

Foreword

This CGR issue on Teaching Ethics is the latest in a series of theme issues that focus on the theoretical and pedagogical aspects of classroom teaching. Previous issues considered Teaching Peace Studies (Vol. 32, no. 2 [Spring 2014]), History (Vol. 30, no. 3 [Fall 2012]), and Bible (Vol. 28, no. 2 [Spring 2010]). We are grateful for the work of Trevor Bechtel, who served as the guest editor of this issue. The articles by scholars and practitioners in this present volume will be of interest to anyone instructing at the college, seminary, or university level, whether in Mennonite institutions or elsewhere.

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