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Dear friends and colleagues,

It seems a long time since we last met at our annual conference in Glasgow in July, 2000. Maybe the world is a different place, and one which must surely confirm us in our interest and commitment to moral education and development. And where better to explore this than within the Association for Moral Education! So I extend to you one and all, seasoned AMErs and new members participating for the first time, a warm welcome to what I am certain will be a stimulating and enjoyable conference.

This 27th annual conference, in Vancouver, has as its theme, Moving Toward Moral Excellence. Conference Co-chairs Kimberly Schonert-Reichl and Gillian Wark and their colleagues have worked hard to ensure that the programme and social events will be first rate. They deserve our appreciation. The programme includes now customary features: pre-conference workshops, the Kohlberg Memorial Lecture, local distinguished lecturers, parallel sessions, lunchtime roundtables and a poster session. Social events complement our professional engagement, especially the welcome reception and banquet at which the Dissertation Awards, Dissertation Grants and Kuhmerker Award are announced. The community meeting is a chance to have your say about the conference and other AME activities, so please participate. The Association welcomes colleagues willing to stand for election to the Board who are minded to offer their time to maintain and develop its functions.

Since our AME conferences are held in a different place each year they attract core AME members from around the world, participants local to the venue and from countries in the surrounding hemisphere. This conference, with its Pacific location, is no exception. We hope first timers will feel included in the warm collegiality of AME and return again. Belonging to AME is special and distinctive – it offers a professional network and a way of seeing the world! It has been my privilege to serve on the AME Board for over a decade and as its President for three years, starting in Dartmouth, New Hampshire, then in Minnesota, nearer home in Glasgow, and now ending here in Vancouver. During this time the AME has forged closer links with the JME, has become more international in its participation, and, with the support of Lisa Kuhmerker’s legacy of the Gifts of Time has underwritten some of its developmental work. As I hand over to my successor, Steve Thoma, who has already served as Treasurer for several years, I trust that the Association will go from strength to strength.

Monica J. Taylor
WELCOME FROM THE CO-CHAIRS
OF THE 27TH ANNUAL CONFERENCE

It is a great pleasure to welcome you to the Association for Moral Education's 27th Annual Conference. This year's theme, "Moving toward moral excellence", has attracted researchers, educators, and practitioners from around the world to Vancouver. The Morris J. Wosk Centre for Dialogue is a perfect venue for discussion of moral issues. One of our aims this year is the encouragement of your continued involvement in dialogue and in commitment to moral education.

Simon Fraser University and the University of British Columbia have worked together to support this conference. The conference planning committee is composed of SFU and UBC affiliates. We are pleased to have Distinguished Lecturers, faculty and students from both universities in attendance. Indeed, our Kohlberg Memorial Lecturer, Dr. Albert Bandura, is a UBC alumnus!

We, the conference co-chairs, have worked hard to make this conference a rewarding experience for you; however, we did not work alone. We wish to acknowledge the help offered us by our planning committee and interested individuals (please see list of acknowledgements). It is up to you, now, to contribute by enjoying, participating in, and learning from the range of activities in this year's conference.

Welcome to Vancouver!

Sincerely,

Kimberly A. Schonert-Reichl and Gillian Wark
Conference Co-Chairs
About the Association for Moral Education

The Association for Moral Education (AME) was founded in 1976 to provide an interdisciplinary forum for professionals interested in the moral dimensions of educational theory and practice. The Association is dedicated to fostering communication, cooperation, training, curriculum development, and research that links moral theory with educational practice. It supports self-reflective educational practices that value the worth and dignity of each individual as a moral agent in a pluralistic society.

The Association emphasizes the development of moral understanding in all individuals, and believes that such development requires opportunities for engagement in moral dialogue. Through its program of conferences and publications, the AME serves as a resource to educators, practitioners, students, and the public in matters related to moral education and development, provides expertise on educational policies and practices, and provides information about moral education to interested parties in the general public.

The AME is governed by an Executive Board elected by and drawn from its membership, and the active participation of all of the members of the Association is encouraged. Members include public and private school teachers and administrators, counselors and psychologists, philosophers, sociologists, researchers, teacher educators, religious educators, and graduate students interested in advancing the study of moral education. The AME invites all professionals interested in moral education to be members. Conference registrants are eligible for membership in the Association for Moral Education for the subsequent year at no additional cost.

AME Executive Board

AME Officers

Monica Taylor, President
Steve Thoma, President-elect
James DuBois, Secretary
Steve Thoma, Treasurer
Kimberly A. Schonert-Reichl and Gillian Wark, AME 2001 Conference Co-Chairs

AME Executive Board Members

to 2000: Ann Higgins-D'Alessandro
Lene Arnett Jensen
Kimberly A. Schonert-Reichl
Ben Spiecker
Theresa A. Thorkildsen

to 2002: Andrea Green
Helen Haste
Georg Lind
Janie Victoria Ward
Gillian Wark

to 2001: Lawrence Blum
Sharon Lamb
Lawrence Nucci
John Snarey

to 2003: Barbara Applebaum
James Conroy
Andrew Garrod
Nancy Nordmann
Maria Cristina Moreno Gutierrez
Donald R.C. Reed
The Annual Conference

The chief activity of the AME is the sponsorship of an international conference, usually held in autumn. Through its annual conference, the Association serves as a resource to educators, practitioners, students, and researchers in matters related to moral development and moral education. Hosted by prestigious universities and institutions, the conference also serves as a think-tank in moral education by bringing together many of the world’s foremost scholars in fields having a bearing on moral education issues. Presentations in the form of lectures, symposia, panel and roundtable discussions, poster sessions and demonstrations are designed to meet the diverse interests of attendees, ranging from the highly theoretical to the eminently practical. Special features of the annual conference include a variety of pre-conference workshops, the Kohlberg Memorial Lecture, and an awards banquet to honour recipients of the Kuhmerker and Dissertation Awards.

Kohlberg Memorial Lectures

2000 Richard Pring
1999 Kenneth A. Strike
1998 Lawrence Blum
1997 Carol Gilligan
1996 William Damon
1995 Fritz Oser
1994 Richard Schweder

1993 Nel Noddings
1992 Laurence Thomas
1991 John Goodlad
1990 Howard Gardner
1989 Maxine Greene
1988 James R. Rest

AME Kuhmerker Award

The AME recognizes individuals who have made outstanding contributions to the organization and to the field. Areas of consideration include: (1) Contribution to the field of moral development and/or education. This could consist of contributions to ethical theory and philosophy, an assessment instrument or strategy adopted by a significant number of researchers, the publication on an ongoing or long-term basis of resource material and critical analyses helpful to researchers and practitioners, or an innovative educational program adopted by a significant number of practitioners; (2) Service to AME, such as acting as a board member, office holder, program planner, or major presenter at conferences; (3) Teaching and mentoring, including doctoral student supervision, course development and teaching, conceptualization, realization or supervision of educational interventions; and (4) Special/innovative service to the public, workplace, or education.

AME members are encouraged to sponsor nominations by completion of a nomination form and provision of supporting letters that address criteria used in the selection of awardees.

AME Kuhmerker Award Recipients

2000 Ann Higgins-D'Alessandro
1999 no award
1998 no award
1997 Clark Power
1996 Mary Brabeck
1995 Don Cochrane

1994 Lawrence J. Walker
1993 Dwight R. Boyd
1992 no award
1991 no award
1990 Richard L. Hayes
1989 Muriel Bebeau
AME Dissertation Award

The Dissertation Award gives recognition and commendation to a doctoral dissertation in the field of moral development and/or moral education. Persons may submit their own work or be recommended by their thesis advisor or a member of the Award Committee. The dissertation must have been completed within the past three years.

AME Dissertation Award Recipients

2000 Karl H. Hennig (PhD, University of British Columbia)
Mapping the Care Domain: Conceptualizing, Assessment, and Relation to Eating Disorders

1999 no award

1998 Elena Mustakova-Possardt (PhD, University of Massachusetts at Amherst)
The Ontogeny of Critical Consciousness

1997 Daniel James Vokey (PhD, University of Toronto)
Reasons of the Heart: Moral Objectivity and Moral Education

1996 Lene Arnett Jensen (PhD, University of Chicago)
Different Habits, Different Hearts: Orthodoxy and Progressivism in the United States and India

1995 John Harrison Taylor (PhD, University of British Columbia)
Moral Climate and the Development of Moral Reasoning: The Effects of Dyadic Discussions Between Young Offenders

1994 Mary Louise Arnold (EdD, Harvard University)
The Place of Morality in the Adolescent Self

1993 Marion Mason (PhD, Ohio State University)
The Role of Expanded Social Participation in the Transition from Stage 3 to Stage 4 Moral Judgment in Late Adolescence and Adulthood

1992 no award

1991 Marilyn Sterner Keat (PhD, Pennsylvania State University)
Moral Education: Toward New Foundations in the Hermeneutic Synthesis of Aristotle and Kant

1990 Kathleen Chafey (PhD, University of Minnesota)
An Exploration of the Linkages among Selected Components of Moral Behavior

1989 Dawn Ellen Schrader (EdD, Harvard University)
Exploring Metacognition: A Description of Levels of Metacognition and Their Relationship to Moral Judgment
1988 Deborah Deemer (PhD, University of Minnesota)  
Moral Judgment and Life Experience

1987 Jyotsna Vasudev (PhD, University of Pittsburgh)  
A Study of Moral Reasoning at Different Life Stages in India

1986 Stephen Joseph Thoma (PhD, University of Minnesota)  
Improving the Relationship Between Moral Judgment and External Criteria: The Utilizer and Non-Utilizer Dimension

1985 Gil Noam (EdD, Harvard University)  
Stage, Phase and Style: Developmental Dynamics of Self and Morality

1984 Cheryl Armon (EdD, Harvard University)  
Ideas of the Good Life: A Longitudinal/Cross-Sectional Study of Evaluative Reasoning in Children and Adults

1983 John R. Snarey (EdD, Harvard University)  
The Social and Moral Development of Kibbutz Founders and Sabras: A Cross-Sectional and Longitudinal Cross-Cultural Study

Past AME Conferences and Chairs

1999 Minneapolis, MN Darcia Narvaez
1998 Hanover, NH Andrew Garrod
1997 Atlanta, GA John Snarey
1996 Ottawa, Ontario Bill Belanger
1995 New York, NY Ann Higgins
1994 Banff, Alberta Michael Boyes
1993 Tallahassee, FL Mary BrabecK, Richard Hayes, Patricia King, Steve Thoma
1992 Toronto, Ontario Dwight Boyd
1991 Athens, GA Richard Hayes
1990 Notre Dame, IN Clark Power
1989 Newport Beach, CA Tom Wilson, Cheryl Armon
1988 Pittsburgh, PA Ray Hummel
1987 Cambridge, MA Mary BrabecK, Ann Higgins
1986 Chicago, IL Larry Nucci
1985 Toronto, Ontario Dwight Boyd
1984 Columbus, OH John Gibbs
1983 Boston, MA Ralph Mosher, Kevin Ryan, Joseph Reimer
1982 Minneapolis, MN Muriel Bebeau, James Rest, Lois Erickson
1981 New York, NY Lisa Kuhmerker
1980 Cambridge, MA Lisa Kuhmerker
1979 Philadelphia, PA Lisa Kuhmerker
1978 Scarsdale, NY Lisa Kuhmerker
1977 New York, NY Lisa Kuhmerker, Thomas Hennessy
1976 New York, NY Lisa Kuhmerker
AME 2001

AME 2001 Conference Co-Chairs

- Kimberly A. Schonert-Reichl, Department of Educational and Counselling Psychology and Special Education, University of British Columbia
- Gillian Wark, Department of Psychology, Simon Fraser University

AME 2001 Program Committee – Faculty

- Jeremy Carpendale, Department of Psychology, Simon Fraser University
- Russell Day, Department of Psychology, Simon Fraser University
- Michael McDonald, Director, Centre for Applied Ethics, University of British Columbia
- Lawrence J. Walker, Department of Psychology, University of British Columbia
- Ian Wright, Department of Curriculum Studies, University of British Columbia

AME 2001 Program Committee – Doctoral Students

- Michal Fedeles, Centre for the Study of Curriculum and Instruction, University of British Columbia
- Gail Krivel-Zacks, Department of Educational and Counselling Psychology and Special Education, University of British Columbia
- Helen Novak, Department of Educational and Counselling Psychology and Special Education, University of British Columbia
- Bryan Sokol, Department of Psychology, University of British Columbia

Reviewers

John T. Binnet, Lawrence Blum, James Conroy, James DuBois, Michal Fedeles, Ann Higgins, Gail Krivel-Zacks, M. Kyle Matsuba, Michael McDonald, Maria Cristina Moreno Gutierrez, Helen Novak, Larry Nucci, Don Reed, Kimberly A. Schonert-Reichl, Bryan Sokol, Lawrence J. Walker, Gillian Wark, Ian Wright

Conference Sponsors

- Simon Fraser University: Vice President Academic, Morris J. Wosk Centre for Dialogue, Department of Psychology
- University of British Columbia: Faculty of Education
- Carfax Publishing (Publisher of the Journal of Moral Education)
- Over the Moon Chocolates

Conference Website, Program Book, and Original Photography

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CONTACT: michal@fedeles.net
Additional Support

It is with pleasure that we acknowledge the special contribution of the following individuals and the institutions they represent:

Ann Cowan (SFU Harbour Centre), Cynthia Douwes (Morris J. Wosk Centre for Dialogue), Pat Graca (Morris J. Wosk Centre for Dialogue), Silvia Guardado (Spanish interpreter), Sherry Heard (Pan Pacific Hotel Vancouver), Lisa Jung (SFU Harbour Centre), Sandy McNeill (Conferences and Accommodation at UBC), Mary Naifeh (Hertz), Rene Pantoja, Kim Sigismund (Grand Image Corporation), Rowena Tate (Conferences and Accommodation at UBC), Michelle Taylor (Tourism Vancouver), Pierre-Alain Tessier (Air Canada), Kristen Thompsett (Delta Vancouver Suites), Sara Wark (graphics designer), and Janice Wong (Delta Vancouver Suites).

Conference Volunteers

AME 2001 Featured Speakers

Kohlberg Memorial Lecturer

A native of Mundare, Alberta, and a UBC alumnus, Albert Bandura is David Starr Jordan Professor of Social Science in Psychology at Stanford University. Dr. Bandura has interests in the analysis of basic mechanisms of personal agency through which people exercise control over their level of functioning and events that affect their lives. One line of research is concerned with how people regulate their own motivation, thought patterns, affective states and behavior through beliefs of personal and collective efficacy. A second line of research examines the paramount role of self-regulatory mechanisms relying on internal standards and self-influence in human adaptation and change. These mechanisms are studied in areas of sociocognitive development, affect regulation, health promotion and disease prevention, organizational functioning, and collective action for social change.

Publications:


Distinctive Lecturers

• Michael J. Chandler (Department of Psychology, University of British Columbia)
• Dennis Krebs (Department of Psychology, Simon Fraser University)
• Lucy Le Mare (Faculty of Education, Simon Fraser University)
• Michael McDonald (Director, Centre for Applied Ethics, University of British Columbia)
Announcements

Name Tags

Please wear your AME 2001 name tag at all times during the conference. It is your ticket
to all conference sessions, catered functions, and refreshment breaks. There are special name tags
for those attending one of the Pre-Conference Workshops on Thursday.

Hospitality

Staff at the conference registration desk, as well as AME 2001 volunteers, wearing
distinctively yellow name tags, are available to offer assistance with any special needs.

Message Board

To leave messages for other conference participants, a message board will be available at
the conference registration desk all day Friday and Saturday.

Fax, Copy and Word Processing

Concierge at Delta Vancouver Suites can assist with a variety of requests, such as
business and communication requirements, including the use of a computer, photocopier, fax
machine and courier services. In addition, the nearest Kinko’s is only three blocks away (789 W.
Pender Street, 604.685.3338).

Cellular Phones and Pagers

We request that any wireless devices such as cellular phones or pagers be turned off or
set to vibration alerts during all conference sessions and catered functions.

Evaluations / Feedback

Your conference packet includes evaluation forms for individual sessions and for the
conference as a whole. Your input will be invaluable for the planning of future conferences.
Please complete an evaluation form for each session you attend, as well as one for the conference
overall, and place the completed forms in the marked box by the message board at the
conference registration desk. Thank you.

Meals

Full conference registration fee includes Thursday night Welcome Reception Dinner,
Friday lunch, Friday night Banquet, Saturday lunch, and all refreshment breaks.
Breakfast is not included in registration, but can be enjoyed at Delta Vancouver Suites’
Spencer’s Lounge (opens at 6 a.m.) or Manhattan eatery (opens at 7 a.m.).

Daylight Saving Time

Please note Daylight Saving Time ends after midnight on Sunday October 28.
Session Formats

Presentations will be delivered in a variety of formats, including Pre-Conference Workshops, Symposia, Paper Presentations, Poster Presentations, and Roundtable Discussion Sessions.

**Symposia** provide an opportunity for examining specific problems or topics from a variety of perspectives. Two or more papers make up a symposium (with or without a discussant) where each presenter takes 15-20 minutes to give his or her presentation, with all presenters sharing about a 15-minute period of questions from the audience at the end of the session.

**Paper Presentations** consist of a group of two or three paper presentations that address a topic or area of moral development and/or moral education. Each presentation takes about 20 minutes followed by a 5-minute question and answer period.

**Poster Presentations** combine the graphic displays of materials with the opportunity for individualized, informal discussion of the research throughout the session. Presenters set up a display of their research, including a brief abstract of their paper, with full copies of their papers available for distribution.

**Roundtable Discussion Sessions** allow maximum interaction with the presenter by minimizing formal didactic presentation and provide people with similar interests an opportunity to talk with each other over lunch. A typical roundtable session might proceed as follows: All participants introduce themselves, then the presenter uses the next 10-20 minutes to present his or her paper in a seminar format. This is followed by a general discussion, which is expected to gradually evolve into a discussion of related themes and topics introduced by other roundtable attendees.
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<tr>
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<tr>
<td>08:00-09:30</td>
<td>PRE-CONFERENCE WORKSHOP REGISTRATION ONLY</td>
<td>Main Concourse (SFU Harbour Centre)</td>
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<tr>
<td>09:00-15:00</td>
<td>PRE-CONFERENCE WORKSHOPS:</td>
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<td></td>
<td>• Child Development Project (CDP)</td>
<td>Russ DuMoulin 1535 (SFU Harbour Centre)</td>
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<td></td>
<td>WORKSHOP A</td>
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<td></td>
<td>• Creating Safer Places for Conversation: Morality and Discourse</td>
<td>Seabord Life 2260 (SFU Harbour Centre)</td>
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<td>WORKSHOP B</td>
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<td></td>
<td>• Moral Judgment Test (MJT): Scoring, interpretation, and Empirical</td>
<td>Scotia McLeod 1525 (SFU Harbour Centre)</td>
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<td>Validation</td>
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<td>WORKSHOP C</td>
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<td>• Teaching Morality: Fostering Innate Wisdom, Health, and Resiliency</td>
<td>Conference Room 400 (SFU Harbour Centre)</td>
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<td>WORKSHOP D</td>
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<tr>
<td>10:00-16:00</td>
<td>AME EXECUTIVE BOARD PRE-CONFERENCE MEETING</td>
<td>Somervell Room (Delta Vancouver Suites)</td>
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<td>16:00-18:00</td>
<td>CONFERENCE REGISTRATION</td>
<td>Main Lobby (Delta Vancouver Suites)</td>
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<tr>
<td>18:00-22:00</td>
<td>WELCOME RECEPTION / BUFFET DINNER</td>
<td>Segal Centre 1400-1430 (SFU Harbour Centre)</td>
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Thursday October 25, 2001

09:00 - 15:00 Pre-Conference Workshops

Russ DuMoulin 1535 Child Development Project (CDP) WORKSHOP A
Victor Batisitch, Marilyn Watson (Developmental Studies Center)

The Child Development Project (CDP) is a comprehensive elementary school program for fostering children's moral and social development. It consists of five components: collaborative learning; a values-rich literature curriculum; a developmentally sensitive problem solving approach to discipline; "Homeside Activities" designed to connect home and school; and school-wide activities designed to build community and highlight shared values.

A large scale study of CDP found that program students outperformed comparison students across a broad range of variables (e.g., concern for others, commitment to democratic values), both during elementary school and at follow-up in middle school.

This workshop will begin with an overview of the program and research findings, and then one strand will focus on an in-depth look at the practical aspects of program implementation and a second strand will focus on an in-depth examination of the research procedures and results.

Seabord Life 2260 Creating Safer Places for Conversation: Morality and Discourse WORKSHOP B
Kurt Keljo (Capital University), Pat Taylor Ellison (Church Innovations Institute)

Much moral development research focuses on discourse regarding moral issues. This workshop focuses on the morality of discourse itself. Participants will experience conversation that permits values-talk not readily permitted in most public conversation.

The day has four segments:
1) dwelling in a story that encourages deep listening for free speaking,
2) looking at why public moral conversation is often unsafe and then at remedies for that situation,
3) practicing with models for effective public moral discourse,
4) debriefing and troubleshooting the experience.

The participants will leave with a process that will help them to improve moral discourse back home.

Georg Lind (University of Konstanz)

In this workshop, the Moral Judgment Tests (MJT) is presented, which measures simultaneously several aspects of a subject's moral judgement behavior, in particular, his or her moral judgment competence. I will explain the theory of the MJT, its C-score, which indexes the competence aspect, and the interpretation the C-score. Three empirical criteria for validating new parallel versions of the MJT and translated versions will be presented. Finally, findings concerning the validity of the English, Spanish, Portuguese, Italian and Turkish version of the MJT will be
given, which pave way for cross-cultural comparison. In addition, three recently
discovered problems will be discussed: test taking fatigue, proper test
administration (including instruction) and segmentation of judgment.

Conference Room 400 Teaching Morality: Fostering Innate Wisdom, Health, and Resiliency
WORKSHOP D
Elena Mustakova-Possardi (State University of West Georgia)

This workshop brings to the theory and practice of moral education a new
and still relatively unknown understanding of the nature of innate wisdom, mental
health and resiliency, which sheds light on the delicate balance between teaching
and facilitating morality. It elucidates the link between morality and releasing the
power of innate health in people, and offers practitioners and theoreticians in the
field both a conceptual and an experiential understanding of the microdynamics of
both the moment-to-moment, and the more permanent expressions of wisdom,
equanimitiy and conscience.

The experiential training develops a clear capacity to discern the moment-to-moment fluctuations in and out of wisdom in oneself and one’s students, and to
know when explicit moral education is appropriate, and can take hold.

10:00 - 16:00 AME Executive Board Pre-Conference Meeting

Somervell Room Members of the AME Executive Board meet.

18:00 – 22:00 WELCOME RECEPTION / Buffet Dinner

Segal Centre 1400-30 AME President Monica Taylor and Conference Co-Chairs Kimberly A. Schonert-Reichl and Gillian Wark will welcome conference delegates to Vancouver and officially open the Conference. The Reception presents an opportunity to reunite with old friends and meet new colleagues over an informal dinner.
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<td>08:00</td>
<td>PROGRAM OVERVIEW - FRIDAY</td>
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<tr>
<td>08:45-10:15</td>
<td>KOHLBERG MEMORIAL LECTURE</td>
<td>Belzberg Atrium</td>
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<tr>
<td>10:45-12:00</td>
<td>CONCURRENT PAPER SESSIONS I:</td>
<td>Strategy Room 320, HSBC Room 370, ICBC Concourse 10, Hamber Room 470, ICBC Concourse 20, ICBC Concourse 30</td>
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<tr>
<td>12:15-13:00</td>
<td>LUNCH — buffet tables on street level and levels three and four of Centre for Dialogue</td>
<td>all at ICBC Concourse 05</td>
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<tr>
<td>13:15-14:30</td>
<td>CONCURRENT PAPER SESSIONS II:</td>
<td>Strategy Room 320, HSBC Room 370, Hamber Room 470, ICBC Concourse 10, ICBC Concourse 20, ICBC Concourse 30</td>
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<tr>
<td>14:45-16:00</td>
<td>CONCURRENT PAPER SESSIONS III:</td>
<td>Strategy Room 320, HSBC Room 370, Hamber Room 470, ICBC Concourse 10, ICBC Concourse 20, ICBC Concourse 30</td>
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<tr>
<td>16:15-17:00</td>
<td>Distinguished Lectures I:</td>
<td>Labatt Hall 1700 (SFU Harbour Centre)</td>
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<td>17:15-18:30</td>
<td>POSTER SESSION</td>
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<td>19:00</td>
<td>BANQUET AND AWARDS CEREMONY</td>
<td>Governor General Suite (Pan Pacific Hotel)</td>
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**Note:** All locations are Centre for Dialogue, unless otherwise noted.
Friday October 26, 2001

08:45 - 10:15 Kohlberg Memorial Lecture
Convention Centre On Selective Disengagement of Moral Agency
Albert Bandura (Stanford University)

10:45 - 12:00 Concurrent Paper Sessions I.

Strategy Room 320 Thinking through Collaboration: Change, Ethics, and Aesthetics [102]
SYMPOSIUM
SYMPOSIUMISTS: Penny Bryan, Don Cardinal, Dolores Gaunty-Porter, Jan Osborn, Jeff Sapp, Suzanne SooHoo, Tom Wilson (Chapman University), Susie Weston-Barras (Woodcrest School)

This symposium is a conversation among seven faculty members and one elementary school teacher who for the past three years have written a book of critical essays on urban education (SooHoo, in press). While not excluding the essays completely, we will focus on the process by which the book came about. Particular emphasis is placed upon the ethical/democratic and aesthetic quality of our collaborative work. Keeley's (1978) concept of organizational justice and Dewey's (Westbrook, 1991) notion of the inseparable connection between the ethical and the aesthetic serve as theoretical frames.

HSBC Room 370 Moral and Citizenship Education in the USA and Russia [012]
SYMPOSIUM
SYMPOSIUMISTS: Robert Colesante (Siena College), Tatyana Tsyrlina (Kursk State Pedagogical University), Donald Biggs (University at Albany)

• The Moral Education of Citizens in the United States
• Moral and Citizenship Education in Russia and the United States

This symposium identifies points of similarity between citizenship education in Russia and the U.S.A. We take an historical perspective reviewing models of citizenship in both countries with an emphasis on changes during the 20th century. We identify tensions in citizenship education including those between unity and diversity, liberalism and republicanism, multiculturalism and assimilation, as well as the individual good and the public good. In the end, we ask what could educators in both countries do to prepare citizens to create and maintain "moral communities."

Hamber Room 470 TEACHERS AND MORALITY
CHAIR: Jan Wright (University of British Columbia)

• Moral Sensitivity: Teachers' Conceptions of Morality [165] PAPER
Michal Fedeles (University of British Columbia)
Teachers' conceptions of morality are explored through an examination of issues in teacher-student interactions that the teachers consider as bearing moral significance. The present work is part of a project whereby a measure of moral sensitivity specific to the teaching profession is developed.

- **Teacher Responsibility and Efficacy Beliefs in Nurturing Students' Socio-Moral Development [154] PAPER**
  Ann R. Power, Vladimir T. Khmelkov, Matthew L. Davidson, F. Clark Power (University of Notre Dame)
  This study explores teachers' sense of responsibility and efficacy regarding their work in the moral domain. Novice and veteran teachers were administered the "Teacher Professional Development Survey," in which they were asked to identify opportunities and obstacles they encounter in carrying out moral education and to specify contexts that promote and hinder moral or socially responsible behavior among students. This study also investigated organizational factors that support teachers' responsibility and efficacy beliefs in educating for character. Specifically, these teachers were asked to describe opportunities their schools have provided for staff development, discussion, and reflection on socio-moral issues.

- **Training Teachers in Moral Education [116] PAPER**
  Miguel Martinez Martin, Elena Noguera Pigem, Maria Rosa Buxarrais Estrada (GREM -- Research Group on Moral Education, University of Barcelona)
  Moving toward moral excellence means also to create new conditions at the school and at the models and contents at the teachers training. It does not just means to create new training courses, but to change the moral atmosphere of the school integrating values at the educational project of the center. So that, we offer initial training at university and continuous training through lectures, working groups, training at schools, special courses, postgraduate courses and several materials such as videos and publications.

**ICBC Concourse 10** CROSS-CULTURAL PERSPECTIVES I.
**CHAIR: Maria Cristina Moreno Gutierrez (Universidad de Monterrey)**

- **The Relationship of Values to Patterns of Religious Belief and Involvement [082] PAPER**
  John Squires (University of New South Wales)
  Two recent studies in Belgium and Australia have supported the findings of Schwartz and associates that the amount of religious belief and involvement correlated most positively with values that enhance tradition and preserve the social order, and most negatively with values that emphasise hedonism and stimulation. The Australian study compared two samples of university students who were oriented differently to religious belief and involvement. It differed from previous studies by incorporating a measure of psycho-epistemological preference. This permitted a consideration of religious beliefs and involvements vis-à-vis preferred values and the contribution of affective and cognitive processes. While results yielded similar overall patterns with respect to the content and structure of values, the two groups of students differed significantly in terms of the nature and strength of the correlations observed between values and religious beliefs and involvement.

- **The Filial Image in East Asian Moral Education [044] PAPER**
  Michael Ralston (University of British Columbia)
Filial piety was one of the most important concepts in Confucian moral education. Over time numerous stories arose dealing with people who became famous for their acts of filial piety. During the Yuan Dynasty (1206-1368), a Chinese scholar selected twenty-four of these tales, added illustrations, and created a small text for promoting filial virtue. This text became famous not only in China but also in Korea, Japan, and Vietnam. In many cases, it continued to be reprinted through the 20th century. Examining these stories and the imagery associated with them will shed light on the importance of filial piety in East Asian morality.

1CBC Concourse 20

ADolescent MorAl DeVelopment

Chair: TBA

• Moral Inspiration in the Lives of Racially Diverse Rural Adolescents [001] Paper
Mary E. Casey (Harvard Graduate School of Education)
This paper presents findings from an ethnographic study of moral inspiration as it is expressed and experienced by rural adolescents in their relationships with people in positions of authority in their lives. The study was conducted over three years in a K-8 school in a racially diverse rural Southern community. Two key findings are discussed: 1) how authority can inspire in adolescents dispositions of goodness and compassion, and 2) how racial difference can be a resource or a source of connection in adolescents' lives. Developmental analyses focused on adolescents' perspective-taking with regard to understanding of goodness and racial differences.

Caroline Aris (Université Paul Valéry)
Our work takes place in a frame of research which tries to explain intra-individual variations in adolescent's moral judgments by the contextual variations present in moral dilemmas. Then the aim of these studies is to identify variables able to produce variations. The present study concerns "Personal interest" effect within a same context. Thus, we varied "Personal interest" (With-Without) in a dilemma close to the famous "Heinz's dilemma" (Kohlberg). The two versions were presented to adolescents from two age levels (Mean age: 12;6 y.o. and 14;6 y.o.) in the frame of individual interviews. Intra-individual comparisons allowed us to observe differences in subject's responses linked to presence or absence of personal interest...

• Understanding the Implications of Personality Traits for HIV Prevention [183] Paper
Larry Dale Richesin (University of Illinois)
Can knowledge of individual's personality and character traits help predict behaviors that are considered high-risk for HIV/AIDS? Research on prevention intervention for HIV/AIDS places a strong emphasis on high-risk behavior and a minimal emphasis on knowledge of the underlying character traits that foster such behavior. The Five-Factor model of personality offers a theoretical framework to explore the relationship between personality and behavior. In this paper I will review potential benefits that might accrue from taking seriously personality and character traits when designing prevention interventions.
EMOTIONS AND MORALITY

Chair: Georg Lind (University of Konstanz)

• Meaning, Emotional Intelligence, and Well-Being in Adolescents: An Existential Approach to Moral Education [018] Paper

Steve De Lazzari (Catholic Family Services), Paul T.P. Wong (Trinity Western University)

This study examined emotional intelligence, personal meaning, satisfaction with life and psychological well-being in early adolescents and late adolescents. Given the importance of personal meaning in identity resolution and moral development, it was hypothesized that personal meaning would be a better predictor than emotional intelligence of both life satisfaction and psychological well-being. One hundred and fifty-five students from a Catholic high school participated in this study. Seventy one students were from grade nine (38 male and 33 female), and eighty-four students were from grade twelve (34 male and 50 female). It was also predicted that grade twelve students would score higher than grade nine students in both personal meaning and emotional intelligence. All participants were administered a package of questionnaires: Wong's (1998) Personal Meaning Profile, Schutte et al.'s (1998) Emotional Intelligence Questionnaire, Diener et. al.'s (1985) Satisfaction with Life Scale, and Masse et al.'s (1998) Well-Being Manifestation Measure Scale. The results provided considerable support of the hypotheses. The implications of the present findings for school counselling and moral education were discussed.

• Beyond EQ: Moral Intelligence and Character Education [017] Paper

Lilian C.J. Wong, Paul T.P. Wong (Trinity Western University)

The paper critically evaluates the construct and application of emotional intelligence (EQ) in educational settings, and points out the limitations of EQ-based interventions in combating problems of school violence and substance abuse. It presents a case for the importance of teaching children the moral intelligence (MQ) of knowing right and wrong. Finally, it proposes a MQ-oriented character education, which emphasizes personal commitment of doing what is morally and ethically right.

• Habituation, Emotions and Moral Education [034] Paper

Jan Steutel, Ben Spiecker (Vrije Universiteit)

The central claim of the virtue approach to moral education is that moving towards moral excellence does not only imply acquiring appropriate ways of thinking and acting, but also involves the growth and establishment of dispositions to feel the right emotions on the right occasions. According to Aristotle, habituation (ethismos) is an important and even indispensable method of cultivating proper affective dispositions. However, Aristotle's explanation of ethismos does seem to give an account of training skills or conditioning habits rather than to pertain to the practice of cultivating emotions. This paper tries to summarize Aristotle's rather cryptic account of ethismos, to give a brief analysis of the central components of emotions, and, on the basis of this analysis, to speculate about the ways in which ethismos might stimulate the growth of emotional dispositions that are constitutive of the virtues.
MORAL CONSCIOUSNESS, REASONING, AND PERFORMANCE

CHAIR: Lawrence J. Walker (University of British Columbia)

• Education for Critical Moral Consciousness [151] PAPER
Elena Mustakova-Possardt (State University of West Georgia)

This paper proposes a lifespan developmental model of critical moral consciousness, and examines its implications for education in childhood, adolescence, and adulthood. This optimal mature adult consciousness, characterized by a deepening lifelong integration of moral motivation, agency, and critical discernment, which is central to negotiating the challenges of the 21st century, is described as evolving through three levels - Pre-CC, Transitional CC, and CC, and nine chronologically ascending psychosocial themes. The paper focuses on the first two periods, and clarifies and operationalizes the role of education in facilitating the formation of the four dimensions of moral motivation, the central capacity for critical discernment, and the integration of the two into optimal consciousness. Central educationally relevant tensions are examined in the context of traditional, non-traditional, and continuing education.

• Existential and Moral Reasoning in Socio-Cultural Context [053] PAPER
Norman Giesbrecht (University of British Columbia), Kevin Reimer (Fuller Graduate School of Psychology)

This study explored how the self-other-world conceptions in mainline Protestant, Catholic, Evangelical, and Unitarian theological worldviews related to persons self-constructions and existential and moral reasoning. 165 spiritual exemplars completed Loevinger's SCT measure of ego development and a similar measure of Spiritual Reflection. We found differences in existential and ethical reasoning as a function of theological tradition, higher ego maturity scores when participants were assessed with salient socio-cultural concerns (i.e., Divinity ethic vs. Autonomy ethic), and a synthesis of paradoxical concepts and incorporation of images from outside their own tradition among participants at the highest stage of ego maturity (i.e., integrated).

• The Art of Respect: Turning Reasoning Competence into Performance Excellence [003] PAPER
Bill Puka (Rensselaer Institute)

Moral Judgment Interviews ask respondents to provide ultimate solutions to complex dilemmas, then explain and justify them. Protocol or "think-aloud" interviews get respondents to narrate the deliberation and problem solving process as it proceeds. I use think-aloud data plus phase theory in cognitive science to translate structural depictions of post-conventional reasoning into explicit problem solving procedures. These extend from initial cognitive orientation and perception through negotiation and action. An enhanced depiction of Kohlberg's Stage 5b (minus certain biases and shortfalls) is converted into a fine-grained (26-step) method for artful interpersonal relating. It can be taught or trained directly.

12:15 – 13:00 LUNCH / Roundtable Sessions

Buffet tables will be set up on street level and levels three and four of the Centre for Dialogue. Conference delegates are welcome to help themselves to lunch and join one of the Roundtable Sessions, or enjoy their lunch in one of the many public areas at the Centre for Dialogue or in their hotel room.
Fostering a Tripartite Notion of Care in Schools [029] ROUNDTABLE SESSION
Marcia McKenzie (Simon Fraser University)

An overemphasis on the individual and an undervaluing of the relationships of mutual care between human beings, and between human beings and the rest of the natural world, can be seen as contributing to problems as disparate as depression, homelessness, and global warming. To nurture a healthier balance, education can be organized according to a tripartite notion of care which includes caring for self, caring for others, and caring for the natural world.

Moral Agency and The Giver: Educating Emotions through Children's Literature [078] ROUNDTABLE SESSION
Linda Farr Darling (University of British Columbia), Steve Oldenberger (New Westminster School District)

This presentation chronicles a month-long classroom study about the role of children's literature in educating students about emotions as "cognitive assessments," an enterprise the presenters believe is central to moral education. The Giver, by Lois Lowry, a novel describing an anti-utopia, was read to Grade 6 students who wrote daily on its main themes of autonomy, liberty, and emotional impoverishment. Writings were analyzed in terms of students' responses to questions regarding the role emotions play in our moral lives. Students revealed complex understandings of the relationship between emotion and moral assessment, understandings that deepened through ongoing engagement with the novel.

Jenny: A Story about Dishwashers, Ambivalence, Busmen, Love and Trust [128] ROUNDTABLE SESSION
Gerda Wever-Rabehl (Simon Fraser University)

In this paper, I set out to investigate the lived experience of a shared life with different others at a L'arche Community. Through narratives and theorizing about the narratives, I will describe how, through attentiveness, openness and receptivity we can influence our perception of the different other and consequently our responses to this different other. The ideas expressed in this paper are influenced by phenomenology, Eastern philosophical traditions and cognitive science perspectives. Coming from a multi-disciplinary perspective, change of perception towards a receptive, open space, is conceptualized as arising from social context and personal commitment in conjunction.

Response and Responsibility: Invoking Levinas in the Classroom [005] ROUNDTABLE SESSION
Ann Chinnery (Simon Fraser University)

In contrast to current models of educating for moral responsibility, some theorists have suggested that attention ought to be shifted toward a reconceptualization of moral agency itself. I share that view, and with it the conviction that the modernist conception of subjectivity, with its attendant notion of rational autonomous agency, significantly stunts the development of moral responsibility. I propose Emmanuel Levinas's conception as a promising alternative. In this paper, I first sketch Levinas's account (essentially an inversion of the prevailing model) and then consider how such a reconceptualization might inform the cultivation of responsible agency in the classroom.
Cognitive Impediments to Ethical Inquiry [038] ROUNDTABLE SESSION
Tom Christenson (Capital University)

Traditional aged college and university students find ethical inquiry alien. Witness the frequency with which they use moral language in quotes, "moral," "right/wrong," etc. This alienation is due, in most cases, to a set of mistaken assumptions about what ethics is and how ethical inquiry works. It is my purpose to explicate what those assumptions are, to show how the assumptions function as impediments, and suggest a series of educational strategies that may clear away such impediments and practice students in the kind of inquiry that ethics requires.

A Model for Secondary Moral Education Based on Experiential Learning [055] ROUNDTABLE SESSION
David D. Williams, Stephen C. Yanchar, Larry C. Jensen (Brigham Young University)

This presentation introduces a moral education model at the secondary level, based on an experiential learning program in a public high school. Graduates since 1976 believe this program helped them achieve moral education goals through emphases on traditional core subject matter, a discovery process, worth of each person, development of appreciation, respect and reverence for other people and the environment, and caring teachers. Consistent with hermeneutic theory, the model assumes meaning and moral value reside in all of life's experiences and moral content abounds in core subject areas creatively taught. Implications for curriculum development and teacher preparation are explored.

Creating Moral Dilemmas: A Model from the College Classroom [097] ROUNDTABLE SESSION
John Tyler Binfet (Loyola Marymount University)

This session provides an overview of how college instructors in psychology and education might engage students in writing moral dilemmas as a means of bridging the gap between moral theory and moral practice. Using a cooperative learning model based loosely on the work of Berkowitz (1993), students were encouraged to follow a series of steps in creating their own moral dilemma. Samples of student-generated dilemmas written by teacher-education students illustrate the nature of dilemmas created as part of an in-class assignment. Additionally, anecdotal comments from students reflecting upon their experience using this model are presented.

The Heart of Ethics Education [147] ROUNDTABLE SESSION
Gwen Hartrick, Bernie Pauly, Helen Brown (University of Victoria), Gladys MacPherson, Chris Clement (University of British Columbia)

Identifying oneself as a moral agent is critical to professional ethical practice. Data from a recent study provided insight into how the moral agency of practicing RNs and student nurses develops and is mediated through contextual factors. Narratives from the data will be used to illuminate the complex process of identifying oneself as a moral agent, and how such an identity profoundly shapes the enactment of ethical practice. Nurses are often "stuck in between" as they negotiate boundaries and balance emotions and integrity with institutional policies and sources of moral knowledge. The paradox of awareness and invisibility of 'self' as a moral agent and how this paradox is experienced differently for RNs and student nurses will be illustrated. The presentation will conclude with an exploration of what might constitute the "heart" of ethics education.
Getting Published in the Journal of Moral Education

ROUND TABLE SESSION

Monica Taylor (National Foundation for Educational Research, UK)

Concurrent Paper Sessions II.

Strategy Room 320

Living with Yourself: The Role of Moral Identity in Character [108]

SYMPOSIUM

SYMPOSIUMISTS: Marvin W. Berkowitz, Matthew W. Keefer, Stephen Sherblom (University of Missouri)

DISCUSSANT: Daniel Lapsley (Ball State University)

In this symposium we will be presenting three complementary papers on moral identity, as that concept relates to Character Education. Dr. Sherblom will begin with a deconstruction of the terminology used in this discussion, clarifying the implications stemming from the choice of language. Dr. Berkowitz will situate moral identity within the larger scope of moral anatomy, emphasizing especially its relation to self-concept and its motivational role. Dr. Keefer will focus on some conceptual difficulties often associated with discussion of moral identity and argue for a Neo-Aristotelian perspective that connects moral identity more closely with moral values, choices, and affect.

HSBC Room 370

CROSS-CULTURAL PERSPECTIVES II.

CHAIR: Lawrence J. Walker (University of British Columbia)

• A Cross-Cultural Comparison of Adolescent Moral Dilemmas: Canada and China [096]

PAPER

John Tyler Binfet (Loyola Marymount University), Kimberly A. Schonert-Reichl (University of British Columbia), Yuan Guilin (NorthEast Normal University)

As part of a cross-cultural study, this investigation examined moral dilemmas generated by Chinese and Canadian adolescents. The participants consisted of high school students from Jilin Province in China and students from a large, Western Canadian city. Data collection for this investigation involved first, instructing students on how to write a moral dilemma and second, having students generate their own example of a moral dilemma. Dilemmas are currently being coded along two dimensions. First, the nature of the relationship within each dilemma will be identified (e.g., personal or impersonal) and second, the prevalent theme of each dilemma will be identified (e.g., theft, honesty, life).

• Perspectives on the Role of Autonomy in Contemporary Chinese Moral Education [138]

PAPER

Dwight Boyd, Mary Louise Arnold, Charles W. Helwig (University of Toronto)

This paper explores issues pertaining to the role of autonomy in contemporary Chinese moral education. It combines both empirical and philosophical approaches. We will first share observations gleaned from our experiences with Chinese scholars and schoolteachers in a just-completed five-year project in China. Utilizing these observations as a framework, we will then report the findings of a study of Chinese adolescents' thinking about forms of decision making focussing on the tension between autonomy and adult authority. A final perspective on these issues will be explored in terms of some observations about
how Kohlberg’s approach to moral education is interpreted in practice by Chinese teachers.

- **Actions Speak Louder Than Words: Chinese Adults’ Socialization of Truth-Telling** [107] *Paper*

  Catherine Ann Cameron (University of New Brunswick), Shumin Chen (Pingtung National Teachers’ College), Dr. Kang Lee (Queen’s University)

  We explored Chinese socialization practices related to such verbal deception as is involved in “white lies” and modesty denials. Attitudes toward children’s lie- and truth-telling in situations where their culture’s stand on honesty is in conflict with social conventions were examined in facilitated small focused discussion groups of parents, teachers, and student teachers of elementary school children. While these adults confirmed the high value of truth telling, they more strongly focused discussion on the value of trust, which they emphasized is primarily established by trustworthy behaviours, thus the summary of sentiments expressed was that actions speak louder than words.

- **Ideals of ITE Students, their Personal and Professional Aspirations** [048] *Paper*

  Doret J. de Ruyter, James C. Conroy, Mary Lappin, Stephen McKinney, John Hughes (University of Glasgow)

  Analysis of a questionnaire completed by all students in undergraduate programmes of Initial Teacher Education with a specific focus on Catholic education (academic year 2000-2001) at Glasgow University (N=413) suggests that there is a significant qualitative difference in the ideals which students hold in respect of their personal life and professional capacity. The majority of the students define their personal ideals primarily in terms of ideal situations to which they aspire, whereas they tend to define the ideals they want to offer to the pupils in terms of ideal character traits. In our presentation we will elaborate on this difference and other outcomes and offer possible explanations for our findings. Further we ask what implications this might have for the role students play in delivering the ethical and social ideals presumed by Catholic education.

- **Safer Places for Conversation: Morality and Discourse** [051] *Paper*

  Pat Taylor Ellison (Church Innovations Institute), Kurt Keljo (Capital University)

  Much of moral development research has focused on discourse regarding moral issues. This paper will focus on the morality of discourse itself, attending particularly to what makes a place safe for conversation. What factors and/or guidelines help groups talk about difficult moral issues? What happens to inhibit such conversation? What makes for discourse that is moral? The paper will draw on a variety of models to explore these questions, including the models provided by dilemma discussion and just community approaches to moral education. Conclusions will be drawn that can be applied to discourse in a variety of settings.

- **The Impact of Anthropological Underpinnings for Different Religiously Orientated Elementary Schools** [149] *Paper*

  Siebren Miedema (Free University Amsterdam)
Every school is explicitly or implicitly based on an anthropological view on education and educating which includes certain values and norms, and a particular world view or particular world views. World views that can be religious or secular. In this presentation I will present the results of a research project among principals of different religiously orientated elementary schools in the Netherlands. Included are principals of state, islam, hindu, humanistic, and christian schools. The focus is on the formulated aims of the schools as well as the realization in practice, and the reflection on both aims (theory) and practice.

ICBC Concourse 10  **ETHICS IN THE PROFESSIONS**  
**CHAIR:** Muriel Bebeau (*University of Minnesota*)

- **Epistemology & Pedagogy: Contextualist Appropriate Practices for Sport Management Ethics**  
  **Paper**  
  Lisa A. Kihl (*University of British Columbia*)

  The sporting industry is experiencing an emergence of ethical problems, which requires sport management programs to develop necessary abilities and dispositions to help students learn to resolve these problems. In response to these concerns facing the sporting industry and the aims of sport management ethics (SME), I intend to defend a Contextualist approach incorporating Coombs' (1997) notion of practical reasoning as being the most effective program in helping students address ethical problems. I will also argue that specific pedagogical practices are more appropriate than other practices to use within a Contextualist approach for teaching SME.

- **Web-Based / Web-Enhanced Ethics Courses for Nursing Baccalaureate, Masters and Doctoral Students**  
  **Paper**  
  Mary Rowan, Laura Duckett (*University of Minnesota*)

  Traditionally, our nursing ethics courses were taught in classrooms, but nurses living far from campus needed better access to master's education. In 2000, faculty for three master's areas of study, obtained a federal grant based on the promise of developing a curriculum using web-based courses. Planning for the ethics course occurred Summer 2000 and implementation began Spring 2001. Within this climate faculty also developed web-enhanced courses at the undergraduate and doctoral level such that all nursing ethics courses now are web-based or enhanced. We will provide examples from course web sites, and describe evaluation of student learning and student's course evaluations.

- **Ethics for Robots: Open-Ended Ethics & Technology**  
  **Paper**  
  Peter Danielson (*University of British Columbia*)

  Lego MindStorms robots are sophisticated enough to be used as agents for socially challenging tasks and cheap enough to create communities of robot problem solvers. My course sets social challenges -- coordination and the tragedy of the commons -- for student teams to solve by building and programming groups of robots. Ethical learning is open-ended, as the problems are hard and an ethical solution is not guaranteed. Learning is encouraged at three levels: constructing a successful agent, designing and getting social agreement on the situation and task, and connecting the exercise to real world technology problems.
Type B Moral Reasoning?: New Solutions to an Old Problem of Kohlberg's Stage Theory [191] SYMPOSIUM

SYMPOSIASTS: Larry Nucci (University of Illinois at Chicago), Georg Lind (University of Konstanz)

DISCUSSANTS: Lance Garmon (Ohio State University at Newark), Josephine Hauer (University of Bridgeport)

In his Psychology of Moral Development (1984), Kohlberg makes an astonishing comment on his stages: "We find not only principled subjects but subjects who are at the autonomous or B substage of conventional (Stage 3 and 4) morality engaging in moral action from a base of autonomous moral judgment." (p. 394) This creates a theoretical puzzle. For many years, he seemed to believe that moral autonomy is only achieved on the stages of post-conventional moral reasoning (stages 5 and 6). Now, even stage 3 and 4 subjects may reveal moral autonomy. Other even have found signs of moral autonomy in subjects scored as Stage 1 and 2. How can we resolve this puzzle? In their contributions to this panel, Larry Nucci and Georg Lind offer their answers for discussion from different theoretical and research backgrounds. Larry will offer an answer from the point of view of domain theory and Georg from his dual aspect theory of moral development.

ETHICS OF CARE

CHAIR: Gillian Wark (Simon Fraser University)

• Has the Ethic of Care a Developmental Path? [002] PAPER
Soile Juväärvi (Laurea Polytechnic)

The paper examines the development of care-based moral reasoning, and its relation to the development of justice-based moral reasoning and emotional empathy among law enforcement, social work and practical nursing students. 59 students were re-interviewed after the 2 years' education period. The methods were the ECI (Skoe 1993) the MJJ (Colby & Kohlberg et al. 1987) and the QMEE (Mehrabian & Epstein 1972). The main goal was to examine a) whether the ethic of care is a genuine developmental phenomenon and b) whether care development is distinct from justice development, as claimed by Gilligan (1982) and opposed by Kohlberg (1984). I will discuss the findings and their implications. The focus will be on the issue whether care reasoning development fulfill the criteria of irreversible progressive movement, structured wholeness and relationship to action as required by Kohlberg (1984).

• Care-Based Moral Reasoning, Sex Differences, Gender Roles, and Cooperation [045] PAPER
Cheryl S. Meyers (University of California)

The relationship between care-based moral reasoning and age, sex, feminine gender-role identity, and teacher-perceived cooperation was investigated. Participants were 80 male and 80 female students, ages 10-13 years. The Ethic of Care Interview (ECI), a measure based on Gilligan's model of levels of care was used. Results indicated that the ECI scores were positively significantly related to age, sex, feminine gender-role identity, and teacher-perceived cooperation. Among other results, females, overall, appeared to demonstrate more advanced levels of care, endorsed more feminine attributes, and were perceived to be relatively more cooperative than boys.
What is "Moral Education?": A Review of the Literature [030] PAPER
Marcia McKenzie (Simon Fraser University)
This presentation will explore what is meant by "moral education" and how various conceptions of this term are related to areas such as social and emotional learning, affective education, caring education, values education, and character education. A recent review of the literature will help identify the historical origins of these terms, their past and current meanings, and the many similarities and differences among them.

Concurrent Paper Sessions III.

Strategy Room 320 Morality in Interaction [071] SYMPOSIUM
SYMPOSIASTS: Jeremy Carpendale, William Turnbull, Denise Goldbeck (Simon Fraser University)

- The Morality of Interaction
  William Turnbull, Jeremy Carpendale

- "Morality is the Logic of Action": Interaction and Morality in Piagetian Theory
  Jeremy Carpendale, William Turnbull

- The Development of Morality in Conversation
  Denise Goldbeck, Jeremy Carpendale, William Turnbull

Morality is usually assumed to refer to large moral issues involving life and death decisions. But morality is just as important at the everyday level of face to face interaction demonstrating concern for others. We draw on insights from the apparently unlikely combination of Piaget and Garfinkel to argue that the micro level of interaction plays a key role in moral development. The first two papers address the relationship between interaction and moral development, and the third paper reports an empirical investigation of the development of children's use of conversational strategies that display interpersonal concerns.

HSBC Room 370 Undergraduate Moral and Civic Education: Critical Elements and Implementation Strategies [077] SYMPOSIUM
SYMPOSIASTS: Anne Colby (Carnegie Foundation for the Advancement of Teaching), Zohreh Emami (Alverno College), Nan Kari (Higher Education Consortium for Urban Affairs / Hamline University)

- College Level Moral and Civic Education
  Anne Colby

- Embedding Civic Engagement in the Culture of Higher Education Institutions
  Zohreh Emami

- Civic Education as Public Work: Lessons from the Jane Addams School for Democracy
  Nan Kari
This symposium will outline the critical elements of undergraduate moral and civic education and describe programs that illustrate important issues in the field. The first paper will give an overview, based on a study of a wide range of colleges. The second will argue that the most effective approaches are holistic, bringing together curricular and co-curricular programs within a campus culture that supports moral and civic development. The third paper will discuss the concept and practice of citizenship as public work, using a case example of an innovative community learning initiative that fosters students' learning of political skills and engagement in the democratic process.

Hamber Room 470  
LESLIONS FROM WAR  
CHAIR: Maria Cristina Moreno Gutierrez (Universidad de Monterrey)

• Moral Orientation of Children in Post-War Bosnia [069] PAPER  
Andrew Garrod, William Jaeger (Dartmouth College)  
After interviewing over 150 boys and girls in Bosnia (Serbs, Bosnians, and Croats) with fable dilemmas, we have examined children's capacities to assess moral problems from a care and a justice orientation. In two studies conducted in consecutive years, we have explored the children's initial response to solving the problem, whether they are capable of seeing the problem from another moral perspective and if they are capable of seeing both perspectives, and which orientation the finally prefer. Whether using a justice-based orientation or a care-based orientation or both, these young people's responses reveal an understanding of the moral world clearly influenced by their cultural context and experiences with war.

• Would Moral Education Have Made the Nazis Better People? [103] PAPER  
Frederick M. Gordon (Institute for Work Democracy)  
Cognitive developmentalists tend to think of morality as a kind of knowledge. Once you get it, you've got it. Others hold that morality varies with affective state or social context. Our research on cooperation and competition provides evidence for the second view, and suggests that a powerful cause of socio-moral orientation is the degree to which others are seen to damage or enhance to the self. Threat effects can overwhelm "stage competence." Moral education may therefore be an insufficient defense against hatred and dehumanization and an inadequate substitute for real community and mutual respect.

• Moral Development in War-Affected Children: Challenges and Possibilities for Developmental Psychologists [139] PAPER  
Maureen Fox (University of Guelph)  
The presentation focuses on a little researched but important question - what is the effect of the various "gradations of the horrible" (Cairns, 1996, p. 10) experienced by war-affected children on their development into fully moral human beings? The research challenges inherent to this domain are identified and the need for a multidisciplinary approach is acknowledged. Major themes emerging from psychological research conducted in three settings are highlighted and summarised. Several historical studies are mentioned. An ecological conceptual framework within which the topic might be approached is described. Some alternatives to Kohlberg's moral reasoning outcome measure are considered.
CROSS-CULTURAL PERSPECTIVES IN CHINESE SOCIETY

Chair: Monica Taylor (National Foundation for Educational Research, UK)
Discussant: Dwight Boyd (Ontario Institute for Studies in Education / University of Toronto)

• Morality, Culture and Politics: Moral Curriculum in Taiwan and China [028] Paper
Angela Chi-Ming Lee (National Taiwan Normal University)
Morality isn't neutral. Culture and politics are the most important factors influencing morality. Moral curriculum in Taiwan and China can best reveal the complexity and interaction between morality, culture and politics. This paper's main aim was to understand how cultural and political factors impact elementary and middle schools' moral curriculum in Taiwan and China. The conclusions were as follows; cultural factors caused the similarities while political factors lead to the differences in moral curriculum of Taiwan and China; Taiwan, China and other countries should build a "critical moral curriculum" which reflects a proper balance between morality, culture and politics.

• New Approaches to Moral Education in Chinese Schools [189] Paper
Yang Shaogang, Zhu Xiaoman (Research Institute of Moral Education / Nanjing Normal University)
After "the Cultural revolution," especially after the reform and open policy was carried out, China has had and is now still having its social changes, particularly in economy and ideology. As the economic institutions have been restructured significantly, the political democracy has been facilitated, and the plurality of values has been spread out in the Chinese culture, the original patterns of moral education (including the operation of the ideas) become difficult and lack its glamour. In recent years, with the common efforts of the scholars and practitioners of the Chinese moral education field, five main approaches have gradually appeared and formed. The approaches will be discussed in this presentation.

PARENTING AND HOME ENVIRONMENT

Chair: Jan Steutel (Vrije Universiteit)

• Marriage as a Moral Journey [074] Paper
John R. Williams (Center for Character and Culture)
An emerging marriage paradigm compares resilient marriages to Aristotle's notion of character-based friendships, based on sharing a view of the good, respect for each other's good points and a sense of partnership directed towards achieving the good. Spouses recognize how the relationship has matured them. Happiness and affection are less the basis of this kind of relationship than the by-product. Such a view contrasts with the prevailing model of marriage based on mutual enjoyment and benefit. This paper considers this new model and what implications it might have for marriage enrichment as well as character and relationship education for students.

• Young Adult and Parental Measures of Attachment and Problem Behaviors [142] Paper
Lance C. Garmon, Ellen Hock (Ohio State University)
The relationship between representations of attachment and the development of problem behaviors is well documented in childhood, but the
present study explores this question in young adulthood with measures assessing these variables from both the young adult's and their parent's perspective. Significant relationships were found between assessments of attachment and both internalizing and externalizing problem behaviors, although the nature of the findings varied depending upon whether the young adult or the parental perspective was compared. A number of significant interactions are discussed with an emphasis on developing hypotheses to explore possible trends emerging across attachment perspectives.

- **Bordering the Tender Erotic: The Moral Significance of Bodily Connections in Adult-Child Relationships [004]** *Paper*
  *Pamela Courtenay-Hall (University of British Columbia)*

  Relationships between parents and children are articulated and bordered by myths and taboos that vary with gender and with social and cultural context. These have taken a particular and problematic form in dominant Anglo-American culture. Arguing for a feminist reconceptualization of the erotic that dramatically reconfigures how we should understand intimate caregiver-child relationships, I will try to uncover largely unseen but important connections between: a) the myth of the natural mother, b) the myth of the individualized, hetero-sexualized erotic, c) taboos against erotic connection between parents and children, and d) the tragedy of child abuse and parents who have killed their children. I will then explore implications for the moral education dimensions of parenting, childcare, and sexuality education, and implications for understanding the contrast domain of teacher-child relationships.

- **Exploring the Role of Meaning in Moral Excellence [173]** *Paper*
  *Josephine Hauer (University of Bridgeport)*

  This paper presents an exploration into the theoretical and empirical relationship between sociomoral judgment and sense of meaning in life as critical components of moral excellence. Meaning's role in human nature has long been an important consideration in both philosophical and psychological traditions. Meaning concurrently motivates and conceptually defines human activity. It is something that is pursued, created and discovered under even the most harrowing of life's circumstances. In stages three and four of John Gibb's neo-Kohlbergian model of moral maturity, there are explicit references to meaning in life. Moral judgment that recognizes the intrinsic value and meaning to life is considered a statement of mature reasoning. This presentation brings together Kohlbergian theory with some contemporary thought and research of meaning theorists, Paul Wong and Dmitry Leontiev in order to explore the conceptual relationship between these constructs.

- **Socially Situated Selves: Toward a Thick Theory of Moral Agency [006]** *Paper*
  *Barbara Applebaum (Ontario Institute for Studies in Education of the University of Toronto / York University)*

  The focus on abstract individualism that grounds most approaches to moral education has been charged with preventing moral education from dealing appropriately with contemporary social issues such as racism, sexism and homophobia. Acknowledging the socially situated nature of subjectivity, however, calls into question our understanding of moral agency. This paper examines how
the lens of critical theory reframes the issues of moral agency and the implications of such reframing for moral education initiatives and social justice education.

- **Autonomy and Decency in 21st-Century Moral Education [014]** *Paper*
  Victor L. Worsfold (University of Texas), Ronald W. Carstens (Ohio Dominican College)
  Colleges responding to Guttmann and Thompson's plea for the cultivation of moral character and intellectual skills at the same time must, we believe, rethink their present understanding of the aim of much moral education, turning from the sole development of autonomy as that aim to the development of a sense of decency based on a new construction of autonomy. How autonomy and decency are to be construed in this reconceptualization of focus will be this presentation. How decency, using this newly conceived autonomy, might be learned will be sketched. To begin, we should attempt to justify this rethinking of moral education in the 21st century.

  **HARRY POTTER AND MORALITY**
  **Chair:** Theresa Rogers (University of British Columbia)

  - **Children's Moral Reading of Harry Potter [011]** *Paper*
    Mary P. Whitney, Elizabeth Vozzola, Joan Hofmann (Saint Joseph College)
    Despite the widespread popularity of the Harry Potter book series, many groups have raised concerns about children's exposure to Satanism and witchcraft. From a cognitive-developmental perspective, child readers rarely comprehend moral stories in the same way as adult readers do. To explore children's actual moral reading of the Harry Potter books, we have adapted the children's version of the Rating Ethical Content Scale. The Rating Story Content Scale (RSCS) specifically investigates children's understanding of the Harry Potter books. Small Groups of 4th - 5th graders, middle-school students, and college students will be asked to fill out the RSCS in order to determine its viability for a larger study. The strengths and weaknesses of the scale in general, as well as preliminary data on the differences in understanding between the age groups studied will be presented.

  - **Harry Potter and the Philosopher's Groan [179]** *Paper*
    Robert A. Davis (University of Glasgow)
    The extraordinary success of J.K. Rowling's Harry Potter books raises some important questions for moral education which have so far gone unanswered. This paper seeks to explore the varied cultural and social meanings of Harry Potter from the perspectives of values education. It contextualises the novel sequence within broader movements in modern fantasy literature for children and probes its frequently derivative relationship to the reserves of myth and symbolism upon which the texts promiscuously draw. The paper reconsiders the oversimplified ethical patterns that drive the motivating narrative conflicts in the books. It examines the elements of gender and class bias to be found in them, and it engages with their wider implications for a dynamic understanding of the reading process and the place of the young reader's moral and imaginative development within that process.

  - **Harry Potter and Moral Development in Preadolescent Children [197]** *Paper*
    Lauren Binnendyk (University of British Columbia)
In an age of video games and television, the success of J. K. Rowling’s Harry Potter stories is without precedent in children’s literature. Rowling’s stories have recaptured children’s interest and love for reading by fulfilling their need for fantasy. This paper seeks to further examine, ways in which Harry Potter stories contribute to children’s development, specifically, moral development. Many educators assert that literature is a good vehicle for injecting moral education into the curriculum. Adopting Kohlberg’s cognitive-developmental approach to moral reasoning, this paper investigates the relationship between Kohlberg’s stages of moral reasoning and characters in Harry Potter stories. Identification of characters whose dilemmas are compatible with preadolescent stages of moral reasoning suggests that Harry Potter stories too, can serve as a vehicle to promote moral development.

Community Matters: Ethics/Aesthetics, Acting in Concert and Sparcing Murals [113] SYMPOSIUM
SYMPOSIUMS: Mark Mattern (Baldwin Wallace College), Judy Baca (University of California / Social and Public Art Resource Center)
CONVENER AND DISCUSSANT: Tom Wilson (Chapman University)

• Acting in Concert: Music, Community, and Political Action
Mark Mattern

• Social and Public Art Resource Center (SPARC)
Judy Baca

This symposium brings together music and mural making in relation to community building. Acting in concert is a metaphor for community-based political action through music. It addresses the extent to which three marginalized groups have used popular music as a means of defining community as well as promoting distinct forms of collective political action. SPARC is a multi-ethnic arts center that espouses public art as an organizing tool for addressing social issues, fostering cross-cultural and promoting civic dialogue. Working with diverse communities over the last twenty-five years, SPARC has created murals in almost every ethnic community in Los Angeles.

16:15 – 17:00 Distinguished Lectures I.

Surviving Time: Suicide and the Persistence of Identity in Aboriginal and Non-Aboriginal Youth
Michael J. Chandler (Department of Psychology, University of British Columbia)

The program of cross-cultural research to be described explores the course of identity development in aboriginal and non-aboriginal youth by focusing attention on the different developmental routes by means of which adolescent members of these different cultures differently come to some workable understanding of their own temporal persistence, or “self-continuity,” in time. Our findings indicate that, while the majority of non-native youth work to identify increasingly abstract structural features of themselves that are thought to somehow escape the ravages of time, First Nations youth more often rely instead on the story-telling tradition of their culture by grounding their sense of personal persistence in what Dennett (1984) describes as a “narrative center of gravity.”
These findings fuel efforts to better understand the different suicide rates that radically divide Aboriginal and culturally mainstream youth.

Fletcher Theatre 1900

The Romanian Orphans Ten Years After Adoption to Canada
Lucy Le Mare (Faculty of Education, Simon Fraser University)

The Romanian dictatorship of Nicolae Ceausescu was overthrown in December 1989 and within a month, western television screens were flooded with pictures of apparently starving and emotionless children languishing in Romanian state "orphanages". The rearing conditions of these children represented an extreme of deprivation in all aspects -- physical, social, and emotional. In 1990/91 a number of families living in British Columbia went to Romania and adopted children from these institutions. The progress of these children has been followed since their first year in their adoptive families and their development has been examined in relation to two comparison groups, a group of Canadian born non-adopted children and a group of Romanian adoptees who were adopted very early in life and did not experience institutional life. The central question guiding our research, which is of significant theoretical and practical import, is, "To what extent can the impact of such impoverished early rearing conditions be overcome by subsequent rearing in a stable and caring home?" In this talk I will describe this ongoing research project, focusing on the most recent phase of the study that was conducted when the majority of the children were 10-11 years old.

17:15 – 18:30

Poster Session

Friday

Lower Concourse

The Computer Assisted Developmental Scoring System (CADSS) [010] POSTER
Theo L. Dawson (University of California)

The Computer Assisted Developmental Scoring System (CADSS) is a suite of three programs we have designed to (1) prepare moral interview data for analysis, (2) conduct a number of lexical and syntactic analyses, and (3) employ the resulting data to provide stage and substage estimates for individual performances. Preliminary comparisons of human and CADSS stage assessments show agreement within 1/3 of a stage 90% to 94% of the time, with no disagreement greater than one full stage. With CADSS, we can analyze and score 300 moral judgment interviews in a few hours. We are seeking test data. This project was supported by a grant from the Spencer Foundation. The data presented, the statements made, and the views expressed are solely the responsibility of the authors.

Lower Concourse

James M. DuBois (Saint Louis University)

Across fields, we are witnessing a movement toward "evidence-based" practice. Accordingly, program assessment and evaluation is becoming an integral part of the educational endeavor. At the same time, at least in the United States, research of all kinds has come under the intense scrutiny of Institutional Review Boards (IRBs). This poster aims to answer the following questions When does an assessment project become a research project? What is exempt research, and does it need to be presented to an IRB? Should some exempt research be subjected to ethical review? What criteria should review boards use in reviewing educational research? Can educational research be conducted on a non-voluntary basis? A case study will be used to illustrate these ethical and regulatory issues.
Emotion and Social Motivation in Moral Decision Making [016] POSTER
Fredrik Bjorklund (New York University)

Two studies found that intimacy motivation is related to a preference for consulting others before making moral decisions and to having low confidence in important decisions. Moral decision making was reported to involve primarily negative emotions. When asked to think of and relive an important moral decision that they had made in the past, participants scored significantly lower than their own baseline on all dimensions of a mood questionnaire (hedonic value, activity, calmness, social orientation, extroversion, and confidence).

Views of the Moral Causality from Cross-Cultural Perspectives [031] POSTER
Makoto Kobayashi (Kyoto Koka Women's University)

Belief in the moral causality is found everywhere in the world. The connection of "Hubris" and "Nemesis" belongs to the Western tradition, whereas the "Karma" teaching is widespread in Asian cultures. Though both conceptions indicate certain moral reward of human behavior, there are considerable differences between them with regard to the understanding of human responsibility. The chain of "Hubris" and "Nemesis" implies the responsibility towards one's own individual while the "Karma" is substantially concerned with interpersonal obligation. The present research analyzes what implications this culturally conditioned understanding of moral causality has for the social behavior of German and Japanese students.

Moral Dilemma in Residency Training [036] POSTER
John H. George (Penn State University)

Previous research demonstrated that Medical Students plateau in their moral reasoning development due to the stress of the medical school curriculum. This study sought to determine if residency education influenced moral reasoning development or continued the plateau effect. 62 Family Practice and 130 Surgery residents were administered the Defining Issues Test annually for three consecutive years. Results demonstrated that the plateau effect continued through residency education and that there was no difference in level of reasoning between Family Practice and Surgery residents.

Response to the Rail Tragedy in Korea and Japan [049] POSTER
Fumiyuki Ohnishi (Yokohama City University), Lee Hwajeong (Waseda University)

The purpose of present paper is to compare responses to the affair, the rail tragedy, appeared on one of newspapers in Korea and Japan. The tragedy one Japanese and one Korean student tried to save the fallen drunker on the rail and were killed was happened. This was reported soon on newspapers in both countries. We gathered reports and letters from readers on the Korean student which appeared during one month after the affair and analyzed them.

Moral Agency for Health Care Providers [070] POSTER
Lois M. Blais (Volunteer Support Staff Ethics Network, Providence Health Care)

The concept of Moral Agency borrowed from Political philosophy may add a cadre for nurses and other health care providers to draw from and to break through to new meanings. I claim, if moral agency is restored and integrated into each health care provider's practices a new type of authority becomes obvious and
ultimately a common purpose is met, namely the best interest of the patient. This new type of authority becomes "legitimate authority" as it arises out of the decisions of a collaborative multidisciplinary team.

**Schema Flexibility and Cultural Experience in Moral Development**

*Poster*

Leilani Endicott (University of Minnesota), Tonia Bock, Darcia Narvaez (University of Notre Dame)

Research suggests that schema flexibility is adaptive. Higher quantity and quality of social schemas puts an individual in a better position to solve interpersonal problems and conflicts, communicate interculturally, and work toward tolerance and peace. College students took several measures of intercultural development along with measures of moral judgment, multicultural experience, and schema flexibility. The overall pattern of results supports the theoretical prediction that schema flexibility is related to higher levels of intercultural and ethical competence, important aspects of social problem solving. We discuss the implications for moral education in a pluralistic society.

**Conceptions of Corporal Punishment: A Cultural-Developmental Study of Conservatives and Liberals, Parents and Children**

*Poster*

Lene Arnett Jensen, Carolyn R.H. Kraft (Catholic University of America)

One aim of this study was to extend our understanding of the relation between worldviews and moral conceptions pertaining to corporal punishment among religiously liberal and religiously conservative believers. A second aim was to examine how these worldviews and moral conceptions develop in the course of childhood, adolescence, and adulthood. A total of 120 children (ages 7-12), adolescents (ages 13-18), and adults (ages 36-53) from congregations belonging to the Presbyterian Church in America (conservative) and the Presbyterian Church-USA (liberal/mainline) participated in interviews. Participants provided in-depth descriptions of their worldviews (e.g., their conceptions of human nature, society, God, and the afterlife). They also evaluated and reasoned about the issue of corporal punishment.

**Environmental Ethics: The Case for Care and Justice**

*Poster*

Shari L. Britner (Emory University)

Since Kohlberg developed a cognitive theory of moral development and Gilligan extended his work to include care-oriented concerns, these views of moral reasoning have generated extensive discussion and research into the moral reasoning of individuals. Because environmental decisions involve moral reasoning, these theoretical frameworks provide valuable perspectives from which to consider environmental ethics. This paper surveys literature on environmental ethics, examines the assumptions underlying major approaches, and categorizes them in terms of their moral orientation. An approach integrating relational aspects of a care ethic and concern for equity of a justice ethic is judged the most effective approach to environmental issues.

**An Interdisciplinary Perspective on Self-Understanding and Adolescent Depression in the School Environment**

*Poster*

Czesia Fuks Geddes (University of British Columbia)

The aim of this poster presentation is to give an interdisciplinary perspective on the association of self-understanding and adolescent depression in the context of their school culture. Mental health is a powerful pathway by which experiences are translated into outcomes of physical health. Social and cognitive
development is deeply embedded in the adolescents' perceptions of the self, their identity in relationship to others. Self-understanding of one's vulnerability may be intertwined before mental destabilization happens. Adolescent's self-understanding of one's place in their world, particularly schools, can give rise to depression when one processes and integrates negative perceptions of one's social environment.

Virtual Tutorial to Train Teachers on Moral and Values Education

Miquel Martinez Martin, Elena Noguera Pigem, Maria Rosa Buxarrais Estrada (GREM -- Research Group on Moral Education, University of Barcelona)

The virtual tutorial to train teachers on moral and values education is part of the training teachers program that offers the PEVA, Program of Values in Education at ICE, Science Education Institute at University of Barcelona in relationship with the OEI, Iberoamerican States Organization for the Education, Science and Culture. There are 5 main blocks (Education in values, strategies and resources about education in values, theoretical background, the implementation of values at schools and several curricular areas in relationship with values) and it is meant to be realized through Internet with the help of some tutors spread around several countries.

Ethical Education and Education in Values: Teachers and Students Material

Miquel Martinez Martin, Elena Noguera Pigem, Maria Rosa Buxarrais Estrada (GREM -- Research Group on Moral Education, University of Barcelona)

The publication "Praxis-Ethical Education and Education in Values" is a collaboration project with Secondary School Teachers in order to get ethical education students. The work provides five chapters. The first one introduces a theoretical and conceptual training for Secondary School Teacher. The others develop four dimensions of moral personality. The four capacities or dimensions are: self-construction or self-identity; intersubjective dialogue; convivenciality and sociomoral reflection and argumentation. Each dimension has two or three fields around of which the curricular activities are made. The way to work the book consists of applying simultaneously each dimension and field. The activities have two parts: one is addressed to students and the other one addressed to teachers.

Videos to Train Teachers on Moral and Values Education

Miquel Martinez Martin, Elena Noguera Pigem, Maria Rosa Buxarrais Estrada (GREM -- Research Group on Moral Education, University of Barcelona)

"Educación en valores" is a collection of videos to train teachers in moral education and values. It is a set of eight videos of eighteen minutes each. Two of them are about the background of moral education and its implementation in a school and six of them about topics such as interculturalism, ecology, participation, mass media, and the explanation of some pedagogical strategies moral dilemmas, role-playing and so on. The videos are complemented with a guide with information, activities and bibliography. It has been developed by PEVA, Program of Values in Education at ICE, Science Education Institute at University of Barcelona in relationship with the OEI, Iberoamerican States Organization for the Education, Science and Culture.
Behavioral and Value-Based Character Assessment System
Development and Validation [127] POSTER
William H. Hendrix (USAF Academy)
This study involves the development and validation of a survey-based character development system to measure changes in character-related values and behavioral dimensions. Thirteen dimensions of character form the basis of the survey-based assessment system consisting of an assessment process using three primary instruments. Validation results indicated support for discriminant, and convergent and divergent validity. Reliability analyses indicated that the four major scales of the primary instrument where highly reliable (Coefficient Alpha = .87 to .93). The data suggest that this character assessment system provides a valid and reliable means for measuring changes in character-related values and behaviors in educational and business settings.

Prosocial Attributes and Emotional Bonding with Parents [136] POSTER
Jupian J. Leung (University of Wisconsin)
A total of 120 college students rated their mothers and fathers in counterbalanced order on each of 22 prosocial attributes (e.g., caring, compassionate) using a scale of 1 (very little) to 5 (a lot). They also indicated to which parent/guardian they felt emotionally closer and answered some demographic questions anonymously. Results showed that prosocial attributes were related to emotional attachment between college students and their parents: College students, especially females, felt emotionally closer to the parent that they perceived to be more prosocial.

Empathy and Bullying: A Review of Current Theory and Research [140] POSTER
Kirstin Funke, Shelley Hymel (University of British Columbia)
The goal of this session is to highlight important theoretical issues and recent research findings linking empathy to bullying behaviour. Empathy is conceptualized as a multidimensional construct with emphasis on the interactive effects of affect and cognition. In contrast to past research that has characterized bullies as lacking in social skills and understanding, the current session presents an alternative argument that views bullies as higher in social cognition than their non-bully peers, but lower in emotional responsivity. Implications of recent findings and future directions for research will be discussed.

Religion and Real-Life Moral Reasoning [144] POSTER
Stacey Grubb (University of British Columbia), Gillian Wark (Simon Fraser University)
This investigation sheds light upon the role of religion in hypothetical and real-life moral reasoning. Volunteer subjects (religious and controls) were administered a Social Reflection Questionnaire – Short Form (SRM-SF), a real-life moral dilemma questionnaire, a personal feelings questionnaire, and a questionnaire requesting demographic information and religiosity information. To control for confounding effects this study looks at the differences between Christian individuals (religious group) and all other individuals (control group). Results indicate that individuals with high religiosity (Christians) discuss dilemmas considered to be more moral and evaluate them more in terms of justice than control subjects.
Epistemic Doubt, Identity Formation, and Moral Development: A Cross-Cultural Comparison [146] POSTER  
Jeffrey R. Boles, Michael J. Chandler, Bryan W. Sokol (University of British Columbia)

Traditionally, the epistemic, identity, and moral development of young persons have been studied independently, and the results obtained cave off into separate domains of social, emotional, and cognitive functioning. This study explored the relations between these three domains of functioning in samples of Asian and culturally mainstream first-year undergraduate students. Participants completed Rest's Defining Issues Test, Adams' Extended Objective Measure of Ego-Identity Status, and the Epistemic Doubt Questionnaire developed by Chandler and his colleagues. Available results reveal a complex pattern of interrelations among these three measures—relations that differ importantly in the cultural groups studied.

The Search for Transformatory Environmental Education: Self-Efficacy, Values and Learning [161] POSTER  
Nancy C. Doubleday (Carleton University)

Environmental education has depended on an attitudinal approach to the transformation of human behaviour with respect to the environment for over 30 years, yet environmental problems mount. The work of Albert Bandura may offer an alternative approach. This paper investigates the potential for application of Bandura's theory of collective self-efficacy to the problem of the ecological crisis, through a critical analysis of the dominant environmental educational paradigm as manifested in academic curriculum in Canadian universities.

Development and Decision-making: Adolescents Choice in Drug Use [168] POSTER  
A. Michael Maclean, Ekin Blackwell (University of British Columbia)

We propose a model of decision-making in adolescent drug use. A review of research on the effects of four critical factors was instrumental in the development of this model: (1) moral reasoning, (2) domain classification, (3) adolescent egocentrism, and (4) ego-functioning. The first three have been shown to individually predict adolescent drug use. Although low ego-functioning appears to have a corrupting influence on real-life moral reasoning, its relationship to adolescent drug use has yet to be examined. We explore how these four factors interact in the process of decision-making in adolescent drug use, and briefly discuss implications for treatment and prevention programs.

Religious Faith in Moral Life [188] POSTER  
A. Michael Maclean, Ekin Blackwell, Lawrence J. Walker (University of British Columbia)

Moral reasoning accounts for only a small portion of the variability in moral behavior. Recently, it has been proposed that components of personality bridge the gap between moral cognition and moral behavior. One component, receiving a great deal of attention, is identity. The present study is an investigation of the role of one subcomponent of identity in relation to moral functioning, that of religious faith. Sixty undergraduates were assessed on religious orientation, moral reasoning, and self-reported altruism. Intrinsic religious orientation, moral reasoning, and self-reported altruism were all positively correlated. Moral reasoning, however, was the only significant predictor of altruistic behavior in a regression analysis.
Professional Ethical Development for Beginning Psychologists [176] POSTER

Jeanette A. Lawrence, Agnes E. Dodds (University of Melbourne)

We report the development of a program for teaching professional ethics to psychology honours students using two up-to-date teaching facilities (1) a web-based interactive program and (2) a collaborative learning space, set up for interactive computer problem tasks and small group and plenary discussions. The aim is to help students develop reflective, portable knowledge to apply to ethically-charged situations. A series of web-based modules introduces students to ethical concepts, gives them on-line access to resource materials (e.g., dictionary definitions, authoritative interpretations) and gives experience in working through practical exercises. Iterative loops with feedback provide opportunities for monitoring and revising performance.

Shoe and Metre Demonstrating the Link Between Emotional Competence and Increased Cognitive Capacity: A Lesson from Reggio Emilia [184] POSTER

Lynda Phillips (University of British Columbia)

"Children of today are constantly bombarded with the names of numbers, pictures of words and words expressing quantity and measurement and they use these words even before they know their meanings, values, roles and purposes." (Malaguzi, 1995). This statement demonstrates the futility of learning without understanding. Children come to understand what they see and hear by observing and participating with their peers and other more skilled individuals. There is a need for children to develop skills in self-efficacy, perspective taking, managing their emotions, turn taking, and problem solving in order that they can learn. This presentation will illustrate how through providing an environment that promotes the development of the aforementioned skills, children are able to answer the question "Do you know how to measure?" (Meninno, 1995 p.16).

Teaching Social Skills with Children’s Literature [186] POSTER

Veronica Smith (University of British Columbia)

A growing body of empirical studies indicate that children who have weak social skills and problematic peer relations early in their school careers are at risk for a host of negative developmental outcomes including low self esteem, underachievement, school drop out, juvenile delinquency, and vocational and relational problems following secondary school (Gresham, 1998). Understanding which social skills are important for development is a complex and ill understood or agreed upon topic. This poster presentation proposal represents a small collection of children's literature that positively depict social skills. This sampling of books and accompanying activities support and highlight the comprehension of the social skills outlined in the Caldarella & Merrell (1997) study.


Barbara Silver, Margaret Klassen (Modery Annex School)

This project was initiated in response to community observations and concerns that many students coming to kindergarten seemed to need exposure to developmentally appropriate activity based materials. Two projects were initiated
simultaneously to meet these needs 1) Training peer parents/caregivers in the process of building early literacy skills, and 2) providing the parents/caregivers with developmentally appropriate activity based materials for incoming kindergarten students. Our poster display contains photo documentation and examples of lessons, activities, and reflections collected throughout the project. Positive findings included evidence of networking and support among the Peer Parents, increased awareness of skills and evidence of stronger relationships with their children, parents reporting an increased sense of belonging in the community, and Peer Parents report of increased self-esteem and empowerment.

A Cross-Cultural Exploration of Moral Orientation and Reasoning [130] POSTER
Nilay Kuyel, Rebecca J. Glover (University of North Texas)
Kohlberg and Nisan examined justice reasoning in Turkish populations; however, these studies were conducted over two decades ago. In addition, there appears to be no research regarding the care orientation among Turkish populations. This study will review findings from a research project now in progress designed to provide a cross-cultural exploration of moral orientation and reasoning. Participants include a projected total of 200 university students attending undergraduate courses both in Turkey (n=100) and in the US (n=100). Hypotheses are designed to explore both cultural and gender differences among the participants as related to moral orientation and reasoning.

A Pragmatic Approach to the Development of Empathy and Moral Behavior [105] POSTER
Johnathan R. Hansen, Elizabeth V. Gifford, Steven C. Hayes (University of Nevada)
Relational Frame Theory (RFT) is a pragmatic approach to cognition that focuses on the ways in which context determines the development and application of symbolic meaning. In this poster, we present RFT as a unifying theory of moral development. This theory is based on pragmatic philosophy and basic behavioral science, and has significant implications for educational interventions aimed at developing moral excellence.

Moral Judgment, Religious Values, and Just World Beliefs Regarding Drunk Drivers [081] POSTER
Philip Laird (Trinity Western University)
One-hundred and nine undergraduate students read one of three scenarios depicting a car accident and then made causal and moral judgments about the accident. In addition, participants completed the Religious Values Scale (RVS). In all 3 scenarios, the main character was broadsided by another driver who ran a stop sign. In condition 1, the innocent driver was a student who had been drinking at a party, in condition 2, the innocent driver was a businessman who had been drinking at a party, and in condition 3, the innocent driver was a student who had not been drinking. Participants were more inclined to blame the innocent driver if the driver had been drinking prior to the accident. This finding seems to support the just world belief that people generally get what they deserve.

Epistemic Reasoning and Psychopathology among Adolescent Boys with and without Behavioral Disorders [195] POSTER
Kathleen Beaudoin (University of Washington, Tacoma)
This study examined epistemic reasoning and its relation to psychopathology among 31 adolescent boys with behavioral disorders in comparison to 32 of their peers without behavioral disorders. Results revealed that boys with behavioral disorders were lower in epistemic reasoning than their peers. Additionally, the majority of boys with behavioral disorders who reasoned from a stance of generic doubt gave responses reflecting a skeptical orientation whereas there was an approximate split between dogmatic and skeptical orientations from their peers. Furthermore, higher levels of problem behaviors were associated with lower levels of epistemic reasoning among boys without behavioral disorders. Overall, these results suggest the importance of epistemic reasoning in understanding the relation between social cognition and psychopathology.

19:00 – BANQUET AND AWARDS CEREMONY

Governor Gen. Suite This formal event presents a unique opportunity for the AME community to gather and celebrate the latest developments in the fields of moral development and moral education, as well as the achievements of the Association's members. During the evening, the winner of the 2001 Dissertation Award of the AME, M. Kyle Matsuba of the University of Northern British Columbia, will be honoured, as well as the recipient of the 2001 Kuhmerker Award of the AME. The AME presents these annual awards in recognition and commendation of exemplary work in the field of moral development and/or moral education.
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<td>CONFERENCE OVERVIEW - SATURDAY</td>
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<td>12:30-13:15</td>
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Note: All locations are Centre for Dialogue, unless otherwise noted.
Segal Centre 1420-30 The Role of Role-Taking Opportunities for the Development of Moral Competencies [076] SYMPOSIUM

SYMPOSIAS: Georg Lind, Marcia M. Agati (University of Konstanz), Patricia Bataglia (Universidade de São Paulo), Alan Reiman (North Carolina State University), Robert Colesante (Siena College), Donald Biggs (University at Albany), Pedro D. Ferreira, Isabel Menezes (Porto University), Maria Cristina Moreno Gutierrez, Baltazar Rodriguez, Fernando Colunga G. (Universidad de Monterrey), Pablo Villarreal (Universidad de Monterrey / Hospital Metropolitano), Raúl Garza (Hospital Muguerza), Alejandro Marfil Rivera (Universidad Autónoma de Nuevo León)

DISCUSSANTS: Orlando Martins Lourenço (University of Lisbon), Rheta de Vries (Regents’ Center for Early Developmental Education, University of Northern Iowa)

- How to Properly Evaluate Moral Education Programs
  Georg Lind

- Moral Competence, Role-Taking and Higher Education: A Cross-Cultural Pilot Study (Brazil and Germany)
  Marcia M. Agati, Georg Lind

- The Development of Moral Competence in Psychology Students: A Study with a Brazilian Sample
  Patricia Bataglia

- Promoting Teacher Development Through Social Role-Taking and Guided Inquiry: Recent Advances
  Alan Reiman

- Moral Competence and Democratic Citizenship
  Robert Colesante, Donald Biggs

- The Impact of the Quality of Life-Experiences: An Inter-Domain Developmental Study
  Pedro D. Ferreira, Isabel Menezes

- Learning Environments and Moral Development in Medical Education
  Maria Cristina Moreno Gutierrez, Raúl Garza, Alejandro Marfil Rivera, Baltazar Rodriguez, Pablo Villarreal G., Fernando Colunga
The development of moral attitudes and competencies are largely dependent on educational processes. It has also been shown that self-sustaining moral-cognitive development can be effectively fostered by appropriate educational programs like dilemma discussion (Blatt, Kohlberg; Schläfli et al.; Lind). In the past decade, also other aspects of youth's learning environment have been identified as potentially important for children's and adults' moral-cognitive development, especially opportunities for role-taking (responsibility-taking) and guided reflection (Kohlberg, Sprinthall). This symposium is to bring together studies from different countries (Brazil, Germany, Mexico, Portugal, United States), which shed light on the empirical validity of this assumption. Findings will be presented as well as (new) questions.

**RACE AND DIVERSITY**
*Chair: John Snarey (Emory University)*

- **Color Blindness as an Ideal [022] Paper**
  *Lawrence Blum (University of Massachusetts)*

  "Color blindness" as a moral ideal is out of fashion, especially in educational contexts, in face of the perceived need to acknowledge the social reality of race. I distinguish four strands within color blindness: (1) race invisibility; (2) race egalitarianism; (3) racial harmony; (4) race transcendence. (2), (3), and (4) are ethically sound; (1) is not, either in its own right, or as a means to (2), (3), or (4). I examine race consciousness and color blindness in: (a) The 2000 Univ. of Michigan pro-affirmative action court decision (Gratz v. Bollinger); (b) a racially mixed high school class I recently taught.

- **Home-Schooling and the Bigotry of the Schoolyard [065] Paper**
  *Charles Lawrence Howell (Hamilton College)*

  Home-schooling parents often hope their children will resist peer socialization, in effect shielding themselves from schoolyard bigotry. This expectation, however, potentially conflicts with common schools' democratic, egalitarian, and participatory ideals. How can this conflict be resolved? Various strategies are available, depending on (a) motives for home-schooling; (b) age of the child when first home-schooled; and (c) extent and character of participation of the home-school family in the larger community.

- **Reaching for Moral Excellence through Moral Conversation about Race [021] Paper**
  *Elizabeth Baird Saenger, Lillian Polite (Fieldston Lower Division of Ethical Culture Fieldston School)*

  Communities of silence cannot be moral communities. The most pernicious and pervasive silence in primary school classrooms is often around the subject of race relations. Where there is not silence, there is likely a saccharine orthodoxy purporting that, since Rosa Parks and Martin Luther King, Jr. changed the world, everything is just fine. As African-American and European-American teachers, we offer specific suggestions for helping fellow teachers see this silence and begin to break it. Honest acknowledgment of the realities of all children's experience serves to liberate them for moral learning. Issues of planning, reflection, and courage required of teachers will be addressed here.
CHILDREN, PARENTS AND MORALITY

Chair: Cory Elaschuk (University of British Columbia)

- Comparisons between Sociomoral Development and Parent-Child Perspectives of Attachment Relationships [143] Paper
  Lance C. Garmon, Ellen Hock (Ohio State University)
  Although representations of attachment relationships with parents and peers have been shown to play a role in the development of sociomoral reasoning, previous studies have assessed only the young adult's perception of the attachment relationship. The present study compares the young adult's moral reasoning with their perception of the attachment relationship and their parent's perception of the same relationship. Results indicate that while representations of attachment are related to the development of sociomoral reasoning, and to Moral Type B ethical idealism in particular, those findings varied as a function of which attachment perspective of the relationship was assessed.

- Adolescents' Views of Procedural Safeguards for Adult/Child Interactions [177] Paper
  Jeanette A. Lawrence, Shu-Huei Lin (University of Melbourne), Anthony J. Hicks (St. Pius' Presbytery)
  We report studies of adolescents' views about procedural safeguards for adult/child interactions. In Study 1, we compared the importance adolescents and 876 legal professionals gave to procedural safeguards for a young offender in court. Responses differed by adolescent age and gender and professional role. Adolescents emphasized the offender's opportunity to explain and ask questions. Judges and lawyers emphasized legal processes. For Study 2, using an interactive computer program 328 adolescent girls of different ages made contextualized judgments on safeguards appropriate for home, school and court. Older girls made finer distinctions between contextualized safeguards. Adult neutrality and asking questions were more important before a magistrate than a mother. The right of appeal was greater at home. The institutional significance of procedural safeguards is related to clauses of the UN Convention on the Rights of the Child (1989).

- A Practical Study to Investigate How Children Think about Morality [019] Paper
  Maria Judith Sucupira da Costa Lins, Lígia Gomes Elliot, Nilma Santos Fontanive (Cesgranrio Foundation)
  This study aims to investigate how children in the state of Rio de Janeiro think about moral. Moral competencies and social abilities were defined and based upon Piaget and principles of classical Moral. A test with items about concrete situations was elaborated and presented to a sample of 22,174 third graders from public schools. Children should choose the answers according to they thought it was morally correct. The results showed that 70% of students selected the answers according to moral principles. A further seminar will discuss these results with the educational community to disseminate moral education in schools.
This paper discusses the important role of moral reflection and judgment in the lives of politically engaged urban youth. Examples of moral judgments are drawn from statements and writings of youth who were engaged in community-based projects designed to alleviate inequities or social problems. Implications for the important place of moral reasoning in moral education are discussed, as well as the adaptive features of critical moral reflection in urban contexts.

**• Just Cheating? Students' Moral Reasoning about Academic Integrity and Dishonesty [171] PAPER**

*Jason Michael Stephens (Stanford University)*

Surveys indicate that academic cheating among students is widespread and growing. While the research literature is replete with survey and correlational studies indicating who is more likely to cheat and under what conditions they are most likely to do so, we know very little about how students reason through issues of academic integrity. The research presented in this paper begins to fill this void. Based on interviews with high school students, the following questions are addressed: What do students think about cheating? Is cheating seen as a moral issue among students? When, if ever, is cheating seen as justifiable?

**• Body Modification: An Ethical Issue? [066] PAPER**

*Silvia M. Agatti Ludorf, Helenice Maia Gonçalves (Federal University of Rio de Janeiro)*

The links between Ethics and body have not yet been deeply explored in the Brazilian context. The debates about Ethics have focused on political or economic events and specific aspects of social life. The body theme, on the other hand, comprises mostly questions about health and esthetics. This paper intends to examine the contribution of Ethics to the discussions related to human beings and their bodies in the contemporary societies, more specifically to the issue of body modification. Our analysis is based on the idea that the concepts of body and Ethics are social-cultural constructs that are subjected to the typical traits of the social group they belong to.

**ICBC Concourse 20  MORAL EDUCATION**

*Chair: Shelley Hymel (University of British Columbia)*

**• Different Conceptions of the Moral Role of the Teacher [007] PAPER**

*David Carr (University of Edinburgh)*

Teaching is a complex enterprise which bears comparison with many other paid human occupations. On older conceptions of teachers as transmitters of the values and virtues of a particular culture, teaching fairly resembles religious ministry. Again, while early years teaching has often been likened to such caring occupations as nursing, some radicals have regarded education more like social work. More contemporary views involve more or less explicit comparisons of teachers with doctors, tradesmen and business managers. The aim of this presentation, however, will be to explore the radically different implications for moral education of these diverse notions.

**• Counselor Educators Approach Student Learning for Working with Gay, Lesbian, and Bisexual Clients: A Qualitative Study [085] PAPER**

*David A. McFarlane (University of Washington)*

This qualitative study investigated approaches that counselor educators use in preparing graduate students to work with gay, lesbian and bisexual (GLB)
clients. Semi-structured interviews with three participants, faculty members in separate institutions, were analyzed using grounded theory. Open coding described the counselor educator's understanding of students' needs, understanding of GLB clients, and understanding of cultural context. An "Educator-Advocate For Sexual Minorities" theory was developed from the interviews. This theory is developed as a developmental model of educational practice with moral implications.

- **Ethics 101 Goes to the Movies: Teaching Freshmen Morality [013]**
  **PAPER**
  Victor L. Worsfold (University of Texas)
  In this presentation, I shall show clips from the movies Class Action, Steel Magnolias, and Wall Street as I demonstrate a way of making ethics in theory and practice accessible to first year students. I shall explain how I came to the decision to show these movies and have participants work through the moral dilemmas presented by them, as my students do. I shall want participants to realize how much can be learned about ethics, as I do my students, by assessing the movies' ethical resolutions in light of their own conclusions about what constitutes appropriate ethical resolutions to the movies' dilemmas.

**ICBC Concourse 30**

**PHILOSOPHICAL PERSPECTIVES II.: "Secular Humanism and Theistic Ethics"**
**CHAIR: Brian Gates (University College of St. Martin)**

- **Ethics and Neohumanism [169] PAPER**
  Jens Zimmermann (Trinity Western University)
  Based on the ethical turn in philosophy, literary studies, and theology, this paper provides a way to develop a neo-humanism by drawing on two principle sources: a) Levinas's concepts of self-as-sociality and ethics as first philosophy and b) the Augustinian theological tradition. Both traditions provide rich material for the construction of selfhood and rationality (along the lines of reason, will, and emotions) that allows for an affirmation of the human subject and a hermeneutical approach to epistemology in which the ethical constitutes the primordial element for what it means to be human.

- **Cooperative Theistic and Secular Approaches to Ethical Education [125] PAPER**
  Marvin J. McDonald (Trinity Western University), Ernest G. Poser (B.C. Humanist Association)
  Schools in today's pluralist societies often serve children from homes of very different traditions and beliefs. The formula of 'one form fits all' for ethical guidance therefore no longer applies. It tends to exclude many pupils from minority backgrounds or teaches them beliefs inconsistent with those of their parents. Our contribution describes a comparative approach to ethics, familiarizing young people with moral principles derived from a variety of sources, both religious and secular. The focus of the proposed curriculum is on the inculcation of those common moral decencies on which many traditions agree, though they may differ in their view of how these values were derived. This focus on shared principles contrasts with a radical relativism currently promoted in some circles.

- **The Ontology of 'Is' and 'Ought' in the Context of Moral Issues [046]**
  **PAPER**
  Sayyed Mohsen Fatemi (University of British Columbia)
This presentation will critically analyze the ethical terms in light of prescriptive and descriptive propositions. While making a distinction between meta-ethics and normative ethics, the paper will discuss how to derive the value judgment from descriptive judgement. The paper will then challenge empiricist philosophy of ethics and moral issues and presents counter arguments against Ayer's verification and falsification theory of ethical terms. The paper will then analyze the implications of moral propositions by virtue of their ontology in virtue of Islamic philosophy.

PUNISHMENT AND FORGIVENESS

Chair: TBA

• Forgiveness after Genocide: Voices from Bosnia's Youth [094] Paper
  Andrew Garrod, Joshua Thomas (Dartmouth College)

  We consider the place of forgiveness and particularly forgiveness counseling in the context of Bosnia, a country struggling to recover from civil war, displacement, physical destruction, and genocide. To nearly fifty high school students of Croat, Bosniak, and Serb backgrounds, the researchers read a paraphrased version of Simon Wiesenthal's story, The Sunflower, and asked questions pertaining to the necessity, meaning, and place of forgiveness in the aftermath of murder and genocide. Forgiveness and perhaps more importantly reconciliation continue to be attractive philosophical ideals to heal the disastrous consequences of today's war. We have much yet to learn from the stories of active survivors like the youth of Bosnia about how to support their own ways of community healing in a country turned upside down.

• An Analysis of the General Population's Understanding of the Psychology of Forgiveness [122] Paper
  Suzanne Freedman (University of Northern Iowa)

  Forty-eight individuals (18 years and over) were interviewed about their understanding of the psychology of forgiveness. Approximately 25 questions were asked to each interviewee and in-depth answers were obtained. In this paper, data will be presented to illustrate how a sample of the general population defines and understands forgiveness, whether they view it as beneficial, their experiences with forgiving and forgiveness, and how their definitions and understanding compare to those given by academics and researchers in the field.

• The Implausibility of Punishment in the Democratic Society [024] Paper
  Shulamit Gribov (Simon Fraser University)

  In the proposed essay I examine the concept of punishment within the framework of a democratic society and suggest that most of the attributes of the concept of punishment are incompatible with the principles of moral autonomy and social equality. The incompatibility is revealed through a comparative analysis of moral premises of punishment vs. moral premises of social equality and moral autonomy. Acknowledging the vulnerability of several prevailing arguments against punishment this essay suggests that the argument from incompatibility sheds light on the problem of punishment without the need for moral relativism or abolishment of the concepts of 'crime' or 'wrongdoing'.

Saturday
Concurrent Paper Sessions V.

Strategy Room 320  
**"The Roots of Empathy": A Primary Prevention Program for Promoting Social and Emotional Competence in Children [182]**

**SYMPOSIUM**

**SYMPOSIANS:** Mary Gordon (Founder/President, "Roots of Empathy"), Alva Jenson (Vancouver School Board), Lois Yelland (Vancouver/Richmond Health Board), Kimberly A. Schonert-Reichl, Veronica Smith, Helen Novak, April Wessel (University of British Columbia), Charlie Naylor (British Columbia Teachers' Federation)

**DISCUSSANT:** Cory Elaschuk (University of British Columbia)

- **Planting the Seeds of Empathy**
  Mary Gordon

- **"Roots of Empathy" in Vancouver: Partnerships and Expansion**
  Alva Jenson, Lois Yelland

- **Evaluating the Effects of the "Roots of Empathy" on Young Childrens' Adjustment Emotional and Social Competence**
  Kimberly A. Schonert-Reichl, Veronica Smith

- **Pictures of Empathy: Using Photographs to Understand Roots of Empathy in Action**
  Helen Novak, April Wessel, Kimberly A. Schonert-Reichl, Charlie Naylor

HSBC Room 370  
**Justice Education through Study Abroad: Three Case Studies [093]**

**SYMPOSIUM**

**SYMPOSIANS:** Frank M. Bernt, Elizabeth Linehan, Richard Malloy (St. Joseph’s University)

- **Examining Justice through Study Abroad: Three Case Studies**
  Frank Bernt, Elizabeth Linehan, Rick Malloy

- **Re-Discovering America: Examining Justice through Field Study in the Dominican Republic**
  Frank Bernt

- **Violence and Reconciliation in Northern Ireland: "Best Practice" in Moral Education**
  Elizabeth Linehan

- **Children Walking with the Wind: A Civil Rights Pilgrimage**
  Rick Malloy

The importance of international learning has become increasingly evident as the "global village shrinks" and becomes more accessible. In response, colleges and universities have increased their efforts to strengthen and to enrich study abroad programs. While the academic benefits of such programs are widely
accepted, their potential as a means of moral or justice education has received very little attention. Using three separate case studies, this symposium will explore and discuss the goals, successes, challenges, and remaining questions which "social justice study tours" present. Ample time will be provided at the end of the presentations for exchange of ideas and strategies.

Hamber Room 470  MORAL SELF
CHAIR: Bryan W. Sokol (University of British Columbia)

- Some Observations about How Moral Psychologists Have Construed Autonomy [155] PAPER
  Don Collins Reed (Wittenberg University)
  Every moral psychology includes a construal of autonomy. Psychologists have recently tended to understand autonomy as a type of independence, construing it, for instance, as disconnection, as personal discretion, as the defining value of a socially-constructed, rights-based ethical code, or as self-constructed principled reasoning. I describe the salient differences between these four construals and contrast them with Piaget's understanding of autonomy. I also focus on two points, one obvious and one not so obvious. The obvious point is that, in construing autonomy differently, moral psychologists have captured different important insights about this phase or type of moral functioning. The not so obvious point is that they have in the process conspired to construe authority as autonomy's wicked step-mother. Moral psychologists disagree about what sort of independence autonomy involves, but they are nearly unanimous in supposing that type of independence to be the hero of the developmental story. I suggest that this similarity may be as important as the differences.

- John Dewey on Educating the Moral Self [099] PAPER
  Roger Bergman (Creighton University)
  "The real moral question is what kind of a self is being furthered and formed." Despite this assertion in a chapter entitled "The Moral Self" in his Ethics (1932), Dewey seems not to have used the term moral self outside that context. Perhaps he didn't think it that crucial in his overall philosophy. I argue, on the contrary, that the concept of the moral self is fundamental to Deweyan ethics and that it provides an illuminating lens through which to view his philosophy of education. This paper explicates Dewey's perspective on moral education as education of the moral self.

- Is the Concept of Relational Self Enough? [037] PAPER
  Jose Mesa (Columbia University)
  The dichotomy individual-community has traditionally been used in philosophy to express two conflicting views about whether communal or individual values have the priority for human flourishing. Feminists scholars (Gilligan, Noddings, Held) have rightly argued about some of the pitfalls of this dichotomy and have claimed that it can be broken down by the concept of the relational self. However, at least two important problems seem unresolved by this approach: (1) how to account for the diversity of goods encompassed in the dichotomy; and (2) how to explain the actual conflicts that people express through it.
**ICBC Concourse 10**

**GENDER AND MORALITY**

**CHAIR:** TBA

- **Narrative in Moral Education: Difference between Girls and Boys** [115]  
  **PAPER**  
  Nancy Bouchard (Université du Québec), Lucille Roy Bureau (Université Laval)

  How can one think about and implement a moral education that is aware of the postmodern condition, one which questions the omnipotence of the reason and recognizes the fragility of the subject? This concern led to interest in the "narrative turn", more specifically in the narrative approach to moral education from Tappan and Brown. In moral education at secondary, we experimented, in Quebec and in Belgium, this approach by the way of dramatic play and a dialogued journal. Our results reveal that there are quite more girls than boys that tell their own moral experiences. How can we understand this difference? Some hypotheses will be presented and discussed.

- **Sex and Cultural Differences in Moral Orientation in Adolescence** [058]  
  **PAPER**  
  Angela Yu, Nand Kishor (University of British Columbia)

  The purpose of the present study was to explore sex and cultural differences, and developmental changes in dispositional and situational moral orientation in adolescence. Participants were 305 secondary students, of multiple ethnic groups. Adolescents were generally care-oriented in their dispositional moral orientation, but able to use both justice and care in their situational moral orientation. There was a decrease in justice-orientation with increasing age. Girls did not differ from boys in their dispositional orientation, but scored higher than boys on situational justice orientation. Asian adolescents were more justice-oriented than were White. Implications for future research are discussed.

- **Affective and Behavioural Manifestations of Moral Orientation in Law Students** [141]  
  **PAPER**  
  Lynda L. Murdoch, James R.P. Ogloff, Stephen D. Hart, David Cox (Simon Fraser University)

  One hundred forty Canadian law students completed Moral dilemmas IV, IV' and IV" of Kohlberg's Moral Judgment Interview (Form B; Dr. Jefferson) at the beginning of the 2000/2001 school year. At that time, and again at the end of the school year, students also completed measures of general distress (GHQ-28) and drug and alcohol use (DAST and MAST). The relationship of moral orientation, as scored on a five point ordinal scale from care to justice, with increases in distress and drug/alcohol use will be examined with multiple regression analysis. Results will be discussed in terms of implications for legal education and health interventions.

**ICBC Concourse 20**

**MORAL DEVELOPMENT AND EDUCATION**

**CHAIR:** Darcia Narvaez (University of Notre Dame)

- **A Functional Systems Approach to Moral Development** [194]  
  **PAPER**  
  Klaus Helkama (University of Helsinki)

  This paper attempts to summarise findings obtained by the author and his associates from a project titled Values, Morality, and Emotions and integrate them with existing theorising in the field. Starting from Schwartz's (1992) value model
and Moscovici's (e.g., 2000) theory of social representations, moralities are conceptualised as meta-systems, anchored in different value types, regulating the operation and the interrelationships of the component systems of moral sensitivity, judgments, emotions (e.g., empathy, guilt) as well as decisions and behaviour. The claims are illustrated by data from a dozen empirical studies.

- **Character Education and American Education Policy [026]** *Paper*  
  Ivor Anton Pritchard (National Institute on Student Achievement / U.S. Department of Education)

  Character education is the most popular moral education approach in the United States today. The federal government currently provides grants for character education demonstration projects, and the Bush Administration has proposed to triple the level of federal support for character education. Many states have mandated character education programs, and survey data reflect broad public support for efforts to teach core values to America's future citizens. Policymakers also view character education as a means to ameliorate social problems, including school violence and drug and alcohol abuse. Does the label of 'character education' represent a coherent approach to moral education? Is there sufficient evidence of effectiveness to direct education policies and programs? Can character education be integrated into existing standards-based reform efforts?

1CBC Concourse 30 **PHILOSOPHICAL PERSPECTIVES III.: "Citizenship Education"**  
**Chair:** Daniel Vokey (University of Prince Edward Island)

- **The Youth and Society Administration [180]** *Paper*  
  Nechama Yochai (Junior High School Principal)

  The program "Towards Just Community" is based on the theory of moral development by Prof. Laurence Kolberg. Prof. Kolberg and his associates found a way to adapt and adjust the program to a practical and educational body of activities called: "The Just Community Approach to Moral Education". The Israeli Youth and Society Administration decided to implement this program under the name "Towards Just Community". The project was adapted to the Israeli reality. It was tried out as a pilot under the auspices of the ministry in Junior and Senior high schools. Schools where "Just Community" approach is practiced democratic values are implemented in the general framework of the school system.

- **Leadership in Nurturing Democratic and Educational Values [086]** *Paper*  
  Njabuliso H. Nsibande, Shirley Pendlebury (University of Witwatersrand)

  The paper examines the relationship between the development of democratic and educational values in schools and the role that leadership in schools can play in nurturing those values. The discussion is rooted in the South African viewpoint of schools as learning organizations. The paper draws largely on personal experiences of working with schools in 'marginalized communities'. It traces the dilemmas faced by school leaders in trying to lead schools and their members towards self-fulfillment and personal integrity. We argue that changes in school leadership have taken insufficient account of the moral character of leadership. We conclude by considering deep moral issues of personal growth in cultivating individual and organizational spirit.
• What Rough Beast: On Reading Arendt after the Twin Towers [193]
PAPER
James C. Conroy (University of Glasgow)
This paper, rooted in the philosophy of the German-Jewish political philosopher, is one attempt to understand what implications the attack on New York an Washington has for our self understanding as moral beings education as a moral endeavour. It asks, from a Western liberal perspective, what it was that was attacked and concludes that it was the dream of 'private' happiness. In doing so it traces the way in which the politico-moral imperative for a public space for the representation and contesting of ideas was firstly assigned a place in the aspiration for public happiness which subsequently, even during the American and French revolutions, was relegated to 'private' happiness. The relegation of the public spaces of moral and social contest to a forum for discussing the economy has systemically denuded education of its power to effect moral change and development. Above all I wish to argue that, if the terrorists are not ultimately to be the victors then we must attend to the moral purposes of education as a site of contest and challenge.

11:30 – 12:15 Distinguished Lectures II.
Asia Pacific Hall The Evolution of Morality: Reconceptualizing Kohlbergian Structures of Moral Judgment
Dennis Krebs (Department of Psychology, Simon Fraser University)
I will describe why, after a couple of decades of research on Kohlberg's model of moral development, I decided a model derived from evolutionary theory is better-equipped to account for the data Kohlberg and his colleagues have collected and the data we collected on real-life morality. I will argue that the structures of moral judgment described by Kohlberg prescribe adaptive solutions to social problems. People behave in accordance with the strategies implicit in such prescriptions in contexts in which the strategies payed off biologically in the environments in which they were selected. People preach morality to others in order to induce them to adopt mutually beneficial strategies.

Segal Centre 1420-30 Closing the Gap between Ethics and Ethos for Health Research Involving Human Subjects
Michael McDonald (Director, Centre for Applied Ethics, University of British Columbia)
In bioethics, a significant amount of attention has been paid to the development of ethical standards for health research involving human subjects, especially around issues of informed consent. However, much less concern has been given to the underlying ethos or culture of health research and the factors that affect it for good or ill (e.g., commercialization, competition for scarce resources, globalization, and rapid scientific advances). Major questions can be raised about the actual as opposed to the nominal ethos of contemporary health research. It is reasonable to ask whether a sufficiently ethical ethos can be sustained in health research to warrant the trust of the general public and of potential research subjects. My aim in this presentation is to explore the multiple and daunting challenges of moral education in this highly visible and sensitive area and suggest appropriate strategies.
Buffet tables will be set up on street level and levels three and four of the Centre for Dialogue. Conference delegates are welcome to help themselves to lunch and join one of the Roundtable Sessions, or enjoy their lunch in one of the many public areas at the Centre for Dialogue or in their hotel room.

**ICBC Concourse 05**

**The Psychology of Moral Philosophy: Developmental Progress in Ethical Theory [060] ROUNDTABLE SESSION**

*Gerhard Minnameier (University of Mainz)*

This contribution is based on a new developmental hierarchy, which establishes a wider variety and different structural organization of stages than Kohlberg's approach. Yet, it not only retains the latter's chief developmental principles, but also allows for a logic to literally "(re)construct" each stage from the preceding one. This is exemplified with respect to the upper part of this taxonomy which traces and accommodates developments from the beginning of modern times to present. Kohlberg has put different ethical philosophies on a par by joining them in his concept of "Stage 6", but there seems to be more in it, developmentally.

**ICBC Concourse 05**

**Moral Being: Dissolving the Cognitive/Affective Dichotomy [079] ROUNDTABLE SESSION**

*Terrance D. Olson (Brigham Young University)*

Empirical studies reveal a gap between what we believe about being moral and what we actually do. To account for this gap, we typically theorize a dichotomy between cognition and emotion. This dichotomy seems fundamental, both to psychology and to common sense. A case for why humans do not always live by their beliefs or are not always true to their feelings might be found in re-conceptualizing the relationship of the cognitive, affective and moral domains. Our way of moral being in the world may dictate thoughts and feelings of the same moral quality, and thus the quality of our relationships.

**ICBC Concourse 05**

**Wisdom and Moral Development: Theory, Curriculum, and Evaluation [095] ROUNDTABLE SESSION**

*Betsy Perabo (Yale University)*

Psychologist Robert Sternberg has suggested that wisdom - defined as a type of intelligence which involves the capacity to balance the interests of individuals and groups, with a common good as the goal - can be taught, and that increases in wisdom can be measured. Sternberg's research group at Yale University will pilot a wisdom curriculum for middle school students in 2001-2002. This paper will discuss the theoretical foundations of the "Teaching for Wisdom" project, contrasting it to other forms of moral education, and will also describe the curriculum being tested and the wisdom evaluation instrument.

**ICBC Concourse 05**

**Altruism as an Antidote to Violence: Toward a Developmental Praxis [104] ROUNDTABLE SESSION**

*Frank Van Hesteren (University of Saskatchewan), Kevin Tunney (Saskatoon Catholic School System)*

The impetus for this workshop is the ongoing involvement of its facilitators in Saskatchewan Education's newly launched "Caring and Respectful Schools Initiative." The major purpose of the workshop will be to introduce and provide hands on experience with a human needs based framework in the context of which it is possible to reflect upon the factors/conditions that mediate the establishment of
developmental trajectories in humanizing (i.e., altruistic) and malevolent (i.e., violent) directions. Within this framework, particular attention will be given to a model of the development of altruism created by Dennis Krebs/Frank Van Hesteren and its implications for rationalizing/implementing/assessing curricula oriented to the ethic of care. The workshop will be rounded out by the provision of simulation experience with various aspects of conflict resolution that can serve to prevent school violence and to promote a caring school climate.

ICBC Concourse 05  
**Socratic Dialoguing: An Experiential Approach to Moral Development**  
[164] **ROUNDTABLE SESSION**  
_Ursula Velonis (Simon Fraser University), Larson Rogers (University of British Columbia)_

In this presentation, we take up and rework an old method known as "Socratic Dialoguing" with the intent to demonstrate the validity of an interactive resolve to moral theorizing. We claim that the meaning of "Socratic Dialoguing" has been widely misunderstood due to the fact that the Platonian Dialectic has been frequently misunderstood since ancient times. By reclaiming the Platonian Dialectic and committing ourselves to the demonstration of its true meaning, we are convinced the re-emergence of moral dimensions often left out in moral theorizing become a distinct possibility. More specifically, we intend to show that the dialectic interactive format promises to give rise to moral thought-processes increasingly expansive in scope and moral dimensionality if suggested guidelines are followed.

ICBC Concourse 05  
**Julie Needs Justice: Defining and Using a Moral Structure in Evaluating Counselor Education For Sexual Minority Clients**  
[084] **ROUNDTABLE SESSION**  
_David A. McFarlane (University of Washington)_

The moral structure of Martha Nussbaum's "Human Capability Approach" (2000) is used to evaluate counselor education for sexual minorities. An fictional case of a student "Julie," meeting with a school counselor, is presented as a way of exploring the possible meaning of Nussbaum's moral structure for counselor education.

ICBC Concourse 05  
**Ethnicity, 'Role Models' and Teaching**  
[061] **ROUNDTABLE SESSION**  
_Bruce Carrington (University of Newcastle)_

During the past five years, a range of measures have been introduced by the Teacher Training Agency (TTA) in England and Wales to broaden access to initial teacher education and, in particular, to increase the number of ethnic minority teachers. As well as examining the assumptions underpinning this policy, the paper will draw upon the findings of a recently completed study of ethnic minority student teachers and newly qualified teachers to explore a range of issues relating to their professional socialization. Detailed consideration will be given to participants' images of teaching, motives for entering the profession and experiences while training (especially during school placement). The paper concludes with a discussion of the policy implications of the research.

ICBC Concourse 05  
**Beyond Instrumentalism: Contemplative Consciousness and Moral Development**  
[043] **ROUNDTABLE SESSION**  
_Daniel Vokey (University of Prince Edward Island), Heesoon Bai (Simon Fraser University)_
We who have inherited the mechanistic world view are conditioned to view the world instrumentally, which clouds our perception of its sacredness or intrinsic goodness. There is an urgency to recovering our capacity to experience intrinsic goodness because instrumentalism engenders exploitation and domination. Recovering from instrumentalism requires, not just changing conceptual frameworks through discursive reasoning, but also cultivating a certain state of consciousness that can be characterized as non-dualistic and contemplative. Accordingly, in this session we will introduce the practices of mindfulness meditation and of zen drawing, through which participants can investigate experientially how perception of the sacred is recoverable.

100C Concourse 05 Peer Violence and the Development of Morality [198] ROUND TABLE SESSION
Shelley Hymel (University of British Columbia)

The problem of youth violence, bullying and harassment has become a major focus in schools and communities in recent years, owing in part to media coverage of tragedies such as Columbine and the murder of Rina Virk. We know that peer harassment increases across the elementary years, reaching a peak in early adolescence, and declining somewhat thereafter. Is there a link between the increase in bullying around grades 6-10 and the development of moral reasoning? In this round table discussion, we bring together researchers who study peer bullying and youth violence with researchers who study moral development to address the interface of these two interpersonal arenas.

13:30 - 14:45 Concurrent Paper Sessions VI.

Strategy Room 320 Right vs. Right: The Tough Value Judgements [178] SYMPOSIUM
SYMPOSIAS: Andrew Sewell, Jamie Sully, Jedrzej Zieleniak, Jess Hadley (Pearson Centre for Global Values / Pearson Ethics Initiative)
DISCUSSANT: Kimberly A. Schonert-Reichl (University of British Columbia)

The Director of the Pearson Centre for Global Values and student facilitators from the Centre will provide a 45-minute demonstration of the values dialogue technique developed by the Centre. This dialogue will directly engage Conference participants in an exploration of a series of personal ethical dilemmas. Complex dilemmas are selected (usually from the audience's personal experience) to develop the shared problem solving skills of the participants. We find the really tough ethical dilemmas tend to be right vs right scenarios rather than the often straightforward right vs wrong dilemmas. By exploring these together, the participants sharpen their analytical skills while focusing on values-based decision making.

HSBC Room 370 CROSS-CULTURAL PERSPECTIVES III.
CHAIR: Arleigh Reichl (Kwantlen University College)

Susana Frisancho (Escuela Superior de Pedagogía, Filosofía y letras Antonio Ruiz de Montoya)

Peru is living the worst moral crisis of its history. This crisis has the particularity of having been shown through the mass media, especially television. Images never before seen have reached millions of people who, beyond belief, have
witnessed severe acts of dishonesty and power abuse from political representatives whom they supposedly should trust. This has undoubtedly affected the moral climate of the country and the confidence people have in its social and political institutions. In this context, moral education is being rediscovered as the only possible way to make sure things like these will not happen again in the future. This paper analyzes some of the consequences the moral crisis is having on adolescents, teachers and educational authorities. It also reviews the characteristics of the moral discourse of these and others educational agents.

- **Moral Suggestibility in Two Cultures** [137] *Paper*
  Herbert D. Saltzstein (Graduate School of the City University of New York), Maria daG. Dias, Antonio Roazzi (Federal University of Pernambuco)

  Children's suggestibility was studied during moral judgment interviews. Children heard hypothetical dilemmas, whether to keep a promise or tell the truth. Their initial choices (truth/promise) were challenged or counter-probed by the interviewer to assess their suggestibility. The interviews, conducted in New York and Recife, Brazil, were with adult or "teenage" interviewers. Younger children (6-8) were more suggestible than older children (10-12) were, and shifting occurred more frequently from promise to truth than from truth to promise. Children in the U.S. were more suggestible than in Brazil. Findings are discussed in terms of heteronomy, developmental trajectories and authority relations within cultures.

- **Moral Education in Malaysian Schools: Facing the Challenges of Achieving Vision 2020** [123] *Paper*
  Wan Hasmah Wan Mamat (University of Malaya)

  This research was undertaken to obtain an insight into the teaching of values education in Malaysian schools, which is one of the main components in the national education reform and in the aspiration of Vision 2020. The focus of the study is to obtain an illuminative picture of the practice of values education, and of how teachers deal with the issues of values in their lessons, the data gathered were analyzed to see 'what' and 'how' actual classroom practices fit with the contention that values education is becoming a prominent feature in striving towards Vision 2020. The focus of analysis was on how teachers' perception of values, their pedagogical representation and their questioning patterns related to the effective teaching of values education.

- **Empathy and Moral Development in Adolescence: A Multidimensional Approach** [057] *Paper*
  Angela Yu, Nand Kishor (University of British Columbia)

  The purpose of the present study was to explore the relations between empathy and moral judgment, from a multidimensional perspective. Participants were 296 secondary students. Present findings supported hypothesized developmental changes and sex differences in empathy and moral judgment. There were positive correlations between empathic concern and the DIT indexes, but these correlations disappeared when perspective taking was partialled out. Similarly, the positive correlations between perspective taking and the DIT indexes disappeared, with empathic concern partialled out. The paper posited that the interrelations among perspective taking, empathic concern, and moral judgment are complicated and multidirectional rather than unidirectional.
• Enhancing Empathy through Arts Education [109] PAPER
Ann Cale Kruger, Peter L. Samuelson, Lynda Kapsch, Gail A. Flanigan, Angela Love (Georgia State University)

The present study investigated whether experience in the arts teaches children critical skills in perspective-taking that foster empathy. Students who participated in an artist's residency at school were compared to matched students who did not. Before and after the residency all students were given The Empathy Continuum Scale (Strayer, 1983). Preliminary results indicate that children who participated in the residency showed a greater increase in the maturity of their empathic responses subsequent to the residency than did control children. These results have significance for the study of moral development and the national debate on curriculum reform.

• Teaching Empathic Moral Decision-Making through Role-Playing [181] PAPER
Douglas Chismar (Chowan College)

Our capacity, and tendency, to empathize plays a significant role in our approaching others' plights from a moral point of view. While humans have a native predisposition to empathize, their skills can nonetheless be improved through training and experience. This session presents a sample four step role-playing exercise designed to encourage both empathizing and imaginative moral reflection about an everyday situation.

ICBC Concourse 10  PAST AND PRESENT OF MORAL EDUCATION
Chair: TBA

• Learning to Teach Moral Education [020] PAPER
Chang Lee Hoon (University of Malaya)

Moral Education is a taught school subject in Malaysia. This paper discusses the initial experiences of 20 student-teachers teaching Moral Education during the teaching practice phase of their undergraduate teacher education programme. The main focus will be on the students' concerns on the preparation and conduct of Moral Education lessons in actual classroom practices. The data will be based on responses to questionnaires as well as classroom observations and interviews with five out of 20 respondents to gain further insights on their experiences as learners in the teaching of Moral Education. The link between the Moral Education courses conducted in campus and teaching practice in schools will also be discussed.

• Precedence of Duty as a Key Concept in Moral Education [124] PAPER
Nobumichi Iwasa (Reitaku University)

Cultivation of moral character in young people has been recognized as one of the most important tasks in education in many countries. However, the problem we are facing in education is not matters to be dealt with by revision of certain curricula or methodologies. Rather, it seems to be crucial for us to deeply understand the fact that our own existence is actually sustained and supported by all other existing beings. In such a context I intend to examine the significance of the concept of precedence of duty rooted in the oriental philosophy and traditions.
- Sport Teams as Moral Communities [089] PAPER
  David Light Shields, Brenda Light Bredemeier, F. Clark Power, Matthew Davidson (University of Notre Dame)
  Can sports educate for democratic citizenship? In this presentation, the authors elaborate on a framework designed to guide efforts to integrate moral education into the practice of youth sports. Called the moral community approach to sport, the model is rooted conceptually in the research on morality and sport conducted by Bredemeier and Shields, the just community approach to moral education developed by Power and Kohlberg, and literature on the role of community in children's development. The approach has three critical dimensions. First, it nurtures a sense of community within the team that features shared norms for ethical behavior. Second, it promotes a mastery climate in which attention is focused more on continued improvement than on competitive outcome. Finally, it fosters an intrinsic valuing of the team experience as opposed to a purely instrumental valuing of the team.

- Emphasizing Critical Thinking and Context in Applied Ethics Teaching [152] PAPER
  Robert E.C. Sparks (University of British Columbia)
  This presentation focuses on the value of taking a contextual and critical thinking approach to teaching ethics. Two pedagogical tools trialed in a third year course in Human Kinetics at the University of British Columbia are discussed. The first is a method for ethical decision-making that combined Shea's (1996) method of ethical judgment with DeBono's (1986) critical thinking tools for breadth in order to better account for contextual factors. The second is a course assignment in "problem setting" that integrated critical thinking with inquiry- and team-based learning methods, and culminated in students' publishing their research on the course website (WebCT).

- Constructing Ethical Expertise: A New Approach to Moral Education [072] PAPER
  Darcia Narvaez, Tonia Bock (University of Notre Dame), Leilani Endicott, Jim Lies (University of Minnesota)
  We discuss the design and implementation of an approach to moral education that: (1) Abandons trait conceptions of character in favor of a social-cognitive view of personality and social development. (2) Emphasizes the development of process skills rather than the learning of dispositional traits. (3) Incorporates constructivist views of teaching and learning as opposed to a transmission view. (4) Proposes a set of skills that underlie good character. (5) Stresses the role of structured experience in helping novices move toward expertise. (6) Presents character education across the curriculum rather than as an add-on program. (7) Specifies adjusting the model to community contexts.
This theoretical paper reviews research on moral development that demonstrates systematic changes in the way how moral reasoning expresses moral motivation, and vice versa. It is argued that generating objective moral justifications of subjective importance requires fundamental changes in individuals' moral understanding. Though some of these changes were described empirically in the past, they were never addressed theoretically. Overall, the study points out that integrating self and morality is not only a matter of identity development. It is also moral reasoning that develops in order to become an integrated part of one’s self.

• Sociomoral Reasoning: A Hidden Factor in Behavior [174] PAPER
  M.K. Youngblood (University of North Texas)
  Sociomoral reasoning is a hidden contributor to juvenile and adult behavior. Persons with low sociomoral reasoning abilities, regardless of their age of intelligence level, are unable to make mature and sound judgements. The lowest levels of sociomoral reasoning result in behaviors considered childish and selfish as those persons exhibiting these levels do not consider consequences or other persons and often make impulsive decisions. These people reason at the concrete, self-centered level or egocentrism level and have not progressed above the thinking levels of children ages 11 years and below. Understanding sociomoral reasoning levels is a key to comprehending, handling, and modifying behaviors of adults and children.

• Counterattitudinal Advocacy, Trait Self-deception and Arethaic Moral Judgment [067] PAPER
  Timothy P. Racine (Simon Fraser University)
  Dissonance reduction and trait self-deception were hypothesized to affect aretaic moral judgment. 224 university students either (a) wrote a counterattitudinal essay advocating the druggist's position in the Heinz dilemma, (b) wrote an essay summarizing the dilemma and listing the issues involved, or (c) wrote no essay. Participants completed measures of aretaic judgment towards the dilemma's actors and a self-deception inventory. Counterattitudinal advocacy influenced aretaic judgements made towards the counterattitudinal target, but writing about issues raised in the dilemma influenced judgements towards both actors—suggesting that rational thought might be responsible for the differential judgments made in the summary condition.

Thompson Room
IDENTITY AND MORAL SELF
  CHAIR: James M. DuBois (Saint Louis University)

• Caring for Their Community: Study of Moral Exemplars [100] PAPER
  M. Kyle Matsuba (University of Northern British Columbia), WINNER OF THE 2001 AME DISSERTATION AWARD
  The purpose of this study was to study how personality can help us to understand moral action. To do this, 40 nominated moral exemplars participated in the study, along with forty comparison individuals who were matched to the exemplar group on age, gender, years of education, and ethnicity. Each person was given a battery of questionnaires, as well as participated in a life narrative interview. It was found that, in contrast to the comparison group, moral exemplars were more agreeable, more mature in their thinking on moral and faith issues, further in identity development, and had more agentic themes in their life stories. However, in managing their everyday projects, moral exemplars were more disorganized.
• Moralizing Our Selves and Taking Responsibility: Personality or Character? [112] PAPER
Ann Higgins-D'Alessandro (Fordham University), WINNER OF THE 2000 AME KUHMERKER AWARD

This paper presents ideas and working models of character by examining the relationships among people's conceptions of themselves as moral beings, of when, how, and why they took or did not take responsibility in recalled incidents, and their personality strengths and weaknesses. Previous work established good inter-rater reliability for the moral self coding scheme and distinguished four moral types differentially related to taking responsibility. This study used the same set of 60 interviews and examined the relationships of moral self plus responsibility to personality as determined by the Big Five personality theory. The representative sample included United States' males and females, lower-middle to upper-middle class, majority white with Black and Hispanic, from 10 to 80 years old. Implications for moral action and moral education are emphasized.

• Socio-Cultural Context and Ideal vs. Actual Selves [052] PAPER
Norman Giesbrecht, Lawrence J. Walker (University of British Columbia), Kevin Reimer (Mennonite Seminary / Fuller Graduate School of Psychology)

This study explored the ideal and actual selves and the self-discrepancy resolution mechanisms of persons representing Autonomy and Community worldviews (Shweder, 1991). 52 Chinese-born students and 52 Canadian-born students wrote stories describing a person engaged in a "struggle between who they are and who they want to be" and completed measures of ego development and defense mechanisms. We tested the hypotheses that cultural self-other-world conceptions would be related to descriptions of ideal and actual selves, and that Autonomy persons would utilize more image-distorting defense mechanisms (e.g., devaluing, splitting) whereas Community persons would utilize more self-sacrificing defenses (e.g., reaction formation, pseudo-altruism).

15:00 - 16:15 Concurrent Paper Sessions VII.

Asia Pacific Hall

A Festschrift in Honor of Augusto Blasi [064] SYMPOSIUM
SYMPOSIASTS: Daniel Lapsley (Ball State University), Mordecai Nisan (Hebrew University of Jerusalem), Thomas Wren (Loyola University), Clark Power (University of Notre Dame), Roger Bergman (Creighton University), Lawrence J. Walker (University of British Columbia), Gertrud Nunner-Winkler (Max Planck Institute for Psychological Research)

Augusto Blasi has transformed the research agenda in moral psychology. From his earliest writings on ego development to his later writings on moral identity, Blasi has shown an abiding interest in the role of the self in human development. This singular body of work has framed our understanding of moral rationality and behavior, identity development and personality. It has resonance in moral education and ethics, and provides a compelling context for the current interest in moral excellence, motivation and character. This symposium reflects on key themes of Blasi's remarkable contribution to moral psychology.
• **Small Group Dialogue and Symbolic Dialogue: Benefits and Techniques** [041] *Paper*
  *John Spady (Forum Foundation)*
  There is a global need for effective dialogue. This is recognized by the proclamation that the year 2001 is "The United Nations Year of Dialogue among Civilizations". This presentation examines the benefits of the use of dialogue as a strategy for the successful functioning of small groups. Using the methodology of grounded theory, selected literature published between the years 1990 and 2000 are examined and interpreted. Conclusions list the benefits of dialogue attributed to small groups and relate ways to scale them to far larger groups using the technique of symbolic dialogue as defined by Spady and Bell (1998).

• **Moral Sensitivity and Values in Professional Context** [059] *Paper*
  *Liisa Myyry (University of Helsinki)*
  This study investigated the sensitivity to moral issues from a story in a professional context and development of the ability to interpret moral situations in a sample of 50 social psychology students participating in ethics education. The relationships between value priorities measured by Schwartz's Value Survey (1992) and moral sensitivity were also explored. Nearly half of the respondents (46%) progressed on sensitivity from pretest to posttest, while control groups' (n=6) mean score declined significantly. Concerning the value priorities, respondents with higher regard for value types power, hedonism and stimulation were lower on sensitivity, whereas value type universalism was positively related to sensitivity level.

• **Ethics and Organizations: Integrating Service Learning into Career and Life Planning** [133] *Paper*
  *Nancy L. (Dusty) Bodie (University of Illinois / Albertson College of Idaho)*
  The concepts of ethics and social responsibility are important factors in the development and education of the future business leader. This paper describes a required course that introduces sophomore business students to ethical decision making concepts as they relate to organizational behavior and encourages them to reflect on the responsibility of business to the local and global community. Emphasis is put on a service learning project that allows them to contribute to a social service setting, reflect on the experience, and discuss its meaning to them as future business leaders. Placed early in their college experience, the dialogue and the application orientation of the community service project will serve as a segway to the students' writing a preliminary career and life plan and integrating these concepts throughout their college coursework.

• **Virtues and Vices in a New Democracy: Whither the Path to Moral Excellence** [087] *Paper*
  *Shirley Pendlebury, Penny Enslin (University of the Witwatersrand)*
  While South Africa now has an exemplary Bill of Rights, many practices of the apartheid era continue to flourish and new forms of corruption and vice have emerged. One highly profiled strategy for addressing this problem comes from the
Ministry of Education's working group on Values in Education, established in February 2000. The group recommends six core values for education: tolerance, multilingualism, openness, accountability and honour. Our paper raises critical questions about how these values, and their inter-relationship, have been conceptualised. What constitutes moral excellence in a new democracy built on the foundations of a corrupt and divided society? What is involved in developing the constitutive qualities of such excellence and what vices might impede or undermine its accomplishment?

- **Promoting Moral and Ego Development and Social Capital through Service-Learning [166] PAPER**
  
  *Robert Howard (University of Washington)*

  This paper offers a theoretical foundation that outlines the conceptual relationship of academic service-learning to moral and ego development and to the development of democratic dispositions ("social capital"). This paper examines the conceptual relationship and an empirical study designed to examine the impact of academic service-learning on democratic dispositions and psychological development of:
  - Elementary and middle school students in an urban setting
  - Undergraduate students
  - Graduate students in a teacher education program
  - Adults community members

  
  *Tony Devine (International Educational Foundation)*

  Drawing from conceptual insights from Tom Ehrlich's Civic Responsibility and Higher Education and Anne Colby's work in moral commitment this presentation seeks to provide a comprehensive perspective for moral, social and civic development as a life long process that can guide and inform programs seeking to foster moral excellence in higher education. Participants will have the opportunity to examine effective ways in which campuses provide moral, social and civic learning in student life and how the campus itself can pursue a "scholarship of engagement" with the community.

**Saturday**

**Hamber Room 470**

**PERSPECTIVE TAKING**

**CHAIR: TBA**

  
  *Larry Nucci (University of Illinois)*

  Social-cognitive domain theory is presented as a developmental alternative to Kohlbergian approaches to moral education. The relationship between domain theory and Kohlberg's account of moral development is summarized. Contradictions between Kohlberg's theory and developmental research evidence are accounted for. Consistent with Kohlberg, moral education is seen as going beyond development of "nice" children to generation of students capable of a principled, critical moral perspective. These developmental aims are reconceptualized as having broader application across the entire age-range. Applications of social/moral development to curriculum, classroom management and conflict resolution are presented. The outcomes of these applications are summarized. Remaining challenges for assessment are discussed.
• Cognitive Dissonance, Perspective-taking and Moral Maturity: Implications for Kohlberg’s Theory [068] PAPER
Timothy P. Racine (Simon Fraser University)

Competing hypotheses regarding the relation of cognitive dissonance to perspective-taking were tested. The effect of cognitive dissonance on moral reasoning was measured. 88 university students either (a) wrote a counterattitudinal essay advocating the druggist's position in the Heinz dilemma, (b) wrote an essay summarizing the dilemma and listing the issues involved, or (c) wrote no essay. Whereas Kohlberg argued that moral reasoning should reflect the machination of rational processes rather than situational pressures, dissonance-related (irrational) processes had a significant effect on moral maturity scores. Implications for Kohlberg's theory are discussed. Carpendale (2000) is seen to offer the most satisfying solution.

• The Consistency with which Individuals Rank the Interpersonal Development of Others [134] PAPER
Nancy Nordmann (Harvard Graduate School of Education)

This presentation examines the consistency with which young adults rank the interpersonal development or maturity of junior high school age adolescents as depicted in dramatized video dilemmas involving interpersonal perspective taking and involvement. The research presented suggests that young adults without prior training in developmental theory, either generally or specifically, who also express diverse opinions as to the motivations and intentions of the dramatized individuals, are as a group consistent in their ranking of the interpersonal development of these individuals. These rankings are consistent with rankings based on developmental perspective taking elaborated by Robert Selman and with development of interpersonal involvement elaborated by the researcher.

ICBC Concourse 10 CONSCIOUSNESS, CHOICE, AND MORALITY
CHAIR: TBA

• Coping and Defending Behavior of German Emigrants: A Biographical Approach [042] PAPER
Detlef Garz, Sylke Bartmann (Carl von Ossietzky University), Hyo-Seon Lee (Kang Nam University)

The central aim of this paper is to present the interpretation of autobiographies written by German refugees who emigrated before 1940; i.e. people who had to leave Germany after Hitler came to power are standing in the center of attention. Following the reconstructive stream in the social sciences the main interest of this paper centers upon the life of emigrants by focussing on their developmental process. We have analyzed the central parts of more than 50 autobiographies in order to gain are more comprehensive understanding in terms of two questions: a) What kind of experiences had an influence on the perception and the coping towards the growing nationalism and b) what kind of (moral) relationship can be shown between these experiences and the 'decision' to emigrate?

Ruth Linn (University of Haifa)

On April 7, 1944, two Slovak Jews, Rudolf Vrba and Alfred Wetzler succeeded to escape from Auschwitz. After 11 days of dangerous march, the two
escapees reached their home country Slovakia and on April 24, 1944 they managed to establish contact with the leaders of what was left of the Jewish community and dictated to their clerical staff a 40 page detailed report about Auschwitz. They shared with the Jewish leaders their greatest fear: that the Germans made special preparations for the mass murder of the next victims: The 800,000 Hungarian Jews. The present paper documents the strategies that were employed by leading Israeli Holocaust historians (unknowingly or knowingly) in order to marginalize the escape from Auschwitz in the hegemonic Holocaust narrative.

- The Effect of Transgression Seriousness and Perspective on Exculpation [080] Paper

Philip Laird, DawnMaree L. Fletcher-Smith (Trinity Western University)

One-hundred and twelve undergraduate psychology students (56 men and 56 women) completed the Judgments about Transgressions Questionnaire (JATQ) from the perspective of victim or perpetrator in trust betrayals where the relationship consequences were either serious or minor. In addition, participants completed the Sociomoral Reflection Measure-Short Form (SRM-SF). As expected, participants made more exculpatory judgments about serious than about minor trust betrayals and perpetrators considered the trust betrayals as more excusable and less representative of the perpetrators' past and future behaviour than did victims of the trust betrayals.

ICBC Concourse 20  EMPIRICAL ISSUES IN MORALITY

Chair: TBA

- Developing Conceptions of Authority and Contract across the Life-Span [009] Paper

Theo L. Dawson, Sonya Gabrielian (University of California)

To address several questions about conceptual development in the moral domain, we gathered 747 Heinz and Joe (Form A, Colby & Kohlberg, 1987) and Picnic interviews (Damon, 1980) from 8 different studies of moral judgement. Respondents were from 4 to 86 years of age and represent a range of socioeconomic groups. Interviews were scored for their hierarchical complexity (stage) employing Commons' Hierarchical Complexity Scoring System (HCSS). Then the conceptual content of the "Joe" interviews was exhaustively coded. Reintegrating the concept and stage data, we find clear trends in conceptual development along 2 thematic strands, contract and authority. These parallel Kohlberg's stage definitions. Implications are discussed. This project was supported by a grant from the Spencer Foundation. The data presented, the statements made, and the views expressed are solely the responsibility of the authors.


Laura Duckett, Mary Rowan, Sophia Shroff (University of Minnesota)

Moral reasoning (MR) of two cohorts of baccalaureate nursing students was tested recently using the DIT2 at entry to the upper division major. The first group was recently tested prior to graduation. Major study aims are: describe MR at program entry and exit; determine MR group gains for the class of 2001; describe schema score patterns at entry and shifts between entry and exit. Entry scores for the class of 2001 (N = 100) were: P%=44.3; N2=43.7. For the class of 2002 (N=95), the scores were: P%=42.6; N2=42.1. Additional results, relevant to each study aim, will be presented.
A Description of Action Research Using Jung and Kohlberg to Achieve Successful Personal and Professional Growth [129]  
Carolyn Mamchur (Simon Fraser University / C. Mamchur & Assoc. Ltd.), Glen Sinclair (Intern Lay Minister, Presbyterian Church / G.W. Sinclair & Assoc. Ltd.)

It is the purpose of this paper to present several case study accounts of how the authors have conducted action research using the works of Carl Jung and Lawrence Kohlberg to meet the professional growth challenges facing individuals working in large organizations today. The work of Carl Jung is used to determine strengths, weaknesses, developmental levels of individuals in the assessment stage of developing a career plan which meets personal, professional and organizational goals. The works of Kohlberg provide one of the most successful tools in raising awareness and giving a language to talk about values, moral development and making judgements around critical issues, particularly in a team setting. The presenters will present a brief overview of the theories behind the work, of the tools used in the process, as well as the results.

ICBC Concourse 30  
PEERS AND BULLYING  
Chair: Shelley Hymel (University of British Columbia)

Bullying Behaviours in the Context of Kohlberg's Levels of Moral Development [056]  
Carol Battaglio (University of British Columbia)

Bullying is recognized as a serious problem in today's schools. Typically, schools apply the largely ineffective policies of zero tolerance, suspension, and various punishments -- consequences that ironically model a level of moral reasoning that serves mainly to perpetuate bullying attitudes ("pre-conventional" morality is maintained by reward and punishment). If bullying can be reframed from a punishment/consequences problem to a social contract/relationship problem, it will open up a new repertoire of prevention and management strategies for school authorities, that can serve to raise the levels of moral reasoning, and improve the social-emotional climate in the school.

Better Safe Than Moral?: Re-Thinking Morality In A "Risk Society"  
[106]  
R. Michael Fisher (The University of British Columbia)

Predominant traditional moral thinking has shaped itself within a rationalist moral imaginary of the western middleclass and their assumed and affordable "safety" and privilege. Several contemporary sociologists are suggesting most of us live in a "culture of fear" today with Post-Cold War conflict, crime and terrorism ever on the increase. Ninety percent of adults in America feel they are less safe today than when they grew up. Evidence shows that personal "safety" has trumped "morality" as a highest value. The purpose of this presentation is to search for ways to better understand and critique culture of fear initiatives like "safe schools," "schools without fear," and "fear-free education zones" from a moral perspective appropriate to life in what Ulrich Beck called "risk society."

The Moral Dilemma of the Bystander: Using the Arts to Theorize with and for Children [192]  
Carmen R. Cordova (Ohio State University)

This qualitative study asserts that children can learn to care deeply for others and develop a sophisticated sense of morality given the opportunities to do
so. As a teacher, I shared three pieces of literature with my fourth grade students. All three books have the common theme of a bystander, someone who witness a wrong doing but is neither the victim nor perpetrator of the abuse. After we read the books the students responded with many art forms including drawings, drama, and poetry. The results were seven theories on the relationship among the bystander, the perpetrator, the victim, and the hero. As the students investigated the relationships of the four roles they were able to realize that power is influential in both causing harm and in ending it.

DEMOCRACY AND HUMAN RIGHTS

*NEGOTIATING CONTRADICTIONS: DEMOCRACY, SCHOOLING, AND MORAL EXCELLENCE [111]*

_Rosalie M. Romano (Ohio University), Sharon G. Thornton (Andover Newton Theological School)_

This paper addresses issues of moral excellence in schooling and democracy. Already contested as to purposes within a democracy, public schools are scrutinized according to their outcomes in meeting standards and proficiencies. Within diverse classrooms teachers negotiate contradictions that are embedded in curricula that obscures and flattens multiple perspectives in a classroom that embodies numerous cultural and ways of being. Moral excellence can emerge out of contradictions but, the authors argue, it involves a process of discovery and hope, trust and imagination.

*PREDICTORS OF ATTITUDES TOWARD HUMAN RIGHTS AMONG CONSERVATIVE PROTESTANT STUDENTS [157]*

_Steven P. McNeel, Joel Frederickson (Bethel College)_

A revised scale of Attitudes toward Human Rights (ATHRI), DIT moral judgment, political ideology, Christian orthodoxy, and mindful and analytic ways of "holding" Christian faith were assessed in 96 Christian liberal arts college students. Multiple regression predicted ATHRI, R = .47, with each variable contributing significant predictive power, except for Christian orthodoxy. Even with restricted range in Christian orthodoxy, Christian mindfulness and an analytic (vs. tacit) perspective on knowing added significant ability to predict ATHRI. Finally, assessment is given of the utility of the added conservative items.

*DEMOCRATIC PARTICIPATORY CITIZENSHIP: WHAT CAN TEACHERS AND SCHOOLS DO FOR IT? [196]*

_Adam Niemczynski (Jagiellonian University)_

It is argued that participation is a necessary condition for democratic governance. Teachers and heads attach different significance to student participation. Some teachers define student participation as the way students follow the teaching programme. Some teachers define student participation as involving students at a time determined by the teacher when it is convenient for the teacher. Other teachers give students their say and let them talk. Yet other teachers involve their students in the process of education and learning. These teachers really try to take into account what individual students are saying. The focus of the paper is on how popular these four attitudes are among the teachers and what that implies for citizenship education.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>16:30 - 17:45</td>
<td><strong>AME Community Meeting</strong></td>
<td>Asia Pacific Hall</td>
<td>All members of the AME community are invited to attend.</td>
</tr>
<tr>
<td>18:00 - 19:45</td>
<td><strong>Journal of Moral Education (JME) Executive Board Meeting</strong></td>
<td>Thompson Room</td>
<td>Members of the JME Executive Board meet.</td>
</tr>
<tr>
<td>20:00 - 21:45</td>
<td><strong>AME Executive Board Annual Meeting</strong></td>
<td>Somervell Room</td>
<td>The Annual Meeting of the AME Executive Board concludes the Conference.</td>
</tr>
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</table>
Morris J. Wosk Centre for Dialogue (580 West Hastings St.)

Main (Street) Level

Concourse (Lower) Level

Third Level

Fourth Level

Pan Pacific Hotel (300-999 Canada Place)
SFU Harbour Centre (515 West Hastings St.)

**LOWER CONCOURSE**
Rooms numbered from 101-400

**MAIN CONCOURSE**
Rooms numbered from 1300-1900

**UPPER CONCOURSE**
Rooms numbered from 2200-2945

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Room numbers:
- **100**
- **200**
- **300**
- **400**
- **500**
- **1000**
- **1200**
- **1300**
- **1400**
- **1500**
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- **2600**
- **2700**
- **2800**
- **2900**
- **3000**

**Sections:**
- **Cordova Street**
- **Hastings Street**
OTHER MEETING FACILITIES:
SFU at Harbour Centre (directly across the street from the hotel) with over 40 meeting rooms (theatres, policy and seminar rooms) for 6 to 200 people.
PARKING AROUND THE MORRIS J. WOSK CENTRE FOR DIALOGUE
(580 WEST HASTINGS STREET ~ S.E. CORNER OF WEST HASTINGS STREET & SEYMOUR STREET)

To enter the building, please use the Seymour street courtyard entrance.

1. Conference Plaza Parkade
   (wheelchair access to the Delta Vancouver Suites Hotel)
   438 Seymour Street
   $1.50 each 1/2 hour daily, 6 am to 6 pm
   $7.00 daily maximum
   $2.50 flat rate, evenings
   $5.00 flat rate, Sat, Sun, & holidays

2. IMPARK Parkade
   443 Seymour Street
   $1.50 each 1/2 hour daily, 6 am to 6 pm
   $9.75 daily maximum
   $7.00 early bird
   (all day to 6 pm, before 9 am)
   $2.75 flat rate, evenings

3. BCIT/555 Seymour Street Parkade
   $2.00/hour daily, 6 am to 5 pm
   $9.00 daily maximum
   $3.00 flat rate, evenings, 5 pm to 6 am
   $2.00/hr or portion, $5.00 maximum, 6 am to 6 am, Saturday
   $3.00 flat rate, Sunday & holidays

4. 320 Granville Street Parkade
   $2.50 first hour daily, 9 am to 6 pm
   $9.00 daily maximum
   $8.00 early bird
   (all day to 6 pm, before 9 am)
   $2.00 flat rate, evenings, 6 pm to 5 am
   $3.00 flat rate, Sat, Sun, & holidays

5. Cordova Metro Parkade
   601 Cordova Street
   (across from Waterfront Station)
   $2.00/hour daily, 9 am to 6 pm
   $10.00 daily maximum
   $2.00 flat rate, evenings
   $12.00 maximum rate for 24 hours

6. Granville Square Parkade (IMPARK)
   200 Granville Street (24 hour attendant)
   $2.00 each 1/2 hour daily, 6 am to 6 pm
   $11.75 daily maximum
   $6.00 flat rate, evenings, 6 pm to 6 am

7. Harbour Centre Parkade (IMPARK)
   Evenings from 6:00 pm and weekends (all day) only
   $4.00 flat rate, evenings, Sat, Sun, & holidays

8. Gastown Parkade (IMPARK)
   555 West Cordova Street
   (next to Steamworks/Waterfront Centre)
   $2.50 each 1/2 hour daily, 6 am to 6 pm
   $15.00 daily maximum
   $2.00/hour, evenings, 6 pm to 6 am
   $2.00/hour, Sat, Sun, & holidays
   $10.00 maximum, Sat, Sun, & holidays, 6 am to 6 pm
Dining near the Wosk Centre for Dialogue

**Café**
- Pia’s Take-A-Lunch ~ Scandinavian Sandwiches. 605 West Pender Street, 684-2737 (Corner Seymour Street)
- Big Dog Deli ~ Great paninis and salads. 523 Seymour Street, 684-9987
- Sandwich Garden ~ Sandwich shop. 529 West Pender Street, 681-4422
- Sub Garden ~ Fresh, fast and healthy fare. 510 West Hastings Street, 688-3989 (Behind Blenz Coffee House, Hastings and Richards)
- Buongiorno ~ Soup, sandwiches, air conditioned. Corner West Pender and Richards
- Richard & Company ~ an extraordinary soup (12 types), salad, sandwich shop. 451 Howe Street
- Tim Hortons ~ 750 West Pender, next door to Starbucks

**Casual/Bistro**
- Malone’s Bar & Grill ~ Pub and restaurant on separate sides. 608 West Pender Street, 64-9977
- Soda’s Diner ~ Great old-fashion diner atmosphere. 375 Water Street, 683-7632 (Located in Gastown at The Landing)
- Steamworks Brewing Co. ~ Pub/Lounge upstairs, restaurant downstairs. Harbour view. 375 Water Street, 689-2739
- Tribeca ~ In the tradition of great Montreal delis. 536 Seymour Street, 688-8385

**Chinese**
- Snow Garden ~ Very popular with the luncheon crowd. 469 Richards Street, 608-6398
- Mandarin Classic ~ Fast service and a wide selection from Chef Shan’s special menu. 433 West Pender Street, 408-5879

**Continental**
- Ballantyne’s ~ Modern food, architecturally intriguing décor. 432 Richards Street, 609-2700 (corner of Hastings and Richards)

**Italian**
- Umberto Borgo Antico Al Porto ~ Authentic Italian cuisine along with an outstanding wine selection. 321 Water Street, 683-8376 (In the heart of Gastown, next to the Steam Clock)

**Japanese**
- Kishu Japanese House ~ Sushi, BBQ & Noodles. 538 Seymour Street, 689-8883
- Sushi Café ~ Excellent Sushi. 535 West Pender Street, 801-6363 (also located in the Sinclair Centre food court)

**Pacific Northwest**
- Aqua Riva ~ Colourful room with waterfront view. 200 Granville Street, 683-5599 (Granville Square)
- Manhattan Eatery ~ 555 West Hastings Street, 689-8188

**Greek**
- Scoozis Eatery ~ Casual, fully licensed, open 7 days a week. 449 Howe Street, next door to Richard & Company café

**Indian**
- India Village ~ Gastown view. 308 Water Street, 681-0678
- Sitar ~ Northern Indian food with Gastown view. 8 Powell Street, 687-0049

**Food Court**
- Harbour Centre Food Fair ~ 555 West Hastings Street (in the lower mall)
- Sinclair Centre ~ 757 West Hastings Street (very civilized food court)

**Raintree at the Landing** ~ Located in Gastown’s The Landing. 375 Water Street, 688-5570
- Water St. Café ~ A focus on local, West Coast fare. 300 Water Street, 689-2832 (Gastown)
# AME 2001 Participant List

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Affiliation and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ms. Marcia M Agati</td>
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<td>Ms. Caroline Aris</td>
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</tr>
<tr>
<td>4</td>
<td>Ms. Mary Lou Arnold</td>
<td>University of Toronto - OISE Human Development &amp; Applied Psychology 252 Bloor Street West Toronto, ON M5S 1V6 Canada 416 923 6641 X 851 <a href="mailto:marnold@oise.utoronto.ca">marnold@oise.utoronto.ca</a></td>
</tr>
<tr>
<td>5</td>
<td>Dr. Heesoon Bai</td>
<td>Simon Fraser University Faculty of Education 8888 University Drive Burnaby, BC V5A 1S6 Canada 604 291 5443 <a href="mailto:hbai@sfu.ca">hbai@sfu.ca</a></td>
</tr>
<tr>
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