Developing Personal and Social Responsibility: Practitioner and Researcher in Common Cause

Presented by:
The Association for Moral Education and The University of Ottawa

November 13-16, 1996

The Citadel Hotel
Ottawa, Canada
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ORGANIZATION OF THIS BOOK

A. Days are numbered.
   • day 1 - Wednesday, November 13 - Preconference workshops.
   • day 2 - Thursday, November 14 - Main Conference.
   • day 3 - Friday, November 15 - Main Conference.
   • day 4 - Saturday, November 16 - Main Conference.
   • day 5 - Saturday, November 16 - Practitioner workshops.

B. Sessions and events are numbered as decimals.

C. Concurrent sessions and workshops are designated with letters.

D. Abbreviations in the Schedule refer to the rooms.
   Rich. Richelieu Room (Convention Level 2nd floor)
   LaCh. LaChaudiere Room (Convention Level 2nd floor)
   Fron. Frontenac Room (Convention Level 2nd floor)
   Joli. Joliet Room (Convention Level 2nd floor)
   Laur. Laurentian Room (Convention Level 2nd floor)
   BrmA. Ballroom (A, B, or C) (Ballroom Level lower floor)
   Vict. Victoria Room (Ballroom Level lower floor)
   ToHN. Top of the Hill North (26th floor)
   ToHS. Top of the Hill South (26th floor)
   Hotel floor plan - see inside of back cover.

E. Abbreviations in the Abstracts refer to session focus.
   ARP At-Risk Populations
   Cur. Curriculum
   Fnd. Foundations
   Dev. Moral Development
   SPI Socio-Political Issues
The Association for Moral Education

The Association for Moral Education is an international, interdisciplinary association founded for the purpose of fostering communication, cooperation, and research among professionals concerned with advancing both theory and practice in the field of moral education.

Executive Board (1996):

Larry Walker - University of British Columbia, Vancouver (President)
Steve Thoma - University of Alabama, Tuscaloosa (Secretary/Treasurer)
Bill Belanger - University of Ottawa, Ottawa (Program Chair)
Theo Dawson - University of California, Berkeley (Newsletter Editor)
Don Cochrane - University of Saskatchewan, Saskatoon (Chair, Publicity and Publications Committee)
Darcia Narváez - University of Minnesota, Minneapolis (Chair, Nominations and Elections Committee)
Lisa Kuhmerker - East Chatham, NY (Chair, Awards Committee)
John Snarey - Emory University, Atlanta (Program Chair 1997)
Dieter Misgeld - Ontario Institute for Studies in Education, Toronto (Past-President)
Marvin Berkowitz - Marquette University, Milwaukee
Ann Higgins - Fordham University, New York
Nobi Iwasa - Institute of Moralogy, Reitaku University, Kashiwa, Japan
Adam Niemczynski - Jagiellonian University, Krakow, Poland
Don Reed - Wittenberg University, Springfield, OH
Kim Schonert-Reichl - University of British Columbia, Vancouver
Monica Taylor - National Foundation for Educational Research, England

elected (or re-elected) this year to the Executive Board:
Ann Higgins - Fordham University, New York
Monika Keller - Max Planck Institute for Human Development and Education, Berlin, Germany
Fritz Oser - Fribourg University, Fribourg, Switzerland
Kim Schonert-Reichl - University of British Columbia, Vancouver
A letter of welcome from the
President
of the Association for Moral Education

I am delighted to welcome you to the Association for Moral Education’s 22nd annual conference. The conference organizers have been working hard to produce a conference that is both professionally enriching and personally enjoyable ... and I hope that this will be your experience over the next few days. So please, participate fully in the sessions, take advantage of the numerous opportunities to interact informally with your colleagues, make some new friends, and enjoy the many attractions of Canada's capital region. The Association was established with the primary purpose of providing an interdisciplinary forum for professionals interested in the moral dimensions of educational theory and practice. The main activity of the AME is its annual conference which is intended to provide such an interdisciplinary forum. The theme of this year's conference, "Developing Personal and Social Responsibility: Practitioner and Researcher in Common Cause," very much reflects AME's interdisciplinary mandate and the desire for meaningful cooperation and dialogue between scholars and practitioners in moral education. There is much we can learn from each other.

As you can see from perusing the program, this conference has much to offer with presenters from a wide range of disciplines and perspectives, reflecting theoretical discussions, empirical research, program evaluations, and practical workshops. To further enrich our dialogue we are delighted to again welcome numerous participants from around the world.

The AME is governed by an Executive Board, elected from the membership, but it is your organization. We are most anxious to have your ideas, suggestions, feedback, and involvement.

On behalf of all, I would like to acknowledge the significant contribution made by Bill Belanger and his assistants in organizing this year’s conference. It is a demanding and frustrating experience and we are indebted to him. I suspect that he would best sense our gratitude if we participated fully and enjoyed the events of the next few days.

Sincerely,

Larry Walker
President
A letter of welcome from
the Dean
Faculty of Education
University of Ottawa

On behalf of the Faculty of Education of the University of Ottawa, it gives me great pleasure to welcome the membership of the Association for Moral Education to Ottawa for its 22nd annual conference. In keeping with the conference theme, I am particularly pleased to welcome local practitioners from the educational community as well as others who are concerned with values within our communities.

The University of Ottawa was founded on basic moral values. It continues to honour this mandate for people of all races, religions and ethnic origins. Our mandate reaches well beyond the local community to a national and international audience.

The major focus at Ottawa University is the interaction of French and English cultures in Canada. It is our experience that each culture enriches the other. The University of Ottawa is considered a model of bilingual and bicultural interaction which we hope will serve as a model for Canada.

The theme of the conference "Developing personal and social responsibility: Practitioner and researcher in common cause" is very much in keeping with the mission of the Faculty of Education. Compatible with our focus on research, the Faculty of Education is committed to leadership and professional development in educational communities. At this conference, I am pleased to see the traditional definition of education extended to include a broader range of individuals concerned with influencing the evolution of our communities.

Despite our traditional November weather, I invite you to enjoy our beautiful Outaouais region, with its parks, water ways, museums, and of course, its universities.

May your visit in Ottawa be pleasant and your participation in the conference be productive.

Sincerely,

Pierre Calvé, Dean
Faculty of Education
University of Ottawa
Welcome to AME’96, “Developing Personal and Social Responsibility: Practitioner and Researcher in Common Cause.”

Ottawa is my home. I was born and raised here. I delivered papers (not academic) on Albert Street which runs beside the Citadel Hotel. I began my teaching career in Ottawa. My wife, Donna, and I have raised our two children in Ottawa. It is a splendid place to develop personal and social responsibility. Ottawa is my home and I share it with you.

A.M.E. conferences have contributed considerably to my personal and professional life. These gatherings provide unique opportunities to share personal and professional perspectives. Throughout the conference you have many formal and informal opportunities to meet and talk with colleagues who share a common mission.

I had an ulterior motive for chairing this conference. I wanted communities in Eastern Ontario to share in the wealth of expertise which this conference attracts. I wanted to emphasize the other side of the mission of the Association for Moral Education: the practitioners who impart values as a continuing challenge in their professional responsibilities. Progressively, over my career, I have developed a deep commitment to imparting values to the next generation. This endeavour demands a high priority in all aspects of our society.

Regardless of your motivation for attending AME96, I urge you to participate with vigour. Question. Ask for clarification. Offer examples or problems. Ensure that this conference becomes a superior learning experience for you and your colleagues.

Enjoy the proceedings. Enjoy the interactions. Enjoy my home.

Sincerely,

W.A. (Bill) Belanger
Conference Chair
Acknowledgements

Thank You!

I have been guiding the development of this conference for more than a year, but I have not been alone. I wish to extend my appreciation to all those who have supported the preparation and conduct of this conference.

Despite current fiscal constraints, Pierre Calvé, Dean of the Faculty of Education has extended his personal support as well as the assistance of the Faculty support staff. In particular, Diane Scharf demonstrated the level of ownership that is necessary to make such an enterprise flourish. Colleagues on Site Committee provided guidance and assistance: Sharon Cook, Tim Stanley, Jim Covert, Ruth Dempsey. Una Poole established contact with publishers and Carolyn Bowles was willing to help with anything. Mary Warnock took on the major task of managing the registration process.

Thanks are due to my Graduate Assistant, Cheryl Simser, managed the processing the proposals and structuring the conference program. She was instrumental in maintaining momentum during my illness.

I wish to extend my appreciation to Larry Walker, President of the Association for Moral Education for his council over the last year. I have appreciated the confidence of his Board of Directors. In particular, I wish to thank Steve Toma for his immediate attention to all requests and Theo Dawson for working her magic with the newsletter and call for papers. Thanks to Marvin Berkowitz who advertised in a variety of professional journals. John Snarey did a superb job in arranging facilitators and sessions for the lunch hour discussions. Thanks to Monica Taylor and Lisa Kuhmerker for their leadership in the proceedings.

I have appreciated the support of Frank Plue and my colleagues in the Ontario Morals/Values Education Association who were instrumental in the early conceptualization and development of the conference. Thanks to Burle Summers for being there.

Thank you to the students of Colonel By Secondary School for serving on a panel to share their perspective of values and morals and to Rosemarie Hoey for providing insight into the way in which contemporary youth view the world of morals and values.

The most responsive volunteers were my students, past and present. Eagerly they have helped in so many ways from stuffing envelopes, to processing registrations and proofreading. They were recruited after a short lecture on the professional ethics. No undue influence was exerted. Their efforts are greatly appreciated.
Marion Victor  Rebecca Blair  Valdine Ciwko
Anne Trinneer  Carol Hotte  Sharon Richstein
Heather Campbell  Maureen Carey  Heather McLeod
Angie Risheinyk  Carolyn Tongo  Fernanda Simoes
Trevor Rehel  Gayle O'Connor  Shelley Zadow
Angie Reshitnyk  Shauna Castle  Maria Iaderosa
Kora Lee Lehman

I wish to extend a special thanks to four recent graduates: Tracy Schmidt who has taken on responsibility for managing the Practitioner Workshops on Saturday, Pat Smith who developed the art work for the posters and proceedings and Paula Walker who laid the groundwork for the local promotion. I wish to pay special recognition to Ken McGrath who designed and established the web site, produced much of the advertising and designed the conference registration. In my work as a consultant I shall use him as my prime example of the quintessential volunteer in my workshops on "Developing Volunteers."

Thank you Donna, my wife, for your patience.

A personal recommendation for dinner:

The banquet is being catered by an old friend, Dave Smith, a well known restaurateur and caterer in Ottawa.

Last year Dave was invested into the Order of Canada in recognition of his outstanding philanthropic work.

Nates
delicatessen and take out
789-9191

The Place Next Door
789-7700 dinner reservations
316 & 320 Rideau Street
Day 1
Registration
Convention Level Foyer

Day 1 Session 1.1: Preconference Workshops

Wednesday, November 13, 1996
8:00-9:00

Wednesday, November 13, 1996
9:00-4:00

1.1A The moral judgment test: Moral competency and moral education.
Vict. Georg Lind

1.1B Smart kids, good kids: A success story in values education.
Rich. Sharon L. Banas

1.1C Scoring individual and organizational material for moral stage using the
Fron. General Stage Scoring System and Rasch Analysis: How to score almost
any text or discourse in any domain for stage and 1/2 stages with 95%
reliability and transition steps.
  Michael Lamport Commons/Eric Andrew Goodheart/Theodora Linda Dawson

1.1D Gender differences in moral development: Implications for
Joli. teaching, research and clinical practice.
  Dorothy L. Danaher

1.1E You can have your cake and eat it too: Integrating structure and content
Laur. in moral education.
  Marvin W. Berkowitz

1.1F To know and not to do is not yet to know: Preparing to impart values.
LaCh. W.A. (Bill) Belanger

SPECIAL NOTE
The Board of Directors for the Association for Moral Education
will meet for dinner in the Seigiory Room
Day 2
Registration
Ballroom Foyer.

Day 2
Session 2.1: Opening Ceremonies
Ballroom A

Thursday, November 14, 1996
8:00-9:00

Thursday, November 14, 1996
9:00-10:00

Greetings from:

Monica Taylor,
Journal of Moral Education and AME Board Member;

Larry Walker,
President,
Association for Moral Education;

Frank Plue,
President,
Ontario Morals/Values Education Association;

Pierre Calvé,
Dean, Faculty of Education,
University of Ottawa;

Marcel Hamelin,
Rector,
University of Ottawa;

and

Bill Belanger,
1996 AME Conference Chair,
(“The Conference Theme”).
Day 2  Thursday, November 14, 1996
Session 2.2: Presentations  10:30-12:00

2.2A  Participant interpreter research: Building the components for public moral conversation.
   Pat Taylor Ellison
   The community of inquiry and social epistemology.
   Xiaodan Huang

2.2B  PANEL
      Donald Biggs/Robert Colesante/Joshua Smith/Sungtaek Lim

2.2C  Three strategies used by novice and experienced ethical reasoners for analyzing dilemmas.
Fron.  Matthew W. Keefer/Kevin D. Ashley
      Implications of closure for moral learning.
      G. Thomas Ray

2.2D  Individualism, an enemy of moral education.
Joli.  Mac Freeman

2.2E  Racism re-examined: Correlates and predictors of traditional and modern racism.
ToHN.  Rebecca J. Glover
      Who counts in a democracy?
      Yoon K. Pak

2.2F  The nature and role of dominance in moral education theory and practice.
LaCh.  Dwight Boyd/Barbara Applebaum

Day 2  Thursday, November 14, 1996
Session 2.3: Lunch  Top of the Hill South (26th floor)  12:15-1:15

Youth Panel
A panel of young people from Colonel By Secondary School will share their perspectives on the values of contemporary society and their vision for the values that will lead to their living more fulfilling lives.
Chair: Rosemarie Hoey, teacher
Lunch tickets are available in advance.
Day 2  
Session 2.4: Presentations  
Thursday, November 14, 1996  
1:30-3:00

2.4A  
Saying, feeling, and meaning thank you: The social construction of a moral sentiment.  
Francis M. Bernt  

Values in education and the community: A UK national project  
Monica Taylor

2.4B  
PANEL
Rich.  
The moral dilemma discussion method (MDS) revisited.  
Discussants: Lawrence J. Walker/Lisa Kuhmerker  
(This panel will continue for Session 2.5B)

2.4C  
Slaying giants: Values, morals and fairy tales at the secondary level.  
Fron.  
Gary L. Willhite  

Mind of a maker: A genesis of material for moral education.  
Gary L. Willhite

2.4D  
Ethical Consuming: The Criteria, Users, and Effects in the Market Place  
Joli.  
Paul Pellizzari

2.4E  
Moral development and occupational therapy education.  
ToHN.  
Margaret Brockett  

Is the brain more attuned to moral interactions?  
Darcia Narváez

2.4F  
Service learning and civic education: Whose justice, which values?  
LaCh.  
Catherine Ludlum
Day 2
Session 2.5: Presentations
Thursday, November 14, 1996
3:30-5:00

2.5A Separate Christian schools: Advantage or disadvantage in the development of social responsibility.
Doret J. de Ruyter

Developing responsible citizens: Democratic community and critical politics.
Joseph Kahne/Joel Westheimer

2.5B PANEL continues from Session 2.4B.

2.5C Moral sensibility as response-ability: A wholistic-relational investigation of children’s moral experience and capabilities.
Stephen A. Sherblom

The effect of intentionality cue use in the moral salience of young children’s memory.
Mary Lyn Huffman

2.5D Diversity, concepts of justice, and constitutional conflict: Teaching moral issues in suspect classifications.
Morris Jenkins/Gary Calore

2.5E Democratic inquiry and “real world research.”
Richard L. Hayes/Pamela O. Paisley

A dialogue between rival representatives of America’s culture war.
Lene Arnett Jensen

2.5F Problems in school children’s moral development in Russian and American pedagogy.
Mikhail Krasovitskiy

Fostering sociomoral reasoning through the development of critical reasoning and discussion skills in the school context.
Clary Milnitsky-Sapiro
Day 2  Thursday, November 14, 1996
Session 2.6: Banquet  7:30-10:00 p.m.

Reading Room: Canadian Parliament Buildings,
Centre Block (beneath the Peace Tower)

Tickets must be purchased in advance.

AME'97
"The Challenge to Care in Families, Schools,
and Congregations."

EMORY UNIVERSITY

ATLANTA, GEORGIA

Our host and Conference Chair will be

JOHN SNAREY
Day 3
Registration
Ballroom Foyer
Friday, November 15, 1996
8:00-8:30

Day 3
Session 3.1: Presentations
Friday, November 15, 1996
8:30-10:00

3.1A Moral intentionality and the human life ideals.
Viet.  Adam Niemczynski

What are the attributes of a highly moral person?
Lawrence J. Walker /Russell C. Pitts

3.1B PANEL
and citizenship education.
Donald Biggs/Robert Colesante/Tatyana Tsirlina/Mal Leicester/Ann
Higgins-D'Alessandro/Joop W.A. Berding

3.1C Steps of care and respect.
Fron. Bill Puka

Morality: An approach to life-long moral development.
Nobumichi Iwasa

3.1D Education and the soul.
Joli. Jack Miller

3.1E Achieving balance: The cycle of possibilities in women's lives.
Laur. Janice Leroux

Examples of young adult expressions of interpersonal paradigms.
Nancy Nordmann

3.1F The role of culture in the attribution of moral feelings.
LaCh. Monika Keller/Peter Schuster /Fang Fu-Xi/Tan Hong/Wolfgang Edelstein
Day 3
Session 3.2: Presentations

Friday, November 15, 1996
10:30-12:00

3.2A Poetry and Human Growth
Vict. James C. Conroy
The perfect product: Schooling for social responsibility.
Rosalie M. Romano

3.2B PANEL
Rich. Contexts for development of moral responsibility in adolescence: The
nexus of community service and friendship.
Mary Jo Pugh/Miranda Yates/Lorrie Sippola
Discussant: Bill Puka

3.2C Analysis of Ontario’s new Common Curriculum as a moral education
Fron. curriculum.
Ron Wideman

3.2D All the moral philosophy practitioners need to know.
Joli. Don Reed
The necessity of moral community for moral education: A philosophical
exploration.
C.J.B. Macmillan

3.2E Using a triarchic model of self to understand the emergence of moral
Laur. identity.
Ann Higgins-D’Alessandro/Mimi G. Hamilton

Values and the self: An interactivist foundation for moral development.
Robert L. Campbell/John Chambers Christopher

3.2F Education for citizenship: Teaching about the Holocaust.
LaCh. Geoffrey Short/Bruce Carrington
Teaching about worlds of hurt through encounters with literature: Some
reflections on pedagogy.
Judith Robertson
Day 3
Session 3.3: Lunch

Friday, November 15, 1996
12:15-1:15

Top of the Hill North

Discussion and Lunch
Lunch tickets are available in advance.

Informal discussion lead by a facilitator:

1. Adult Moral Development in Higher Education and the Community.
   Facilitator: Cheryl Armon.

2. Teachers' Resistance to Moral Education.
   Facilitator: MaryLou Arnold.

   Facilitator: Marvin W. Berkowitz.

4. Moral Commitment in Adulthood (What is it and where can we look to find it?)
   Facilitator: Bill Damon.

5. Ecology, Morality, and Culture.
   Facilitator: Lutz Eckensberger.

6. Assessing Ethics Courses.
   Facilitators: Kurt Keljo and Tom Christenson.

7. The Beginnings of Morality.
   Facilitator: Sharon Lamb.

   Facilitator: Darcia Narvaez.

9. When Practitioners and Academics Meet.
   Facilitator: Adam Niemczynski.

10. Sharing Tips on Getting Published.
    Facilitators: Monica Taylor and Steve Sherblom.
From the Gut: The potential of creative writing to create personal and societal change for inner city youth.
Marie Irene Maguire

Description et evaluation d'une micro-intervention morale avec des eleves d'ecole primaire en classe reguliere et en class d'adaptation scolaire.
Rachel Raynauld/J. Dionne/S. Larivee

Moral education in teacher preparation programs.
Lori Wiley

Delinquent youth narratives about their moral discussion group.
Lori Steinberg/Cheryl Armon

Moral judgment and friendship concepts of high-risk adolescent mothers.
Artemis Tegan/Cheryl Armon

The importance of community: Kohlberg's Stage 3 and HIV disclosure.
Dorothy Danaher

Laura Ferrer

Morality, well-being, and the post-modern self.
Karl H. Hennig/Lawrence J. Walker

Resolving moral life dilemmas: The crucial problem solving scale-revised life choices.
Melissa Adams/Laura Ferrer/Ondina Arrufat/William Kurtines

Moral story comprehension in school children.
Darcia Narvaez/Jay Samuels/Jennifer Bentley/Tracy Gleason

Values and virtues endorsed by Generation X.
Lene Arnett Jensen/Jeffrey Jensen Arnett/Kathleen Ramos

Moral development of college students engaged in service learning:
Combined justice/care perspective.
Susan B. Pratt
Day 3  
Session 3.5: Presentations

Friday, November 15, 1996  
3:30-5:00

3.5A  
What kind of listening fosters healthy democratic relations?  
Vict. Rosalie M. Romano/Sophie Haroutunian-Gordon

3.5B  
PANEL  

3.5C  
Symposium  
Fron. Enhancing students' social and ethical development in schools: An intervention program and its effects. 
Daniel Solomon/Marilyn Watson/Victor Battistich 
Discussant: Larry P. Nucci

3.5D  
Assessing and teaching moral reasoning and empathy to business students.  
Joli. Steven P. McNeel/Robert T. Weaver

3.5E  
Classroom discussion and student learning.  
Laur. Peter Schuster 
Moral reasoning and moral orientation in youth in Calcutta: A cross-cultural study. 
Andrew Garrod/Kari A. McCadam/Frank Aum

3.5F  
Integrity, authenticity and other over-advertised commodities: Towards the dialogical concept of the self.  
LaCh. Alexander Sidorkin 
The Golden Rule as a limited standard for leaders and managers. 
Gerri Perreault

Day 3  
Friday, November 15, 1996

SPECIAL NOTE  
5:15-6:15 p.m. 
The Editorial Board for the Journal of Moral Education will meet in the Seigiory Room
Day 3
Session 3.6: Kohlberg Memorial Lecture
International Ballroom

Topic:
THE YOUTH CHARTER: A FOUNDATION OF PURPOSE

by
Dr. William Damon

Day 3
Session 3.7
Reception for conference participants

Thanks to
Cheryl Simser
for her outstanding work
in organizing the proceedings.
Day 4  Saturday, November 16, 1996
Registration 8:00-8:30

Day 4  Saturday, November 16, 1996
Session 4.1: Presentations 8:30-10:00

4.1A Releasing the inner space of the consciousness: What's character and
classical schooling got to do with it?
Yoon K. Pak

Economic democracy.
Bill Puka

4.1B PANEL
Rich. Sex, sexual offense, and moral education.
Sharon Lamb/Ben Spiecker/Jan Steutel/Steven Sherblom
Discussant: Alexander McKay

4.1C Personal projects and moral discourse: Lives, liberties and the
happiness of pursuit.
Brian R. Little

4.1D Problems with justice: Values and human rights education in the Americas
and in the context of neoliberalism and of forced modernization.
Dieter Misgeld

The civic dimension of multi-cultural education.
Larry Blum

4.1E Character education: An historical perspective.
Stephen J. Clarke

4.1F Moral Judgments in the Context of Ecological and Economical Value
Orientations: The Case of a Coal-Fueled Power Station
Lutz H. Eckensberger /elko Breit/Thomas Döring
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<th>Session 4.2: Presentations</th>
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<tr>
<td>Day 4</td>
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<td>Saturday, November 16, 1996</td>
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<td>10:30-12:00</td>
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<td>4.2A</td>
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<tr>
<td><strong>Vict.</strong> Danielle Friedlander</td>
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<td>Selective refusers during the Intifada: Connection and separation.</td>
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<td>Saying “no” to war: A separate and/or connected moral position? Israeli soldiers’ selective conscientious objection during the Intifada.</td>
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<td><strong>Ruth Linn</strong></td>
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<td><strong>Rich.</strong> The moral influences of our social projects.</td>
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<td>Cheryl Armon/Bill Puka/Dawn Schrader</td>
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<td><strong>Fron.</strong> Crass materialism: The root of all evil. A descriptive study of pre-service teachers’ values.</td>
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<td>Rhett Diessner</td>
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<td>Enhancing personal responsibility of future teachers.</td>
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<td><strong>Tatyana Tsirlina</strong></td>
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<td><strong>Joli.</strong> Teacher education as moral education.</td>
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<td><strong>Laur.</strong> Moral action, ego, and narrative self: A Vygotskian perspective.</td>
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<td>Raymond Hummel/Ram Mahalingam</td>
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<td>MacIntyre, moral value, and moral education.</td>
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<td><strong>LaCh.</strong> L’approche narrative des conflits moraux en enseignement moral: résultats d’une recherche-action en milieu scolaire québécois.</td>
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<td>Nancy Bouchard</td>
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<td>L’approche narrative des conflits moraux par le biais de “L’histoire dont je suis le héros, l’héroïne” convient-elle aux jeunes de 10 à 12 ans?</td>
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<td>Julie Duchesne</td>
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Lunch tickets are available in advance.

Informal discussion lead by a facilitator:

1. Creating a Measure of Moral Climate for a Research Institution.
   *Facilitators: Muriel J. Bebeau, Mary Brabeck and Steve Thoma.*

2. Diversity, Difference, and Dominance: The Implications for Moral Education.
   *Facilitator: Dwight Boyd.*

   *Facilitator: Don Cochrane.*

   *Facilitator: Richard L. Hayes.*

   *Facilitator: Ann Higgins-D'Alessandro.*

   *Facilitators: Lisa Kuhmerker and Terri Thorkildsen.*

   *Facilitator: Dan Lapsley.*

8. The Just Community Approach to Moral Education.
   *Facilitator: Clark Power.*

Thanks to John Snarey for arranging these discussions over lunch.
Community sessions are a tradition at AME Conferences. These sessions provide an open forum on all aspects of the association and on the conference in particular. Members and non-members are invited to attend this unique experience.

Thank you to:

COREL

for their donation of computer software

gifts for volunteers.
Day 5: Practitioner Workshops Saturday, November 16, 1996
these sessions are noted as # 5

NOTE:

Practitioner Workshops will be conducted at
The University of Ottawa, Faculty of Education,
145 Jean Jacques Lussier.

Workshops run concurrently with the Saturday schedule
of the main conference.

Depending on registration, workshops will be conducted in the
morning OR the afternoon OR BOTH.

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<td>John C. Gibbs/Granville B. PotterArnold P. Goldstein</td>
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<td>Lions-Quest programs: Teaching young people to be personally and socially responsible.</td>
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<td>5.E</td>
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<td>5.F</td>
<td>Thirteen years of teaching ethics in an elementary school: Fulfillment, frustration, and fun.</td>
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<td>5.G</td>
<td>A program for students' conflict negotiation learning: A systems and social-cognitive development approach.</td>
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5. H  Taking your foot out of your mouth: Reacting to children's values inquiries.  
W.A. (Bill) Belanger

5. I  Analysis of the Common Curriculum as a moral education curriculum.  
Ron Wideman

Sharon L. Banas

5. K  Cultivating cultural appreciation.  
W.A. (Bill) Belanger

5. L  Teaching people to care: Raising the CQ (caring quotient).  
Dorothy Kobak cancel

5. M  Teaching through discussion about listening to music.  
Rosalie M. Romano

Laura Ferrer

Thanks to Ken McGrath for his outstanding work in supporting the conference with his computer expertise
Day 1 Wednesday, November 13, 1996
Session 1.1: Preconference Workshops 9:00-4:00

Lunch is provided.

1.1A The moral judgment test: Moral competency and moral education.
Georg Lind (University of Konstanz, Germany)
The Moral Judgment Test (MJT), developed by George Lind, was designed simultaneously to assess the affective and the cognitive aspects of a person's moral judgment behaviour. By providing a pure measure of moral judgment "structure", the MJT makes it possible to directly examine the interrelationship of both cognitive and affective aspects, without invoking unproven assumptions about the theoretical validity of indirect indicators. Moreover, experiments have shown the MJT competence scores cannot be faked. Finally, because the MJT measures moral judgment competence without reference to the subject's particular moral attitudes and beliefs, it is more universal and culturally fair than tests whose scoring uses information about a person's moral values and decisions. In this workshop, participants will learn how to apply and score the MJT, and will be provided with findings from studies with culturally diverse samples. Issues to be discussed include: measuring the competence aspects of morality; designing the moral tasks - the MJT as an N=1 experiment; designing the indices for moral cognition and moral affect; and reliability and validity of the MJT.
1.1B Smart kids, good kids: A success story in values education.
Sharon L. Banas
This workshop will provide information regarding Sweet Home Central School District's effort in values education. Their K-12 program uses an integrative approach involving all areas of the curriculum and has been featured in The New York Times, The Philadelphia Inquirer, Special Report Magazine, Ethics Magazine, and in Dr. Thomas Lickona's book, "Educating for Character". The workshop will be presented in two segments: an overview of the development of the district program; and practical strategies that can be used to implement the program with various groups and grade levels. An extensive set of handouts will be given to workshop participants.

1.1C Scoring individual and organizational material for moral stage using the General Stage Scoring System and Rasch Analysis: How to score almost any text or discourse in any domain for stage and 1/2 stages with 95% reliability and transition steps.
Michael Lamport Commons (Harvard Medical School)
Eric Andrew Goodheart (Harvard University)
Theodora Linda Dawson (University of California at Berkeley)
The presenters will review the relationship between hierarchical complexity of tasks and stage of performance on such tasks, including a review of the highest stages as conceptualized in various moral developmental approaches (3/4, 4, 5, and 6). Also examined are how they resolve difficulties in discerning these stages, and how they can be scored with reliability and validity. In the second portion of the workshop, the presenters expand upon and generalize from a variety of interview data, with a particular focus on: (1) how to identify the moral stage at which people detect relations; (2) subjects' preferences for asserting what makes the world fair, good, kind, true, and beautiful; and (3) levels of metacognitive reflection. Finally, they present a Rasch analysis, which examines the coherence or responses at particular moral stages, both across and within individuals, and the degree to which transitions between stages appear step-like.
Gender differences in moral development: Implications for teaching, research and clinical practice.
Dorothy L. Danaher (Independent Practice, New York City)

Just as children today are being educated in cultural diversity, so they must also be educated to question traditional sex roles. If individuals struggling towards psychological maturity must question or abandon gender-role constructs before they can move forward, then we as a society should closely examine how we both institutionalize and internalize those roles. This workshop will provide participants an opportunity for indepth discussion of the conflict between satisfying the need for individual growth and the need to care for and be cared for by others. Whether one's subjects, students, or clients are male or female, this struggle is universal and difficult for both genders and all ages. For those who have a special interest in moral reasoning theory, this discussion will provide fresh insight into the Kohlberg-Gilligan debate. Individual case material will be discussed and the techniques for determining gender differences from interview protocols will be reviewed. The data were gathered through the use of the Life Experience Interview (LEI).

You can have your cake and eat it too: Integrating structure and content in moral education.
Marvin W. Berkowitz (Marquette University)

There is a perception of incompatibility of structural and more content-based approaches to moral education. Each "side" has criticized the other for promoting relativism. It will be demonstrated that the various "factions" have been playing the "blind men and the elephant" and that diverse approaches can be integrated into a more comprehensive model of moral education. In order to demonstrate these points, workshop participants will explore differences between moral education and character education, encounter the complex nature of the moral person, examine the nature of moral relativism, and discuss ways in which content can be integrated with structuralist approaches to moral education.

To know and not to do is not yet to know: Preparing to impart values.
W.A. (Bill) Belanger (University of Ottawa)

Putting into practice what we know about values education is the essential step. This workshop will demonstrate six approaches designed to help teachers and other adult caregivers prepare for the responsible imparting of values in our communities and schools. These approaches have been used with various adult groups including student teachers, inservice teachers, parents, and camp counsellors. This workshop will be of interest to educators who are responsible for preparing adults to impart values and adults (including teachers) who are responsible for imparting values to children.
Day 2  
Session 2.1: Opening Ceremonies  
Thursday, November 14, 1996  
9:00-10:00

Day 2  
Session 2.2: Presentations  
Thursday, November 14, 1996  
10:30-12:00

2.2A  Participant interpreter research: Building the components for public moral conversation.  
Pat Taylor Ellison (Church Innovations Institute, St. Paul, Minnesota)  
Active and careful attending provides an essential foundation for communities in all situations. A participant-interpreter research scheme which encourages through various media the development of attitudes and beliefs, a knowledge base, skills, and behaviours of excellent attending accomplishes three things: (1) gathering deep community stories which expose the historical roots of moral conversation and decision-making in a place; (2) raising up a cadre of listener-leaders who can guide the community forward because they hold its past and its vision; (3) creating safe space and trusted leadership for difficult but necessary conversations requiring full community participation. Come and hear how we do this work.

(Fnd.)  The community of inquiry and social epistemology.  
Xiaodan Huang (Shawnee State University, Ohio)  
The paper ties the concepts of the community of inquiry and social epistemology together, to argue that the community of inquiry would be a sound pedagogy for students to gain skills in social epistemology. The community of inquiry cultivates the community solidarity and complementarity and advances self-correcting thinking. This inquiry process has moral merits of its own. When the inquiry is about the social and moral issues, its contribution to moral education becomes much highlighted. The paper also considers two major obstacles in using the community of inquiry in elementary schools. The theme of "readiness" backed up by the powerful Piagetian tradition in epistemology and the criticism about the current critical thinking movement often shed doubts about young children's ability of engaging in the higher-order thinking activities. The paper suggests a critical reading of the Piagetian genetic epistemology and moral development and invites discussion.
How should we educate citizens to live in a pluralistic society? Developing the justice and care orientations.

PANEL
Donald Biggs (SUNY, University at Albany)
Joshua Smith (SUNY, University at Albany)
Robert Colesante (SUNY, University at Albany)
Sungtaek Lim (SUNY, University at Albany)

This program will compare two alternative approaches to citizenship education. The first describes the pluralistic nature of a society using the concept of narratives to portray individual differences in life stories and the effects of culture on the meanings that people give to these stories. This approach emphasizes individual differences rather than group differences in a pluralistic society. The idea is to promote moral sensitivity and the ethic of care in a pluralistic society. The course uses narrative interpretative strategies and group investigations of social responsibility on campus to promote empathic responses or “other oriented” emotional responses congruent with the perceived welfare of others. We assume that increased understanding of a narrative approach to pluralism will promote empathic feelings for others and as a result lead to increases in moral sensitivity and social responsibility.

The second approach to citizenship education describes the pluralistic nature of a society using the concepts of “common good” and “individual good.” The idea is to promote a democratic approach to making collective judgements about issues of justice in a pluralistic society. The course provides opportunities for students to study issues of justice on campus and then to make decisions about how specific cases of alleged student misconduct should be resolved. The goal is to encourage the use of conventional criteria in making collective judgements about justice. We assume that this course increases skills in cooperative problem-solving, heightens awareness of the “Common Good” and promotes thoughtful reflection about issues of social morality in a pluralistic society.

Three strategies used by novice and experienced ethical reasoners for analyzing moral dilemmas.

Matthew Keefer (University of Pittsburgh)
Kevin D. Ashley (University of Pittsburgh)

This paper describes some preliminary results of an experiment to collect, analyze, and compare responses to practical ethical dilemmas prepared by novice and more experienced ethical reasoners. Our results suggest that while novices seem more willing to recommend simple actions as solutions and to adduce rules, principles, or moral consequences in their defense, more experienced ethical reasoners seemed better able to specify conditions under which actions are recommended by specific obligations and roles, and to evaluate those actions in light of these normative commitments. The significance of these results will be discussed in relation to issues pertaining to both moral theory and its application to fostering effective practical ethical decision-making among students and young professionals.
Implications of closure for moral learning.
G. Thomas Ray (Western Michigan University)
It is commonly held in teacher education literature that instruction tends to be more effective when closure has been reached -- that is, when students clearly know whether or to what extent they have learned what they were supposed to have learned. The purpose of this paper is not to evaluate the accuracy of this way of thinking about teaching and learning, but to consider its implications for long-term moral learning. By using the work of Gregory Bateson as a conceptual lens, I develop the argument that closure reinforces a separation of subject from object, which contributes to a sense of self as detached and reduces a disposition toward moral obligation and reciprocity.

Individualism, an enemy of moral education.
Mac Freeman (Queen's University)
This conference rightly links personal with social responsibility: if only a statue of liberty on one side of every nation were balanced by a statue of responsibility on the other. Current emphasis on interdependence, partnership, and mutuality declares the fact that no one is an island, each is part of the main. Our moral educating is bedevilled by the ideology of individualism. Until young learners come to realize its error and become interdependent, moral education will continue to flounder on the rocks of insular, armoured existence. Our predicament and potential remedies will be explored.

Racism re-examined: Correlates and predictors of traditional and modern racism.
Rebecca J. Glover (University of North Texas)
This project investigates the relationship between racial attitudes and moral reasoning, as well provides an examination of relationships between modern racism and variables previously associated with more traditional forms of racism (e.g., self-esteem, locus of control, social distance, etc.). The study hypothesizes that preconventional moral reasoners will exhibit more traditional racism, conventional moral reasoners more modern racism, and postconventional moral reasoners will not exhibit either form of racism. In addition, it is hypothesized that moral reasoning, self-esteem, locus of control, and social distance will prove to be significant predictors of each form of racism.

Who counts in a democracy?
Yoon K. Pak (University of Washington)
Who counts in a democracy? Who decides who counts? What role, if any, does democratic citizenship education have in opening the space for deliberation on such issues? I attempt to shed light on the questions brought forth by revisiting and perhaps raising a new set of paradigms for understanding where one fits in this society. I organize the argument by the questions introduced and frame them in the context of public education; that is, as Dewey posits, in so far as public education is seen as a laboratory of democracy.
The nature and role of dominance in moral education theory and practice

Dwight Boyd (Ontario Institute for Studies in Education)
Barbara Applebaum (Ontario Institute for Studies in Education)

This paper will critically analyze the concept of dominance, as it is used in the race and gender literature, in order to reveal the hidden norms against which all subordinate groups' differences are measured and as a way of illuminating the unearned power conferred systematically to certain groups and unjustly denied to others. The consequent understanding of dominance will be applied to moral theory which guides programs of moral education in a society committed to diversity. The implications for moral education theory and practice will be discussed.

Day 2
Session 2.3: Lunch - Youth Panel
Thursday, November 14, 1996
12:15-1:15

Day 2
Session 2.4: Presentations
Thursday, November 14, 1996
1:30-3:00

2.4A (SPI)
Saying, feeling, and meaning thank you: The social construction of a moral sentiment.
Francis M. Bernt (St. Joseph's University, PA)
Understanding gratitude as a moral sentiment requires considering it at several levels: as a “polite behaviour” expected of those receiving gifts; as a “cognitive emotion” which includes attributions about the intentions of one's benefactor; and as a “cultural understanding” which articulates and regulates the manner in which gifts and favours are proffered and received. Using Polkinghorne’s and Bruner’s narrative appropriation, this paper analyzes the everyday experience of gratitude and considers how an attitude of gratitude (as a “moral orientation”) might be taught.

(SPI)
Values in education and the community: A UK national project.
Monica Taylor (National Foundation for Educational Research, Barbara Wintersgill School Curriculum and Assessment Authority, UK)
The School Curriculum and Assessment Authority in England has set up a national Forum for Values in Education and the Community. The project involves a wide representation of interested parties including teachers, researchers, teacher trainers, parents, employers, and religious groups. The purpose of the project is to identify values and attitudes which schools might promote with the support of the community. This session outlines the progress of the project to date and gives participants the opportunity to engage in some of the debates which have featured in the Forum, Part 27.
The moral dilemma discussion method (MDS) revisited.

PANEL (This panel will continue for Session 2.5B)
Discussants: Lawrence Walker (University of British Columbia)
Lisa Kuhmerker (New York)

This panel brings together leading experts who have not only researched the MDD method but also used it in their teaching and in teacher education. Its aim is to review this method and new methods which are intended to extend, supplement, or even replace the MDD method. As meta-analyses of numerous intervention studies show, the MDD method, which Kohlberg and Blatt developed a quarter of a century ago, is still one of the few, if not the only, effective methods for stimulating adolescents’ moral development. In spite of this, this method of moral education has almost fallen into oblivion. It is less researched today than it has been in the seventies and eighties and has hardly been recognized as a major method of moral education in mainstream education programs.

(1) Why “bad” children do good things.
Fritz Oser (University of Fribourg, Switzerland)
Research on the relationship between moral action and moral judgments deals with two forms of action, namely (a) of what not should be done, and (b) of what the situation requires to be done. In this paper, we ask why children with egocentric stage structure are able to help, guide, protect, and support others without being externally reinforced to do so. We hypothesize four factors (sense of community, sense of obligation, intensity of binding, and opportunities for practicing prosocial behaviours) and will use data from our Just Community research project to support this hypothesis. We will argue that children are not naturally biased toward being good or bad but must be helped to develop certain competencies to become good. To qualify a child’s behaviour as morally good and as prosocial requires that we understand what moral and social point of view this child is able to take.

Georg Lind (University of Konstanz, Germany)
In this paper, I will present an updated version of the Blatt-Kohlberg method for fostering moral-cognitive development, a discourse-oriented MDD method. I will present an outline of this method which I developed over the years to prepare teachers and teacher students who wanted to use it in various contexts. Our MDD method takes into account new research findings regarding moral learning. Particular emphasis is laid on tailoring both the dilemma and the process of the discussion to the special needs and developmental prerequisites of students of different ages and with different educational backgrounds. Special features of this method are (a) a careful introduction of the moral dilemma, (b) a systematic alteration of phases of support (through creating like-opinion groups and other means) and challenge (through confrontation with opposing opinions and arguments), and (c) a concluding phase of metacognition and reflection on students’ learning process.
(3) The moral discussion approach: Its relevance to teachers.
Clark Power (Notre Dame University)
The MDD approach as formulated by Blatt and Kohlberg, and refined through research and applications, grew directly out of Kohlberg's approach to moral development. For example, key elements of Kohlberg's psychological method and theory, the use of hypothetical dilemmas, the focus on prescriptive moral reasoning, the facilitative role of the discussion leader, and the emphasis given to stimulating cognitive conflict, are also the key elements of the moral discussion approach. Although the MDD approach has repeatedly been seen to be effective if properly used, relatively few teachers have incorporated it as a permanent feature of their curricula. The MDD approach lacks relevance to most teachers. Part of the problem is that teachers find it difficult to integrate it within existing disciplinary curricula. It is ideally suited for an ethics class, but ethics classes are rarely offered in American public schools. The approach may, I believe, be fruitfully used in classes such as literature and social studies, but the discussion proponents will require far more extensive adaptation to other curricular goals than moral discussion proponents have generally assumed. Drawing on my experience with the Just Community approach, I will suggest that moral discussions can more readily be incorporated into the administration of classroom and school discipline. Such an application expands the scope of the MDD approach as concerns for character and community become salient.

(4) The obligation of moral education programs to be scholarly.
Ann Higgins-D'Alessandro (Fordham University, New York)
This presentation argues that MDD education programs should be evaluated on scholarly as well as moral educational criteria. Although academic subjects such as history and English literature have incorporated moral dilemma discussions and most Just Community programs include academic classes, little importance has been attached to students' learning and scholarship in teachers' or researchers' evaluations of such programs. Ideas and options are given for redesigning moral dilemma discussions and the Just Community approach to enable students to learn history, science, economics, etc., and which treat increases in students' knowledge as equally important as increases in their moral reasoning development and in their prosocial behaviour.
(5) Promoting moral development in the classroom: A collaboration between researcher and practitioner.

John Tyler Binfet (University of British Columbia)
Kimberley A. Schonert-Reichl (University of British Columbia)
Gail Krivel-Zacks (University of British Columbia)

The purpose of this paper is to bring together some of the authors' recent efforts to bridge the gap between theory and practice in the area of moral reasoning development among pre- and early adolescents. We will begin by first discussing the benefits of establishing a partnership between researcher (second author) and practitioner (first and third authors) and delineate how this partnership not only enables the successful implementation of MOD in the classroom but also advances the understanding of moral development and moral education of students enrolled in teacher education programmes. Next, we will discuss some of the ways that we have disseminated information about MOD to school personnel. In this section, we will also present some of the barriers that we have encountered in our efforts to educate practitioners about implementing MOD in the classroom. Finally, we will discuss some of our empirical findings regarding the efficacy of MOD in not only facilitating the moral growth of students, but also in reducing problem behaviours in the classroom and increasing academics and peer- and teacher-related prosocial behaviours.

(6) Professional education: Adapting the moral dilemma discussion method for ethical development of career professionals.

Gary V. Moore (University of Illinois at Chicago)

The MOD method was conducted with medical students of Northwestern University Medical School and graduate education students at the University of Illinois at Chicago. The participants' comments were analyzed in order to identify possible ways of evaluating participant development apart from the DIT (Rest) or MJT (Lind) assessments. Findings suggest the need for a more standardized approach to conducting the MOD, as well as the development of practical evaluative tools that educators, training and development professionals, and other professionals can utilize to evaluate the quality of their discussions and assess the long term effects/benefits of the MOD.
2.4C  Slaying giants: Values, morals, and fairy tales at the secondary level.

Gary L. Willhite (Lewis-Clark State College, Lewiston, Idaho)

The plea for a renewed emphasis on moral education is stronger today than it has been for the past 50 years. Today the debate rages over the school acting as an authority for teaching morals/ethics to our young. This study sought an answer to the question: Does the teaching of fairy tales to secondary students expand their understanding of moral and ethical issues? This study reviewed and examined the teaching of moral and value education in the Western tradition, specifically the American public school system; examined the genre, purpose and use of fairy tales as a vehicle for teaching morals and values at the secondary level; and, developed and tested a model teaching unit for use at the secondary level that uses fairy tales as a vehicle for teaching more complex reasoning concerning moral and ethical issues.

Mind of a maker: A genesis of material for moral education.

Gary L. Willhite (Lewis-Clark State College, Lewiston, Idaho)

This presentation examines the genesis of a moral work such as might be used in the classroom. It looks at the creative impulse of "The Lord of the Rings" and the intentions behind the creation of an imaginary and moral universe, the latter being inevitable since all creation is moral. "The Lord of the Rings" is implicitly moral, its genesis driven by the process of artistic creation inspired by a morally neutral interest in philology, its morality carried on in on the coat tails of the creative process. Since the work is moral without explicit statement, it is one suitable for educational use within a multicultural context.

2.4D  Ethical Consuming: The Criteria, Users, and Effects in the Market Place. Paul Pellizzari  (EthiScan Canada)

In the past ten years, socially-responsible guides in the US (1.4 million copies), the UK (1.1 million), Canada (50,000), along with similar books in Holland, Germany and Japan, have tapped into people's desire to vote with their pocketbooks. This medium represents unique possibilities and perspectives for applied ethics in the marketplace. To best represent a highly diverse range of realities and perspectives on corporate policies and practices in the categories of environmental, labour and social responsibility, EthiScan employs its "modified Delphi" approach. With this process, input is solicited from activists and professionals and their expertise shapes the dozens of criteria used to build the evaluative framework that is applied to companies across a variety of industry sectors.

Money managers, corporate executives and procurement officers use information for specific needs: an array of important intervenors in the areas of policy creation and dollar expenditure. Regulators and advocacy groups work in the midst of this information flow, as awareness towards ethical criteria increases and models for action suggested, employed and developed.
Moral development and occupational therapy education.

Margaret Brockett (McMaster University)

Rest and his colleagues have demonstrated a strong correlation between education and moral judgment measured by the Defining Issues Test. There is evidence, too, of a link between moral judgment and clinical behaviour in the health care professions. A survey of occupational therapy educational programmes in Canada showed that ethics education was informal and focused on rules and regulations with little evidence of moral reasoning. Some educational programmes are actively involved in building their ethics education content. This paper argues for a moral dimension to ethics education initiatives that are likely to contribute to changes in moral judgment.

Is the brain more attuned to moral interactions?

Darcia Narváez (University of Minnesota, MN)

Are moral interactions more interesting than social and nonsocial interactions? Several studies were performed to test this question. In one study, participants were tested for memory of pairs in moral, social, or nonsocial interactions. Low recallers remembered significantly more of the moral interactions than other interactions. In a second study, response verification times to different interactions were computed.

Service learning and civic education: Whose justice, which values?

Catherine Ludlum (Indiana University East)

One result of the renewed attention being focused on civic education is the rapidly growing interest in service learning as a particularly effective form of civic education. This effectiveness is a function of the experimental component of service learning. However, the experiential aspect is also a source for a number of concerns. I begin my paper by distinguishing between “value-neutral” teaching and the neutral teaching of civic values, advocating the latter. I then go on to discuss several concerns I have as to whether service learning can be adequately neutral between competing substantive conceptions of social justice.

Thanks to

Marvin Berkowitz

for advertising the conference in a variety of professional journals.
Day 2
Session 2.5: Presentations

Thursday, November 14, 1996
3:30-5:00

2.5A (SPI) Separate Christian schools: Advantage of disadvantage in the development of social responsibility.
Doret J. de Ruyter (Vrije Universiteit Amsterdam, The Netherlands)
In this presentation, two opposite positions will be discussed. The first claims that separate Christian schools enhance personal and social responsibility, precisely because of their Christian nature. The second position states that in pluralistic societies separate schools can be (or are) a thrust to the development of social responsibility, especially the responsibility that extends the particular community. These positions differ in respect of the influence of Christian schools on the development of social responsibility. This responsibility will be the focus of the presentation.

(SPI) Developing responsible citizens: Democratic community and critical politics.
Joseph Kahne (University of Illinois-Chicago)
Joel Westheimer (New York University)
This paper aims to offer an alternative to instrumental and purely emotive rationales for school communities. We focus on a particular kind of school community -- one with explicitly democratic aims. Drawing on Dewey's democratic educational vision, the work of progressive educators such as George Counts and William Kilpatrick, and our ethnography of an urban public middle school, we present a framework for democratic schooling that includes commitments to: (1) modelling and socializing experiences in a participatory democratic community; (2) developing civic skills; (3) developing academic skills; and, (4) development capacity for critical thinking and engagement in critical politics.

2.5B The moral discussion dilemma (MDD) method revisited.
(Panel discussion continued from 2.4B)
Moral sensibility as response-ability: A wholistic-relational investigation of children's moral experience and capabilities.

Stephen A. Sherblom (Harvard Graduate School of Education)

I present the theoretical grounding and basic results of a year-long wholistic-relational study of young children's moral experience. Theoretical strengths of this approach include beginning to bridge the traditional chasm between moral competence and performance. This is accomplished by utilizing a more inclusive conception of moral experience and an ethnographic narrative analysis to explore children's moral sensibility. I explore their self-awareness, relational understanding, values, reasoning, sense of agency, imagination, feelings, emotional responsiveness, and moral identity in their real-life dilemmas. Based on this, I propose ways to scaffold children into being personally and socially response-able citizens.

The effect of intentionality cue use in the moral salience of young children's memory.

Mary Lyn Huffman (Cornell University)

As more children testify in court, researchers have begun to assess individual differences influencing their suggestibility. The current research addresses the child's moral reasoning making some moral situations more salient to young children. Preschool-aged (N=41) and first-grade children (N=55) were interviewed repeatedly about their memory for a staged event and made moral judgments about vignettes of varying intentions and consequences. Overall, children focusing more on intentions made less memory errors. Children focusing more on consequences were less likely to make memory errors about morally unsanctioned events. These findings have important implications for sexual abuse cases.

Diversity, concepts of justice, and constitutional conflict: Teaching moral issues in suspect classifications.

Morris Jenkins (Penn State University)
Gary Calore (Penn State University)

This paper details the purpose and strategies involved in team teaching an interdisciplinary course (Administration of Justice/Philosophy) that explores the ethical foundations of constitutional interpretation in regard to suspect, or protected, classifications, i.e., race, class, religion, gender, etc., in the civil and criminal law. Among the topics to be discussed are approaches to the philosophical and legal analysis of affirmative action and preferential treatment programs; substantive and procedural due process, equal protection, and distributive justice.
Democratic inquiry and “real world” research.
Richard Hayes (The University of Georgia)
Pamela O. Paisley
The ideals of a democratic research community include equality, justice, empowerment, collaborative decision-making, and an honouring of the perspective of the “subjects” as equal participants in the study. A collaborative action research model is described that involves graduate students, university faculty, counsellors, teachers, and administrators in the formulation of research problems within the real world of practice. Such real world research arises from the lived experience of the participants who share in the definition of questions, help to formulate alternatives, and are fully engaged in the analysis and interpretation of any findings. Suggestions for initiating similar programs in different settings will be provided.

A dialogue between rival representatives of America’s culture war.
Lene Arnett Jensen (University of Chicago)
The United States is seeing market divisions on a wide variety of moral issues, such as abortion, family policy, and the content of education and media. Sociologists have referred to this division as a “culture war” between “orthodox” and “progressivist” groups. What happens when representatives of the two sides of the culture war come together to have a dialogue about their outlooks? The present paper discusses sociological and psychological research on America’s moral divisions, and recounts a conversation between two rival representatives of the culture war (a fundamentalist Protestant pastor and a mainline Protestant pastor).

Fostering sociomoral reasoning through the development of critical reasoning and discussion skills in the school context.
Clary Milnitsky-Sapiro (Federal University of Rio Grande do Sul-Brazil)
The project reported in this paper was conducted as part of an ongoing program of research with high school students in Porto Alegre, Southern Brazil. This program of researched aimed at the development and refinement of effective and culturally appropriate interventions for the development of critical thinking skills for decision making process and problem solving for young adolescents enrolled in public high schools in Southern Brazil. An important component of effective intervention involves fostering in youth the development and use of critical decision making and problem solving skills as part of the process of exploration, since cognitive development is not sufficient to promote the capacity for adolescents to decenter in order to consider any problem which requires the coordination of multiple dimensions, such as interpersonal problems involving the diversity of perspectives. Qualitative and quantitative methods were used to respond to different questions within the same developmental paradigm. Partial results are presented.
Problems in school children's moral development in Russian and American pedagogy.
Mikhail Krasovitskiy (The Ukrainian Institute of Pedagogy, Kiev)
The research in moral education of school children in a lot of countries has been hindered as a result of the dependency of the pedagogical views on the social conditions, big differences in terminology, absence of a unique fundamental conception, and ignorance of the system approach to moral education as an organization of students' lives in school. The comparative of moral education of students in American, Russian and Ukrainian pedagogical practice demonstrates that success is possible if dual approaches are synthesized: collectivism and individualism, freedom and responsibility, respect and demands to the personality, and the harmony of personality and collective/community interests.

Day 3
Session 3.1: Presentations
Friday, November 15, 1996
8:30-10:00

3.1A Moral intentionality and the human life ideals.
Adam Niemczynski (Jagiellonian University, Krakow, Poland)
One hundred and four men and women, from 15 to 70 years of age, were interviewed with a semi-structured Biographical Dilemma Interview deciding on proper courses of action for the protagonists of six stories facing a biographical action choice. Their judgments were coded for stages of personhood development and the age developmental differences. It is central to the personhood development theory that individual persons refer to human life with different conceptualizations of it. These conceptualizations develop by accessing to human life ideals. The ways in which minds construe them inform the biographical action choices. It is argued that conceptualizations of human life imply moral intentionality which is to be explained in terms of mental contact with objects of moral worth and concern. It is also argued that a common core of mental operations getting in touch with objects of moral concern underlies changing construals of biographical choice.

Thanks to
Mary Warnock
for her management of the registration
What are the attributes of a highly moral person?

Lawrence J. Walker (University of British Columbia)
Russell C. Pitts

Dominant paradigms in moral psychology entail seemingly incomplete and distorted conceptions of moral functioning. This research attempted to provide a fuller account of moral maturity by describing the attributes that people consider characteristic of moral excellence and by examining its relationship to religious and spiritual excellence. In the first study, 120 adults generated descriptors of a highly moral, a highly religious, and a highly spiritual person. In the second study, another sample of 120 adults rated the prototypicality of a distilled list of these descriptors for each concept. The attributes found to be prototypic of moral excellence point to some aspects of moral functioning that have been neglected in contemporary models. Analyses indicated that the concept of moral excellence is largely independent of, although it to some extent subsumes, religious and spiritual excellence.

Building schools for the 21st century: International perspectives on moral and citizenship education.

PANEL

The Kursk International Dialogue on Education in the 21st Century was held on April 8-13, 1996 at the Kursk State Pedagogical University in Kursk, Russia. One of the outcomes of these discussions was the consensus that a model of citizenship education for the 21st century needs to include Russian experiences, theories and research about preparing citizens for collective living. This model of citizenship education for the 21st century needs to respect pluralism. But it must also go beyond our differences so as to prepare citizens to live together and to cooperate to solve some of the common problems in their life. This model needs to prepare citizens to understand the interplay between the needs of individuals and the needs of the community.

(1) Overview of the Kursk Conference.
Robert Colesante (University at Albany)

(2) Community schools in Russia.
Tatyana Tsirlina (Kursk State Pedagogical University, Russia)

(3) Moral education in multicultural societies.
Mal Leicester (University of Warwick, Coventry, UK)

(4) Listening to teachers in Russia and the United States.
Ann Higgins-D’Alessandro (Fordham University)

(5) John Dewey’s contribution to citizenship education.
Joop Berding (University of Leiden, The Hague, The Netherlands)

(6) Good citizenship in a pluralistic society.
Donald Biggs (SUNY, University at Albany)
Steps of care and respect.

Bill Puka (Rensselaer Institute, Troy, NY)
I have identified and parsed the most empirically supported features of Gilligan's ethical caring and Kohlbergian justice reasoning. These were then converted into a series of concrete steps for ethical deliberation and decision making. The resulting ethical methods can be followed and taught in routinized ways, as one learns technique on a musical instrument. But once taught, they can be used and adapted by students for subtle, thoughtful, and flexible application. This presentation will explain the steps then apply them to personal and social problems. It will show how they operate to achieve detailed precision, and how they integrate. I will provide guidelines for teaching and training these approaches, avoiding pitfalls.

Morality: An approach to life-long moral development.

Nobumichi Iwasa (Reitaku University, Japan)
Morality is a term first introduced by Chikuro Hiroike, who published "A Treatise on Moral Science: A First Attempt to Establish Morality as a New Science", in 1928. In morality, a distinction is made between ordinary morality and so-called supreme morality, a distinction roughly corresponding to Kohlberg's distinction between conventional and post-conventional levels of moral stages. In this paper, the major principles of supreme morality, their relevance in contemporary society, and how adults try to put them into practice and improve the quality of their lives will be discussed.

Education and the soul.

Jack Miller (Ontario Institute for Studies in Education / University of Toronto Niagara Centre)
This paper will first attempt to describe the nature of the soul. Various perspectives on the soul will be presented including both ancient (e.g., Plato) and modern (e.g., Moore and Sardello) perspectives. The assumption of this paper is that education and schooling have diminished the soul so that learning has become primarily a cognitive event. Alternative approaches for restoring a soulful approach to learning will be explored including a curriculum for the inner life.

Achieving balance: The cycle of possibilities in women's lives.

Janice Leroux (University of Ottawa)
By exploring the ways successful women deal with crises and challenges, we see patterns that can inform younger females. This knowledge can transform our educational settings when we use such women as mirrors and motivation. What qualities do women espouse that help them break stereotypes, break with common practice, and risk potential disconnections in fulfilling daily obligations? From a study of forty distinguished women in Canada, we learn the personal qualities and beliefs which help them survive and thrive. The audience should be prepared to engage in dialogue as part of this preparation.
Examples of young adult expressions of interpersonal paradigms.

Nancy Nordmann (National-Louis University, Illinois)

It is the intention of this presentation to document expressions of social developmental paradigms related to interpersonal functioning that are presumed to be related to moral development. These expressions of interpersonal development are taken from unstructured, open-ended interviews on the topic of interpersonal development conducted with sixteen University of Chicago college students in the spring of 1994. The expressions produced and presented account for paradigms representative of the initial three-fourths of a presumed developmental sequence of interpersonal development.

The role of culture in the attribution of moral feelings.

Monika Keller (Max Planck Institute for Human Development and Education, Germany)
Peter Schuster (Max-Planck-Institute for Human Development and Education, Berlin, Germany)
Fan Fu-Xi (Academy of Science, Beijing, China)
Tan Hong
Wolfgang Edelstein

In recent years, there has been a growing interest in the development of moral emotions in young children. This research, including our own, has produced some interesting and puzzling findings which will be discussed in the paper. Our studies with Icelandic and Chinese children add to the puzzling picture: while younger subjects attribute negative feelings to the protagonist violating a moral rule, older subjects ascribe positive feelings to the protagonist but negative feelings to the self. The results of the different studies will be discussed with regard to the role of culture development.
Poetry and Human Growth

James C. Conroy (Saint Andrew's College, Scotland)

Drawing on the thought of Jung and Kierkegaard and a range of "modern" poets, this paper engages in the task of re-habilitating the poetic imagination in the moral life of secondary students as well as student teachers. It attempts to explore the poet's ability to open up and explore the visionary which enables the young to transcend the limits of their historicoco-cultural location. Following on from this, the paper explores the development of a range of "modern" poets and traces their journey from a "natural" moral naivety towards moral ambiguity, the better to understand their unique contribution to our understanding of human growth. The paper further suggests that this moral ambiguity is all that there is and that the task of the educator is to assist young people in recognizing the ambiguity while making the choice. The paper is one attempt to rehabilitate the poet as one who can enable us to view moral worlds normally beyond our engagement.

The perfect product: Schooling for social responsibility.

Rosalie M. Romano (University of Washington)

Educators are in a special position to influence students' habits of mind that foster healthy democratic relations with others. John Dewey claimed that this was a critical purpose of education. Even while advocating the need to think and act responsibly, we educators frequently find ourselves emphasizing the product of education: the outcome-based, measurement driven results of learning schoolwork. This paper explores the theme of education for social responsibility by framing the argument with Herman Melville's "Bartleby the Scrivener," a story of a group of people who are well-educated, in responsible positions at their work, perfect products of their educational system, yet who fail to recognize how their humanity is bound up with others, even those in their office. In Bartleby's workplace, people stood in a relation to one another -- a relation defined by the purposes of the workplace, by its rules and roles. Such a workplace is analogous to schools and classrooms.
3.2B (SPI)  Contexts for development of moral responsibility in adolescence: The nexus of community service and friendship.

PANEL
Mary Jo Pugh (The Catholic University of America)
Miranda Yates
Lorrie Sippola
Discussant: Bill Puka (Rensselaer Institute, Troy, NY)

This group of presentations examines two contexts which are thought to promote moral responsibility in youth: friendship and community service participation. It first examines the idea of moral responsibility from a philosophical perspective. Then it presents data which explicate the processes by which friendship and community service participation stimulate moral responsibility. The findings have implications for both theory and practice. They shed light on processes by which moral and social responsibility develop. In addition, they offer concrete recommendations for the expanding number of service learning programs.

3.2C (Cur.) Analysis of Ontario’s new Common Curriculum as a moral education curriculum.

Ron Wideman (Curriculum Project Manager, TVOntario)
The paper will assess Ontario’s new Common Curriculum as a moral education curriculum. Ron Wideman coordinated development of The Common Curriculum: Policies and Outcomes, Grades 1-9, 1995, for the Ontario Ministry of Education and Training. The Common Curriculum incorporates knowledge, skills, and values dimensions of student learning. It is outcomes based and promotes integrated learning and the application of knowledge in everyday life. There is a strong emphasis on equity, responsible citizenship, and positive interpersonal and life skills.

3.2D (Fnd.) All the moral philosophy practitioners need to know.
Don Reed (Wittenberg University, OH)

An entertaining 25-minute introduction to the philosophy of moral development. Using cartoons, anecdotes, and outlines, I will offer an overview of recent debates in moral philosophy that have influenced the way we approach the PRACTICE of moral education. For instance, I will describe what the following debates are about: the individualism vs. communitarianism debate, the justice vs. care debate, the self-construction vs. social construction debate, and the relativism vs. universalism vs. developmentalism debate. We will also discuss the relations between rights, duties, social roles, responsibilities, human nature, the purposes of human life, religion -- and how all these figure in democratic life. All in under half an hour!
The necessity of moral community for moral education: A philosophical exploration.
C.J.B. Macmillan (Florida State University)

It is almost universally held that moral education is impossible unless it takes place within a moral community. This paper examines this assumption critically. The hypothesis is that the place of moral communities in moral education is greatly exaggerated and that moral education might well ignore moral communities. The discussion will examine the notion of a moral community most critically and focus on the ways that it fails to help in moral education.

Using a triarchic model of self to understand the emergence of moral identity.
Ann Higgins-D'Alessandro (Fordham University, NY)
Mimi G. Hamilton (Fordham University, NY)

Identity is defined as the configuration of characteristics, ideals, fears, and self-evaluation of which one is conscious and which one has learned is fairly consistent across situations and continuous through time. Moral identity is the condition when moral perspectives are essential to one's self-definition. Thirty-six males and 36 females from the age of 10 to 70 years were interviewed using the Self Interview (designed for this study), the Kohlberg Moral Judgment Interview, the Rosenberg Self-Esteem Measure, and a demographic questionnaire. The Self Interview and scoring scheme operationalize the triarchic conception of the self: (1) a person's self-concept; (2) his/her understanding of others and of others' understanding of him/her; and (3) the actions, thoughts, and feelings of the person in specific situations. Preliminary analyses support the overall hypothesis that conventional moral reasoning and the ability to evaluate one's actions and one's "total" or "true" self are necessary for both the development of moral identity and self-esteem.

Values and the self: An interactivist foundation for moral development.
Robert L. Campbell (Clemson University, SC)
John Chambers Christopher (Montana State University)

Post-Kantian conceptions of moral development, like Kohlberg's have failed to account for the development of mature moral viewpoints that do not define the moral domain as Kantians wish to do, and have ruled moral action, emotions, and personality out of the purview of developmental psychology. To cope with the new demands that are being placed on moral development theory, we believe that psychologists need to focus on such basic questions: What are values and what is their role in development? What is the self and what kinds of changes does it undergo? Is morality ultimately foreign to the self? We will present an account of values and the self based on the interactivist conception of knowledge and the knowing-levels treatment of consciousness and developmental stages, and consider how this account might begin to meet the challenges that developmentalists now face.
Education for citizenship: Teaching about the Holocaust.
Geoffrey Short (University of Hertfordshire, UK)
Bruce Carrington (University of Newcastle-upon-Tyne, UK)
Education for citizenship has been a part of the National Curriculum in England and Wales since 1909. As a cross-curricular theme, it is intended to be taught through the foundation subjects of the National Curriculum and other timetables provisions, enriched and reinforced by the wider role of the school in the community. One of its central aims is to promote concern for the values by which a civilized society is identified and, in the process, encourage students to recognize the need for active participation. The Holocaust would appear to be an ideal medium for helping to realize these goals. We present and discuss the findings of an ethnographic study of 14-15 year olds aimed at uncovering what can be learned about citizenship when studying the Holocaust as history.

Teaching about worlds of hurt through encounters with literature: Some reflections on pedagogy.
Judith Robertson (University of Ottawa)
I serve on a National Committee of Teachers of English whose mandate is to develop educational materials to educate teachers about the use of literature to teach about genocide and intolerance. I am the editor of two proposed books: “Elementary Voices: Teaching About Genocide” and “Intolerance”. The goal is to develop resources to guide pedagogical decision making about classroom learning experiences for children ages 5 to 12 about issues that range from gender, environmental, and sexual intolerance to mass social instances of genocide involving ethnic or racial intent to eliminate peoples (for example, the Jewish Shoah, the Armenian genocide, the extermination of Indigenous peoples, and the Stalin-induced Ukrainian famine of the 1930's.) My presentation focuses on the explicit risks and problems that teachers confront when they attempt to teach children lessons about the sanctity of life through literary encounters with worlds of cruelty and pain. My paper deals with two questions: What basic information are we trying to teach when we ask children to read stories about incidences of horror? What are the dangers and possibilities of using such literature to provide appropriate moral education?
Moral education in teacher preparation programs.
Lori Wiley (Notre Dame College, NH)
How is moral education included in college courses for teacher preparation programs? Syllabi, catalogue descriptions, and examples of assignments from a variety of colleges and universities will be provided in the areas of philosophy of education, developmental psychology, behaviour management, and methods of teaching.

Delinquent youth narratives about their moral discussion group.
Lori Steinberg (Antioch University Los Angeles)
Cheryl Armon (Antioch University Los Angeles)
Within the context of a private high school serving youth with special needs, a moral discussion group was conducted twice a week for twenty weeks with twenty delinquent and at-risk male students of colour, ranging from sixteen to nineteen. At the conclusion of the program, each student was administered a semi-structured interview concerning his experience of participation in the group. Results from a qualitative content analysis will be presented. In addition, excerpts from narratives exemplify students' enthusiasm for the group and their awakening moral voice.

Moral judgment and friendship concepts of high-risk adolescent mothers.
Artemis Tegan (Antioch University Los Angeles)
Cheryl Armon (Antioch University Los Angeles)
This investigation examines relationships between the moral atmosphere of a residential treatment facility and the cognitive development, friendship concepts, moral judgment, and parenting skills of twenty adolescent mothers ages 12 to 18 years. The participants were all from low socioeconomic status families with documented histories of child maltreatment. The importance of examining moral atmosphere in relation to moral, cognitive, and social development levels is discussed along with intervention strategies for improving moral atmosphere in this facility as well as some social policy implications.

The importance of community: Kohlberg's Stage 3 and HIV disclosure.
Dorothy L. Danaher (Independent practice, New York City)
Belonging to a community where one feels looked after and cared for is essential for all human beings. HIV+ people often have a challenge reaching out for community support. In-depth interviews conducted at the New York State Psychiatric Institute reveal the difficulty HIV+ individuals have both accepting their diagnosis and making the decision to disclose their HIV status to others. General issues involving disclosure as well as individual cases will be examined in the light of Lawrence Kohlberg's stage theory of moral reasoning.
From the gut: The potential of creative writing to create personal and societal change for inner city youth.

Maria Irene Maguire (Ontario Institute for Studies in Education)

This study is a qualitative study of creative writing development and the potential of the creative act and product to positively transform the self and community. The study draws on theories of creativity, transformative education, and existential philosophy. It focuses on transcending the systemic boundaries of one's social circumstances through development as a writer. The main participants of the study are inner city youth and the facilitating researcher. The participants work within a participatory or action research framework to reflect upon the potential of creative writing and publication "From the Gut" for and by inner city youth.

Description et évaluation d'une micro-intervention morale avec des élèves d'école primaire en classe régulière et en classe d'adaptation scolaire.

Rache Raynauld (University of Montreal)
Jacques Dionne
S. Larivee

L'étude cherche à vérifier l'efficacité d'une intervention basée sur la théorie du développement moral de Kohlberg. Dans ce but, deux groupes expérimentaux et deux groupes de contrôle ont été formés, comprenant en tout 37 garçons et 24 filles, âgés de 10 à 13 ans. Les sujets des deux groupes expérimentaux (une classe régulière et une classe d'adaptation scolaire) ont pris part à des discussions en groupe sur des dilemmes moraux. Sur une période de 25 semaines, ils ont participé, une fois par semaine, à des activités d'une durée de 50-60 minutes (21 activités en tout). Les analyses montrent des différences significatives entre les groupes expérimentaux et les groupes de contrôle après l'intervention.

Moral micro-intervention with elementary school pupils attending a regular or a special education class:

Description and evaluation.

The study attempts to verify the efficacy of an intervention based on Kohlberg's Moral Development theory. For this purpose, two experimental and two control groups have been formed, consisting of 37 boys and 24 girls, ten to thirteen years old. The subjects of both experimental groups (a regular class and a special education class) participated in group discussions about moral dilemmas. Over a period of 25 weeks, they took part, once a week, in activities lasting 50-60 minutes (21 activities in all). Analyses revealed significant differences between experimental and control groups after the intervention.
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Laura Ferrer (Florida International University)

This study was designed to pilot test the effectiveness of a psychosocial intervention, the Making Life Choices Workshop (MLCW), which was targeted towards youth and the promotion of responsible decision making. The enhancement of responsible decision making included the fostering of the increased use of competency skills such as critical problem solving and decision making skills in making difficult life choices, as well as fostering in youth the acceptance of personal control and responsibility for life choices (i.e., including life choices with moral components). The primary research question of this study concerned the effectiveness of the MLCW relative to a control condition.

Morality, well-being, and the post-modern self.

Karl H. Hennig (University of British Columbia)
Lawrence J. Walker (University of British Columbia)

Recent talk of moral selves has not given sufficient focus upon the type of self-conception employed by individuals. This research sought to investigate notions of selfhood -- involving both the type of self-conception and its multiplicity, descriptive of emergent contemporary selves, dubbed post modern. Sixty-four female and male undergraduates in the 18-24 year age group responded to six measures of well-being and adaptiveness. Results indicated that, as expected, high levels of self-conception were associated with greater self-multiplicity, reflective of the post modern self. It was also found that the post modern self was associated with well-being as evidenced by greater behavioural flexibility and reflection, and less rumination and perceived stress.

Resolving moral life dilemmas: The critical problem solving scale-revised life choices.

Melissa Adams (Florida International University)
Laura Ferrer (Florida International University)
Ondina Arrufat
William Kurtines

This paper describes the development of a measure for assessing critical decision making and problem solving skills in resolving the type of difficult life dilemmas that adolescents face during the formation of their moral identity. The study reported here was carried out to ascertain the utility of a revised self report measure of critical decision making and problem solving and to conduct analyses to establish the psychometric properties of this format. Several item statistics will be reported including interrater reliability, internal consistency reliability, and the results of a factor analysis.
Moral story comprehension in school children.
Darcia Narváez (University of Minnesota)
Jay Samuels (University of Minnesota)
Jennifer Bentley (University of Minnesota)
Tracy Gleason (University of Minnesota)
Proponents of character education (e.g., W. Bennett: "The Book of Virtues") argue that children need to hear moral stories in order to develop "moral literacy" which leads to moral behaviour. Do children understand the moral message of a narrative? Third and fifth grade students were tested for their ability to apprehend the moral message of three stories. They were asked to generate the message, select the message from a list of possible messages, and select a vignette with the same message.

Values and virtues endorsed by Generation X.
Lene Arnett Jensen (University of Chicago)
Jeffrey Jensen Arnett (University of Missouri)
Kathleen Ramos (University of Missouri)
Interviews were conducted with 140 young adults (ages 20-29) who came from a variety of socioeconomic backgrounds. They discussed the moral values and virtues they wanted to adhere to in their own lives and the values and virtues they wished to pass on to future generations. Responses were analyzed in terms of Shweder's ethics of autonomy, community, and divinity. It was found that the young adults primarily used the ethics of autonomy and community, but rarely the ethic of divinity. Developmental and socio-cultural interpretations are discussed.

Moral development of college students engaged in service learning: Combined justice/care perspective.
Susan B. Pratt (Boston College)
Colleges are beginning to offer, or even require, service learning in rapidly increasing numbers on the assumption that it contributes to students' moral development, yet there is in actuality little published research to support this belief. The two preliminary studies presented here examine the relationship between service learning experience and moral development in male and female college students by using an expanded conception of moral development which includes concerns for both justice and care. It is speculated that empathy may represent a meeting ground in the continuum between justice and care, constructs often formerly thought of as dichotomous, or gender-related.

A Curriculum for the Ethical and Democratic Development of School Administrators
Tom Wilson/Penny Bryan
The newly implemented Chapman University Professional Administrative Credential Program for school administrators centers upon the development of critical and ethical educator citizens committed to the continual re-creation of a culture characterized by the universal values of democracy, care, and justice. The program stresses the necessity of a
critical consciousness which recognizes that education cannot operate in isolation, but must see its connection to urgent and pressing cultural issues. It understands that all local problems are global and all global local. This session will describe the program in some detail with particular attention being paid to one "course" Democracy and Professional Education Ethics". See you soon.

Thanks to

Tracy Schmidt

for managing the Practitioner Workshops.
3.5A What kind of listening fosters healthy democratic relations?

INTERACTIVE SYMPOSIUM

Rosalie Romano (University of Washington) - violin
Sophie Haroutunian-Gordon (Northwestern University) - piano

In a democracy, a necessary condition for responsible dialogue is listening, hearing the ideas of others -- ideas both different from and similar to one's own. Our proposal is to explore the kind of listening which fosters the understanding of another's ideas, no matter how disparate they may be from our own. We will perform Mozart's violin and piano sonata, ask listeners to talk about the experience of listening to the music. Ideas and their meanings will be explored with the listeners. Conditions that have been identified will be summarized and analyzed with respect to patterns that appear regularly in both musical and verbal dialogues.

3.5B Moral Atmosphere in Social and Political Organisations: a Historical Analysis

PANEL:
Chair, Michael L. Commons (Harvard Medical School)

1. An Analysis of the moral reasoning employed in the parliamentary debate on national adoption (1797).

Eric Andrew Goodheart (Harvard Medical School)
Joseph Anthony Rodriguez (Harvard Medical School)
Linda Marie Bresette (Harvard Medical School)

In the aftermath of the French Revolution, the legislature debated the decree that had legalized national adoption in 1793. Did this decree give the state paternal authority over the minor orphans whom it adopted? Could the state exercise such authority without usurping the prerogative of the biologic family? A new law might resolve the ambiguities of the original decree. Could the Council apply such a law retroactively to Suzanne's case? The Kohlbergian stage model clarifies the different political and social perspectives of the protagonists in the debate and explains the manner in which the Council resolved these moral dilemmas.
Michael L. Commons (Harvard Medical School)
Pauline Lee, Pauline Lee (Stanford University)
Thomas Gordon Gutheil (Harvard Medical School)
Ellen Rubin Lewy (Harvard Medical School)
Marcus Goldman (Massachusetts Mental Health Center)
Paul S. Appelbaum (University of Massachusetts Medical School)
In investigating rights and confidentiality in mental health care, we focus on two issues: perceptions (or misperceptions) of a duty to report past crimes (misprision of a felony) of patients and duty to report patients' future potential for violence. In our study, at the beginning of therapy, a hypothetical patient revealed his/her past crime. Of the 149 health-care provider subjects 21.05% strongly thought they had a legal and 19.18% strongly felt they had a professional obligation to report this hypothetical patient. Subjects also stated why they would or would not report the patient and how they would deal with the patient. Subjects' used moral reasoning at the systematic developmental stage (4) to support subjects' stated judgments and actions. Higher developmental stage of reasoning was significantly correlated with a higher respect for the patients' right to confidentiality, $r = 0.2838$, $p < 0.0210$. Additionally, the patients' gender did not affect how subjects would deal with patients, $F(1,50) = 0.047$, $p < 0.8294$, but severity of the crime committed played a significant role, $F(1,50) = 12.946$, $p < 0.0008$.

3. A Combination Sword and Plowshare: Assortativeness
Stanley J. Morse (Harvard Medical School)
Assortativeness--the tendency to associate and breed with similar "Others"- presents a moral paradox. From an evolutionary perspective, assortativeness may a) decrease intra-group conflict but increase inter-group conflict; b) increase the probability that the more powerful group's genes and memes (cultural traits) will survive and the other group's will not. These processes are examined with reference to the "Armenian Massacre" of 1915. We will show how assortativeness among both Turks and Armenians increased during World War I, placing Armenians at particular risk once being a Turk supplanted being an Ottoman as the basis of group identity among the Ottoman political elite.
4. A Rasch Analysis of Developmental Data on Relations Between More and Less Powerful Persons

Eric Andrew Goodheart (Harvard Medical School)
Theo Linda Dawson (University of California at Berkeley)

We perform a Rasch analysis of cross-sectional developmental data gathered from a group of adults who were presented with the Relations Between More-and Less-Powerful Persons Problems. This analysis created a probabilistic model that places both subjects and problems along a single hierarchically ordered dimension. It is anticipated that both the subjects and the problems will form a series of clusters along this dimension, the subjects according to their developmental stage of performance and the problems according to their degree of hierarchical complexity. Questions of stage and hierarchical order will be examined.

3.5CEnhancing students' social and ethical development in schools: An intervention program and its effects.

SYMPOSIUM

Discussant: Larry P. Nucci (University of Illinois at Chicago)

An intervention conducted in 12 elementary schools throughout the United States, with 12 comparison schools, was designed to affect schools' moral climates, and thereby students' ethical and social development. The program uses various means -- collaboration, enhanced student autonomy, discussions about literature, class meetings -- to enhance students' sense of community, and thereby their desire to abide by school norms and values. Data collected over four years show that the program did influence students' community feeling, which in turn affected several student social and ethical characteristics -- concern for others, democratic values, conflict resolution skill, acceptance of people in "outgroups," and altruistic behaviour.

(1) The Child Development Project: Theoretical grounding; school and classroom practices and activities.

Marilyn Watson (Developmental Studies Center, CA)

(2) The Child Development Project: Evaluation procedures and findings.

Daniel Solomon (Developmental Studies Center, CA)
Victor Battistich (Developmental Studies Center, CA)
Assessing and teaching moral reasoning and empathy to business students.
Steven P. McNeel (Bethel College)
Robert T. Weaver
Stereotypes suggest undergraduate business majors have lower ethical standards and less empathy than other students. An extensive longitudinal and cross-sectional study partially confirmed these stereotypes: business students showed lower levels and growth in DIT principled reasoning than other students, but no differences in empathy. After business faculty were trained in teaching strategies for enhancing student moral development and implemented greater use of ethics case studies, the moral development differences were eliminated, though empathy differences appeared (follow-up longitudinal and cross-sectional study). Additional educational interventions and curriculum changes are under consideration to help remedy these weaknesses in business students.

Classroom discussion and student learning.
Peter Schuster (Max-Planck-Institute for Human Development and Education, Berlin, Germany)
This paper contributes to the literature on learning in the context of classroom discussions. It describes an experimental short term intervention program developed for 2nd graders which was implemented in four primary schools in Berlin, FRG. While the experimental conditions of the intervention remained stable across the four classes, the course of the discussion varied depending on, among other things, the social and cultural background of the school children. The goal of this study is to explore the nature and development of moral reasoning during the process of discussion.

Moral reasoning and moral orientation in youth in Calcutta: A cross-cultural study.
Andrew Garrod (Dartmouth College, NH)
Kari A. McCadam (Dartmouth College, NH)
Frank Aum (Dartmouth College, NH)
This cross-cultural study, conducted in English, in Calcutta, in West Bengal, with a sample of thirty-six 17-18 year olds (18 boys and 18 girls) had a two-fold purpose: (1) to examine Kohlberg’s model of moral reasoning in a non-Western society that has been free of British colonialism for approximately fifty years; and (2) to study the way in which gender differences in moral orientation, as posited by Carol Gilligan, manifest in a non-Western society. Thirty-six adolescents from a large, private school in central Calcutta, were administered culturally adapted Kohlberg interviews and Gilligan’s real life problem interview. The findings support certain assumptions underlying Kohlberg’s claim of universality, but failed to replicate patterns that Gilligan recognizes in her Western subjects. We will consider how multiple contextual influences such as social, religious, and cultural factors contribute to moral reasoning and moral orientation in this non-Western setting.
Integrity, authenticity, and other over-advertised commodities: Towards the dialogical concept of the self.

Alexander Sidorkin (Novosibirsk Teachers College, Russia)

The cognitive-developmental approach emphasizes integrity and internal consistency of the self-concept. This approach wants to overcome this complexity, rather than to embrace it. The dialogical concept of the self implies existence of several inconsistent and fully significant voices within each self. These voices maintain constant internal dialogue in different situations. A person of dialogical integrity is consistently different with different people and in different situations. A personality is a location for various internal and external dialogues. Education should stop encouragement of singular identities, rigid commitments, and role models. Double messages are an essence of moral education.

The Golden Rule as a limited standard for leaders and managers.

Gerri Perreault (University of Northern Iowa)

This paper argues that the Golden Rule as stated -- "Do unto others as you would have others do unto you" -- is a limited ethical standard for leaders and managers. This Golden Rule assumes rather than asserts an ethical standpoint, and the perspective of the other is assumed rather than assessed. Discussion will include analysis of the usefulness of Rawl's concept of the "veil of ignorance" and Benhabib's contrast between the standpoint of the "generalized other" and the standpoint of the "concrete other." The paper will conclude with the capabilities and processes needed for a reformulated Golden Rule to "work" and will use managing diversity in organizations as an illustrative example.

Day 4
Session 4.1: Presentations

Releasing the inner space of the consciousness: What's character and schooling got to do with it?

Yoon K. Pak (University of Washington)

In my analysis, I argue for releasing the inner space of the consciousness as a basis for an educative experience. Namely, that schooling place emphasis on the development of character in the formation of a democratic community. You may ask what the former has to do with the latter. To begin, the releasing of the inner space is triggered by modes of critical inquiry. Certain kinds of questions open one up to imagine alternative ways of being -- a way of being that fosters the good life. As a result, the inner space of the consciousness is released and further developed through critical understanding. This is by no means a simple task. Yet it is a venture in which all schools must take part. The development of the individual consciousness lends itself for the education of character which in turn reaps positive benefits for the human community.
Economic democracy.

Bill Puka (Rensselaer Institute, Troy, NY)

Good citizenship is usually conceived politically, and associated with democracy. But since our political and economic status are so closely linked, a more political-economic focus makes more sense. Working in the US Senate, I authored legislation on economic revitalization of American inner cities that more nearly equalizes basic citizenship in this capitalistic democracy. My policy built in a variety of mechanisms to promote moral development and education within practical economic spheres. It integrated children's academic schooling with internships and mentorships within the varied workplaces and commercial institutions of their community. This paper will present my own work as well as the successful integration of democratic citizenship, economic, and moral education that has taken place in Mondragon, Spain, over the last forty years.

Sex, sexual offense, and moral education.

PANEL

Discussant: Alexander McKay (Ontario Institute for Studies in Education)

This panel explores what our understanding of moral education and values can bring to the discussion of sex and sexual offense. While one often hears talk of "morality" in the heated debates about sex education in the schools and what children should learn at school and when, discussion of morality and values disappears when we are confronted with the horrors of abuse and victimization.

(1) Sexual rights of children.

Ben Spijker (Free University, Amsterdam)
Jan Steutel (Free University, Amsterdam)

In this paper, three distinctive sexual rights of children are proposed and defended: (1) the right to be protected from sexual abuse and sexual exploitation; (2) the right of the child to develop its physical abilities that are preconditions for a satisfying sexual life as an adult (versus different forms of physical mutilation); and (3) the right to develop an authentic conception of nonmorally good sex in a nonmorally good life. First, the nature of these rights is explained and clarified with the help of classical distinctions between types of rights. Second, it is defended that these rights can be based on articles of the UN Convention of the Rights of the Child. Third, a moral justification of these rights is presented. It is argued that the indicated sexual rights of children can be justified in terms of the fundamental (liberal) principles of care and respect for the welfare and dignity of human beings.
(2) The moral development and education of victims and perpetrators.
Sharon Lamb (St. Michaels College, Colchester, Vermont)
This theoretical paper examines the ways in which early moral development and education sets the stage for later behaviours common to sexual offenders and their victims. Through an examination of early moral development literature and research as well as research on sex role socialization, the paper discusses early knowledge of “standards”, the importance of “pleasing the other”, socialization for healthy and unhealthy entitlement and ones rights with regard to others, the development of emotional control and children’s understanding of such vis-à-vis moral decision-making, and the development of excuse-making. Through recognizing how the seeds of immoral behaviour can be planted in the early years, cultural practices that support later perpetrator behaviour can be targeted through education.

(3) Moral education and the development of rapists.
Stephen Sherblom (Harvard Graduate School of Education)
In a review of literature on the psychology of rapists in the US, a number of findings suggest areas in which moral education can be effectively targeted to prevent rape by preventing the development of rapists. Rapists tend to share (a) a variety of rape supportive attitudes and beliefs, (b) selective deficiencies in interpersonal abilities, especially in relation with women, (c) a lack of self-awareness, and (d) psychological disconnection. Moral education that wishes to deal with rape, then, should include a focus on the attitudes that need to be corrected, the abilities that need to be supported, and awareness that needs to be developed, and the disconnection that is the result of inattention to these aspects of potential rapists’ experiences.

4.1C Personal projects and moral discourse: Lives, liberties, and the happiness of pursuit
Brian R. Little (Carleton University, Ottawa)
Personal projects are sets of personally salient action that can range from the trivial tasks of Tuesday mornings (e.g., bring in the cat) to the galvanizing commitments of a lifetime (e.g., pursue my art in Tahiti). Personal projects may be onerous or easy; known to all or scarcely uttered to oneself; one’s very reason for living or vehicles for annihilation. This presentation introduces new methods for assessing the content, appraisal, dynamics, and impact of personal projects and focusses on the subtle balance between liberties and responsibilities in the personal projects of oneself and others.
Problems with justice: Values and human rights education in the Americas and in the context of neoliberalism and forced modernization.

Dieter Misgeld (Ontario Institute for Studies in Education)

This paper will reflect on experiences which have been reported in three other meetings of Associations of Moral and Values Education (Japan and NYC in 1995, England in July 1996). These are experiences which have been made in Chile, Mexico, and -- beginning -- in Peru. They are experiences with human rights education. They will be interpreted with reference to values and moral education. Emphasis will be placed on context (social, political, cultural), a frequently neglected dimension of moral and values education theory. This emphasis follows from the concern, present in human rights education, to want to influence politics and institutions in the larger society. There has been some effort made in this direction in some Latin American countries, often in response to disturbing conditions. In Canada, we are now facing major pressures toward economic structural adjustment which begin to produce the same effects which neoliberal policies have had in Latin America. What are the lessons to be learned?

The civic dimension of multi-cultural education.

Larry Blum (University of Massachusetts, Boston)

Multicultural education has a strong potentiality for encouraging a sense of civic responsibility in students but also for being a socially divisive force, working against a sense of common local, national, and international good, in favour of a narrow identification with one’s ethnoracial group. I will suggest how multicultural education should encourage a sense of cross-ethnic institutional loyalty and belonging, balancing that with a proper recognition of ethnic particularity, focusing on two areas: (1) the need for antiracist education to teach about “white allies” in struggles of people of colour; and (2) teaching the “contributions” of particular groups to a shared national culture.

Character education: An historical perspective.

Stephen J. Clarke (Salem State College)

A reexamination of the American school as a moral institution highlighting “The New England Primer”, “Webster’s Spellers”, “The McGuffey Readers”, and “Dick and Jane”. Against this setting, a detailed description of the elaborate 1920’s Character Education Program of the Boston Public Schools will be offered contrasting it to the prevailing character education ideas of Hartshorne and May. An analysis of moral education in the contemporary school will follow emphasizing the diversity of the late twentieth century classroom and why imposed programs never work while a reorganization of instructional strategies in a contemporary curricular setting does work.
Moral Judgments in the Context of Ecological and Economical Value Orientations: The Case of a Coal-Fueled Power Station

Lutz H. Eckensberger (University of the Saarland, Germany)
Heiko Breit (University of the Saarland, Germany)
Thomas Doering (University of the Saarland, Germany)

The paper is a highly selected summary of a large scale project, which started 1984, and which aimed at the analysis of moral judgments implied in the tension between economical and ecological orientation in a real life context. Hence the study does not aim at an investigation of "eco-ethics" in the narrow sense of the word, but at an analysis of the role of moral arguments in the context of an environmental problem. Moral judgments are defined by three approaches which increase in the amount of contextualization. (a) It is defined by the decontextualized Heinz-Dilemma, (b) by a contextualized (fictitious) dilemma that refers to the building of a real power plant and (c) by "types" of moral orientations, derived from biographical interviews. With an increase of contextualization, also non-moral dimensions increase in their relevance: propositional knowledge, i.e. technical, economical, historical aspects of the case, as well as motivational factors, control theories and emotional involvements in the problem. The study is based on a theory and method which deviated from but which also deviates in some respects from the one KOHLBERG developed.

Day 4  
Session 4.2: Presentations  
Saturday, November 16, 1996 10:30-12:00

4.2A  
Selective refusers during the Intifada: Connection and separation.
Danielle Friedlander (Haifa University, Israel)
This paper will present two distinct forms of selective refusers' moral narratives during the Intifada: a separate or a connected position. From the separate perspective, the moral critic has objective measures and criteria to test and the focus is on independent, rational, mature, and consistent moral thinking. From the connected perspective, the analysis suggests that the moral critic might be seen as a unique person searching for a unique way to perceive his position in relation to others and their positions. The fact that the servers want to continue to serve the system suggests not only that they desire this connection but that connection is the origin of their separation.
Saying “no” to war: A separate and/or connected moral position? Israeli soldiers’ selective conscientious objection during the Intifada.

Ruth Linn (Haifa University, Israel)

Moral criticism may be examined from two major theoretical perspectives: from (and as) a separate moral position and from (and as) a connected moral position. Both positions are hypothetical and describe how soldiers should take a stand in face of moral dilemmas in war times. How do objecting soldiers decide to construct their moral opposition? How should we regard a soldier who detaches himself from his fighting unit? Is he assuming a morally separate or connected position? In examining 48 Israeli reserve soldiers’ refusal to service during the Intifada, this paper juxtaposes these two moral positions. It assesses the extent to which the difference in moral position, as reflected in each moral narrative, actively points to different personal and societal incentives for refusal. The data are taken from interviews regarding the soldiers’ decision making process.

The moral influences of our social projects.

Panel participants will present relevant experiences and insights about the nature of particular groups, programs, schools, and even professional organizations in terms of their ability to enhance the morality of those who live and work within them. The panel’s aim is to facilitate dialogue with fellow educators about whether and how such social projects might guide participants toward moral objectives such as fairness, caring, intellectual, political, and economic empowerment, personal authenticity, democratic participation, and the elevation of psychic pain.

1. Teaching younger and adult reentry undergraduate and graduate students to become aware and interested in morality.
   Cheryl Armon (Antioch University Los Angeles)

2. Assuming and expressing moral points of view, and a moral role model program.
   Bill Puka (Rensselaer Institute, Troy, NY)

3. Can we attribute moral characteristics to organizations?
   Dawn Schrader (Cornell University)
4.2C  
Crass materialism: The root of all evil. A descriptive study of pre-service teachers' values.
Rhett Diessner (Lewis-Clark State College, ID)
Reviews of empirical, philosophic, and religious works demonstrate that "crass materialism" is a grave moral danger to human ontogeny and the social development of our planet. A random sample of pre-service teachers (N=50) were administered the Needs Questionnaire (a measure of materialism currently under validation study), the MJI, the DiT, and Belks' materialism scales. Data were also collected concerning actual charitable giving by the subjects. Additionally, two or three friends or family members confidentially completed the Belk materialism scales regarding each subject. Descriptive results and the implications for teaching and moral development will be presented.

(Cur.)  
Enhancing personal responsibility of future teachers.
Tatyana Tsirlina (Kursk State Pedagogical University, Russia)
What does it mean to be "a good teacher?" For me, it means to be legally and morally liable for teaching and caring of children, to feel personal responsibility for their future. So I try to focus my work with teachers-in-training not only on the formal curriculum but also on arranging practical activities which help them to acquire life experiences of being morally sensitive and responsible. This presentation will analyze the pros and cons of such an approach and of the recent international project fulfilled together with Dutch students. It will engage the audience in discussion after they see a video about the project.

4.2D  
Teacher education as moral education.
David Boote (Simon Fraser University)
Teacher education has changed significantly in the last thirty years, yet it lacks a coherent theoretical foundation. In this project, Simon Fraser University's Professional Development Program, its pre-service teacher preparation program, is examined through the lens of Durkheim's theory of moral education. The dynamic tension experienced by the pre-service teachers, clinical faculty, and tenured faculty is understood as the tension and complementarity between discipline, social attachment, and autonomy. Durkheim argues that these elements are necessary for moral citizenship. The paper argues that modulating the elements that create this necessary tension is essential for successful preparation of good teachers.
Moral action, ego, and narrative self: A Vygotskian perspective.
Raymond Hummel (University of Pittsburgh, PA)
Ram Mahalingam (University of Pittsburgh, PA)

In this paper, we apply to moral development theory certain concepts of action, self, and narrative, guided in part by Vygotsky's sociocultural theory. First, we argue that "action" is a more appropriate term than behaviour for analysis of moral reasoning. Second, that various theories of self, however sophisticated, still do not adequately explain how personal meanings and intentions may influence moral actions. Third, while bracketing questions about cross-cultural universality, we argue that culture may foster not only particular moral dispositions, but one's entire mental functioning and of moral action.

MacIntyre, moral value, and moral education.
Daniel Vokey (Ontario Institute for Studies in Education)

Alasdair MacIntyre has argued that liberal morality fails by its own criteria of success because it lacks a teleological world view. I will argue that MacIntyre's teleological ethics fails by its own criteria because it lacks an adequate account of intrinsic moral value. Specifically, MacIntyre is unable to explain how moral education is possible because he cannot describe how people can learn to recognize what is intrinsically right and intrinsically wrong in particular situations. Therefore, to begin such an explanation, I will present one description of how moral values are apprehended and then outline implications for the practice of moral education.

L'approche narrative des conflits moraux par le biais de <L'histoire dont je suis le héros, l'héroïne> confient-elle aux jeunes de 10 à 12 ans?
Julie Duchesne (Université Laval)

L'approche narrative des conflits moraux vise le développement de la responsabilité et de l'autorship des élèves en leur donnant l'occasion de raconter leurs propres expériences morales vécues devant un auditoire réceptif avec qui ils pourront échanger et tirer profit de leurs expériences. Dans le cadre d'une recherche, nous avons voulu vérifier si l'approche pouvait être utilisée avec des enfants de 10 à 12 ans en classe d'éducation morale à l'aide d'un outil didactique <L'histoire dont je suis le héros, l'héroïne> que nous avons créé à cet effet. Les résultats de notre recherche seront communiqués.
L'approche narrative des conflits moraux en enseignement moral: résultats d'une recherche-action en milieu scolaire québécois.

Nancy Bouchard (Université Laval)

Au Québec, il existe depuis dix ans un programme optionnel d'enseignement moral implanté dans toutes les écoles publiques de niveaux primaire et secondaire. Ce programme vise essentiellement le développement du raisonnement et du jugement intégral de la personne, à l'expérience vécue et à l'échange avec autrui, nous avons cherché à rendre viable l'approche narrative des conflits moraux de Tappan et Brown par une démarche de jeu dramatique et la tenue d'un journal. Lors de cette communication, les résultats obtenus à la suite d'une recherche-action que nous avons effectuée seront présentés et discutés.
Day 5: Practitioner Workshops  Saturday, November 16, 1996

NOTE:
Practitioner Workshops will be conducted at
The University of Ottawa, Faculty of Education,
145 Jean Jacques Lussier.

Workshops run concurrently with the main conference.

Depending on registration, workshops will be conducted in the morning OR the afternoon OR BOTH.

Morning Workshops: 9:00 - 12:00
Lunch and Discussion: 12:00 - 1:00
Afternoon Workshops: 1:00 - 4:00

5.A The EQUIP program: Teaching youth to think and act responsibly through a peer-helping approach.
John C. Gibbs (Ohio State University)
Granville B. Potter
Arnold P. Goldstein
The authors will depict EQUIP, a multi-component group treatment program designed both to motivate and to equip adolescents to help one another think and act responsibly. Youths with antisocial cognitive and behavioural problems gain motivation to help one another through a guided behavioural approach (adapted from programs such as Positive Peer Culture and Guided Group Interaction). The youths' attempt to help one another are strengthened as they acquire the needed resources or "equipment" through: moral education ("social decision making"), cognitive therapy (correcting "thinking errors"), anger management, and social skills training. The display will include a depiction of the favourable results of a recent outcome evaluation study of EQUIP.
5. B  Lions-Quest programs: Teaching young people to be personally and socially responsible.
Patricia Howell-Blackmore (Lions-Quest Canada)
Lions-Quest Canada is a charitable organization based in Waterloo, Ontario and represents the Canadian branch of the partnership between Lions Clubs International and Quest International. The goals of Lions-Quest Programs are to help young people develop positive social behaviours, such as self-discipline, responsibility, good judgement, and the ability to get along with others; and to help young people develop strong commitments to their families, schools, positive peers, and communities, including a commitment to lead healthy, drug-free lives. The presentation will focus on the process of developing personal and social responsibility in young people and the importance of community involvement, parental involvement, quality education programs, and community service learning in this process.

5. C  Choosing isn’t freedom. Cancel
Uki Maroshek-Klarman (Adam Institute for Democracy and Peace)
Most approaches to moral education, which include educator for democracy, are meant to promote the following: recognition of justice (as formulated by John Rawls, Kohlberg, and others); tolerance; fostering of rational thinking; development of the ability to choose among alternatives; and involvement in society. Little attention has been paid to the connections among these goals: Do they contradict one another? Do they complement one another? In what ways are they interrelated? In many cases, there exists a contradiction between the goal one wants to achieve and the educational method that is supposed to foster that goal. The educational approach I will advocate attempts to tightly link goals and methods. In the process of “converting a conflict into a dilemma,” the individual moves from criticizing the other person to a critique of his own opposition. This is accomplished through a series of activities and games.

Jack Miller (OISE/University of Toronto Niagara Centre)
This workshop will focus on the principle features of holistic curriculum. These features include balance, inclusion, and connection. Teaching strategies such as cooperative learning, visualization, and journal writing will also be explored. Finally, the role of the teacher within the holistic curriculum will be discussed.
Strategies for promoting youth involvement in their schools and communities.

Donald Biggs (SUNY, University at Albany)  
Chris Fernando (SUNY, University at Albany)  
Augustine Amissah (Division for Youth)  
Robert Colesante (SUNY, University at Albany)  
Joshua Smith (SUNY, University at Albany)

Participants in this workshop will hear about three programs which highlight various strategies for promoting youth involvement in their school and community lives. The first program developed a peer education model for the implementation of a College Access Program. High school and college students collaborated with teachers to encourage peers to explore opportunities for college access. The peer educators led discussions and group investigations on college life, financial aid, and entrance exams. The second part of the workshop will consider a Just Community Consultation for Safe Schools. A primary goal of this consultation was to encourage youth involvement in community problem solving. In this case, democratic decision making is considered a strategy for promoting youth involvement. The last of these strategies will be discussed in the framework of an Urban Youth Leadership Institute. This program engages high school students, teachers, and college students in a planning process. People in the program were asked to work together to create a summer youth enrichment program which would prepare middle school graduates for a successful transition to high school life.

Thirteen years of teaching ethics in an elementary school: Fulfilment, frustration, and fun.

Elizabeth Baird Saenger (Ethics Teacher, Fieldston Lower School, NY)  
Elizabeth Baird Saenger will demonstrate various specific techniques and materials which have proven most effective with different ages of children. Her experience of teaching ethics, full-time, to children aged seven through twelve is extensive. Her basic approach is particular (unfamiliar) children's literature, read aloud and discussed. Ways to structure ethical questions for children's understanding will be presented, with special concern for developing personal and social responsibility. Annotated bibliographies will be provided. In addition, approaches for such other activities as ethics plays, pictures, writing, debates, and service projects will be explained. The orientation is entirely a multicultural one. Ms. Saenger is the author of two books for teachers, "Exploring Ethics through Children's Literature, Book One and "Exploring Ethics through Children's Literature, Book Two", published by Critical Thinking Books and Software, Pacific Grove, CA.
Teaching through discussion about listening to music.
Rosalie M. Romano (University of Washington)

The goal of this workshop is to prepare people to engage others in the kind of intensive listening which aims to understand the views of another. It works toward the goal by drawing analogies between listening to music and the listening we may do in verbal conversations. The workshop will begin with a performance of Mozart's major sonata in C (three movements), followed by a discussion of the listening involved, and a possible repetition of the sonata. Participants will also listen to a poem by Yevtushenko and discuss the conditions under which their understanding grows through listening. Finally, the literary discussion will be compared to the experience of listening to the sonata. Patterns which appear in no verbal as well as verbal conversations will be identified.

Making Life Choices classroom-based workshop: The Brazilian and American experience.
Laura Ferrer (Florida International University)

This practitioner's session will focus on providing an overview of the theory, methods, and practical procedures that founded the implementation of a classroom-based intervention for promoting the use of critical and democratic decision making and problem solving skills in making life choices. This intervention targets middle adolescents in high school settings. American and Brazilian educators experienced in the implementation of this intervention in each country will participate in this session to offer practical and "hands on" insight into the procedural implementation of this intervention in different socio-economic and cultural contexts.
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"THE ROOM AT THE TOP" is on the 26th floor.

(North, turn right as you leave the elevators)