

Value Formation in School

What are we researching?

In this project, we are studying value development in primary school in the UK and in Switzerland, looking at value-related goals in the educational systems in both countries. This knowledge is important to support teachers and schools and to provide evidence for best practice.

For this project, we have been awarded a big grant from the SNSF in collaboration with the ESRC.

Who can participate in our project?

We are looking for primary school teachers who are teaching in Key stage 1, Grade 2 (6- to 7-year-old children).

What is happening in this project?

We will invite pupils to complete a questionnaire about their values, and we will invite teachers to complete a questionnaire about their own value-related goals and activities in their school.

We aim to do this research between February and June 2021.

What knowledge are we generating in this project?

Our project will generate first insights into how school education shapes children's values. There is very little empirical research in this field.

From this, we will understand how schools can best support children to develop value-related competences (e.g., to understand their own and others' values, and to act on their own values).

What are we offering?

We are offering a feedback on key findings from our project as well as a training for teachers that gives insights into values education in primary school and illustrates ways to promote pupils' value-related competences.

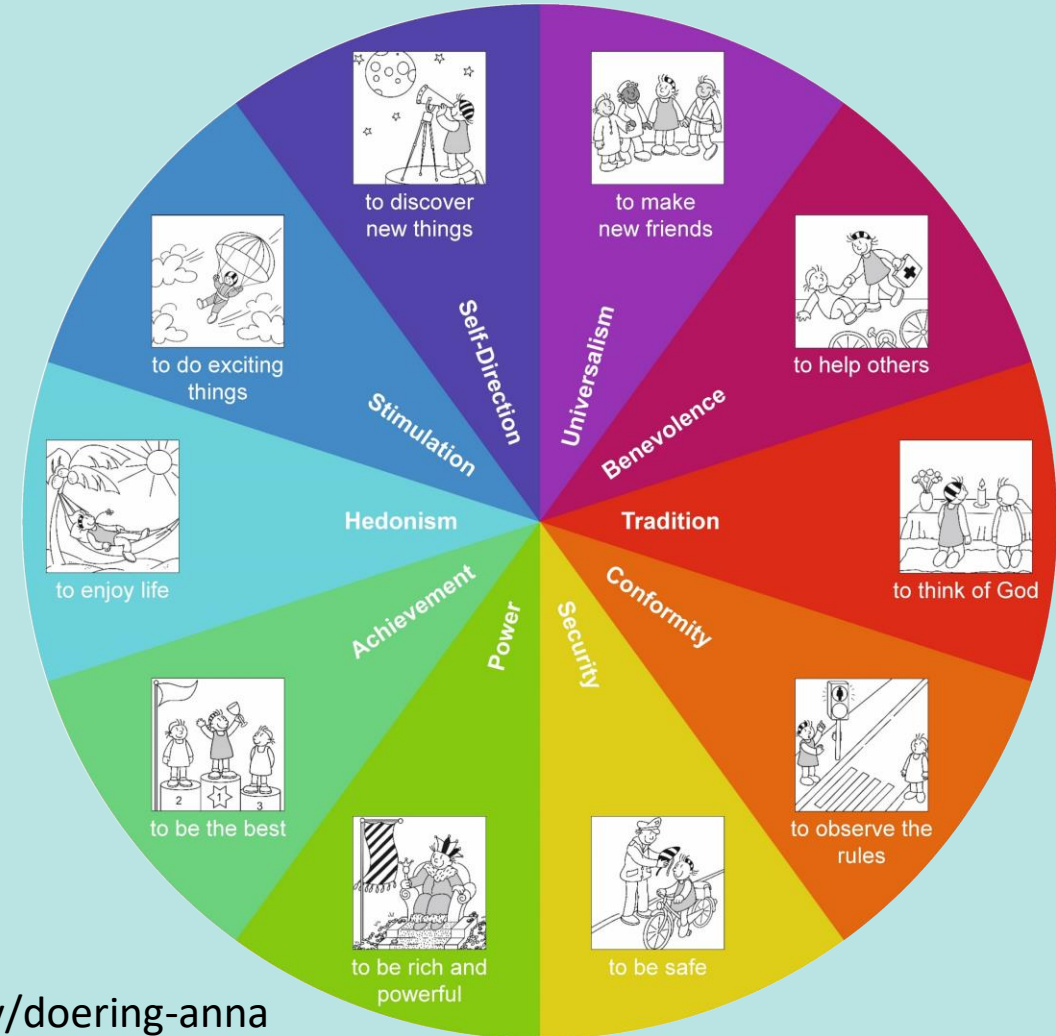
Human Values

What is important to me? How do I want to live? What are my goals?

All these questions tap on **values**. They are about positive goals and give direction to human life.

In our project team, we have been researching human values for almost two decades. We have run many projects in primary schools, and thousands of children have participated in our research. Please find more information around the project and the project team on our project webpage:

<https://bildungswissenschaften.unibas.ch/en/valise>



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