers, college instructors, university professors and others responsible for professional development in education. It is also aimed at environmental educators who want to take their teaching more deeply into the questions that lie at the heart of sustainable living."--Pub. desc

Young people have an enormous stake in the present and future state of Earth. Almost half of the human population is under the age of 25. If young people's resources of energy, time, and knowledge are misdirected towards violence, terrorism, socially-isolating technologies, and unsustainable consumption, civilization risks destabilization. Yet, there is a powerful opportunity for society if young people can participate positively in all aspects of sustainable development. In order to do so, young people need education, political support, resources, skills, and hope. This volume offers a global perspective on education initiatives by and for young people that promote a transition to sustainability. It includes 38 essays co-authored by 68 contributors from 25 nations, representing a diversity of geography, gender, and generation. "The development of youth leadership has been a central concern of my professional work. Young people have a lot to offer to sustainable development and should participate in planning for our planet's future. This rich collection of theoretical and practical approaches captures the growing response of

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young people to this challenge. I am particularly pleased with the attention paid to the role of often-underrepresented regions of the world, to the role of women, and to the Earth Charter in the creating a peaceful and sustainable future." Julia Marton-Lefèvre, Director General of IUCN (International Union for Conservation of Nature), and former Rector of the University for Peace "This book is a rich, global tapestry depicting the inter-linkages among youth, education and sustainable development. What is particularly interesting is that it shows how education, at all levels, can be a powerful engine for promoting sustainability. This work is an important contribution to the United Nations Decade of Education for Sustainable Development." Goolam Mohamedbhai, Secretary-General, Association of African Universities, and Past President, International Association of Universities "This important and skillfully-prepared book comes at a critical time.... A great strength of this volume is that it blends together theoretical and practical insights regarding education for sustainable development by and for young people. It is written from diverse cultural perspectives from all world regions. Readers, from many fields, especially young people and their teachers, will find it timely and relevant. I hope that it will inspire the younger generation to get involved in seeking solutions to the challenges we face." James Gustave Speth, Former Administrator of the United Nations Development Programme, and Dean Emeritus of the School of Forestry and

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Environmental Studies at Yale University "It is my hope that you are inspired, as I have been, by Young People, Education, and Sustainable Development: Exploring Principles, Perspectives, and Praxis, for the stories in this volume are full of the possibilities that emerge when we honor and support young people." Ruud Lubbers, Former Prime Minister of The Netherlands, and past United Nations High Commissioner for Refugees

Moral Education and the Ethics of Self-Cultivation

A Philosophical Appraisal

Western Journal of Education

Values in Action

International Journal of Cyber Ethics in Education, Vol 2 ISS 1

International Journal of Cyber Ethics in Education (IJCEE).

Accounting education ought to prepare future professionals to enter a principles-based, rules-oriented field of activity wherein technical knowledge of accounting standards (principles, rules and decision procedures) and ethical awareness (the capacity to discern moral issues and resolve ethical dilemmas) are crucial. Accounting education is best performed by the accountant's adherence to the principles of

the accounting profession and by individuals and firms following the appropriate rules, act according to the codes of conduct adopted by their profession, exercise clear judgment whenever they address financial transactions and consider/assess the state of a given business. Accounting Ethics Education: Making Ethics Real gathers a diversity of contributions from invited well-known experts and other specialists. It promotes comprehensive reflection around key trends, discussing and highlighting the most updated research on accounting ethics education, being an essential and useful reference in the field. In the performance of accounting tasks, the accountant should be educated and supported in the skills development and habit formation to solve accounting problems, recognize moral issues and resolve ethical dilemmas that will be encountered in their special tasks. Also, this book provides a moral map for identifying and acting on values when difficult situations arise. Examining multiple perspectives, the book improves the scholarly debate by providing cutting-edge and

insightful research vital for all those interested and immersed in these matters. It will be of great value to academics, students, researchers and professionals in the fields of accounting, accounting education and ethics. Best known today for his novels, plays and short stories, but also an accomplished essayist, editor and journalist, Albert Camus was one of the most influential literary figures of the 20th century. He has gained widespread recognition for works such as *The Stranger*, *Caligula*, *The Plague* and *Exile and the Kingdom*. In 1957 Camus was awarded the Nobel Prize for Literature. In 1960 he was killed in a car accident, aged just 46. Since Camus' untimely death, his work has been engaged by scholars in literature, politics, philosophy and many other fields. This volume is one of the first book-length studies of Camus with a specifically educational focus. Camus' writings raise and address ethical and political questions that resonate strongly with current concerns and debates in educational theory, and the difficulties and dilemmas faced by his characters mirror

those encountered by many teachers in school classrooms. This book will appeal to all who wish to consider the connections between education, ethics and the problem of human existence. This book was originally published as a special issue of Educational Philosophy & Theory.

Educational philosophies of self-cultivation as the cultural foundation and philosophical ethos for education have strong and historically effective traditions stretching back to antiquity in the classical 'cradle' civilizations of China and East Asia, India and Pakistan, Greece and Anatolia, focused on the cultural traditions in Confucianism, Taoism, and Buddhism in the East and Hellenistic philosophy in the West. This volume in East-West dialogues in philosophy of education examines both Confucian and Western classical traditions revealing that although each provides its own distinct figure of the virtuous person, they are remarkably similar in their conception and emphasis on moral self-cultivation as a practical answer to how humans become virtuous. The collection also examines self-cultivation in

Japanese traditions and also the nature of Michel Foucault's work in relation to ethical and aesthetic ideals of Hellenistic self-cultivation.

Focusing on the partnerships and collaborations between teacher educators and students with regards to faculty members' professional development, contributors from around the world provide insight into professional development opportunities in the context of teaching and collaborating with students. Contributions from these distinguished scholars come from a broad range of countries and cultures to ensure that the presented studies reveal rich information about diverse systems of teacher education. The studies presented in the book demonstrate how these faculty student partnerships can significantly assist faculty members to develop professionally and produce benefits and impacts on their professional identity. Providing ideas and tools aimed at teacher educators around the world, this book explores partnerships and cooperation as a tool to lead to development and ultimately promotion. This book is a must-

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read for all researchers, teacher educators and lecturers looking to expand their knowledge of partnerships with students in higher education.

Rethinking Reflection and Ethics for Teachers

The Ethical Teacher

Assessment in Ethics Education

Ethics in Higher Education

January–March 2014

Education, Ethics and Experience

Updated to include changes in the field, this new edition addresses ethical issues that are most pressing to special education teachers and administrators. Using a case-based approach, students are encouraged to reason and collaborate about due process, the distribution of educational resources, institutional unresponsiveness, professional relationships, conflicts among parents and teachers, and confidentiality.

Academic professionals are expected to restrain self-interest, promote the ideals of public service, and maintain high standards of performance, while society grants the profession autonomy to regulate itself through peer review. Hamilton conveys the need for ethical leadership from within the peer collegium--a leadership that will foster a culture of high aspiration and peer review. This book suggests that the umbrella

academic organizations step forward and draft a model code of ethics for the profession of higher education. Further discussion reveals how such attempts become difficult in face of the market's relentless pressure to frame the institution-student relationship in the economic terms of provider and customer. The book also offers an analysis of academic tradition, academic freedom, and the principles of professional conduct and shared governance. Typical problems in academic life are presented, each followed by questions designed to stimulate seminar-type discussion. Appendices contain a proposed code of ethics as well as AAUP statements on the subject.

Moral and citizenship education are again at the forefront of educational attention with the recent governmental announcements about revisions to the National Curriculum frameworks to 2000 and beyond. This book addresses some of the central issues in moral and citizenship education facing teachers today, embedding practical considerations in a theoretical context and reviewing teaching, learning and assessment strategies. It draws extensively on research but is written in a clear, accessible style. Citizenship and Moral Education examines the key concepts and provides an up-to-date overview of policy, particularly addressing: theoretical issues, aims and approaches in relation to moral and citizenship education in a pluralist society the contributions of the curriculum, extra-curricular activities and the school ethos to citizenship and moral education in school teaching strategies, materials, pupil assessment and school

evaluation. The book also focuses on key professional and personal issues for teachers in undertaking moral citizenship education.

Formal ethical review of research proposals is now almost the default requirement for all – staff and students – planning research under the auspices of colleges and universities in many parts of the world. With notable exceptions, the extant literature discussing educational research ethics takes a meta-ethical overview, is negatively critical about the ethics review process per se, or comes from America and focuses specifically on the workings of the Institutional Review Boards (IRBs) there. This book, however, contains stories of lived experience from the UK, Spain, New Zealand, Bangladesh, and Australia dealing with, inter alia: dissatisfactions with criteria against which research proposals and designs and, by extension, researchers themselves, are judged to be ethical; problems encountered in obtaining ethical clearance; changes which have had to be made to plans which are believed to have affected the ensuing research process and outcomes; cases where ethical issues and difficulties arose and required considered responses despite permission to undertake the research in question being granted; and benefits perceived to accrue from ethical review procedures. Ethics and Academic Freedom in Educational Research will be of interest to researchers, students, members of ethics review boards and those teaching research ethics, primarily at postgraduate but also at undergraduate level. This book was originally published as a

special issue of the International Journal of Research and Method in Education.

Exploring principles, perspectives, and praxis

Catalogue of Books in the Mercantile Library, of the City of New York

Contributions to Education

Research Ethics for Students in the Social Sciences

Accounting Ethics Education

Teacher Education for Ethical Professional Practice in the 21st Century

Ethics and Education Research SAGE

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

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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.

On the imperative of sustainable development: a philosophical and ethical appraisal / Johan Hattingh -- Integrating economic development, social justice and ecological sustainability: a case of sustainable development in the waste industry, eThekweni Unicity, Durban / Sara Freeman, Ndyabo Mgingqizana -- Environmental management: expertise, uncertainty, responsibility

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/ Mike Ward -- Decentralising environmental management in Malawi: the challenge of capacity-building / Martin Mkandawire -- Policy playing out in the field: a case study of the implementation of sustainable agriculture in Uganda / Daniel Babikwa -- The evolution of people-and-parks relationships in South Africa's National Conservation Organisation / Kevin Moore, Lynette Masuku van Damme -- Industry and sustainability: a review through critical discourse analysis / Leigh Price -- Challenges for environmental journalism in Africa: a case story of NGO-based journalism in ecological youth of Angola / Vladimir Russo -- Curriculum patterning in environmental education: a review of developments in formal education in South Africa / Heila Lotz-Sisitka -- Indigenous knowledge and the school curriculum: a review of developing methods and methodological perspectives / Rob O'Donoghue, Edgar Neluvhalani -- Sustainable development in a post-colonial context: the potential for emancipatory research / Tsepo Mokuku -- Ambivalent globalising influences in a local context: the case of an environmental education practitioner's experience in Zambia / Justin Lupele. This text combines teachers' beliefs and practices with a

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discussion of the connections between the moral dimensions of schooling and professional ethics applied in teaching. It presents the concept of ethical knowledge as it is revealed, as it is challenged, and as it may be used in schools.

Exploring Professional Development Opportunities for Teacher Educators

Educational Management Turned on Its Head

Moral Education for Social Justice

Education and Migration

Ethics and Education Research

Roles and Responsibilities of Teachers

This book reexamines reflection and ethics for teachers, and argues the case for ensuring teaching practices are educational and professional rather than simply technical or clinical. Demonstrating that theory is indispensable when it comes to professional deliberation on educational practice, the authors draw on their experience to provide insights for teachers that will enable them to become better professional educators. This collection of research chapters, written by established researchers and educators in the field who are familiar with a variety of teaching contexts and are conversant with the current teaching standards and policies relating to teaching and teacher education, is a valuable resource for practicing teachers, researchers, policy-makers as well as for final-year student-teachers in Initial

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Teacher Education programs. Further, it enables early career teachers to meet their professional responsibilities in a more critically informed and capable manner. This book presents a number of fundamentally challenging perspectives that have been brought to the fore by the national tests on religious education (RE) in Sweden. It particularly focuses on the content under the heading Ethics. It is common knowledge that many find these parts difficult to handle within RE. Further, ethics is a field that addresses a lot of moral and existential issues that are not easily treated. Many of these issues may belong to the philosophical context, in which "eternal questions" are gathered and reflected upon. The first chapters highlight the concepts of ethical competence and critical thinking. In the following chapters the concept of ethical competence is analyzed with regard to test objectives and to students' texts, respectively. These chapters pursue a more practical approach and highlight specific challenges identified from both teacher and student perspectives. Next, the book raises the issue of global responsibility. What kind of critical issues arise when handling such matters at school? Further, can contemporary moral philosophers contribute to such a discussion? In turn, the book discusses the role of schools and analyses with regard to national tests, while the closing chapters present international perspectives on the book's main themes and concluding remarks. The book's critical yet constructive approach to issues regarding assessment in ethics education makes a valuable contribution to an ongoing debate among researchers as well as to the everyday communication on testing in schools and classrooms. As such, it will appeal to scholars

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ethics education and researchers in the field of assessment, as well as educators and interested and engaged in the task of testing ethics in school contexts where curriculum demands for valid and authoritative evaluation may provide important guidelines, but may also pose challenges of their own.

Part of the popular BERA/SAGE Research Methods in Education series, this is the first to specifically focus on the ethics of Education research. Drawn from the authors' experiences in the UK, Australia and mainland Europe and with contributions from across the globe, this clear and accessible book includes a wide range of examples. The authors show how to: identify ethical issues which may arise with any research project gain informed consent provide information in the right way to participants present and disseminate in line with ethical guidelines. All researchers, irrespective of whether they are postgraduate students, practising teachers or seasoned academics, will find this book extremely valuable for its rigorous and critical discussion of theory and its strong practical focus. Rachel Broome is Professor of Sociology and Head of the Sociology Department at the University of Surrey, UK. Kitty te Riele is Principal Research Fellow in the Victoria Institute for Education, Diversity and Lifelong Learning, at Victoria University in Australia. Meg Maguire is Professor of Sociology of Education at King's College London.

In this thought-provoking volume, editors Rebecca M. Taylor and Ashley Floyd Kuntz invite readers to explore the many facets of on-campus ethical dilemmas and the careful, nuanced decision-making processes required to address them. Taylor and Kuntz demonstrate how

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apply collaborative, multidisciplinary, philosophical inquiry to deeply complex issues. The present seven normative case studies focusing on a variety of campus quandaries, from matters such as Title IX violations and free speech in social media policy, to long-simmering concerns such as admissions and access and the future of historically Black colleges and universities. The editors then bring together a diverse group of scholars and practitioners from a broad array of disciplinary and personal backgrounds to offer their commentary and analysis on the cases. Leaders in higher education are under immense pressure to respond to crises quickly, to quell controversy, and to avoid the backlash of public scrutiny in an ever-shifting sociopolitical terrain. Yet, in tension with such pressures, adequate responses to these dilemmas require leaders to make ethical, contextual choices that effectively foster inclusion, respect individual and institutional freedoms, and promote equity. Expanding the scope of inquiry, the contributors challenge underlying assumptions, raise points that had been omitted from the original cases, and imagine alternative solutions. Ethics in Higher Education appeals to readers to do the same, in the interest of advancing ethical decision-making on campuses.

Promoting Equity and Inclusion Through Case-Based Inquiry

The Ethics of Special Education, Second Edition

Ethics and Academic Freedom in Educational Research

Posthuman and Political Care Ethics for Reconfiguring Higher Education Pedagogies

Making Ethics Real

Gender, Identity and Educational Leadership

This volume makes a philosophical contribution to the application of neuroscience in education. It frames neuroscience research in novel ways around educational conceptualizing and practices, while also taking a critical look at conceptual problems in neuroeducation and at the economic reasons driving the mind-brain education movement. It offers alternative approaches for situating neuroscience in educational research and practice, including non-reductionist models drawing from Dewey and phenomenological philosophers such as Martin Heidegger and Merleau-Ponty. The volume gathers together an international bevy of leading philosophers of education who are in a unique position to contribute conceptually rich and theoretically framed insight on these new developments. The essays form an emerging dialogue to be used within philosophy of education as well as neuroeducation, educational psychology, teacher education and curriculum studies.

The importance of professional and/or practical ethics cannot be overstated in most occupations, especially in light of our contemporary, interconnected world. Within formal education, the management paradigm is shifting as a result of a continuing refocus on the moral and ethical dimensions of working and leading in schools. Although professional norms and personal qualities of

the educator can be powerful in directing and informing work-related judgment and behavior, this book puts forth and expands upon the viability of a professional ethic for education and educational administration and leadership in particular. The expansion of such an ethic for education has been underway, but in its current state could be viewed as underdeveloped or commonly misunderstood as obvious and simplistic. In this book, such an ethic for educational administration is presented, developed, and interrogated. This critical reader makes a strong argument for the legitimacy of a professional ethic for the field of education by drawing together a diverse collection of literature that explores, critically examines, and further develops a practical ethical paradigm for the field.

This open access textbook offers a practical guide into research ethics for undergraduate students in the social sciences. A step-by-step approach of the most viable issues, in-depth discussions of case histories and a variety of didactical tools will aid the student to grasp the issues at hand and help him or her develop strategies to deal with them. This book addresses problems and questions that any bachelor student in the social sciences should be aware of, including plagiarism, data fabrication and other types of fraud, data augmentation, various forms of research bias, but also peer pressure, issues

with confidentiality and questions regarding conflicts of interest. Cheating, 'free riding', and broader issues that relate to the place of the social sciences in society are also included. The book concludes with a step-by-step approach designed to coach a student through a research application process.

The rise of online tools is altering the dynamic of modern classrooms as methods of educating students are technologically expanding. Due to this advancement, institutions and educators of all levels are reconsidering their curriculum in order to integrate new technical demands. *Teacher Education for Ethical Professional Practice in the 21st Century* is an authoritative reference work for the latest scholarly research on the emerging use of technology in the educational system. Featuring coverage on proper methods, arising challenges, and educator preparation, this publication is an essential reference source for academicians, professionals and researchers seeking current research on the impact of the digital age on education.

Higher Education and Professional Ethics

Exploring a Professional Ethic for Educational Leadership : a Critical Reader

Environmental Education, Ethics & Action

Current Index to Journals in Education

Cases and Commentaries

Scientific Integrity and Ethics in the Geosciences

Toward Assessing Business Ethics Education, edited by Diane L. Swanson and Dann G. Fisher of Kansas State University, is a sequel to their book Advancing Business Ethics Education in the Ethics in Practice IAP book series. The focus on assessment in this second book is a timely response to the urgent search among business schools for ways to teach and assess ethics at a time when the public's faith in corporations and business schools has been undermined greatly by the failure of both to respond to widespread corruption and scandals in the business sector. Although no one expects business education alone to resolve these problems, the distinguished scholars represented in this book advocate that business schools should at least do their part by exposing their students to decision models that incorporate ethical dimensions on behalf of corporate stakeholders and society at large. As the book's title conveys, it is then important to assess key learning objectives to insure that business students graduate knowing ethics fundamentals and armed with the ability to recognize ethical dilemmas and possible solutions during the course of their careers. This book will speak to all who are interested in accountability for business ethics education, especially business school

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deans, university administrators, faculty members, students, and prospective employers. This audience will find that the enterprise of assessing business ethics education is advanced in three ways. First, the book functions as a venue for distinguished scholars to share the innovative ways that they are assessing ethics coverage in courses and degree programs. Second, these authors identify what needs to be assessed and the means for doing so. Third, the book serves not only as a guide to assessment, but also as a platform for expanding and improving ethics coverage in business schools. Moreover, an important take away for readers is the provision of a simple formula, first advocated by Diane L. Swanson and William C. Frederick (University of Pittsburgh) in 2005, for delivering ethics education that minimizes assessment errors. By following this formula, business schools can provide assurances that ethics will not be assessed as being sufficient when it is woefully inadequate or even missing in the curriculum and that it cannot be distorted, diluted, or trivialized by uninformed coverage and still pass inspection. Avoiding these assessment errors is critical in an educational environment in which weak accrediting standards for ethics go hand in hand with spotty, uniformed coverage that would not be tolerated for other business

disciplines.

This collection of original essays on virtue ethics and moral education seeks to fill this gap in the recent literature of moral education, combining broader analyses with detailed coverage of: * the varieties of virtue * weakness and integrity * relativism and rival traditions * means and methods of educating the virtues The rare collaboration of professional ethical theorists and educational philosophers provides a ground-breaking work and an exciting new focus in a growing area of research.

Science is built on trust. The assumption is that scientists will conduct their work with integrity, honesty, and a strict adherence to scientific protocols. Written by geoscientists for geoscientists, *Scientific Integrity and Ethics in the Geosciences* acquaints readers with the fundamental principles of scientific ethics and shows how they apply to everyday work in the classroom, laboratory, and field. Resources are provided throughout to help discuss and implement principles of scientific integrity and ethics. Volume highlights include: Examples of international and national codes and policies Exploration of the role of professional societies in scientific integrity and ethics References to scientific integrity and ethics in publications and research data Discussion of science integrity, ethics, and

geoethics in education Extensive coverage of data applications Scientific Integrity and Ethics in the Geosciences is a valuable resource for students, faculty, instructors, and scientists in the geosciences and beyond. It is also useful for geoscientists working in industry, government, and policymaking. Read an interview with the editors to find out more: <https://eos.org/editors-vox/ethics-crucial-for-the-future-of-the-geosciences> This collected volume addresses issues pertaining to education and migration from a variety of philosophical and ethical perspectives. It is high time to critically analyze ethical issues in education under conditions of globalization, not only because migration and globalization are topical issues, but also because dominant academic approaches in the ethics and political philosophy of education have a tendency to narrow their focus on the education of sedentary citizens. However, many learners and educators experience high levels of both voluntary and constrained mobility. The contributions to Education and Migration address issues pertaining to migration-related education from a variety of ethical and philosophical perspectives, including analytic applied ethics, continental philosophy, care ethics, Hegelian philosophy, the capability approach and theories of distributive justice. Distinguished scholars, as well as younger

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researchers, from a variety of disciplines (educational scholars, lawyers, philosophers, psychologists and sociologists) tackle in these eight essays core issues in the ethics and political philosophy of education, such as citizenship education or justice in access to education, from a perspective that takes human mobilities into account. The collection puts a special emphasis on the diversity of migratory experiences, on the significance of education for citizens and non-citizen migrants, long-term residents and undocumented children, immigrants and return migrants. This book was originally published as a special issue of Journal of Global Ethics.

A Case of National Tests in Religious Education

Academic Ethics

Emerging Trends in Cyber Ethics and Education

Camus and the Human Condition

A Workbook to Get Started

Toward Assessing Business Ethics Education

Educators and policy makers confront challenging questions of ethics, justice, and equity on a regular basis. Should teachers retain a struggling student if it means she will most certainly drop out? Should an assignment plan favor middle-class families if it means strengthening the school system for all? These

everyday dilemmas are both utterly ordinary and immensely challenging, yet there are few opportunities and resources to help educators think through the ethical issues at stake. Drawing on research and methods developed in the Justice in Schools project at the Harvard Graduate School of Education, Dilemmas of Educational Ethics introduces a new interdisciplinary approach to achieving practical wisdom in education, one that honors the complexities inherent in educational decision making and encourages open discussion of the values and principles we should collectively be trying to realize in educational policy and practice. At the heart of the book are six richly described, realistic accounts of ethical dilemmas that have arisen in education in recent years, paired with responses written by noted philosophers, empirical researchers, policy makers, and practitioners, including Pedro Noguera, Howard Gardner, Mary Pattillo, Andres A. Alonso, Jamie Ahlberg, Toby N. Romer, and Michael J. Petrilli. The editors illustrate how readers can use and adapt these cases and commentaries in schools and other settings in order to reach a difficult decision, deepen their own understanding, or to build teams around shared values. Cyber environments have become a fundamental part of educational institutions, causing a need for understanding the impact and general principles of ethical computer use in academia. With the rapid increase in the use of digital technologies in classrooms and workplaces worldwide, it is important that part of

the training that takes place for students is how to be good cyber citizens, who are ethical in the decisions that they make and in their interactions with others across digital platforms. Emerging Trends in Cyber Ethics and Education is a pivotal reference source that provides vital research on the application of ethics and education within online environments. While highlighting topics such as computer simulation, corporate e-learning, and plagiarism detection, this publication explores effective ways of utilizing digital landscapes for online education, as well as the methods of improving cyber security frameworks. This book is ideally designed for educators, IT developers, education professionals, education administrators, researchers, and upper-level graduate students seeking current research on secure and educational interactions in digital landscapes.

This book makes an important contribution to ongoing debates about the epistemological, ethical, ontological and political implications of relational ethics in higher education. By furthering theoretical developments on the ethics of care and critical posthumanism, it speaks to contemporary concerns for more socially just possibilities and enriched understandings of higher education pedagogies. The book considers how the political ethics of care and posthuman/new feminist materialist ethics can be diffracted through each other and how this can have value for thinking about higher education pedagogies. It includes ideas on ethics

which push those boundaries that have previously served educational researchers and proposes new ways of conceptualising relational ethics. Chapters consider the entangled connections of the linguistic, social, material, ethical, political and biological in relation to higher education pedagogies. This topical and transdisciplinary book will be of great interest for academics, researchers and postgraduate students in the fields of posthuman and care ethics, social justice in education, higher education, and educational theory and policy.

Gender, Identity and Educational Leadership explores how head teachers' social identities – particularly pertaining to gender, social class and ethnicity – influence their leadership of diverse populations of pupils and staff. Informed by new research conducted throughout the first decade of the 21st century and advances in gender theories, the book draws attention to how head teachers' views of their diverse school populations influence school leadership.

Connections are made between head teachers' social identities; their personal and professional histories; and their perceptions of diversity amongst the children, young people, staff and the wider communities they serve.

Neuroscience and Education

Education, Ethics and Existence

Dilemmas of Educational Ethics

Essays in honour of Richard Pring

Problems and Materials on Professional Conduct and Shared Governance

Education, Ethics and Experience is a collection of original philosophical essays celebrating the work of one of the most influential philosophers of education of the last 40 years. Richard Pring ' s substantial body of work has addressed topics ranging from curriculum integration to the comprehensive ideal, vocational education to faith schools, professional development to the privatisation of education, moral seriousness to the nature of educational research. The twelve essays collected here explore and build on Pring ' s treatment of topics that are central to the field of philosophy of education and high on the agenda of education policy-makers. The essays are by no means uncritical: some authors disagree sharply with Pring; others see his arguments as useful but incomplete, in need of addition or amendment. But all acknowledge their intellectual debt to him and recognise him as a giant on whose shoulders they stand. This book will be a welcome and lively read for educational academics, researchers and students of Educational Studies and Philosophy.

Virtue Ethics and Moral Education
Contribution to Education

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Citizenship and Moral Education
Chinese and Western Perspectives
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