Moral Education
Within a World of
Social, Political
and Religious Controversies

Adam Niemczyński
Conference Organizer
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Thursday, July 17
9:00-15:00 Meeting of the Board of the Association for Moral Education.

Friday, July 18
17:30-19:45 Meeting of the Editorial Board of the Journal of Moral Education.

Sunday, July 20
12:00 – 13:30 Meeting of the Board of the Association for Moral Education.
PROGRAM OVERVIEW

WEDNESDAY, 16 JULY

12:30 - 14:00   Lunch  *(Wierzynek Restaurant, 15 Central Square)*
14:00 - 17:00   Workshops  *(8 Central Square, II floor)*

Workshop  *(G. Fairbairn & A. Carson)*

THURSDAY, 17 JULY

9:00 - 15:00   AME Board Meeting  *(Wierzynek Restaurant, 15 Central Square)*
9:00 - 12:00   Workshops  *(8 Central Square, II floor)*

Workshops  *(T. Olson, J. Russel, M. Bebeau & P. Fergus)*

10:00 - 16:00  Registration  *(Collegium Novum, in front of Aula, II floor)*
12:30 - 14:00  Lunch  *(Wierzynek Restaurant, 15 Central Square)*
16:00 - 18:00  Opening Ceremony & Session  *(Collegium Novum, Aula)*
18:15

FRIDAY, 18 JULY

8:00 - 10:00   Registration  *(Collegium Novum, in front of Aula, II floor)*
8:15 - 9:30    Symposia & Paper Symposia  *(Collegium Novum)*

Symposium 1. - W. Althof  *(Vladimir room, I floor)*
PAPER Symposium 1 - F. C. Power  *(Copernici room, II floor)*
PAPER Symposium 2 - M. Keller  *(Senate room, I floor)*

9:30

Coffee Break

9:45 - 11:00   Symposia & Paper Symposia  *(Collegium Novum)*

Symposium 2 - S. Thoma.  *(Vladimir room, I floor)*
PAPER Symposium 3 - B. Puka  *(Copernici room, II floor)*
PAPER Symposium 4 - D. Cochrane  *(Senate room, I floor)*

11:15 - 12:45  Plenary Lecture  *(Collegium Novum, Aula)*

L. Walker "Multiple Ideals of Moral Exemplarity"
### PROGRAM OVERVIEW

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<td>JME Board Meeting <em>(8 Central Square, II floor)</em></td>
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<td>Paper Symposium 5 - J. Conroy <em>(Copernici room, II floor)</em></td>
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<td>Paper Symposium 6 - M. Berkowitz <em>(Senate room, I floor)</em></td>
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<td>Symposium 4 - L. Blum <em>(Vladimiri room, I floor)</em></td>
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<td>Paper Symposium 7 - Nancy Nordmann <em>(Copernici room, II floor)</em></td>
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<td>Paper Symposium 8 - John Snarey <em>(Senate room, I floor)</em></td>
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<td>Kohlberg Memorial Lecture-D. Boyd <em>(Collegium Novum, Aula)</em></td>
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<td>Paper Symposium 9 - D. Reed <em>(Senate room, I floor)</em></td>
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<td>Paper Symposium 10 - L. Eckensberger <em>(Copernici room, II floor)</em></td>
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PROGRAM OVERVIEW

SUNDAY, 20 JULY

8:00 - 9:15  
Symposia and Paper Symposia *(Collegium Novum)*  
Symposium 12 - B. Mcfarlane *(Vladimir room)*  
Symposium 13 - G. Fairbairn *(Copernici room, II floor)*  
Symposium 14 - L. Walker *(Senate room, floor)*

9:30 - 11:00  
Plenary Lecture - G. Lind "Does Religion Foster or Hamper Morality and Democracy?" *(Collegium Novum, Aula)*

11:00 - 11:45  
AME Community Meeting

12:00 - 13:00  
Lunch break *(Wierzynek Restaurant, 15 Central Square)*

13:00  
Departure for Auschwitz - L. Blum speaking on the board on "Facing Holocaust in Auschwitz – Birkenau".

19:45  
Return to Krakow (refreshments on board)

20:00 - 21:30  
Music of the Holocaust *(Harris Piano Jazz Bar, 28 Central Square)*
GENERAL INFORMATION

Kohlberg Memorial Lecture: Professor Dwight “The Legacies of Liberalism and Oppressive Relations: Facing a Dilemma for the Subject of Moral Education”.

Dwight Boyd is Professor of Philosophy of Education at the Ontario Institute for Studies in Education of the University of Toronto, Canada, having taught there for 28 years. He has served as President of the Association for Moral Education, The Philosophy of Education Society, and the Ontario Moral/Values Education Association, and as Associate Editor of the Journal of Moral Education. His current research interests focus on philosophical problems in conceptualizing and justifying moral education, and public education in general, particularly in the face of significant dimensions of social/political difference such as multi-cultural, gender, and racial groups. His publications have appeared in Harvard Educational Review, Journal of Moral Education, Educational Theory, and Yearbook of the Philosophy of Education Society. When not philosophically engaged, he does community service by providing much-needed exercise to over-weight fish of many varieties in waters around the world.

Plenary Sessions

Multiple Ideals of Moral Exemplarity. Lawrence J. Walker, University of British Columbia, Canada.

Lawrence J. Walker is professor of psychology and coordinator of the graduate program at the University of British Columbia (Vancouver, Canada), having received his PhD from the University of Toronto in 1978. He is past-president of the AME and currently serves as associate editor for the Merrill-Palmer Quarterly. His research focuses on issues relating to the psychology of moral development, including processes in the development of moral reasoning and the formation of moral personality.

Does Religion Foster or Hamper Morality and Democracy? Georg Lind, University of Konstanz, Germany.

Dr. Georg Lind is professor of psychology, teaching educational psychology at the University of Konstanz, Germany. His main fields of research are the psychology of moral and democratic competencies and their education throughout the life-cycle. His new instrument for measuring moral and democratic competency, the Moral Judgment Test (MJT) has been translated into more than 20 languages, each version being rigorously validated in an unprecedented way. His new version of the Blatt-Kohlberg method of dilemma discussion, the Konstanz Method, is being used in many teacher education and continuous teacher education programs in Germany, Colombia and elsewhere. Lind’s most recent German books are, "Can morality be taught? Research findings from modern moral psychology" and “Morality can be taught. A handbook on theory and practice of moral and democratic education”.

Workshops.
The following workshops are offered on Wednesday and Thursday:

Mining deep; storytelling in the moral development of professional carers. Gavin Fairbaim. Hope University College, and Alexander McMurdo Carson, North-East Wales Institute of Higher Education, UK.
Educating on the moral dimension of conflict resolution. Terrance D. Olson, Brigham Young University, USA.
Moral Consciousness in a Community of Inquiry. Josephine Russell. Dublin City University, Germany.
DIT2: New norms, new indices, and new findings. Muriel J. Bebeau, Pamela Ferguson. University of Minnesota, USA.
GENERAL INFORMATION

Poster Symposia
All posters are put together according to their topics in groups of 10-12 to form poster symposia. A poster symposium has two parts. First the posters are on display with authors available for individual discussions for 120 minutes and then a general discussion is introduced by an invited discussant and lasts for 60 minutes.

Paper Symposia
Paper symposia last for 75 minutes and are formed by the Program Committee out of three individual submissions.

Symposia
Symposia also last for 75 minutes and typically include three presentations connected by a common theme and chaired by the symposium proponent(s).

Round Tables
Round Tables are scheduled for lunchtime on Friday and Saturday. While at lunch the author(s) introduces the topic for up to 30 minutes and then general discussion goes on for 60 minutes. One should subscribe for Round Tables of her/his choice at the Registration Desk.

Welcome Reception
Welcome Reception takes place on Thursday evening at 18:15 in Chimera Restaurant (3 Anna St.) immediately after Opening Session.

Annual Awards Banquet
This event is an opportunity to gather as a community in celebration. Please join us for this special occasion. The banquet festivities will follow a visit to the Jagiellonian University Museum and the cash-bar social pleasures. The last one takes place in Wierzynek Restaurant where the dinner begin at 19:30. Wierzynek is a historical site. For more info see <www.wierzynek.com.pl>

Acknowledgments
We would like to acknowledge the contributions made by following individuals and the organizations they represent to preparing a wonderful conference.

Sponsors:
Jagiellonian University
Polish Psychological Association

Conference Committee:
Chair: Adam Niemczyński

Members: Bogumiła Dec, Anna Gwóźdź Andrzej Kurkiewicz, Roman Dorczak, Witold Krupiarsz, Jan Łuczyński, Magdalena Palkij, Maciej Pilch, Katarzyna Solecka, Beata Tęcza.

Program Committee: Jan Łuczyński, Roman Dorczak, Witold Krupiarsz, Grzegorz Mazurkiewicz, Adam Niemczyński, Chair.

Consultancy to Conference Chair: the AME Board, and in particular Steve Thoma, John Snarey, and Nancy Nordmann.
WEDNESDAY, 16TH / THURSDAY, 17TH JULY

Wednesday

Lunch

Workshop

Workshop. Mining deep; storytelling in the moral development of professional carers. Gavin Fairbairn, Hope University College, and Alexander McMurdo Carson, North-East Wales Institute of Higher Education, UK.

Thursday

AME Board Meeting

Workshops

Workshop. Educating on the moral dimension of conflict resolution. Terrance D. Olson, Brigham Young University, USA.


Workshop. DIT2: New norms, new indices, and new findings. Muriel J. Bebeau, Pamela Fergus, University of Minnesota, USA.

Registration

Lunch

Opening Ceremony& Session

Welcome Reception
Convenor and Chair: Wolfgang Althof, University of Fribourg, Switzerland.

This symposium introduces data from recent studies on moral and political reasoning. F. Oser gives a critical overview of the Swiss results of the IEA Civic education study, a comparative quantitative study across 28 countries. C. Villiger-Hugo reports quantitative data on the belief in a just world in the context of a study on the development of political thinking. N. Barske analyses televised political discourse of politicians and non-politicians - in terms of transitivity, orientation towards understanding versus self-interest. W. Althof presents data on a longitudinal intervention in Swiss elementary schools, the first European adaptation of the „Just Community“ conception.

Below the average: Some results, strengths, and weaknesses of different ways of representing comparisons by country, exemplified by the TEA Civic Education Study. Fritz K. Oser, University of Fribourg, Switzerland. Caroline Villiger-Hugo, University of Fribourg, Switzerland.

Political Cognition of Adolescents and Perception of Justice. Caroline Villiger-Hugo, University of Fribourg, Switzerland.

The transactivity of televised political discourse in Switzerland and Germany. Nina N.J. Barske, University of Fribourg, Switzerland.

Moral and Democratic Education in Elementary Schools: Recent Research on Just Community Programs. Wolfgang Althof, University of Fribourg, Switzerland.

Chair: Clark F. Power, University of Notre Dame, USA.

Distinctiveness of the Moral Self: Maintaining Moral Self-Worth. F. Clark Power, University of Notre Dame, USA, and Tatyana Makogon, Ukraine.

Studies of self-critical guilt. Klaus Helkama and Mia Silfver, University of Helsinki. Finland.

Moral Education in Authorial Schools: Main peculiarities. Tatyana Tsyrlina, Kursk Pedagogical University. Russia.

Chair: Monika Keller, Max Planck Institute of Human Development, Berlin, Germany.
Moral reasoning, culture and cultural change. Monika Keller, Wolfgang Edelstein and Michaela Gummerum, Max Planck Institute of Human Development, Berlin, Germany, and Fang-Xi and Fang Ge, Chinese Academy of Sciences, Beijing, China.

Social-moral Reflection and Moral Orientation in Bosnian and American Children. Andrew C. Garrod and Jessee Cross and Allan Kline, Dartmouth College, USA.

Coffee break

Symposia & Paper symposia

Symposium 2. New assessment and procedures in morality research
Convenor and Chair: Stephen Thoma, University of Alabama, USA.

The proposed symposium describes measures of moral functioning developed by affiliates of the Center for the Study of Ethical Development at the University of Minnesota. Know for research using Rest's Defining Issues Test, the Minnesota center has also been instrumental in the development of measures that focus on additional moral processes and other age groups.

Describing and testing an intermediate concept measure at adolescent moral thinking. Stephen Thoma and Nita Hestavold, University of Alabama, USA, and Mike Crowson, University of Oklahoma, USA.

The Professional Role Orientation Inventory (PROI) and PROI-PT. Muriel Bebeau, University of Minnesota, USA.

DIT2: New norms, new indices, and new findings. Muriel J. Bebeau and Pamela Fergus, University of Minnesota, USA.

Chair: Bill Puka, Rensselaer Institute, USA.

Teaching about Patriotism and Dissent During War-time (in the Fourth Reich). Bill Puka, Rensselaer Institute, USA.

On Recognition and Misrecognition: Results from the study of "My life in Germany before and after January 30, 1933". Sylke Bartmann, and Detlef Garz, Johannes Gutenberg University, Germany, and Hyo-Seon Lee, Kang-Nam University, South Korea.

The social psychology of evil intent. Frederick M. Gordon, Institute for Work Democracy, USA.
Paper Symposium 4. Legal, conventional, moral.
Chair: Don Cochrane. University of Saskatchewan, Canada.


Care and justice reasoning in real-life moral conflicts. Soile Juujarvi. Laurea Politechnic. Finland.


Lunch Round Tables
(1) Socio-political controversies and injustices and the advent of ethics. Gerda Wever-Rabeil. Simon Fraser University. Canada.


(4) Peace Education Initiatives. Andrew C. Garrod, Dartmouth College, and Joshua Thomas, Union Theological Seminary, USA.

(5) Moral Development for the Helping Professions: Applications in a Pluralistic World. Elly Vozzola, Saint Joseph College, USA.


(7) Nel Noddings' Critiques of Liberal and Character Education, and of Evil. Roger Bergman, Creighton University. USA.

(8) Promoting Open-mindedness about Right and Wrong. Allan Robert Brandhorst. Valparaiso University. USA.

(9) Hermeneutics and moral education: Ways to make sense in teaching values. Melania Moscoso, Catholic University of Deusto, Spain.
Poster Symposia

Chair: Monica Taylor, Editor of the Journal of Moral Education.
Discussant: Sharon Lamb, Saint Michael's College, USA.

The Role Models of Adolescents and Their Value Systems. Maria Czerwińska-Jasiewicz, University of Warsaw, Poland.

Care-Justice Moral Orientation in Adolescence. Sergey Molchanov, Moscow University, Russia.

Feeling Sorry and the Expression of Remorse in Adolescents. Christopher Seaver and Sharon Lamb, Saint Michael's College, USA.


Ideals of community, justice and democracy within secondary school context. Roman Dorczak and Adam Niemezynski, Jagiellonian University, Poland.

Religious and nonreligious moralities among Finnish adolescents from three theoretical viewpoints. Satu Annukka Vainio, University of Helsinki, Finland.

What is the Impact of Citizenship Education on the Provision of Schooling? Monica Taylor, Editor of the Journal of Moral Education.

A research project on moral socialization of adolescents in Hungary. Attila H. Horvath and Julia Szekszardi, University of Veszprem, Hungary.

Goals and plans for the future at two age levels in adolescence. Kinga Król, University of Warsaw, Poland.

The world view of adolescents: A developmental approach. Jan Cieciuch, University of Warsaw, Poland.


Social Identity and Moral Judgment in Transylvania. Richard Lynas, University of Ulster at Coleraine, Northern Ireland. Steven McNeel, Bethel College, USA, and Ed Cairns, University of Ulster at Coleraine, Northern Ireland.
FRIDAY, 18 JULY

14:00-17:00

Chair: Andrew C. Garrod, Dartmouth College, USA
Discussant: Grzegorz Mazurkiewicz, Jagiellonian University, Poland

Parental Attitude and Moral Orientation: A Study with Turkish University Students. Sevim Cesur and Nilay Tukel, Istanbul University, Turkey.

Expedition inside culture: Helping students and teachers to understand the others. Grzegorz Mazurkiewicz, Jagiellonian University, Poland.

Television as moral educator: Viewing patterns of college students and moral messages they learned. Rebecca J. Glover, University of North Texas, USA.

Finding Faith in Post-War Bosnia. Andrew C. Garrod, Josh Thomas, Allan Klinge, and Steven Zyck, Dartmouth College, USA.

Hero preferences and their impact on university students' personality formation. Maria Platsidou, University of Thessaloniki, Greece.

The role of religion in real-life moral dilemmas of US college undergraduates. Ty Binfet, Loyola Marymount University, USA.

Development of a Scale Measuring Emotional Intelligence Based on Buddhism. Pachongchit Intasuwan, Wiladlak Chuawanlee, Ashara Sukharom and Oraphin Choochom, Srinakharinwirot University, Thailand.

Longitudinal Moral Development at the United States Air Force Academy. Chris Luedtke, United States Air Force Academy, USA

Moral Experience at a Military Academy: The Students' Perspective. Chris Luedtke, United States Air Force Academy, USA.

17:30–19:45

8 Central Square
II floor

JME Board Meeting
Symposia & Paper symposia

Convenor and Chair: Ronnie F. Blakeney, University of Fribourg, Switzerland.

Religious development (including faith, spirituality, prayer, religious practice) is increasingly recognized as a powerful lens through which to examine how people understand and manage various life transforming events. This symposium presents research quantitative, qualitative and theoretical papers on the relationship of religious development to: (a) children's understanding of death (Swiss data); (b) the religious experiences of Jewish addicts recovering integrity (US data); (c) the development of virtue (Jesus of Nazareth & Osama bin Laden); and (d) spiritual pathology (Lincoln & Hitler).

Religious development and the concept of death. Fritz K. Oser, University of Fribourg, Switzerland.


Healthy and Pathological Spiritual Development. W. George Scarlett, Tufts University, USA.

Chair: James Conroy, University of Glasgow, Scotland.

Children, Education and Schooling. James Conroy, University of Glasgow, Scotland.

Children, Responsibility, and the Law. Sharon Lamb, Saint Michael's College, USA.


Paper symposium 6. Values and Character Education.
Chair: Marvin W. Berkowitz, University of Missouri - St. Louis, USA.

Research-based Principles of Effectively Educating the Whole Moral Person. Marvin W. Berkowitz and Melinda Bier. University of Missouri - St. Louis, USA.

The shape of the environment; a progressive approach to the development of moral judgement competence. Thomas Kornmilch-Bienengräber, Technische Universität Dresden, Germany.
SATURDAY, 19 JULY

8:15 – 9:30 Teachers' Efficacy Beliefs for the Formation of Students' Character. Andrew Milson. Baylor University, USA.

9:30 Coffee Break

9:45-11:00 Symposia & Paper symposia

Symposium 4 Race and Moral Education.
Convenor and Chair: Lawrence Blum, University of Massachusetts, Boston, USA.

Moral education theorists pay little attention to race, and often regard attention to students’ specific racial or ethnic identities as socially divisive. Mary Casey argues that recognition of racial and ethnic difference does not entail ethical relativism, and that race and racism must be brought into the center of moral education. Larry Blum discusses some of the ethical concerns related to race and racism that his high school students expressed. Vic Seidler reflects on the suppression of Jewish identity in British schools in the 1950’s and relates this to the often traumatic experience of 2nd-generation black Britons, expressed in music and poetry of this group.

Character vs. culture and race: Reframing the debate between objectivism and relativism in moral education. Mary E. Casey. Harvard Graduate School of Education. USA.

High School Students Talk About Race, Morality, Community, and Educational Equity. Lawrence Blum, University of Massachusetts, Boston, USA.

Cultural identity and moral development through respect and responsibility. Victor J. Seidler, Goldsmith's College, University of London, UK.

Chair: Nancy Nordmann, National-Louis University, USA.

Qualitative Analysis of Kohlberg Moral Judgement Longitudinal Study Interview. Nancy Nordmann, National-Louis University, USA.

Measuring Moral Progress: Longitudinal single case studies based on a (still rather) new stage taxonomy. Gerhard Minnamaier. University of Mainz, Germany.

A new framework for studying the development of metaethical cognition. Tobias Krettenauer, Humboldt University, Germany.

Chair: John Snarey, Emory University, USA.
The Neural Foundations of Thinking Morally, Study 1. John Snarey, Clinton Kilts, 9:45-11:00
Diana Robertson, Rick Gilkeys, Keith Harenski, DuBois Bowman and Opal Ousley,
Emory University, USA.

Complementary Autonomies: Moral Education NEEDS Religious Education, and
Religious Education NEEDS Moral Education. Brian Gates, University College of St.
Martin, Lancaster, UK.

Who believes in the idea of universal salvation? Andrzej Gołąb, University of Warsaw,
Poland.

Plenary Lecture.
Kohlberg Memorial Lecture, Dwight Boyd. University of Toronto, Canada.

Lunch Round Tables

(1) Morality as an element of the professional competence of managers. Regina
Borowik, Technical University of Czestochowa, Poland.

(2) Finding a Witness. Martha J. Ritter. Fresno Pacific University, USA.

(3) Value education within family, the smallest social institution. Violeta
Ivanauskiene, Vytauyas Magnus University, Lithuania.

(4) Politics of Moral Education in U.S. After School Programs. Doug Magnuson,
University of Northern Iowa, USA.

(5) 'He is just a kid. Leave him be.' Grandparents as moral educators (a report of
work in progress). Ronnie Blakeney, Fritz Oser and Charles Blakeney, University
of Fribourg, Switzerland.

(6) Human rights and human duties. Perspectives on human dignity. Desiree
Verweij, KMA, The Netherlands.

(7) Ethics, Black Youth Identity, and the Politics of Respectability in an Uncertain
World. Garrett Albert Duncan, Washington University, USA.

(8) Getting Published in the Journal of Moral Education. Monica Taylor, Editor of the
Journal of Moral Education, UK.

(9) Moral education and the role of teacher in post-communist period. Pavel Vacek,
University of Hradec Kralove, Czech Republic.
SATURDAY, 19 JULY

14:00-15:15  Symposia & Paper symposia
24 Golebia St,
Collegium Novum

Chair: Don Collins Reed, Wittenberg, University, USA


A concept of stages for everyone. Don Collins Reed, Wittenberg, University, USA.

Copernici Room,
11 floor

Chair: Lutz Eckensberger, German Institute for International Educational Research, Germany.


Relationship of Moral Education in the Home to Delinquency, Self-esteem and Academic Achievement. Brent L. Top and Bruce A. Chadwick, Brigham Young University, USA.

The Importance of Rote Learning in Moral Education. Wing Ming Chan, Hong Kong Institute of Education, Hong Kong.

14:00-17:00  Poster Symposia
24 Golebia St,
Collegium Novum

Mezzanine 1

Poster Symposium 3. Approaches to assessment of moral thinking development.
Chair: Klaus Helkama, University of Helsinki, Finland.
Discussant: Georg Lind, University of Konstanz, Germany.

Testing the Segmentation Hypothesis with an Extended Version of the MJT. Patricia Bataglia, Thelmelisa Lencione Quevedo, Universidade de Bandeirante, Brazil, Marcia Schillinger-Agati, Georg Lind, University of Konstanz, Germany.

The triaxial model of moral education environment and its values. Gangshu Dai, University of Electronic Science and Technology, China.


Moral reasoning and the use of procedural justice rules in hypothetical and real-life dilemmas. Lisa Myrry and Klaus Helkama, University of Helsinki, Finland.

Moral thinking and ability to understand moral emotions. Maria Platsidou, University of Thessaloniki, Greece.
Value clarification for social-moral climate development. Witold Krupiarz and Adam Niemczynski, Jagiellonian University, Poland.


Morality Concepts within a Group of Turkish Adults. Sevim Cesur, Istanbul University, Turkey.


Development of norms concerning object acquisition in 2 to 10 year old children: an observational study. Monika Sujbert, German Institute for International Educational Research, Germany.

Poster Symposium 4. Settings, contexts and dimensions of moral education
Chair: Andrei Podolskij, Moscow State University, Russia.
Discussant: Jan Luczynski, Jagiellonian University, Poland.

The moral aspect in economic world. A developmental perspective. Elida Guerra, University of Bath, UK.

Moral judgment competence of adolescents about transgression towards state symbols. Marijana Handziska, University of Saints Kiril and Methodius, Republic of Macedonia.

Familial Values and Perceptions of Economic Inequality. Brenda Phillips and Deborah Belle, Boston University, USA.

On the Moral Dimension of Teacher-Student Interactions: Teachers’ Concerns. Michal Fedeles, University of British Columbia, Canada.

Teachers’ care for students as expressed in their professional discourse. Jan Luczynski, Jagiellonian University, Poland.


The effect of self-esteem on the promotion of tolerance. Makoto Kobayashi, Tamagawa University, Japan.
SATURDAY, 19 JULY

14:00 – 17:00  The relations of care and justice reasoning to ecological concerns. Eva E.A. Skoe, University of Oslo, and Arne Vikan, Birthe L. Knizek, Norwegian University of Science and Technology, Norway.

Social and Personality Characteristics of Forgivers of Injustices Across Categories of Equity. Julio Rique, Northern Illinois University, USA and Cleonice Camino, Universidade Federal da Paraíba, Brazil.

Galperin's approach as an intervention to develop moral competence. Olga Karabanova and Andrei Podolskij, Moscow State University, Russia.

The construction of the normative meaning of education in an Indian sample. Iris Clemens, German Institute for International Educational Research, Germany.

19:30  Banquet

Wierzynek
Restaurant,
15 Central Square
SUNDAY, 20 JULY

8:00 – 9:15
24 Golebia St,
Collegium Novum

Symposia & Paper symposia

Paper Symposium 12. **Teachers, students, graduates and moral development.**
Chair: Bruce J. Macfarlane, City University London, UK

*The virtues (and vices) of the university teacher.* Bruce J. Macfarlane, City University London, UK

*Moral development and research in Basque Country context.* Santiago Palacios Navarro, Basque Country, Spain

Paper Symposium 13. **Ways and means of moral education.**
Chair: Gavin Fairbairn, Hope University College, UK.

*What kinds of stories should we use in professional ethics teaching?* Gavin Fairbairn, Hope University College, UK

*Aspects of moral knowledge in the social studies textbooks of Greek primary education.* Maria Irvideli, University of Crete-Rethymnon, Greece


Paper Symposium 14. **Perspectives on Moral Development and Education**
Chair: Lawrence J. Walker, University of British Columbia, Canada

*Social Cognition of Altruistic Love and Compassionate Care in L'Arche Assistants.*
Kevin Reimer and Lawrence J. Walker, University of British Columbia, Canada

*Forgiveness as an Aspect of Moral Development.* Nobumichi Iwasa, Reitaku University, Japan.

*Theories and Practices of Moral Education in Christian Colleges and Universities.*
Perry L. Glanzer, Todd Ream and Pedro Villareal, Baylor University, USA.

Plenary Lecture

**Does Religion Foster or Hamper Morality and Democracy?** Georg Lind,
University of Konstanz, Germany.
SUNDAY, 20 JULY

11:00 – 11:45  AME Community Meeting
Collegium
Novum, Aula.

12:00 – 13:00  Lunch Break
Wierzynek
Restaurant,
15 Central Square

13:00  Departure for Auschwitz

19:45  Return to Krakow

20:00 – 21:30  Music of the Holocaust
Harris Piano Jazz
Bar, 28 Central
Square
Moral and Democratic Education in Elementary Schools: Recent Research on Just Community Programs. Wolfgang Althof, University of Fribourg, Switzerland.

This paper reports on a longitudinal intervention in Swiss elementary schools (the first European adaptation of the "Just Community" conception to the primary school level) that focuses on moral learning, e.g. children's search for fair rules, regulations and conflict solutions and their involvement in deliberative discourses. Students also become familiar with democratic procedures when they make experiences with expressing standpoints not only in small groups but also in big assemblies. Data sources include student, teacher, and parent questionnaires, interviews with students and teachers, and video observations in the classroom, in community meetings and during outside-school activities.

The transactivity of televised political discourse in Switzerland and Germany. Nina Barske, University of Fribourg, Switzerland.

This empirical study analyses the televised discourse of Swiss and German politicians and non-politicians. Millions of people watch political discussions on television weekly and develop their political thinking and actions on this basis; yet to date research on the transactivity of political discourses in a media context does not exist. There is a critical need to understand televised politics in terms of transactivity (defined as "reasoning that operates on the reasoning of another", s. Berkowitz & Gibbs 1983). I will present the revised model of transactive discussion, examples of my data set, and discuss these preliminary findings.

On Recognition and Misrecognition: Results from the study of "My life in Germany before and after January 30, 1933". Sylke Bartmann, Detlef Garz, Johannes Gutenberg University, Germany, and Hyo-Seon Lee, Kang-Nam University, South Korea.

Biographical reconstruction of life descriptions of emigrants who had to leave Germany under the National Socialist regime is presented. The autobiographic manuscripts were written as contributions to a scholarly prize competition announced by Harvard University in 1939/40. These autobiographies provide insights into day-to-day life experience and into socio-moral conflict. The juxtaposition of and interaction between compulsory measures for survival and remaining chances of social participation, changes in everyday life, in values and in consciousness states are expressed in these records. In social scientific analyses of these manuscripts, the repercussions on biographies and various coping and defense mechanisms are demonstrated. This is done with the help of methods coming from the field of qualitative research.

Besides the presentation of single cases we are aiming at the generalization of our results in the sense of Glaser and Strauss leading to biographical processes of (first) recognition and (later on with the triumph of National Socialism in Germany and Austria) misrecognition. Basic trust vs. basic mistrust, law vs. lawlessness and solidarity vs. de-solidarity are biographical markers in this developmental context. The analysis of these biographies includes inquiries into when and at what age persons were affected by respective collective events (life gestalt and age cohorts), which historical episodes had specific relevance for this group of persons, when and how the incidents became momentous and how the individuals managed them.

Testing the Segmentation Hypothesis with an Extended Version of the MJT. Patricia Bataglia, Thelmelisa Lencione Quevedo, Universidade de Bandeirante, Brazil, Marcia Schillinger-Agati, Georg Lind, University of Konstanz, Germany.

The Moral Judgement Test (MJT, Lind) as a moral competence measure, has been widely used in many different countries. Recent studies conducted in Brazil by Bataglia (1998, 2001) and Agati & Lind (2001) showed a gross disparity between the scores in the two dilemmas, called moral
segmentation, not observed in the previous studies in Europe and North America. Both dilemmas Lind proposed that this was due to some kind of submission to the church's religious authority. To study test this hypothesis, we constructed a new dilemma involving similar moral issues as the Mercy Killing Dilemma, but being not subject to a church's ruling: The Judge's Decision. Findings are discussed.

The Professional Role Orientation Inventory (PROI) and PROI-PT. Muriel J. Bebeau, University of Minnesota, USA.

This presentation describes development and validation work on two measures of professional role concept: the original PROI for dentists (Bebeau et al., 1993; Thoma et al., 1998) and a recent adaptation, the PROI - PT for physical therapists, developed by Swisher et al. (2003). Both use Likert scales to assess dimensions of professionalism that are theoretically linked to models of professionalism described in the ethics literature. Considerable within and between group variability is evident on the authority and responsibility scales for both dental and physical therapy cohorts. Plotting data on a two dimensional grid indicates that both professions prefer the Guild and Service Models of professionalism rather than the Commercial and Agent Models.

DIT2: New norms, new indices, and new findings. Muriel J. Bebeau, Pamela Fergus, University of Minnesota, USA.

The Defining Issues Test, Version 2 (DIT2), developed and validated in the late 90s, updates dilemmas and items, shortens the original test, and purges fewer participants for doubtful response reliability. For all three changes, validation studies indicate that DIT2 is an improvement over DIT1, though improvements are due primarily to new methods of analysis and new indices, rather than to changes in the dilemmas, items, or instructions. Findings from two new studies, a report on internal consistency reliability for new DIT indices and a report of norms generated from 13,386 DIT2 responses scored by the Center since 1998, address questions raised by a recent review of DIT studies.

Nel Noddings's Critiques of Liberal and Character Education, and of Evil. Roger Bergman Creighton University, USA.

This paper will consider Noddings's critiques of liberal education and of character education and her alternative vision, which represents a programmatic agenda to support the expansion of caring from self to distant others to the world of ideas. It will also consider Noddings's feminist analysis of evil in the natural, cultural, and moral realms, and the implications for moral education. Attention will be paid to coercion and caring, to her view of life as tragic, and her perspective on the continuing debate surrounding the centrality of the "Western canon" and curricula in higher education.

Research-based Principles for Effectively Educating the Whole Moral Person. Marvin W. Berkowitz, University of Missouri-St. Louis, USA.

Moral education, values education, and character education all are frequently implemented around the world, but rarely are they based on scientific evidence of effective practice or on a comprehensive model of psychological development. This paper will present such a model of complete moral development and will present the results of a comprehensive review of educational research concerning effective practice. General guidelines for educating the complete moral person will be presented.
The role of religion in the real-life moral dilemmas of US college undergraduates.
Ty Binfet, Loyola Marymount University, USA.

The aim of this study was to examine the role of religion within the context of real-life moral dilemmas written by college undergraduates. Screening dilemmas written by a larger sample of 627 students revealed 62 students who explicitly mentioned religious issues as a factor when describing their moral conflict. Content analysis revealed that the principal themes of these dilemmas focused upon sex, abortion, drug use, and honesty. Religious issues were cited within the dilemmas in two distinct ways: following one's religious upbringing over one's personal desires (e.g., to have premarital sex); and second, following the teachings of the church versus the norms of one's peer group (e.g., to take illicit drugs for the first time).

‘He is just a kid. Leave him be.’ The developmental relationship between grandparents and grandchildren. (A report of work in progress.) Ronnie Blakeney, Fritz Oser, Charles Blakeney, University of Fribourg, Dept. of Education, Switzerland.

Grandparents have different roles and relationships with their grandchildren from the roles and relationships between parents and children. This paper reports a new research project that explores the nature of this special relationship as a context for moral development. We present the background of the research, the theoretical grounding, our hypotheses and the design for examining the process and content of moral development of children/grandchildren with their parents/grandparents.


In a recent study of recovering Integrity after addiction, we found that religious development (Oser & Gmünder) linked moral development to emotional self-regulation. In order to better understand the nature and process of “spiritual awakening,” we conducted 25 semi-clinical interviews in a faith based (Jewish) recovery program. In the tradition of William James, we present narrative data wherein chronically addicted men and women describe their spiritual, moral and religious transformations. Data are analyzed in terms of Reich's (2002) new dynamic model of the Person-"G-d"-relationship involving multiple aspects of the self, the "outer" world, and various interactions and feedback loops.

High School Students Talk About Race, Morality, Community, and Educational Equity.
Lawrence Blum, University of Massachusetts, USA.

The race-related issues with which moral education literature is concerned is fairly narrow reduction in prejudice and stereotyping. From my experience teaching a racially and ethnically diverse class of high school students, students use a rich moral and value-laden vocabulary to engage a wide range of race-related issues white students partaking of elements of black youth cultural styles (acting black), social self-separation by race and ethnicity, whether members of one racial group can understand the experiences of another, who is permitted to use the racial slur nigger, whether it appropriate to approach the world in a color-blind manner. Moral educators need to engage with these issues.
Morality as an element of the professional competencies of managers. Regina Borowik, Technical University of Czestochowa, Poland.

Uncertainty associated with changes that occur in many areas of life finds its way in dilemmas connected with the preparation of educational strategies with regard to both high and low lower schools. The acceleration of scientific disciplines, especially because of new information and telecommunication technologies has resulted in difficulties linked with defining essential competencies which are useful to the current younger generation in their future performing of job responsibilities and the undertaking of their social roles. In pursuing of working skills which currently are a part of school programs at all levels seems to be insufficient.

The legacies of liberalism and oppressive relations: facing a dilemma for the subject of moral education. Dwight Boyd, University of Toronto, Canada.

In modern, Western moral and political theory from Kant to Rawls, Rousseau to Kohlberg, Wollstonecraft to Noddings the notion of the liberal subject has flourished as the locus of moral experience, interpretation, and critique. Through this conceptual lens individuals are enabled to shape and regulate their interactions in arguably desirable ways, e.g., through principles of respect for persons and of the reciprocal rights. Some feminists and communitarians have provided pictures of moral subjectivity that offer alternatives to that of liberalism. However, this paper will argue that some kinds of morally significant relations those framed by social groups related to each other through structures of hierarchical power constitutes a different kind of subjectivity that needs more theoretical and empirical attention.

Unless it can accommodate working with this form of subjectivity, moral education runs the risk of itself contributing to forms of oppression such as racism, instead of being a means of combating them.

About Right and Wrong. Allan Robert Brandhorst, Valparaiso University, USA.

This paper provides an exploration of two hypotheses concerning cultural differences in perspectives on right and wrong. The first hypothesis focuses on cultural differences in cognitive style, and implications for moral reasoning. The second hypothesis concerns broad based cultural dispositions toward three alternative metavalue systems: rationality; authority; empathy. Specifically, the second hypothesis proposes that a cultural disposition toward any one of these metavalue systems has implications for reasoning about right and wrong. Accordingly, moral education must be concerned with the issue of openness to perspectives from outside one's own cultural milieu.


The reward sensitivity and punishment sensitivity are the key concepts in Gray's personality theory. It is suggested that the BAS responds to specific input, especially stimuli associated with reward, the BIS responds to specific input, especially stimuli associated with punishment. In this way personality orientation can shape the way in which people decide upon goals and how pursue them, how they evaluate their reasons and what they consider to be appropriate behavior. The present study is attempting to discover possible relationships between a person's moral reasoning style and personality dimension that described by RST. The Gray - Wilson Personality Questionnaire and Short Form of Defining Issues Test are administered to 100 Turkish undergraduate students attending Istanbul University. Data collection is in progress.
Character vs. culture and race: Reframing the debate between objectivism and relativism in moral education. Mary E. Casey, Harvard Graduate School of Education, USA.

The question of how best to promote moral values and civic responsibility among the nation’s youth is one that is hotly debated in education. The current political climate underscores the urgency of the classic moral question how shall we live? Despite agreement that moral education is needed, there is little consensus about how to educate youth to live morally. Aligning diversity with moral relativism is incorrect and potentially destructive. Adolescents, talking about what it means to live morally, understand the embedded nature of racism as a pervasive deterrent to a moral life. This paper considers this relativism-objectivism debate through the perspectives of adolescents who see their racial and ethnic differences as resources rather than deterrents.

Parental Attitude and Moral Orientation: A Study with Turkish University Students. Sevim Cesur, Nilay Tukel, Istanbul University, Turkey.

There is evidence in the literature that parenting styles and attitudes play a substantial role in children's moral development (Walker & Hennig, 1999). However, very little research has been conducted on the relationship between parental attitudes and children's moral orientation. This study attempts to fill this gap in the literature by exploring the influence of parents' child-rearing attitudes on the moral orientation of their children. In this study, the Measure of Moral Orientation (MMO) (Liddell, Halpin, & Halpin, 1992) is completed by 100 Turkish undergraduate students (50 males and 50 females) attending Istanbul University in Turkey and Parent Attitude Research Instrument (Oner, 1996) is administered to their parents. Data collection is in progress. The findings of the study will be discussed in terms of cultural and gender influences in the relationship between parental attitudes and the children's moral orientation.

Morality Concepts Within a Group of Turkish Adults. Sevim Cesur, Istanbul University, Turkey.

Morality is one of the most important interpretive frames of culture. This study attempts to have a picture of cultural codes on morality within a sample of Turkish adults. Participants are 55 females and 52 males from middle class. A demographic questionnaire and a questionnaire about morality were used to gather data. The morality questionnaire is a sentence completion test with a free response format and attempts to capture individuals' morality related concepts. The most frequently used definitions of morality were as "it depends on the person", "honesty", "morality is important", "to obey social rules"; definitions of "moral woman" were as "honest", "having sexual chastity", "loyal to her husband and family" and definitions of moral man were as "honest" and "loyal to his wife and family".

The Importance of Rote Learning in Moral Education. Wing-Ming Chan, Hong Kong Institute of Education, Hong Kong.

Habits are important. Moral education should reserve an important place for nurturing good moral habits. Habits are formed mostly through rote learning. Viewing from the prospective of developing good moral habits gives new significance to moral rote learning. Rote learning should not aim at having the agent to do the deed, rather, it should aim to develop in the agent a good moral habit.

The main purpose of this study was to investigate the structural relationships between parents' rearing practices and emotional intelligence and preschoolers' emotional and social competence, with a parent-child relationship as a mediating variable. The sample as 189 kindergarteners from seven public schools in Bangkok, Thailand. Instruments were questionnaires for parents and teachers and the children's measures with pictures. The data were analyzed by using confirmatory factor analysis to investigate measurement model of each measure and to test hypotheses. Results of the study indicates that parents' rearing practices had a positive, indirect influence on the children's mastery motivation and relationship with peers, via parent-child relationship while parents' emotional intelligence had a positive, direct effect on the children's mastery motivation and relationship with peers.

The world view of adolescents; A developmental approach. Jan Cieciuch, University of Warsaw, Poland.

The study to be presented concerns the developmental changes of world view in adolescence. There were two groups of adolescents who participated in the study, younger (15 years old) and older (18 years old). They were given a questionnaire created by the author. It consisted of 72 items to be assessed on a Likert scale and it gave data about six domains of belief system (metaphysics, epistemology, anthropology, ethics, sociology, and theology) as well as about formal features of belief system. The questionnaire was repeated after five weeks in each age group. The outcome of the study suggest that belief systems of older adolescents are more stable in time and more coherent than those of younger ones. Differences in content as well as in sources of beliefs were also observed.

The construction of the normative meaning of education in an Indian sample. Iris Clemens, German Institute for International Educational Research, Germany.

Triggered by some recent large scale assessments, the study aims at reconstructing the meaning of education in an Indian sample in Hyderabad. The sampling strategy itself follows the "grounded theory" (Glaser and Strauss). The final sample varies in cast, SES and education. In order to obtain as much indigenous cultural material as possible, the "cultural connotations" of education are collected by an association method using the local language (Telugu). Secondly, the "individual construction" of the meaning of education is sampled by biographical interviews. Data analysis is particularly focused upon the moral and religious meaning of education in the Indian sample.

Bugger Off: Exploring legal, ethical, and religious aspects of sodomy. Don Cochrane, University of Saskatchewan, Canada.

Around the world and within the United States, the legal definition of sodomy, to whom it applies, and the penalties to be imposed, vary enormously. The US Supreme Court has agreed to hear Lawrence v. Texas which challenges the legality of anti-sodomy laws in the thirteen states that retain them. This presentation examines the different types of arguments used to support views about sodomy, a concept at the root of debates in schools about discrimination against gays, whether a program promotes a "gay and lesbian lifestyle," and whether gay-lesbian-straight support groups can be formed.

To understand how children develop a sense of responsibility and adult expectations of children's responsibility, we must look at the nature of childhood in late industrial societies. Current practices in the home, the schools, and the courts suggest an eagerness to picture the child and adolescent as an independent, moral chooser, fully responsible for his or her acts. While the idea of development may be applied to certain children in particular contexts, allowing space for innocence and learning in the adult-child relationship, it is ignored for other children who are treated as fully-formed, moral agents. Adolescents are at special risk as adult expectations of responsibility can be applied rigidly through the family, the schools, and the law. In this symposium we seek to explore these current trends and propose ways in which we as adults can nurture responsibility and hold children responsible for their acts while paradoxically acknowledging their status as developing children.


This paper draws on the insights of Hannah Arendt in her essay, The Crisis of Education in order to understand something of the complexity of late childhood and how education should approach the question of preparing students for life in a liberal democracy. That crisis, Arendt believes arises out of a misunderstanding about what kinds of responsibilities schools have towards children. Here we argue for a more subtle understanding and appreciation of childhood as a social and moral state in and for itself.

The role models of adolescents and their values system. Maria Czerwińska-Jasiewicz, University of Warsaw, Poland.

The work to be presented refers to role models among adolescents at two age levels, 14-15 years and 17-18 years. It also looks for connection between role model and value system and lifestyle. 280 adolescents participated in the study in 1999-2001. They were given two questionnaires; one was constructed by Piasecka (1998) as "Life Models" and the other, "Models and Tasks", was produced by Hejnica-Bezwinska (1991). It was found that majority of adolescents admits that they have role models, though percentage of those who admit it is significantly lower in older group. The findings also point to an important role which is played in the process of socialization by transmission of values and lifestyles to adolescents from older generations.

The triaxial model of moral education environment and its values. Gangshu Dai, Nixing Yi. Hong Cheng, University of Electronic Science and Technology of China, China.

This article researches the theory of Moral Education Environmental (MEE) according to three aspects: unified method of historical materialism, moral education theory, and multivariate statistic. Author gives out the definition of triaxiality theoretical model of MEE and approaches respective connotation of environment, mediation, and quality of man's ideology politics morality, after demonstrating ideology source and theoretical fundamentals of triaxiality theoretical model of MEE. And, author tests triaxiality theoretical model of MEE utilizing the means of Structural Equation Model (SEM) for the cruising data of ideology morality condition of ten thousand college students, and explains acquired basic outcome. Finally, theoretical value, method value of the model is demonstrated.
Ideals of community, justice and democracy within secondary school context. Roman Dorczak and Adam Niemczynski, Jagiellonian University, Poland.

Teachers and students of two secondary schools in Krakow were asked in 1992 and 2002 to give their interpretation of the ideals of community, justice and democracy within the school context. The data were then analyzed for both how much teachers and students differ in their interpretation of these ideals and how much of a developmental change one can identify with time lapse. It was found that there are differences between teachers and students which are related to the social roles within school. It was also found that data strongly suggest an age developmental changes among teachers who were twice in the study. It remains to be invented how to use this type of data to infer on school climate change.

Ethics, Black Youth Identity, and the Politics Respectability in an Uncertain World. Garrett Albert Duncan, Washington University, USA.

In this paper, I examine imagery that informs the stage theories that North American psychologists use to explain the meaning and decision-making processes of black youth. I demonstrate that despite the explicit challenge these models present to white supremacist discourses the unstated ethics that inform their developmental trajectories subverts an overt project of affirming black humanity. I offer narrative data to support my proposal that researchers should instead conceptualize black adolescence in terms of subjectivity’s and the discursive positions that these youth have available to them to make meaning in the world.


Research and theory about the development of democratic thinking and its incentive by educational programmes and interventions are based upon application of the theory of moral development to the field of democracy (ex. Kohlberg’s just community). This paper argues that the democracy entails more than moral thinking. We explore this topic on the basis of a contextualized typology of moral judgments (types of "everyday morality").

Firstly, we discuss commonalities between moral development and politics; next we present differences between these two realms in the sense of structures and processes. In politics, compromise replaces consensus, law replaces morality, and power replaces equality. Educational implications are discussed.

What kinds of stories should we use in professional ethics teaching? Gavin Fairbairn, Hope University College, UK.

Storytelling has a long history in moral development. Stories come in a variety of forms, they can be told in different ways and they can be utilised in various ways in ethical teaching. In this paper I offer a map of the territory covered by narrative approaches to ethics in the caring professions, introducing four kinds of story that I have utilised in work with nurses, special educators and social workers: real, true, hypothetical and autobiographical stories. I argue that the use of stories can help to develop reflective practice and action that is both empathic and intuitive action.

Mining deep: storytelling in the moral development of professional careers. Gavin Fairbairn, Alex Carson, Hope University College, UK.

In this paper we talk about moral education for caring professionals. While there will always be a place for an exploration of ethical theory, we believe that moral development in these
professions should focus mainly on a consideration of the moral choices practitioners make in the course of their work. We discuss the use of storytelling to help caring professionals reflect deeply on their practice and on the practice of others in related situations. Through the use of examples, we argue that the use of narratives can allow students to develop their practices in ethically coherent and thoughtful ways.

On the Moral Dimension of Teacher-Student Interactions: Teachers' Concerns. Michal Fedeles, University of British Columbia, Canada.

The present work summarizes findings from a doctoral research study on teachers' perception and appreciation of concern in teacher-student interactions whose major component was the development and validation of a new measure of secondary level teachers' moral sensitivity entitled Teachers' Concerns Questionnaire (TCQ).

Peace Education Initiatives. Andrew C. Garrod, Dartmouth College, Joshua Thomas, Union Theological Seminary, USA.

Violent conflicts between religions and ethnic groups have divided societies around the world. In response, a variety of international, governmental, NGO, religious, and private organizations developed educational interventions to promote peaceful relations, social harmony, and a range of moral goals. In 2001, Dartmouth College hosted the Youth Leadership Program for Bosnia & Herzegovina, a US State Department effort designed to develop leadership, democracy and inter-ethnic friendships among high school students and teachers from Serb, Croat and Muslim communities. We offer our insights and those of participants (from interviews and written reflections) on the impact of this program and invite others to share their experiences with peace education initiatives. We consider aims, goals, successes, pitfalls and the roles of various educational constituencies.

Sociomoral Reflection and Moral Orientation in Bosnian and American Children. Andrew C. Garrod, Dartmouth College, Joshua Thomas, Union Theological Seminary, USA.

The current study explores the relationship between moral orientation and sociomoral reflection of children in two different populations. J. Gibbs' measure of sociomoral reflection and K. Johnston's fable dilemmas were administered to elementary-age children from different ethnic groups in Bosnia and Herzegovina and from children in New England. Our primary goal was to compare the sociomoral development and moral orientation of the Bosnian children, many of whom had experienced the trauma of war directly and all of whom had felt its impact indirectly, with that of American children. The variables examined were age, sex, task, and cultural context.

Finding Faith in Post-War Bosnia. Andrew C. Garrod, Dartmouth College, Joshua Thomas, Union Theological Seminary, USA.

This presentation considers the way in which young adults from Bosnia-Herzegovina make meaning and find hope in their lives in the aftermath of the war of the 1990s. In studies conducted over three years, we interviewed 60 college students from Serb, Croat, and Muslim populations using a modified version of James Fowler's Faith Development interview. We examine the particular controversies these young adults face and their attempts to resolve them in light of overall development. We focus especially on the diverse ways they have considered religion (in light of ethnic identity) - from fueling conflict to promoting reconciliation.

Introduction: competing beliefs and values sponsor bloody crusades
1a) ME cannot afford to be determined by central government, if it is to be moral.
   b) RE in public schools is a vital reminder of the limitations of state authority.
2a) RE cannot afford to be determined by faith communities if it is to be moral.
   b) ME is a reminder of the secular accountability of religions.
Both ME and RE are strategically important for national and global health. One without the other, like parallel play, kills.

Theories and Practices of Moral Education in Christian Colleges and Universities. Perry L. Glanzer, Baylor University, Todd Ream and Pedro Villarreal, USA.

Recent analysis of the attitudes and beliefs of faculty and students has found that Christian colleges and universities in the United States place a higher level of emphasis on moral education than non-religious schools, and this emphasis has a significant degree of influence on the moral formation of students. This paper presents the results of a survey of the theories and practices of moral education at 187 Christian institutions associated with the Lilly Fellows Program, Council for Christian Colleges (CCCU), and Association of Southern Baptist Colleges and Schools using a documentary analysis of mission statements, course catalogs and student handbooks.

Television as moral educator: Viewing patterns of college students and moral messages learned. Rebecca J. Glover, University of North Texas, USA.

This project serves as a continuation of an exploration of moral messages (i.e., messages of how individuals ought to treat each other) demonstrated on popularly viewed television programs. Undergraduate students were asked to identify two (2) prime time television shows they routinely watch during the course of their everyday lives. Students maintained viewing journals over a period of one month and also completed the Defining Issues Test. Viewing journals and DIT scores were used to address issues of moral messages perceived by college students and relationships between those messages and students' own moral reasoning.

Who believes in the idea of universal salvation? Andrzej Golab, University of Warsaw, Poland.

Some Christian theologians believe that it is possible that God at the endpoint of history of humankind would offer salvation to everybody. The paper will present preliminary results of an ongoing study aimed at establishing how the attitude toward the "idea of universal salvation" depends on such variables as familiarity with the idea or such personal characteristics of subjects like religious background and gender. Taking as the starting point the theory of feminine moral development formulated by Carol Gilligan (1982) one may hypothesis that the females should react more positively to the idea of universal salvation than males.

The social psychology of evil intent. Frederick M. Gordon. Institute for Work Democracy, USA.

Evil is certainly relevant to morality; yet studies of socio-moral development avoid the topic. Rather than being irrelevant, evil intent is a distinctive kind of distortion of the normal effort to bring about the just allocation of rights and benefits. This paper will attempt to define evil as a distinctive motivation. It will try to integrate evil into a general theory of legitimated social order. And it will seek to explain how it can be that what outsiders see as evil is often seen by the insider, the perpetrators, as a heroic effort to maintain a rightful social order.
The moral aspect in economic world. A developmental perspective. Elida Guerra, University of Bath, UK.

This work poses the study on the existent relation between children’s and adolescents’ understanding of some economic rules and a subjective construction of social-moral evaluation. Firstly, the younger subjects evaluate and legitimate some economic situations, presented on hypothetical dilemmas, from their own ability to stick to certain moral rules considered as ideals. They believe these rules must govern all social relationships, including those implied by economy. Afterwards, when they are older are able to give an economic justification of market, separately from their own moral evaluations about situations and people involved.

Moral reasoning, culture and cultural change. Michaela Gummerum, Monika Keller, Wolfgang Edelstein, Max Planck Institute of Human Development, Germany. Fang Fu-Xi, Fang Ge, Chinese Academy of Sciences, China.

The presentation will compare the findings of a previous cross-cultural study on moral decision-making in close friendship and in the family. In this study a cross-cultural sample of Chinese and a longitudinal sample of Icelandic children and adolescents from ages 7 to 15 years had been assessed. The results revealed an interaction between culture, development and context of reasoning. In this presentation we will compare the findings from the cross-cultural Chinese study with the findings from a longitudinal study with the same age groups and measurement instruments. We expect that modernization processes will have an effect on moral decision-making and socio-moral reasoning.


China has undergone profound economical and social changes during the last few years. In the present study we investigated whether these changes are also reflected in adolescents’ reasoning about close friendship. 12- and 15-year-olds from three different ecologies were interviewed about friendship intimacy and closeness in 1990 and 1996. The statements were scored independently according to developmental levels and content aspects. Results show that developmental differences between the three ecologies are more pronounced in 1996 than 1990. Differences between 1990 and 1996 in the use of content categories depended both on age and ecologies. These results reveal that changes within cultures and its sub-contexts can effect reasoning about friendship.

Moral judgment competence of adolescents about transgression towards state symbols. Marijana Handziska, University of St Kiril and Methodius, Republic of Macedonia.

This study examined conceptions of the adolescences about state and state symbols and moral judgment competence in a case of transgression towards state symbols. Eighty-six adolescents answered questionnaire for identification of real situations when transgression toward state symbols of Republic Macedonia occurs. Analysis of this questionnaire give information about adolescents and their concept about Republic Macedonian as a state and information about which situations are frequently mentioned in their answers. After that thirty-two adolescents were examined with two tests. One is Test for Moral Judgment given by Prof. Georg Lind, University of Konstanz, which contains two moral dilemmas (Worker’s Dilemma and Doctor's Dilemma) and parallel form of this test Reconstructed Test for Moral Judgment Test which also contain two moral dilemmas (The behavior of citizens and Local Government decisions). Findings suggested that adolescent show lower moral competence in Reconstructed Test for Moral Judgment Test than in Test for Moral Judgment. The most important is the period when the research was conducted. In
this period terrorism occurred in Republic of Macedonia. This situation affected personal aspects as feeling of insecurity.

Studies of self-critical guilt. Klaus Helkama, Mia Silfver University of Helsinki, Finland.

Has the level of self-critical guilt among Finnish adolescents changed over the past 20 years? How are different measures of guilt related to different dimensions of empathy and perceived parental child-rearing practices? An attempt to respond to these questions will be made using the Allinsmith-Hoffman story-completion method of assessing self-critical guilt in two samples of 13-15-year-old adolescents in 1979 and 2002, and, in addition, Tangney's TOSCA-A, Davis's IRI and a measure tapping induction, emotional support, control and prosocial model of the parents in the 2002 sample (n=120). The results will be discussed in terms of Tangney's, Eisenberg's, Hoffman's and Eagly's approaches to empathy, guilt, and gender differences.

A research project on moral socialization of adolescents in Hungary. Attila H. Horváth, Julia Szekszárdi, University of Veszprém, Hungary.

Moral competence, mature morality or morally grounded action besides theoretical questions of interpretation raises some practical ones as well. How does moral socialization of young people take place in an era in which neither common experiences nor shared by all nor clear moral guidelines exist? How can this process be aided and fostered? What role can the school and teachers take in this process? Our research-group was searching for answers to these and similar questions. We administered our questionnaire in May, 1998. 3316 adolescents participated in the survey. Our goal was to get a general picture of the characteristics and tendencies of moral reasoning among 12-16 year-olds.

Development of a Scale Measuring Emotional Intelligence based on Buddhism. Pachongchit Intasuwan, Wiladlak Chuawanlee, Ashara Sukharom, Oraphin Choochom, Srinakharinwirot University, Thailand.

This study aimed to construct a valid scale to measure emotional intelligence (EI) based on Buddhist principles for Thai university students. The EI definition covered three dimensions of Tri-sikkha (three stages of training in Buddhism), and the content structure included three aspects of life: self-happiness, getting along with others, and work success. The 84 open-ended situational items were constructed, each item had 3 questions, and administered to 855 students. The response data were used to construct five choices for each question. Therefore, each item gave three scores: feeling or emotion, thinking, and intentional acting. After a try-out of these multiple-choice eighty-four items and item analyses, 30 items were selected according to the item statistics and the item content. The validation data revealed satisfactory results.

Forgiveness as an Aspect of Moral Development. Nobumichi Iwasa, Reitaku University, Japan.

Recently the process of forgiveness has drawn researchers' attention, and there is a growing understanding about significance of forgiveness in interpersonal relations as well as in human society. However, a new attitude of forgiveness, if acquired, seems to include some structural changes on the part of the victim rather than being itself an isolated response to a particular person in a particular situation. Therefore, this paper tries to argue that an attitude of forgiveness may be better understood and, in fact, facilitated by looking at it in a wider theoretical framework, that is, moral development in its broader and more comprehensive sense.
Value education within a family, the smallest social institution. Violeta Ivanauskiene, Vytautas Magnus University, Lithuania.

The great present day interest in value has called forth a vast amount of literature and research on the subject. There are a lot of comprehensive and systematic studies on values and value orientations. This paper discusses the problem of value education within the family in the transition context of Lithuania. The issue of value orientation development in the family has been analyzed. On the basis of a written survey method value orientations of adolescents and their parents have been tested. Thus internal structure of adolescents and their parent's value orientations has been revealed. The role of a family in value education is presented.

Aspects of moral knowledge in the social studies textbooks of Greek primary education. Maria Ivrideli, University of Crete, Greece.

Matters of morality and/or moral values appeared ever since the first groups of people, cultures and/or societies came into existence. Nowadays postmodernism puts into question all traditional legitimations (social, moral, etc.) of our culture, and creates complete confusion about what so far was seen as our self-evident objectives and ideas.

In this context the present study seeks to probe to what degree various aspects of moral knowledge (human rights, values, ethics and social relations among different human groups) are reflected in the social studies textbooks of the Greek Primary Education. To this end a content analysis is employed to ascertain if and how all the above aspects of moral knowledge are presented in the social studies textbooks. Analytic categories are used to record the content of the Greek textbooks.

Altruism: choices of healthy and chronically-ill children. Peggy O. Jessee, Heather L. Seagle, Christine Nagy, University of Alabama, USA.

This study compared healthy and chronically-ill children's identification with altruistic behavior and evaluated the experience of living with an illness on moral choices. Drawing measures and questionnaires gathered information on children's choices, previous hospitalizations, and chronic illnesses (N=74; ages 8-12). Results demonstrated that children made more moral/altruistic than non-altruistic choices. Moral/altruistic choices were found to be significantly higher for girls and older children. Significant differences were found between altruistic choices of healthy and chronically-ill children. Recommendations include investigating other positive effects of living with a chronic illness and determining developmental changes in healthy and chronically-ill children's altruistic behaviors.


The purpose of this paper is to introduce what is the acquisition of morality within Korean traditional religions such as Shamanism, Buddhism, Confucianism, Daoism, and new religions. So the common characteristics of these religions are explained in terms of harmony with nature, ancestor worship, and self-cultivation. Connected with these, the moral educational implications are explained in the context of the Oriental tendency to understand human nature as the integrating of three aspects of cognition, affect, and volition. Overall, this paper attempts to provide a moral educational guideline on the acquiring morality in an Oriental religious tradition.

A study on men's and women's temperament across four age groups shows that women tend to be more melancholic than men, and men more phlegmatic. If more generic aspects of personality, like gender and temperament, project themselves through more complex systems, like cognition and the values system, then this difference might explain why women tend to prefer caring (a relational type of moral reasoning), while men tend to prefer justice (in the sense of autonomy and rationality). If this is so, one might look for stage 6 moral principles in addition to caring and justice, linked to other temperaments.

Care and justice reasoning in real life moral conflicts. Soile Juujärvi, Laurea Polytechnic, Finland.

A longitudinal study involving 59 students (nursing, social work and law enforcement) examined real life moral reasoning over the 2-year educational period. The main interest was to explore Gilligan's (1982) claim that the ethic of care is more closely related to real life morality than the ethic of justice. Type of dilemma predicted moral orientation, care reasoning (the Ethic of Care Interview) and justice reasoning (the Moral Judgment Interview). Dilemmas involving conflicting demands and social pressure elicited justice reasoning consistent with participants' competence, whereas dilemmas involving reacting to needs of others, temptations and transgressions elicited lowered justice reasoning. Transgression dilemmas reported by law enforcement students elicited lower care reasoning. A content analysis revealed that potential explanations were strategic role-taking effects and impersonal nature of dilemmas. The results underscore the importance of type of dilemma for understanding real life morality. Nature of care reasoning will be discussed in detail in the presentation.

Galperin's approach as an intervention to develop moral competence. Olga Karabanova, Andrei Podolskij, Moscow State University, Russia.

Galperinian method of "planned stage-by-stage formation of mental actions" was realized for the developing of the adolescent's moral competence in the joint Russian-Dutch MAMOS project. The intervention procedure was aimed to increase the level of moral competence of adolescents. The significant changes were evident in the moral reasoning, as a progress in subject's taking-perspective skill; ability to differ moral and conventional norms and to analyze moral problems. The psychological processes, providing the moral competence, objectivation, decentration, analysis, reflection, and hierarchization are discussed. Elaborated modelling activities, substituting real activities in intervention, were organized in "planned step-by-step- procedure" to internalize moral actions into mental form.

The effect of self-esteem on the promotion of tolerance. Makoto Kobayashi, Tamagawa University, Japan.

This study explores the psychological function of the self-esteem with regard to tolerance in interpersonal and intercultural relations. In Study I, 108 Japanese students were interviewed about the issues they can and cannot forgive in daily interaction. Infringement of self-esteem undermined severely their readiness to forgive the unjust other. In Study II, 50 European internship students staying in Japan were asked about their cultural identity and their image of Japan. The students with positive collective self-esteem showed greater tolerance towards the cultural differences. Both results indicated the fostering function of the self-esteem for tolerance at the individual and collective level.
The shape of the environment; a progressive approach to the development of moral judgement competence. Thomas Kornmilch-Bienengräber, Technische Universität Dresden, Germany.

The question of developing the competence of finding moral decisions for social problems is one of the most important questions in social sciences. According to Lawrence Kohlberg moral judgment competence develops in a stepwise progression, influenced by social factors. Wolfgang Lempert has identified six sociobiographic conditions which influence this process. But there are still many problems unsolved, esp. referring to the exact shape of these conditions and, accordingly, referring to the shape of the social environment individuals are exposed to. The author tries to answer the question, how a social environment can be shaped in a way that it fosters moral development.

A new framework for studying the development of metaethical cognition. Tobias Krettenauer. Humboldt University, Germany.

The paper proposes a new framework for studying the development metaethical cognition. Three metaethical positions are specified that reflect different understandings of the nature of moral judgments and the process of moral judgment formation. In a sample of 200 adolescents, these metaethical positions could be reliably identified by means of a semi-structured interview procedure. Adolescents' metaethical position was significantly related with age, and systematically associated with confidence in moral judgment as function of the context of justification. Overall, the study demonstrates that metaethical cognition is an important aspect of moral reasoning development that has been unjustly neglected by previous research.

Goals and plans of adolescents on different levels of education. Kinga Król, University of Warsaw, Poland.

The paper presents results of a study in two groups of adolescents of their goals and plans for the future. There were 41 girls and boys at age 15 years and 65 girls and boys at age 18 years who participated in the study. The focus of the study was on content and scope of the adolescents' planning for the future. As an instrument a questionnaire "My Values, Goals and Plans" was used with the participants. It gives data on the content and scope of the adolescents' goals and plans for the future. The differences between the two groups were found. The content and the scope of adolescents' plans and goals depend on their level of education. It is argued that these differences may be taken as a suggestion of an age-developmental change.

Value clarification for social-moral climate development. Witold Krupiarz and Adam Niemczynski, Jagiellonian University, Poland.

The Krakow city police officers were enrolled in a group discussion programme which lasted eight months. It was focused on clarification of values on which their inner service relations should rely. They were given a questionnaire before and after the educational programme was performed. It was found through factor analysis of the questionnaire data that there are seven dimension on which one can describe social-moral climate of this particular institution. It was also found a ceiling effect in one subgroup of participants and an improvement effect in the other subgroup. The findings are discussed from a professional ethics development viewpoint.

Children, Responsibility, and the Law. Sharon Lamb, Saint Michael's College, USA.

This paper focuses on the developing sense of responsibility in juvenile wrongdoers. Recent public trials suggest that there is a trend in the law to understand juveniles who commit
crimes as fully responsible moral agents. There also appears to be concomitant public support for treating juveniles who commit serious crimes as adults. An analysis of adolescent capacities for responsibility and remorse from a psychological perspective may help to guide those who work in the judicial system to turn once again to ideas of moral development in shaping their punitive and rehabilitative efforts.

**Does Religion Foster or Hamper Morality and Democracy?** Georg Lind, University of Konstanz, Germany.

In their discussion of the cultural war thesis, Hunter and Jensen describe a deep moral division, which relates to two basically different kinds of religiosity, one called progressive and the other orthodox. This division seems to be responsible for the ambiguous role of religion for morality and democracy. I will argue that these two types of religiosity correspond to two fundamentally different theologies, one denying the individual believer a direct access to God, and thus hampering the development of moral judgment and discourse competencies, while the other sees each human being as gifted with the ability to think and have direct discourse with God as an individual as well as a community. I will present supportive findings from studies using the Moral Judgment Test and discuss implications of these findings for the development of a democratic culture.

**Moral Experiences at a Military Academy: The Students' Perspective.** Christopher J. Luedtke, United States Air Force Academy, USA.

This presentation discusses the results of research designed to capture critical experiences in undergraduate student moral development at the United States Air Force Academy (USAF Academy). The open-ended Moral Experience Questionnaire (MEQ) was administered to cadets in the Class of 1999 to identify perspectives on experiences that either contributed to, or restricted, moral development. The honor code, peer and faculty interaction, a core ethics course, reflection, leadership/decision responsibility, social interaction, discussion, and role-modelling emerged as positive events in moral development. The restrictive environment, peer pressure, poor role modelling, and institutional dogma emerged as key events negatively impacting moral development.

**Longitudinal Moral Development at the United States Air Force Academy.** Christopher J. Luedtke, United States Air Force Academy, USA.

This presentation discusses a study that assessed the four-year, longitudinal change in moral development of Air Force Academy cadets in the Class of 1999 using the Defining Issues Test (DIT). Additionally, it represented one of the initial studies utilizing the DIT N2-index and investigated the relationship between moral reasoning and selected demographic variables. The results included gender differences in moral development at exit and mixed findings with the DIT N2-index. While gains in principled moral reasoning were similar to other college samples, significant differences were observed between the entry and follow-up principled reasoning scores at USAFA compared to other studies.

**Title Social Identity and Moral Judgment in Transylvania.** Richard Lynas, University of Ulster, Ireland and Steven P. McNeel, Bethel College, USA and Ed Cairns, University of Ulster, Ireland.

This study aims to test the predictions of social identity theorists that post-conventional moral reasoning should be lower when group identity is triggered. Romanian High School students and students from the Hungarian minority, completed two Defining Issues Test items, one of which was adapted to become culture-specific. Students were also asked to complete scales for group
identification, out-group perception and attitude toward Christianity. Half the students took the DIT items before the other scales and the others after. Students took the questionnaire in their native language. Results are presented and discussed in relation to social identity theory and inter-ethnic conflict.

**Teachers' care for students as expressed in their professional discourse.** Jan Łuczyński, Jagiellonian University, Poland.

The poster presents a study on teachers' utterances produced at group discussions on students' behavioural and learning problems. The utterances were audiotaped during teachers' meetings held monthly in one of the Krakow schools during one school year. The utterances were then transcribed and scored for their length and concreteness. The results showed that in long utterances teachers tended to express general remarks without contributing much to the explanation and solution of students' problems whereas in shorter utterances they express more care for the educational benefit of concrete students.

**The virtues (and vices) of the university teacher.** Bruce Macfarlane, City University, UK.

The emergence of mass higher education systems has led to moves to re-define university teaching as a professional activity. However, the conceptualization of ethics in relation to this context has tended to overlook the challenges of day-to-day teaching practice. This paper reports on the use of ethnographic fiction case studies as a means of identifying the key virtues of university teachers drawing on focus group and individual analysis with over 200 lecturers at UK universities. A series of vices are also identified in relation to each virtue together with the implications of system-wide pressures for teaching integrity.

**The Politics of Moral Education in U.S. After-School Programs.** Doug Magnuson, University of Northern Iowa, USA.

After-school programs in the U.S. are expected to help solve the problem of adolescents, such as reducing violence, increasing academic performance, protecting youth from problem behaviours, and reducing risk factors. The consequence of adopting these goals is that many programs infantilize youth, and the academic agenda of schools has co-opted the moral development opportunities of these programs. Data from an 18-month evaluation shows the effect of these on program delivery. In contrast, examples from one program show how moral development practices may be infused in an after-school setting.

**Expedition inside culture; Helping students and teachers to understand the others.** Grzegorz Mazurkiewicz, Jagiellonian University, Poland.

Expedition Inside Culture is an international project for students and young teachers. Its goal is to help participants to learn how to reflect on their own attitudes towards the other people, to develop ability to work in multicultural environments with openness and willingness to understand different values and different points of view. Although schools cannot defeat poverty, intolerance, xenophobia and indolence, they can still be presented by a metaphor of a bridge to a better life. Building schools' social-moral atmosphere of working towards the above mentioned values is not an easy process, but people who have the courage to leave the main stream promoted in education may have small successes.
Postmodernism and moral education; A narrative methodology. Alexander McMurdo Carson, North-East Wales Institute of Higher Education, UK.

This paper will examine the value of some current methods in moral education. The paper will begin with an examination of the attempt to produce ethical practitioners through the teaching of moral principles or standards such as deontology or utility. The paper will go on to explore the value of teaching practical ethics through the use of professional codes of ethics. The Nursing Code of Ethics will be used as an example of the limits of this approach. The paper will conclude with an exploration of the author’s method of moral education through the use of personal narratives.


This paper presents the results of a study exploring the assessment of moral reasoning in middle childhood. A multi-model and multi-technique approach was utilised to assess 60 children between the ages of 9-11 years, drawn from two primary schools in Cambridgeshire, UK. Socio-moral situations were drawn from cognitive developmental, feminist, psychoanalytical and socio-cultural theories. The assessment techniques included semi-structured questionnaires, group discussions and practical activities. The findings suggest that while moral reasoning may have some general orientations, it also tends to be influenced by the content and context of presentation. More importantly, this study found a notable discrepancy between children’s reasoning of hypothetical situations and their behaviour in real life situations. This cautions against generalizing moral judgment to action.

Teacher’s Efficacy Beliefs for the Formation of Student’s Character. Andrew Milson. Baylor University, USA.

The results of a survey of 930 U.S. K-12 teachers responding to the Character Education Efficacy Belief Instrument (CEEBI) are reported. The results suggest that: 1) teachers generally possess a positive sense of efficacy for character education, but doubt their abilities to provide character education for students who lack character; 2) elementary teachers have significantly higher levels of character education teaching efficacy than high school teachers; and 3) staff development training has a positive impact on teachers’ sense of efficacy for character education, but university-based coursework provides no significant boost. Implications for teacher educators are discussed.

Measuring Moral Progress - Longitudinal single case studies based on a (still rather) new stage taxonomy. Gerhard Minnameier, University of Mainz, Germany.

This contribution is based on a new developmental hierarchy, which establishes a wider variety and different structural organization of stages than Kohlberg’s approach. It allows us to reconstruct development more precisely and more coherently than with the help of Kohlberg’s taxonomy. It turns out that measurement is not only more finely grained, but also more appropriate in the sense that continuous upward developmental processes turn out, where Kohlberg would have to concede up-and-down movements due to immanent measuring errors (as it appears from the perspective of the proposed alternative approach).

Care-Justice Moral Orientation in Adolescence. Sergey Molchanov, Moscow State University. Russia.

We investigated the Care-Justice Moral Orientation at different levels of moral conscience: moral values, moral judgments, moral reasoning and verbal moral behaviour. 113
adolescents from Russia and USA took part in the research. The results showed significant cross-cultural differences in moral orientation. The heterogeneity phenomena for moral conscience was obtained and analyzed. The role of cultural value system based on ideology, religion, history and traditions is discussed. Gender differences for preference of care-justice principle were revealed. The influence of social context ("adolescent-peer" and "adolescent-adult" interaction) on moral orientation was shown.

Hermeneutics and moral education: ways to make sense teaching values. Melania Moscoso, Catholic University of Deusto, Spain.

In 1960 Gadamer wrote Truth and Method in which he recovered the Aristotelian phronesis as a suggesting paradigm to illuminate moral issues. However main theoretical approaches to moral education, such as Kohlberg’s cognitive-evolutive model have been deontologic. In this dissertation formalist attempts to arrange civic life and it’s implications in the political arena will be discussed. On the other hand both theoretical and aesthetic developments of Kantian project will be exposed to analyze the eventual utility of reflective judgement in ethics.

Moral reasoning and the use of procedural justice rules in hypothetical and real life dilemmas. Lisa Myyry, Klaus Helkama, University of Helsinki, Finland.

The use of Leventhal’s procedural justice rules in moral judgments was examined (a) in the match examples of the Colby and Kohlberg moral judgment interview manual (Study 1), (b) in hypothetical dilemmas given to a sample 41 participants in professional ethics classes and (c) in the real life moral dilemmas produced by this sample (Study 2). Consistent support was found for the hypothesis that bias suppression is used more frequently at the higher moral reasoning stages. A higher number of justice rules were employed in solving a real-life than hypothetical moral problem, and most procedural justice rules were used more frequently in the real-life dilemma.

Moral development and research in Basque Country context. Santiago Palacios Navarro, Basque Country, Spain.

The aim of this paper is to present the work regarding moral developmental research that has been carried out for the last two decades at the Department of Developmental and Educational Psychology of Basque Country University. Researches are based on post-Kohlbergian approaches such as Lind’s proposal and other new approaches like theory of sociomoral domains described by Turiel, Nucci or Smetana or Broffenbergner’s ecological perspective. The work research carried out could contribute to the improvement of knowledge on social and moral development by means of comparing and adding it to previous research.


Most young children are able to distinguish moral from conventional rules, but some antisocial individuals never acquire this important social knowledge. Investigation of its origins can shed light on the development of morality and antisocial behaviour. Children aged 5 - 14 years (N = 200) were tested on the moral-conventional distinction, and parents and peers were interviewed about social relationships and parenting practices. Children who had authoritative parents or were of popular or controversial peer status were found to make the distinction more clearly than other children.
Qualitative Analysis of a Kohlberg Moral Judgement Longitudinal Study Interview. Nancy Nordmann, National-Louis University, USA.

Results are reported of a secondary analysis of data obtained from the Kohlberg Longitudinal Study of Moral Judgment. The data analyzed consists of personal narrative and moral reasoning collected from an individual whose interview took place across 5 testing times from 1956 to 1976. The analysis, which utilized qualitative data analysis software to code for interpersonal involvement, indicates interpersonal involvement and moral judgment are compatible developmental perspectives and reveals dynamic themes common to development in these areas. Exploration of the themes identified: power, status enabling regard, and discussion as explanation, permit elucidation of dynamics relative to moral and interpersonal development.

Education on the moral dimension of conflict resolution. Terrance D. Olson, Brigham Young University, USA.

Educational efforts to resolve conflicts among individuals generally are based on providing knowledge and skills regarding such issues as disclosing our values, needs, feelings; or on negotiation and compromise, through clarification and give and take. The assumption seems to be that if we could just communicate and compromise, our contentions would dissolve. This demonstration makes an alternative assumption that the fundamental issue in conflict resolution is a moral one, and that the resolution of contention in marriage and family relationships is primarily a matter of our living true or false to our personal moral sense regarding how to treat the other person.

Below the average: Some results, strengths and weaknesses of different ways of representing comparisons by country, exemplified by the IEA Civic Education Study. Fritz K. Oser, University of Fribourg, Switzerland.

In the first part of this presentation an overview of the Swiss results of the IEA study on Civic Education, a comparative study across 28 countries is given. Regarding most major topics (civic knowledge; civic skills; etc.) the Swiss students aged 14/15 years score below the average. These results lead us in a second part to think about how we can improve Civic Education. We postulate that Civic Education must be based on developmental psychology. Finally, a current research project will be presented which examines the development of cognitive structures in the area of politics, following the tradition of Piaget and Kohlberg.

Religious development and the concept of death. Fritz K. Oser, University of Fribourg, Switzerland.

The creation of the world (emergence) and death (disintegration) are mysterious and controversial concepts. How are children’s conceptions of them related to their stage of cognitive and religious development? In this paper we argue that stages of cognitive, religious or moral development are necessary but not sufficient conditions for understanding how people of different ages conceive of particular concepts. We develop the hypothesis that experiences of death are powerful pushes for religious stage changes. In order to explore this structure-concept question, we re-analyze data (36 primary school students) collected by one of my students, Chantal Egli. We conclude that specific content can create emotional disequilibrium leading to stage change.

Familial Values and Perceptions of Economic Inequality. Brenda Phillips, Deborah Belle, Boston University, USA.

This research is part of an ongoing project assessing parent and child discourse on wealth, poverty, and economic inequality. Parents greatly influence children’s acquisition of moral values.
yet virtually no research examines the familial context and processes by which parents socialize their children to think about moral issues concerning economic inequality. The sample consists of 60 families of varying structure and income level, with children between six and thirteen years of age. Family discussions are instigated through the use of verbal and pictorial prompts and are qualitatively analyzed for pertinent themes related to social justice and fairness, in addition to positive and negative attributions associated with wealthy and poor individuals.

**Hero preferences and their impact on university student’s personality formation.** Maria Platsidou, University of Macedonia, Greece.

The study aims to investigate the conceptions of heroes by university students (N=81) as well as the impact these conceptions may have on their personality formation. Results showed that the most commonly identified heroes are persons with a significant contribution to the society or the nation and family members. The characteristics mostly appreciated of the heroes refer to moral and social values, altruistic behaviour and contribution. University students acknowledge that their hero models have affected their values as well as thinking styles on social issues, certain personality traits, preferences and emotions. Also, heroes motivate them towards moral acts and choices and inspire their emotions, values, preferences and thinking styles.

**Moral thinking and the ability to understand moral emotions.** Maria Platsidou, University of Macedonia, Greece.

This research aims to study how the ability to understand emotions is related to the development of moral thinking. 200 adolescents were tested with (a) four moral dilemmas, on issues of racism, solidarity among classmates, adherence to one’s ethics, and (b) measures of the ability to understand moral emotions (such as anger for the wrongdoer, guilt). Multiple regression analysis revealed that the best predictors of the moral level in each dilemma were a couple of controversial emotions, such as anger for the wrongdoer as well as guilt for turning him/her in, or satisfaction for the moral choice and frustration for the loss.


Although the process of discounting appears essential to the maintenance of self-esteem, it is unclear to what extent the process might apply to moral expectations, which may be considered unconditionally binding. We examined whether discounting is used in the moral domain by asking a cross sectional sample of children (ages 7 to 14) to respond to four Failure Stories, one of which dealt with morality. In addition to finding level-related differences, we also found hypothesized story-related differences. Significantly fewer individuals discounted on the moral story than on the other stories, which suggests the distinctiveness of the moral domain.

**Teaching about Patriotism and Dissent During War-time (in the Fourth Reich).** Bill Puka. Cognitive Science Rensselaer, USA.

Recent world events have revealed how poorly students are taught about patriotism and dissent. Loyalty toward one's national heritage versus the democratic ideals of one's country is poorly distinguished. We will discriminate between desirable and undesirable lessons here, comparing the American and Polish Constitution. Then we will consider two legislative strategies for according citizens new emergency powers to restrain government leaders from violations of their constitution, international law, and foreign policy tradition as in President Bush's recent aggression on Iraq.
On the Actions of Emotional Experience on Moral Education. Jianzhong Qiao, Nanjing University, China.

This paper, which is based on questions of emotional experience and acceptability character of moral education, mastery of moral knowledge, internalization of moral motivational, exertion of moral will effort and self-discipline of moral behaviour, discusses the restrictive actions and its mechanism of emotional experience on moral education. It indicates that it is corresponding emotional experience that provided the foundation for inner mental change and the foundation on which moral education has succeeded. It also discusses the interrelation of moral emotional experience and moral cognizance in moral education.

A concept of stages for everyone. Don Collins Reed, Wittenberg University, USA.

You don't make someone more moral by prompting them to advance to a higher Kohlbergian stage any more than you make someone a better driver by getting them into a better handling automobile. Did Kohlberg think you could? Yes and no. In this presentation I will attempt to untangle two errors from the Kohlbergian concept of stages which have been major distractions for critics: the idea that stages are mechanisms of reasoning and the idea that stages are metaethical orientations. When we untangle these two ideas, we are left with a stage concept acceptable both to the domain theorists and to the schema theorists in the Minnesota (DIT) Group and yet also acceptable both to traditional Kohlbergians and to Vygotskians. I will explain how this can be so.


This research presents preliminary findings from a social cognition study of altruistic love and compassionate care in L'Arche communities for the developmentally disabled. 15 novice and 15 experienced L'Arche caregiver assistants, along with a matched comparison group were given semi-structured clinical interviews. Interview questions focused on actual self, sense of self through time, self with others, and expected self representations. Interview responses were analyzed using a computational language program and then "mapped" using multi-dimensional scaling (MDS). Perceptual maps demonstrated that experienced assistants have a better sense of the self as continuous through time when compared to novice or comparison groups.

Social and Personality Characteristics of Forgivers of Injustices Across Categories of Equity. Julio Rique, Northern Illinois University, USA and Cleonice Camino, Universidade Federal da Paraiba, Brazil.

This is a study on interpersonal forgiveness and equity. We aim to identify social and personality characteristics of group categories of equity compared by the degree to which they forgive offenders after injustices. A sample of adolescents and young adults will answer the Enright Forgiveness Inventory (EFI; Enright, Rique & Coyle, 2000) as a measure of interpersonal forgiveness, the Balanced Inventory of Desirable Responding (BIDR, Paulhus, 1988), and an inventory of social personality characteristics that will be developed. Analysis and discussions will be made on moral education: forgiveness and equity for conflict resolution.

Finding a Witness. Martha J. Ritter, Fresno Pacific University, USA.

The author examines when and why we might look for witnesses, and following from this analysis, considers when students in schools do and should give testimony. Student writing from elementary school, from writing groups, and from teacher education classes are presented as cases of looking for a witness. Being witnesses for one another is argued to be essential to an education.
which develops the sensibilities and generates the kind of knowledge of that can support us in finding ways to live together with less hatred and oppression.

**Moral Consciousness in a Community of Inquiry.** Josephine Russell, St Patrick's College, Republic of Ireland.

This presentation aims to show that the interactive dialogue process in a "Community of Inquiry" is an effective medium for moral education. A video of a class group of Irish children engaged in moral discussion will be introduced at two different age levels, firstly at age 7-8 years and later (the same group) at age 11-12. The children are shown grappling with issues of rights and responsibilities, inclusiveness and difference, loyalty and trust, friendship and respect for others. Research findings will be discussed in the light of existing research under: differences in how children approach a topic, skills learned in the format of the community of inquiry, levels of participation and gender differences.

**Healthy and Pathological Spiritual Development.** W. George Scarlett, Tufts University, USA.

Spiritual pathology is not much discussed or understood. In this paper, a category system is presented describing three types of spiritual pathology: 1) Mental illness; 2) arrested spiritual development; 3) structurally developed spiritual pathology. Using Hitler as an example. I outline a model of spiritual development that helps define, describe and explain spiritual pathology. Here spiritual development is defined as a life long effort to express or live out three central spiritual values: love, justice, and personal well-being. The model suggests that behind this effort are images that determine whether these spiritual values get expressed or whether spiritual development will go awry.

**Feeling Sorry and the Expression of Remorse in Adolescents.** Christopher Seaver, Sharon Lamb. Saint Michael's College, USA.

At some point all of us feel sorry for something we have done, some moral transgression. In the U.S., it is expected that children and adolescents, when they do wrong, should say they are sorry. However, being able to say "sorry" for important transgressions may be beyond the emotional development of some. In this study, we examine adolescents' experiences with committing a transgression for which they did say they were sorry and a transgression for which they did not say they were sorry. We examine what emotions in reaction to the transgression may be associated with saying one is sorry and what reactions from others or expected reactions from others may inhibit saying one is sorry.

**Identities, moral values and differences.** Victor Jeleniewski Seidler, University of London, UK.

This paper frames concerns to do with moral education and 'race' through exploring issues of race and ethnic identity as potentially crucial moral concerns. I draw upon auto/ethnography to explore how Jewish identities in the wake of the Holocaust came to be disavowed through the implicit workings of a Kantian moral education in 1950s British schools. Treating Jewish difference as a matter of individual religious belief worked to discount local histories of anti-Semitism and rendered the holocaust an issue of personal suffering. I draw on Seamus Heaney’s experience of school teaching to explore the moral significance of finding the right words to identify yourself. I go on to relate this to the often traumatic experience of 'second-generation' Black Britons and ways 'race' and moral education were entwined for them in the 1970s partly through the sounds and language of dub poet Linton Kwesi Johnson, the words of Lemn Sissay and the music of Ms. Dynamite.

This study examines the relations among different areas of ethical concern in 120 Norwegian students: Ecological concern as measured by the New Environmental Paradigm (NEP), care-based moral reasoning as measured by the Ethic of Care Interview (ECI), and justice-based moral reasoning as measured by the Sociomoral Reflection Objective Measure. The relationship between ECI and NEP was significant, but only for women. Women who scored high on care reasoning also showed more environmental concern than did women who scored low on care reasoning. Thus, the results suggested that care-oriented moral thought is more predictive of ecological concern in women than in men.

The Neural Foundations of Thinking Morally. John Snarey, Clinton Kilts, Diana Robertson, Rick Gilkey, Keith Harenski, DuBois Bowman, Opal Ousley, Emory University, USA.

Recent advances in brain imaging technology now make it possible to explore how the human brain engages in moral reasoning. The goal of the present in vivo brain imaging study was to define those neural activations that are perhaps unique to moral thought. Functional magnetic resonance imaging (fMRI) technology was used to observe the neural processing of contextually standardized moral dilemmas, as well as strategic, tactical, and neutral problems. The results indicated that the initial neural processing of care and justice moral issues shared common activations during subjects' intuitive or implicit recognition of a moral dilemma. In contrast, subsequent effortful moral reasoning showed activations in other neural regions and, furthermore, care reasoning and justice reasoning activated significantly different or uncommon areas of the cerebral cortex during such effortful moral deliberation of a moral dilemma.


The study presents interim results of an ongoing project dealing with pre-cursors of object-related legal terms. They are defined according to German law. They imply borrowing and lending objects, exchange of objects, to rent objects and to use a (societal) contract. So the legal definitions are the "theoretical lenses" used to define the behavioural and conceptual pre-cursors of dealing with objects normatively. Methods of data collection are video records of game situations plus the analysis of the children's verbal behaviour. This detailed analysis of dealing with objects in social relations normatively, allows to formulate some consequences for moral/legal education.


The JME, in its 32nd year of publication, has close links with the AME, and is the international scholarly journal in moral education and development. The journal publishes theoretical papers, reports of empirical research and evaluations, special issues, review articles, book and curriculum materials reviews. With increasing publication pressure on academics and a highly selective peer review process, how can authors enhance the acceptance of their paper for publication? The JME aims to be inclusive of international, cultural and individual diversity and welcomes papers from new scholars and contributors to the peer reviewing and book reviewing processes. Come and meet the JME Editor and Book Review Editors to pose your publication questions and gain some tips about getting published in JME.

Schools in England are required to make curricular provision for citizenship education, which includes three strands: moral and social development, community involvement and political literacy. An outline is given of an ongoing systematic review of empirical research which synthesises international evidence to explore how schools make provision for citizenship education, its impact on the structures and processes of schooling and the implications for teacher education. The review is characterised by a highly systematic and structured methodology, in terms of identifying and describing studies, extracting data, weighing evidence and synthesising data. The review forms part of the web-based work of the Evidence for Policy and Practice Information and Co-ordinating Centre of the University of London and will make recommendations for policy and practice based on its findings.


Circle Time is a popular strategy in UK primary schools for promoting pupils' self-esteem, interpersonal skills, emotional literacy, problem solving and the development of values. Proponents endorse Circle Time in handbooks and training, but here has been little independent research investigating its aims and use in classrooms and evaluating claims for its effectiveness in learning. Drawing on a national survey and case studies involving observations and interviews with teachers and pupils in 14 schools, this presentation will critically consider some of the main issues in successfully implementing Circle Time as a pedagogy for personal and social learning. In particular it will provide evidence from observational accounts and the testimonies of teachers and pupils of moral and citizenship learning from participating in Circle Time.

Describing and testing an intermediate concept measure of adolescent moral thinking. Stephen Thoma, Nita Hestavold, University of Alabama, Mike Crowson, University of Oklahoma, USA.

Over the last decade many have raised concerns about the behaviour and character of our high school and college students. Typically the means suggested to address these concerns focus on the schools and the need to add character education to the curriculum (e.g., Bebeau, Rest, & Narvaez, 1999). Unfortunately, most of the suggested programs are not built on firm theoretical foundation and few appropriate measures are available for program evaluation purposes (e.g., Bebeau, Rest, & Narvaez, 1999, Benninga, 1998). The intent of this proposal is to describe one such measure - a measure of moral thinking that is theoretically based and at the same time addresses issues of relevance to the populations under study.

Relationship of Moral Education in the Home to Delinquency, Self-esteem and Academic Achievement. Brent L Top, Bruce A. Chadwick, Brigham Young University, USA.

This paper reports the findings of a study relating moral education in the home to delinquency, self-esteem, and academic achievement among high school students who are members of the Church of Jesus Christ of Latter-day Saints (LDS). Information was collected from nearly 5000 LDS high school students in three different regions of the United States, in Great Britain, and in the Mexico City area. The teaching of religious principles, regular family prayer, and regular reading of the scriptures as a family were related to lower rates of delinquency including offenses against others, property offenses and victimless (status) offenses. In addition, family moral education was significantly related to higher self-esteem and to higher academic achievement.
Moral Education In Authorial Schools: main peculiarities. Tatyana Tsyrlina, Kursk State University, Russia.

This paper will present the findings of the research in the field of world famous humanistic "authorial schools" (born mostly in the XX-th century), which produce genuine moral culture, and in this way create all the necessary conditions for a child's growth and stable moral development. I will try to show that establishing such schools is one of the remedies to enforce the moral influence of the school on its students and teachers.

Moral education and the role of teacher in post-communist period. Pavel Vacek, University of Hradec Králové, Czech Republic.

This contribution describes the situation in the area of moral education in the post-communist period. The first part shows the broader social context, which represents a crucial factor influencing the process of education as a whole and specifically the process of moral development. The second part analyses why is moral education still so poorly implemented into the schools and so insufficiently developed by the teachers in the Czech Republic. In the third and final part we examine how we could improve moral education in the conditions of a post-communist country and thus strengthen the overall morals of the society.

Religious and non-religious moralities among Finnish adolescents from three theoretical viewpoints. Satu Annukka Vainio, University of Helsinki, Finland.

The paper examines religious and non-religious Finnish adolescents' conceptions of morality and rule systems. The approach is multitheoretical and multimethodological, focusing on theories of Kohlberg, Turiel and Shweder and associated empirical methods. The empirical part consisted of interviews of the respondents representing contrasting religious ideologies. The total sample was 30, divided into Conservative Laestadians, Evangelical Lutherans and non-religious respondents. The mean age was 17 years. Non-religious respondents divided Turiel's domains whereas religious respondents didn't. Around 74% of moral justifications of the Laestadian group did not fall into Turiel's domains as compared to 5% using Shweder's Ethics. The Ethics of Autonomy and Community were relatively merged. I discuss the effects of the current theoretical definitions of morality integrating it with Moscovici's Social Representations theory.

Moral judgements of children and adults: what is the difference? Zsuzsanna Vajda, Szeged University, Hungary.

My aim is to show that various approaches to the development of moral judgment belong to certain constructions of childhood. These constructions form a comprehensive system of presumptions along with others assumptions about the nature and origin of morality. Piaget's theoretical approach is based on the presumption that children's psyche is special and formal-rational thinking is the most important component of mature moral judgment. For Kohlberg both cognitive skills and differences between children and adults are less important. Socio-moral domain theory claims that children from very early on can recognize transgression of moral rules. This approach - in a similar vein to the cognitive school of developmental psychology - contains the implicit presumption that there is no qualitative difference between the moral judgments of children and adults. We need to ask, how much is developmental research a contributor of cultural transformations or is it their product?

The suicide attacks of September 11, 2001 and the aftermath of these events also effect Humanitarian Law and Just War principles. Will we eventually be confronted with the erosion of these principles and thus of Just War as such? In answering this question two important principles of Just War will be discussed ('right authority' and 'just cause') and their substratum will be disclosed: the inalienability of human rights. A historical investigation of this last concept will lead from Antiquity to the Renaissance and the Enlightenment. Can the conclusions drawn from this historical survey contribute to a dialogue between the two human rights discourses (Western and Islamic) on the actual universal status of 'human rights'? Discussing questions like these contribute in an important way to moral education and thus to moral responsibility on a social and political level.


This poster presents the (preliminary) results of an ongoing Norwegian (PhD) research project. The project analyzes the use of verbal expressions as moral tools mediating the responses of 78 Secondary School/High School students to online presentations of moral challenges. Patterns of coexistence and interaction between moral principles and relational or context oriented phrasings in the responses are analyzed, as well as the mastery of morally relevant cultural tools from different fields of science and everyday practice. Gender differences and context influences are among the aspects described and shortly discussed in this presentation.

Political Cognition of Adolescents and Perception of Justice. Caroline Villiger-Hugo, University of Fribourg, Switzerland.

This presentation reports first findings from a current quantitative study in Switzerland on political cognition in adolescence (13 to 19 years). The focus of the presentation is on the analysis of the relationship between political cognition and the perception of justice in adolescence. We postulate that the perception of justice respectively of injustice is related to ethnic and civic orientations. The importance of morality and the perception of justice in particular in the shaping of civic attitudes will be discussed.

Moral Development for the Helping Professions: Applications in a Pluralistic World. Elizabeth Vozzola, Saint Joseph College, USA.

In her 1997 Kohlberg Memorial Lecture Carol Gilligan reflected on her many discussions with Lawrence Kohlberg on “what to do and how to live.” These questions remain especially pertinent to the helping professionals. This roundtable invites colleagues to hold a conversation centered on the practical aspects of translating moral development theory and research to the areas of parenting, education (including religious education and coaching), and counseling. Many of us work with diverse populations whose cultural and/or religious traditions promote practices and ways of thinking that challenge our conceptions of development. This roundtable aims to provide a forum to share insights about curricula, programs and methods that have worked well (and not so well).
Multiple Ideals of Moral Exemplarity. Lawrence J. Walker, University of British Columbia, Canada.

Contemporary moral psychology emphasizes moral rationality but minimizes aspects of moral personality that pertain to our basic values, character, and identity. The goal of my present research is to instigate a more balanced account of moral functioning - to enlarge the moral domain - by providing an empirically-derived taxonomy of different types of moral exemplarity. The findings of a sequence of studies challenge the notion of a singular moral ideal in that divergent personality profiles were evidenced for different types of moral exemplarity. Potential incompatibilities among some moral virtues were also identified, indicative of inherent tensions in moral functioning. At the same time, a substantial number of traits were found to be common, suggestive of the core of moral functioning. The findings revealed many aspects of morality that are salient in common understandings yet curiously absent in our models of moral functioning.

Socio-political controversies and injustices and the advent of ethics. Gerda Wever-Rabehl, Simon Fraser University, Canada.

This session will include a slide presentation exemplifying the Levinasian theme of the face and the gaze of the other and a short piece of prose. We will follow the inner dialogue of the main character in the narrative who struggles with the fundamental question of the advent of ethics after a humanitarian mission in social contexts filled with controversies and injustices. This introduction will initiate a discussion around topics such as the ideas of beauty, love, moral imagination, moral agency in a Stoic, ontological sense, the existential notion of action, and implications for education.

A Democratic Bottom Line: MBA Students, Ethics and Classroom Democracy. Tom Wilson Chapman University, Dana Walsh, Tola C. Heng, Pepperdine University, USA.

While there is a plethora of material devoted to the field of business ethics in general, it would be rare to find a program that (1) sees the development of democratic character as the bottom line and (2) arms its students with enough democratic theory to question the lack of democracy at any work site. This session will describe procedures and results of a one trimester MBA course in Organizational Behavior focused upon student democratic/ethical development. Issues to be explored include authority relationships, course structure and organization, empowerment, classroom community development, conflict, assessment of student work, and course evaluation methodology.
### DAY AND TIME OF PRESENTATION BY FIRST AUTHORS

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<td>Verveij Desiree</td>
<td>Saturday</td>
<td>12:45-14:15</td>
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<tr>
<td>Vestoel Jon</td>
<td>Friday</td>
<td>14:00-17:00</td>
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<tr>
<td>Villiger Caroline</td>
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<td>8:15-9:30</td>
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<td>11:15-12:45</td>
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<td>Wiladlak Chuwanee</td>
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<tr>
<td>Wilson Tom</td>
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<td>12:45-14:15</td>
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