

INTRODUCTION

Last twenty years ethical and value education came into focus of researchers, teachers, parents, and educators. There are more and more projects, programs, articles, and lectures about ethical education. The number of school subjects with a name “Ethics” is increasing. The necessity of ethical education on all levels is becoming very apparent. At the conference *XII Mediterranean Roots of Philosophy* (Split, Croatia, April 5–7, 2018) there were two sessions with lectures about ethical education, with altogether six lectures about ethics and value education: Barbara Bad’urová (Slovakia): “Ethical Education in Slovakia and Aristotelian Virtue Ethics”, Vojko Strahovnik (Slovenia): “Moral Theory and Ethics Education”, Rolf Roew (Germany): “Action-Oriented Teaching of Ethics”, Bruno Ćurko (Croatia): “Ethics as a School Subject in Mediterranean Countries”, Mateja Centa (Slovenia): “Art, Imagination, Emotions and Ethical Education”, and Ivana Kragić (Croatia): “Art of Democracy in Euro-Mediterranean Region”. Next to the lectures on ethical education, a roundtable about Ethical Education was organized. Participants/moderators were Barbara Bad’urová, Mateja Centa, Bruno Ćurko, Ivana Kragić, Anita Lunić, Rolf Roew and Vojko Strahovnik. Roundtable was very interesting and participants opened some major questions and topics about ethical education. Because of all that, we chose this as a topic for this Issue of *Methodical Review: journal of philosophy of education*. In this thematic unit you can find five articles about ethics and value education.

Vojko Strahovnik (Faculty of Theology, University of Ljubljana) in his article “Ethical education and moral theory” presents the concept of ethical education and the field of moral theory, but also synthetically illuminates the importance of moral theory for ethical education. Stephen Kekoa Miller (Marist College, Poughkeepsie, NY) in his article “The importance of not being earnest: The role of irreverence in philosophy and moral education” explores the role of conceptual and tonal irreverence, and situates this topic more generally within the role of humor in pedagogy. Author also demonstrates connections to social

justice and the ways that educational reform, in flattening the moral world, has omitted the opportunity to generate wonder and reverence. Mateja Centa (Faculty of Theology, University of Ljubljana) in her article “Experiential imagining in ethical education as part of a synthesis of cognitive theory of emotion and Gestalt pedagogy” introduces the concept of “experiential imagining”. Author develops this concept as part of her research on the overlap between Gestalt pedagogy, cognitive theory of emotion, and the art of life approaches to ethics. Next article is from Barbora Bađurová (Department of Ethical and Civic Education, Faculty of Education, Matej Bel University). Her article “The potential of virtue ethics in ethical education in Slovakia” gives us overview about the use and prospective use of virtue ethics in ethical education in Slovakia. Bruno Ćurko (Faculty of Humanities and Social Sciences, University of Split) in his article gives us overview of seven projects about ethical education funded by LLP Comenius and Erasmus+ platform.

I would like to thank all contributors (authors, reviewers, proof-readers) and especially Editor-in-chief Ivana Zagorac for patience and support. We received few more articles, but concerning some technical issues, we hope that we will publish them soon in the second part of Ethics and Value Education thematic unit of the journal.

Bruno Ćurko