

---

# Kohlbergs Stages Of Moral Development Prophecy Viewpoint

---

The Effects of Business and Philosophy Instruction on the Moral Development of College Students

Establishing Cognitive-developmental Constructs for Working with Delinquent Youth

The Moral Domain

Moral Development

Teach Like Your Hair's on Fire

A Neo-kohlbergian Approach

Morals & Values

The Psychology of Moral Development

Lawrence Kohlberg's Stages of Moral Development

Kohlberg's Stages of Moral Development

Moral Education and Kohlberg's Stages of Moral Development in the Light of Social Problems

Postconventional Moral Thinking

Moral Development

Considerations in Public Administration Practices

The Nature and Validity of Moral Stages

Taxonomies Instead of Stages

Billy-Lynn the Bear Say's "speak the Truth"

Relationship of Stages of Moral Development to Knowledge of Kohlberg's Theory of Moral Development in High School Students

The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation

Kohlberg's Stages of Moral Development

A Guide to Piaget and Kohlberg

The Philosophy of Moral Development

The Study of Lawrence Kohlberg's Stages of Moral Development Theory and Ethics

The Philosophy of Moral Development

A Current Formulation and a Response to Critics

The Relevance of Kohlberg's Stages of Moral Development to Research in Political Socialization

A Behavioural Analysis of Some Aspects of Kohlberg's Stages of Moral Development

The Measurement of Moral Judgement: Volume 2, Standard Issue Scoring Manual

Kohlberg Revisited

IN A DIFFERENT VOICE

Moral Development and Reality

Theory and Applications

Lawrence Kohlberg, Consensus and Controversy

Stages of Moral Development as a Basis for Moral Education

Moral Stages and the Idea of Justice

An Alternative to Lawrence Kohlberg's Theory of Moral Development

Developmental Psychology  
Moral Judgments and Social Education  
Lawrence Kohlberg - An Introduction  
Moral Stage - A literature overview

*Kohlbergs  
Stages Of  
Moral  
Development  
Prophecy  
Viewpoint*

Downloaded  
from  
[blog.gmercyu.edu](http://blog.gmercyu.edu)  
by guest

---

## **BRAYLON NICOLE**

---

The Effects of Business and Philosophy Instruction on the Moral Development of College Students SAGE  
Although Lawrence Kohlberg provided major ideas for psychological research in morality for decades, today some critics regard his work as outmoded, beyond repair, and too faulty for anybody to take seriously. These critics suggest that research would advance more profitably by taking a different approach. Postconventional Moral Thinking acknowledges particular philosophical and psychological problems with Kohlberg's theory and methodology, and proposes a reformulation called "Neo-Kohlbergian." Hundreds of researchers have reported a large body of findings after having employed Kohlberg's theory and methods to the Defining Issues Test (DIT), therefore attesting to the relevance of his ideas.

This book provides a coherent theoretical overview for hundreds of studies that have used the DIT. The authors propose reformulations in the underlying psychological and philosophical theories. This book pulls together the analysis of criticisms of a Kohlbergian approach, a rationale for DIT research, and new theoretical ideas and new research.

*Establishing Cognitive-developmental Constructs for Working with Delinquent Youth* Springer Science & Business Media  
This book is evidence base. Lawrence Kohlberg's stages of moral development constitute an adaptation of a psychological theory. The theory holds that moral reasoning, a necessary condition for ethical behavior, has six developmental stages and three levels, each more adequate at responding to moral dilemmas than its predecessor. Kohlberg determined that the process of moral development was principally concerned with justice and that it

continued throughout the individual's life. Kohlberg's Moral Development determines that there is a hierarchy of cognitive development. It is necessary to understand what is good and what is bad. Understanding morals and values is an important part of the journey. It allows the individual to realize the necessity of the good actions to be followed or to sustain oneself in a healthy manner. Morals and values are intended or expected to keep us on the path of truth, honesty, and genuineness. VALUES are your personal experiences SAFEGUARDING your welling beings. It's a set of rules that are internal and prevent harm. The strong moral compass of harmony, truthfulness, compassion, honesty, forgiveness etc. activate the compass within and GUIDES the individual on a journey, of staying on the course of value building recognizing what is right and what is wrong.

*The Moral Domain*  
Harvard University Press  
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.

### **Moral Development** Springer

"Based upon Lawrence Kohlberg's theory of moral development, this study compared the relative effectiveness of two college programs -- Business and Philosophy -- in facilitating development through the stages of moral development defined by Kohlberg. A cross-sectional approach was selected owing to the practical impossibilities of proceeding with longitudinal investigation. This led to the formation of four groups, which received the appellations of Beginning Philosophy Majors, Advanced Philosophy Majors, Beginning Business Majors, and Advanced

Business Majors, respectively. Kohlberg's Moral Judgment Interview was selected as the means of measuring moral maturity. Three null hypotheses were formed. The first predicted that "Beginning Philosophy Majors will not score significantly higher in moral maturity as measured by the Kohlberg Moral Judgment Interview than Advanced Business Majors". The second null hypothesis predicted that "Advanced Philosophy Majors will not score significantly higher on the Kohlberg Moral Judgment Interview than Advanced Business Majors", and the third predicted that "The mean difference in moral maturity as measured by the Kohlberg Moral Judgment Interview between Beginning and Advanced Philosophy Majors will not be significantly greater than the mean difference between Beginning and Advanced Business Majors". Each group consisted of eight volunteers. The experimental procedure required each participant to: 1. Complete a Biographical Information Sheet. 2. Respond orally to a set of questions and probes relating to the moral dilemmas of the

Moral Judgment Interview. 3. Take the Slosson IQ test. As the above would imply, certain controls were built into the design. Since the variables age, IQ, and G.P.A all relate highly to stage of moral reasoning, the four groups were roughly equated with respect to these variables. Since a two factor [analysis] of variance revealed the presence of two main and one interaction effects, individual t tests were performed to test each of the three null hypotheses. The .05 level of significance was adopted for each of the three one-tailed tests (each of the three predictions had been directional). The results of the statistical analysis led to the rejection of null hypothesis #2 and null hypothesis #3, but failed to allow a rejection of null hypothesis #1. This led to the conclusion that the difference in moral maturity between Beginning and Advanced Philosophy Majors is greater than that between Beginning and Advanced Business Majors. Consequently, it was inferred from these results that philosophy majors pass through Kohlberg's stages of moral reasoning at a more

rapid pace than do business majors. In the final chapter, the question of "Why should the moral maturity of philosophy majors proceed more rapidly than that of business majors?", was explored. A cognitive-developmental interpretation of this finding was advanced, followed by a listing of the study's weaknesses, and in particular those weaknesses which might cast doubt upon the plausibility of the interpretation advanced. And finally, some suggestions for further study which might help answer some of the questions which had surfaced during the course of the present study were included"-- Document.  
[Teach Like Your Hair's on Fire](#) GRIN Verlag Seminar paper from the year 1998 in the subject Psychology - Developmental Psychology, grade: very good, Hendrix College (Department for Social Psychology), course: Independent Study, 34 entries in the bibliography, language: English, abstract: This paper is a comprehensive review of psychological literature concerning the issue of morality in

psychological research. Though the emphasis is on psychological constructs the first chapter offers philosophical and sociological views on morality. In the second chapter Kohlberg's stage sequence theory is explained from its origins in Piaget's work to various criticisms of the theory. The second chapter also provides extensive information about measurement and the different approaches popular in psychological literature. The last part in the second chapter links other constructs like socioeconomic status, grade point average, collectivism, and psychoticism to moral reasoning. The third chapter concludes the paper with a review of the most important thoughts on morality and states the need for further research in special areas.  
[A Neo-kohlbergian Approach](#) Penguin Electronic Inspection Copy available here Revisiting the Classic Studies is a series of texts that introduces readers to the studies in psychology that changed the way we think about core topics in the discipline today. It provokes students to ask more interesting and

challenging questions about the field by encouraging a deeper level of engagement both with the details of the studies themselves and with the nature of their contribution. Edited by leading scholars in their field and written by researchers at the cutting edge of these developments, the chapters in each text provide details of the original works and their theoretical and empirical impact, and then discuss the ways in which thinking and research has advanced in the years since the studies were conducted. Revisiting the Classic Studies in Developmental Psychology traces 14 ground-breaking studies by researchers such as Harlow, Meltzoff & Moore, Kohlberg and Bandura to re-examine and reflect on their findings and engage in a lively discussion of the subsequent work that they have inspired. Suitable for students on developmental psychology courses at all levels, as well as anyone with an enquiring mind

**Morals & Values**  
Cambridge University Press

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. *The Psychology of Moral Development* Routledge

In an era of curricular changes, experiments, and high-stakes testing, educational measurement and evaluation are more important than ever. In addition to expected entries covering the basics of traditional theories and methods, *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* also covers important sociopolitical issues and trends influencing the future of that research and practice. Textbooks, handbooks, monographs, and other publications focus on various aspects of educational research,

measurement, and evaluation, but to date, there exists no major reference guide for students new to the field. This comprehensive work fills that gap, covering traditional areas while pointing the way to future developments. Key Features: Nearly 700 signed entries are contained in an authoritative work spanning four volumes and available in electronic and/or print formats. Although organized A-to-Z, front matter includes a Reader's Guide grouping entries thematically to help students interested in a specific aspect of education research, measurement, and evaluation to more easily locate directly related entries. Back matter includes a Chronology of the development of the field; a Resource Guide to classic books, journals, and associations; and a detailed Index. Entries conclude with Further Readings and cross-references to related entries. The Index, Reader's Guide themes, and cross-references combine to provide a robust search-and-browse in the electronic version. *Lawrence Kohlberg's Stages of Moral Development* Columbia

University Press  
First published in 1994.  
Routledge is an imprint of  
Taylor & Francis, an  
informa company.

*Kohlberg's Stages of  
Moral Development* Moral  
Development and  
Reality Beyond the  
Theories of Kohlberg and  
Hoffman

First published in 1981,  
this collection of essays  
was taken from Peters' larger  
work, *Psychology and Ethical  
Development* (1974) in order to  
provide a more focused volume on  
moral education for students.  
Peters' background in both  
psychology and philosophy makes  
the work distinctive, which is  
evident from the first two essays  
alone: 'Freud's theory of Moral  
Development in Relation to that of  
Piaget' and 'Moral Education and  
the Psychology of Character'. He  
also displays balance in his  
acceptance that reason and feeling  
are both of great importance  
where the subject of moral  
education is concerned. Although  
written some time ago, the book  
discusses issues which are still of  
considerable interest and  
importance today.

Moral Education and  
Kohlberg's Stages of  
Moral Development in the

Light of Social Problems  
San Francisco : Harper &  
Row

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

Postconventional Moral  
Thinking Routledge

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**

Psychology Press  
First published in 1986.  
Routledge is an imprint of  
Taylor & Francis, an  
informa company.

*Considerations in Public  
Administration Practices*  
Harpercollins College  
Division

*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.

*The Nature and Validity of  
Moral Stages* SAGE  
Publications

This innovative text  
utilizes Kohlberg's stages  
of moral development,  
demonstrating how they  
can be effectively applied  
to couple and marriage  
therapy. Facilitating moral  
stage development has  
been found to improve  
couples' ability to relate  
to one another, enhancing  
trust, transparency,  
communication, and  
intimacy. Based on  
empirical research and  
Kohlberg's classic stages



of development, the book showcases the Conceptual Template, a tool for therapists to guide their clients in thinking more objectively about the reality being experienced, their own subjectivity, and how to work together as a couple to mindfully solve problems. With an extensive Instructional Manual as well as a transcript of the author teaching the Conceptual Template process to a therapist, *Moral Development in Couple Therapy* illustrates a highly practical approach to counseling that helps couples achieve a more rational level of moral judgment and reasoning. Filled with practical case studies and written in an accessible manner, this text is an indispensable resource for couple therapists and other mental health professionals working with couples to resolve conflict. .

**Taxonomies Instead of Stages** University of Toronto Press  
Lawrence Kohlberg's Approach to Moral Education presents what the late Lawrence Kohlberg regarded as the definitive statement of his educational theory. Addressing the sociology and social psychology of

schooling, the authors propose that school culture become the center of moral education and research. They discuss how schools can develop as just and cohesive communities by involving students in democracy, and they focus on the moral decisions teachers and students face as they democratically resolve problems. As the authors put it: "We propose an educational renewal of our democratic society.... We have attempted to establish schools that do more than just teach about democratic citizenship, that are themselves democratic societies."

**Billy-Lynn the Bear Say's "speak the Truth"**  
San Francisco : Harper & Row

"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) Relationship of Stages of Moral Development to Knowledge of Kohlberg's Theory of Moral Development in High School Students Routledge  
 Moral Development and Reality Beyond the Theories of Kohlberg and Hoffman SAGE  
*The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* Taylor & Francis  
 To substantiate the usefulness and applicability of Kohlberg's cognitive-developmental approach to moral development for social work, particularly for working with children who exhibit "delinquent" behaviour or who have experienced deprivation, a set of test materials was constructed and tested for consistency with Kohlberg's assumptions. This involved analysing stage levels across modes of moral reasoning and aspects of morality. The test was also evaluated against age, achievement level, social class and family stability. Kohlberg's Stages of

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

Related with Kohlberg's Stages Of Moral Development Prophecy Viewpoint:

- Lackland Fitness Assessment Center : [click here](#)