True to the Journal’s history, this issue brings you a timely, diverse collection of thinking designed to stimulate reflection and promote further analysis. Lovat and Daily bring us one of the few empirical reviews of best practices in the field of character education. This issue also takes on the surprisingly complex definition of character education through McGrath’s presentation of a conceptual model for identifying the prototypical characteristics of character education. This idea was so novel we invited a set of experts to write commentaries.

We hope you will come away intrigued and challenged by all the contributions in this issue. Thank you to our authors and for the support of Character.org and the John Templeton Foundation. Most importantly, thank you for reading the Journal of Character Education.

Testing and Measuring the Impact of Character Education on the Learning Environment and its Outcomes
Terrence Lovat & Kerry Daily

Robert E. McGrath

Clarifying Character Education; Commentary on McGrath.
Angela L. Dawesworth & Peter Weidt

The Promise and Perils of Prototyping: Can We (and Should We) Define Character Education?
Blaine J. Fowers

Reflections on Robert McGrath’s “What is Character Education?”
Thomas Likonie

Fostering Civil Discourse: A Promising Practice for Youth Development
Corey Seemiller

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