The Association for Moral Education invites you to the 32nd Annual Meeting in Fribourg / Switzerland

July 5 to 7

AME 2006

Getting Involved:
Global Citizenship Development and Sources of Moral Values

Department of Educational Sciences
University of Fribourg/Freiburg
Fritz Oser, Chair of Education and Educational Psychology
www.unifr.ch/pedg/AME
We gratefully acknowledge the generous support of several sponsors:

- Swiss National Science Foundation
- Federal Office for Education and Science
- University of Fribourg
- City and Canton of Fribourg
- Villars Maître Chocolatier S.A.
Welcome

Dear colleagues and friends,

I am happy and honored to welcome you to the AME 2006 conference, the 32nd one, in Fribourg, Switzerland! It is a special event to host the conference in Europe and at our university. It is a special effort for the American members to take the trip abroad, I am thankful that the board made this plan despite the expense.

To us, this conference is already an unforgettable event, after we got fully involved during the period of preparation. It will, thanks to all your contributions, be the same to you. The contributions and participants come from all over the world, which is a great sign of Getting Involved together: 210 contributors out of 37 countries, from all continents. Gertrud Nunner-Winkler is this year's Kohlberg Lecturer, and will speak on Socio-Cognitive Development, Strength of Moral Motivation and Content of Moral. Other invited speakers will further develop our "Getting Involved" topic on Global Citizenship Development and Sources of Moral Values.

Many people and institutions have made this conference possible through their sponsorship or support. Their names and contributions are detailed on the Acknowledgements page. As for the pictures, you find with me Gretl Oser, manager of this conference and also my wife, and Michael Luterbacher, conference assistant. Special and warm thanks to both of them.

As for this program, we have chosen to put the chronological overview (by day) on the first pages. After this we brought up an order by the various formats, hoping this to be convenient. We have keynote addresses, symposia and panels, paper and poster sessions, and round tables - manifold forms thus stand for the richness of interchange and getting involved with each other. We also proudly recommend the conference folder with its many materials, including maps and travel ideas in the beautiful environment of Fribourg and further Switzerland.

I am looking forward to all of what comes during these days in early July, and I wish you will enjoy the academic input as well as the refreshment of friendships; don't leave out to visit the medieval part of the town with its traditional hospitality, the exclusive restaurants, the river and the bridges, and try to take time in order to tour the nearby mountains, valleys and lakes.

Sincerely,

Fritz Oser
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Pre-Conference Activities

Tuesday Afternoon, July 4, 2006

Workshop 1
Time: 3:00-6:00 pm
Room 4122

Eva Skoe, Norway:
The Ethic of Care Interview: Administration and Scoring

In this workshop instructions and training will be given in how to administer and score an increasingly used care-based moral reasoning measure, the Ethic of Care Interview (ECI), which is based on Gilligan's (1982) theory. The ECI consists of a real-life conflict generated by the participant and three standard interpersonal dilemmas. The levels of care move from an initial perspective of self-concern, through a questioning of this as a sole criterion, to primarily other-concern, through a similar questioning of this as a sole criterion, to a final perspective of balanced self-and-other concern (Skoe, 1998). Training includes observation of the interview and scoring from sample protocols. There will be opportunity for participants' active involvement.

Wednesday Morning, July 5, 2006

AME Boardmeeting
8:00-12:00, Room 2118

MOSAIC Coffee-Morning
8:00-12:00, Room 2113

Workshop 2
Time: 9:00-12:00 am
Room 4122

Georg Lind, Germany:
The Konstanz Method of Dilemma Discussion

The Konstanz Method of Dilemma Discussion (KMDD) has emerged from the seminal dilemma method by Moshe Blatt and Lawrence Kohlberg. It is also based on Habermas' communicative ethics, Oser's discourse method, and Lind's Dual-Aspect-Theory of moral behavior and development. In the past 20 years, I have added new elements to this method, changed several features, and sharpened its focus to make it even more effective. The KMDD is one of the few educational methods that have been systematically evaluated, too. It has strong and lasting effects on the cognitive-moral development of students of various age groups. In intervention studies, very high effect sizes were found (gains of 14 C-points; r > 0.70). This workshop will introduce the three main didactical principles of the KMDD, a blueprint for a dilemma discussion, and guidelines for writing your own dilemmas.
## Getting Involved: Global Citizenship Development and Sources of Moral Values

**Wednesday Afternoon, July 5, 2006**

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<th>Time</th>
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<td>1:00-2:00</td>
<td><strong>Opening Ceremony</strong></td>
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<td>Guido Vergauwen, Vice President of the University: Morality and Human Tradition</td>
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<td>John Snarey: Conference Opening by the AME President</td>
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<td>Music: The Michel Trio</td>
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<td>2:00-2:10</td>
<td>Break</td>
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<td>2:10-3:10</td>
<td><strong>Keynote Address 1</strong></td>
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<td>Dr. Bernadette Charlier</td>
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<td><strong>Keynote Address 2</strong></td>
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<td>Dr. Wolfgang Edelstein</td>
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<td>3:10-3:30</td>
<td><strong>Coffee-Break in the Hall of Honor</strong></td>
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<td><strong>Invited Symposium 1</strong></td>
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<td>Room 4112</td>
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<td><strong>Getting Involved:</strong></td>
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<td>Citizenship Development and Moral Development</td>
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<td><strong>Part I</strong></td>
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<td>Kirsir Töri, Finland</td>
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<td>Pietro Boscolo &amp; Daniela Bello, Italy</td>
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<td>Nava Maslovaty, Arle</td>
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<td>Cohen &amp; Sari Fishman-Furman, Israel</td>
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<td>Vera Husfeldt, Switzerland</td>
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<td>Chair: Wiel Veugelers</td>
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<td><strong>Symposium 1</strong></td>
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<td><strong>The Moral Self in Adolescence</strong></td>
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<td><strong>Reinvestigating Components and Contexts of Moral Development</strong></td>
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<td>Chairs:François, Sveti &amp; MONIKA KELLER</td>
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<td>Discussant: Gertrud Nunner-Winkler</td>
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<td>BRIGITTE LATZKO, Germany</td>
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<td>TINA MATTI &amp; IRINE KRIOSI, SWITZERLAND</td>
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<td>DANIEL DRAVENA, Germany</td>
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<td>MONIKA KELLER, AGNES</td>
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<td>BRANDT, Germany &amp; FU-XI FANG, CHINA</td>
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<td>5:15-5:30</td>
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<td>5:30-7:00</td>
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<td><strong>Part II</strong></td>
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<td></td>
<td>ROSA MARIA BUXARRAIS, ESPADA, SPAIN</td>
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<td>Hélène Leenders, Wiel &amp; TELIE HINNAGAN, NETHERLANDS</td>
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<td>HELLEN HASTE, USA &amp; AMY HOGAN, ENGLAND</td>
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<td>Chair: Wiel Veugelers</td>
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<td><strong>Symposium 3</strong></td>
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<td><strong>Forming Citizens of Democratic Russia:</strong></td>
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<td><strong>Integration of Different Educational Potentials</strong></td>
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<td>NATALYA SELIVANOVA, RUSSIA</td>
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<td>IRINA DEMAKOVA &amp; TATYANA ERMANDES, RUSSIA</td>
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<td>TATYANA TSYRLINA, RUSSIA</td>
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<td>7:00-8:00</td>
<td><strong>Symposium 5</strong></td>
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<td>Room 3119</td>
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<td><strong>Chair:</strong> Franciska Templer</td>
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<td><strong>Sensitivity, Empathy, and Intuition as Claims for Effective Moral Education</strong></td>
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<td></td>
<td>Bruce Maxwell, Germany</td>
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<td>May M. L. Ng, Macau</td>
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<td>Christine Gouveia, USA</td>
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<td>Hema Pant, India</td>
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<td>7:00-8:00</td>
<td>Welcome Reception of the University of Fribourg in the Hall of Honor</td>
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Program Overview

Wednesday Afternoon, July 5, 2006

1:00-2:00

Break 2:00-2:10

2:10-3:10

Coffee-Break in the Hall of Honor 3:10-3:30

3:30-5:15

Break 5:15-5:30

5:30-7:00

Welcome Reception of the University of Fribourg in the Hall of Honor 7:00-8:00
Thursday Morning, July 6, 2006

8:30-10:15 Invited Symposium 2
Room 4112
Re-Conceiving Jewish, Christian and Islamic Unity: A Moral Education Quest?
Chair: Terry Lovat
Discussants: Fritz Osor
Participants:
Aziz Haider, Israel
Terence J. Lovat, Australia
Zehavit Gross, Israel
Mohammed Dajani, Palestine
Avigail Yinon, Israel

Paper Session 10
Room 3120
Chair: Tomas Bascio
Teachers Professional Morality: From Novices to Experts
Marian Fitzmaurice, Ireland
Chuanbao Tan, China
Alicia Wenzel, USA
Feyza Doyran, Turkey

Paper Session 11
Room 3119
Chair: Angela-Livia Nydegger
Moral Leadership of Teachers, Administrators and Business People
Simon Robinson, UK
John Pijanowski, Dawn Schrader, USA
Maria Sucupira da Costa Lins, Joao Malheiro, Juliana Dantas & Monique Longo, Brazil
Jay W. Brandenberger, Annie Cahill Kelly & Jessica McManus Warnell, USA

Paper Session 12
Room 3118
Chair: Sibylle Steinmann
Children's and Adolescents' Understanding of Moral Stories and Moral Dilemmas
Robert Gandort, Dirk Schulz & Patricia Nevers, Germany
Josephine Russell, Ireland
Chiara Bacigalupa, USA
Jessica Matthews & Nicole Mangiere, USA

10:15-10:35 Coffee-Break in the Hall of Honor

10:35-11:35 Keynote Address 3
Auditorium A
Introduction: Bernadette Charlier
Leo Montada, Germany: Moral Education by Conflict Mediation

Keynote Address 4
Auditorium C
Introduction: Ronnie Blakney
Marvin Berkowitz, USA: A Comprehensive Approach to Forstering Moral Psychological Development in Schools

11:35-11:45 Break

11:45-12:30 Hall of Honor
Simultaneous Poster Session
Hanna L. Buzynsksy, Nathan H. Raines, Lucy C. Widden & Andrew C. Garrod, USA
Jennifer Curry, Sandra Pollock & Mike E.H. Robinson, USA
Luciano Gasser, Eveline Gutzwiler & Simone Dietschi, Switzerland
Attila H. Horvath & Peter Jaeger, Hungary
Nobumichi Iwasa, Japan
Soile Juutili & Kaija Pesso, Finland
Araki Kazutomo, Japan
Angie L. Kim, USA
Gunther Krampen & Gabriel Schui, Germany
Darcia Narvaez, Anna Gomberg & Erin Carney, USA
Concepcion Naval & Caroline Ugarte, Spain
Mike E.H. Robinson, Sandra Robinson & Jennifer Curry, USA

12:30-1:30 Young Researcher’s Lunch with the AME-President and Treasurer
Meeting Point: Hall of Honor, Reception Desk
Thursday Morning, July 6, 2006

Program Overview

Paper Session 13  
Room 3026  
Chair: Horst Biedermann  
**New Approaches to Measuring Moral Judgment**  
Tonla Bock, Jim Lies, Darola Nervaz, USA  
In-Jae Lee, South Korea  
Gerhard Minnemoor, Germany  
Jan Boom & Hans Wouters, Netherlands

Paper Session 14  
Room 3027  
Chair: Michael Niederhauser  
**Juvenile Conceptions of Human Risks**  
Johannes Bach, Silvia Kraizer & Dieter Ulch, Germany  
Hye-Soon Lee, Yun-Suk Ryu, Mi-Kyung Kim, South Korea & Detlef Garz, Germany  
Angela Barrios Fernandez & Cristina Del Barrio Martinez, Spain  
Gaert Jan J. M. Stams, Daan Brugman, Maja Dekovic & Lenny Van Rosmalen, Netherlands

Paper Session 15  
Room 3025  
Chair: Gian-Paolo Curcio  
**War and After-War Time: How to Prevent Retribution**  
Frederick M. Gordon, USA  
Fumiyuki Ohnishi, Japan  
Kaye Cook & Andrew Garrod, USA

Paper Session 16  
Room 3026  
Chair: Christine Ruckdiaschel  
**Mercy Ethics and Cosmopolitan Identity: Kant, Mead and Berlin**  
Chris Hanks, USA  
Yen-Hsin Chen, UK  
Seyejavad Emamjomehzadeh, Iran  
Julio Rique & Cleonice Wouters, Netherlands  
P.S. Camino, Brazil

Coffee-Break in the Hall of Honor  10:15-10:35

10:35-11:35

Break 11:35-11:45

Film Session  
Room 2029  
Chair: Kurt Leiser  
**Remembering Lawrence Kohlberg: A Lecture and an interview from 1982**

Young Researcher's Lunch with the AME-President and Treasurer  
12:30-1:30  
**Meeting Point: Hall of Honor, Reception Desk**
### Thursday Afternoon, July 6, 2006

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<th>Time</th>
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<tr>
<td>1:30-3:15</td>
<td><strong>Invited Symposium 3</strong>&lt;br&gt;Room 3120&lt;br&gt;Getting Religiously Involved&lt;br&gt;Chair: Kirsi Tirri&lt;br&gt;Discussant: Wiel Veugels&lt;br&gt;Participants: Fritz Oser, Switzerland&lt;br&gt;Elina Hella, Finland&lt;br&gt;Carmine Maiello, Switzerland&lt;br&gt;Kirsi Tirri, Finland</td>
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<td>3:15-3:35</td>
<td>Coffee-Break in the Hall of Honor</td>
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<td>3:35-5:20</td>
<td><strong>Invited Symposium 4</strong>&lt;br&gt;Room 3119&lt;br&gt;The Just Community Approach: Deliberative Democracy and Engaged Citizenship&lt;br&gt;Chair: Clark F. Power, USA&lt;br&gt;Discussant: Jay Brandenberger, USA&lt;br&gt;Participants: Clark F. Power, USA&lt;br&gt;Ann Higgins/D'Alessandro, USA&lt;br&gt;Georg Lind, Germany</td>
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<td>5:20-5:30</td>
<td>Break</td>
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<td>5:30-7:00</td>
<td><strong>Kohlberg Memorial Lecture</strong>&lt;br&gt;<strong>Auditorium B</strong>&lt;br&gt;Introduction: Fritz Oser&lt;br&gt;<strong>Gertrud Nunner-Winkler, Germany:</strong> The Value of Morality: Development of Moral Motivation from Childhood to Young Adulthood&lt;br&gt;Music: Chamber Music Ensemble</td>
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<td>7:15-8:15</td>
<td><strong>Reception of the City and the Canton of Fribourg</strong> at the Jean Tinguely - Niki de Saint Phalle Arts Complex</td>
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### Thursday Afternoon, July 6, 2006

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<td>1:30-3:15</td>
<td><strong>Symposium 5</strong>&lt;br&gt;Room 3026&lt;br&gt;The Transformation of Moral Emotions&lt;br&gt;Chair: Blakeney Charles D.&lt;br&gt;Participants: Maria B. Spychiger, Switzerland&lt;br&gt;Lisa Hattersley, Switzerland&lt;br&gt;Charles D. Blakeney, Switzerland&lt;br&gt;Ronnie Frankel Blakeney, Switzerland&lt;br&gt;Invited Panel 1&lt;br&gt;Room: 3023&lt;br&gt;Chair: Smart and Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond&lt;br&gt;Thomas Lickona, USA&lt;br&gt;Discussants: Marvin Berkowitz, USA &amp; Steve Thoma, USA</td>
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<td>3:15-3:35</td>
<td>Coffee-Break in the Hall of Honor</td>
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<td>3:35-5:20</td>
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<td>5:30-7:00</td>
<td>Reception of the City and the Canton of Fribourg at the Jean Tinguely - Niki de Saint Phalle Arts Complex</td>
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**Program Overview**
Friday Morning, July 7, 2006

8:15-10:00 Symposium 8
Room 4112
Out-of-Classroom Experiences with Urban Youth and Teachers: Strategies for Increasing Moral Sensitivity
Chair: Donald Biggs
Discussant: Darcia Naveá
Participants:
Tatyana Tsyrlina, Russia
Robert Colesante & Donald Biggs, USA
Cheryl Gowie, USA

8:15-10:00 Symposium 9
Room 3028
Political Orientation, Participation and Civic Education in Schools
Discussant: Wolfgang Althof, USA
Participants:
Fritz Oser & Sibylle Steinmann, Switzerland
Christine Riegel, Sabine Tannor & Fritz Oser, Switzerland
Michael Luterbacher, Switzerland
Horst Biedermann, Switzerland

10:00-10:15 Coffee-Break in the Hall of Honor

10:15-11:05 Plenary Address
Auditorium B
Introduction: Jean-Luc Gurtner
Jean-François Bergler, Switzerland:
The Historian and the Morality of History: The Holocaust and the Case of Switzerland

11:05-11:15 Break

11:15-12:45 Invited Panel 2
Room 4112
Chair: Traugott Elsaesser
The Belief in a Just World
Claudia Dalbert, Germany
Discussants:
Leo Montada, Germany;
Thorkildsen Terri, USA & Power Clark, USA

12:45-1:30 Lunch

1:30 End of Day
Friday Morning, July 7, 2006

Paper Session 19
Room 3024
Chair: Lisa Hattersley
Effectiveness of Different Moral Education Programs
David Silverberg & Stephanie Hack-Silverberg, USA
Clary Milinksky-Sapiro, Brazil
Jean-Luc Patry, Sieglinde Weyringer, Alfred Womberger, Austria
Joachim Schulze-Bergmann & Rainer Micha, Germany

Paper Session 20
Room 3120
Chair: Tomas Bascio
Directors', Professors', Mentors', and Nurses' Professional Morality
Derek Sellman, UK
Catalina Morfin Lopez & Juan Carlos Nunez Bustillos, Mexico
Vishalache Balakrishnan, Malaysia
Trygve Bergem, Svin Halgeisen & Torhild Roland Vetvik, Norway

Paper Session 21
Room 3119
Chair: Maria Spychiger
New Wine in Old Skins: Problems of the Kohlberg Theory
Don C. Reed, USA
Gunnar Jorgensen, Norway
Thomas Kesselring, Switzerland
Klaus Beck, Germany

Coffee-Break in the Hall of Honor 10:00-10:15
10:15-11:05

Paper Session 22
Room 3025
Chair: Ronnie Blakeney
On the Quality of Teachers' Moral Reflections and Moral Educational Engagement
Avraham Pinkas, Israel
Dilvy Sharma, Dean Prerana Mohite, India
Johan M. Luttenberg, Theo C.M. Bergen, Netherlands

Break 11:05-11:15

Paper Session 23
Room 3120
Chair: Sibylle Steinmann
Foundational Issues in Moral Education
Sea-Yu Wang & Chang-Hwang Cheng, Taiwan
Monica S. Van Fleet, USA
Dawn Schrader, Jessica Matthews, Jessica Greenstone, Christine Gouveia & Nicole Mangiero, USA

Paper Session 24
Room 3024
Chair: Christine Riegel
Victimization, Re-Integrative Shaming and Moral Transgression
Leonle Le Sage, Doret De Ruyter, Netherlands
Zsuzsanna Vajda, Hungary
Christina Del Barrio, Kevin Van der Meulen, Héctor Gutiérrez, Angela Barrios & Laura Granizo, Spain

Film Session
Room 2029
Chair: Kurt Leiser
Remembering Lawrence Kohlberg: A Lecture and an Interview from 1982

Lunch 12:45-1:30
Friday Afternoon, July 7, 2006

1:30-2:20
Keynote Address 5
Auditorium A
Chair: Fritz Staub
Joel Westheimer, USA:
Educatng the "Good" Citizen

Keynote Address 6
Auditorium C
Chair: Horst Biedermann
Ruth Deakin-Crick, UK:
Pedagogy for Citizenship

2:20-2:30 Break

2:30-4:00 Panel 1
Room 4112
Chair: Christine Riegel
Controversy about the Gibbs Theory
Roger Bergmann, USA
Discussants:
John Gibbs, USA; Darcia Narváez, USA; Don Reed, USA

Paper Session 29
Room 3029
Chair: Fritz Staub
Political Identification, Ethical Understanding and Trans-National Rights and Duties, Or: What Is a Global Village?
Michael Crowson & Teresa K. DeBacker, USA
Williem Wardekker, Netherlands
Muna Golmohamad, UK

Paper Session 30
Room 3027
Chair: Traugott Elsaesser
Areas of Political Tension and Ecological Problems: The Judgement Action Gap in Reality
Chioma Igboegwu, Nigeria
Neil Ferguson, England
Karin Heinrichs
(Dissertation Award), Germany

Paper Session 31
Room 3026
Chair: Rebecca Müller
Aristotelian Elements as Sources for Moral Education: Affectivity and Virtues
Pete Allison, Paul Stonehouse & David Carr, Scotland
Elly Pirocacos, Greece
Kristján Kristjánsson, Iceland

4:00-4:20 Coffee-Break in the Hall of Honor

4:20-5:00
Presidential Address
Auditorium B
Introduction: Fritz Oser
John Snarey, USA:
The Neural Anatomy of Moral Judgment: New Directions in Neuroimaging Research and Why It Is So important for Moral Education

5:00-5:45 AME Community-Meeting
Auditorium B

6:00 Departure to the Banquet at Château Chillon
Meeting Point: Hall of Honor
Friday Afternoon, July 7, 2006

1:30-2:20

Paper Session 32
Room 3025
Chair: Horst Biedermann
Silence-Breaking, Family Violence and Repression as Hidden Forces for Fostering or Inhibiting Morality
Valery Sitnikov, Anna Strelenko, Natalia V. Parnyuk, Nadezhda Sitnikova & Alexander Parnyuk, Russia
Mechthild Kiegelmann, Germany
Francesca Anelli & Sharon Lamb, USA

Paper Session 33
Room 3024
Chair: Carmine Maiello
Foundational Issues of Moral Education
Dwight Boyd, Canada
Beong-Wan Chu, Republic of Korea
Maria Del Pilar Zeledon Ruiz, Costa Rica

Paper Session 34
Room 3120
Chair: Christine Ruckdäschl
Political Thinking and Citizenship Education: Freedom and Reciprocal Rationality
Thomas Wren, USA
James C. Conroy, Scotland
Jane H. Zhang, China

Break 2:20-2:30

Film Session
Room 2029
Chair: Kurt Leiser
Remembering Lawrence Kohlberg: A Lecture and an Interview from 1982

Coffee-Break in the Hall of Honor 4:00-4:20

4:20-5:00

5:00-5:45

Departure to the Banquet at Château Chillon 6:00
Meeting Point: Hall of Honor
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General Information

Conference Site
The Conference will take place at the University of Fribourg in the main building Misericorde.

Registration Desk
The registration desk is located at the Main Hall (Hall of Honor) of the Conference Venue and will be open every day from 8-12 am and 2-6 pm. Registration starts on Tuesday, July 4, 2 pm.

Badges
For identification purposes and admission to the session rooms, participants are requested to wear their badges, which will be given to them upon registration. Accompanying persons should contact the secretariat desk in order to get access to all the premises.

Official language
The official language of the Conference is English. No translation will be provided.

Audio-visual equipment for speakers
All rooms are equipped with beamers and over-head projectors.

Internet access during the conference:
There are two ways to the internet, either WLAN if you have your own computer, or a seat in one of the two computer rooms (MIS 6015 or 6017). Please ask for username and password at the registration desk.

Books
An exhibition of book publishers is held in the Hall of Honor. All participants bringing along their own books are invited to expose them, too.

What is included in the registration fee?
The registration fee includes the conference program, conference folder, coffee and croissants during the conference, the Welcome Reception of the University of Fribourg and the Reception of the City and Canton of Fribourg in the Museum.

Travel Information
Please note that there is another city called Freiburg in the South of Germany.
Fribourg/Freiburg in Switzerland is located about 35 km south of Berne and easily accessible by car and public transportation. Every half hour there is a direct train to Fribourg from Zurich airport and Geneva airport. You will find the Conference location close to the Fribourg train station (a 4 minutes walk).
No reservation is required for trains in Switzerland, but we recommended to buy a Swiss "Half Fare Card" (Swiss Pass), which costs CHF 99. This card gives you 50% deduction for one month on nearly all trains, boats and other public transportation and free entrance to many museums. With a second ride to go anywhere, it pays already.
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(The last 10 Conference Chairs)  
31. Sharon Lamb, Mary Casey, and Kaye Cook (2005, Cambridge, MA)  
30. Tom Wilson (2004, Dana Point, CA)  
29. Adam Niemczynski (2003, Krakow, Poland)  
28. Larry Nucci (2002, Chicago, IL)  
25. Darcia Narvaez (1999, Minneapolis, MN)  
23. John Snarey (1997, Atlanta, GA)  
22. Bill Belanger (1996, Ottawa, Canada)  
Social Events and Receptions

Opening Ceremony on Wednesday, 5th July at 1:00 – 2:00 pm
Music: Impresario Quartett

Opening Address
John Snarey (AME-president)
Guido Vergauwen (Vice-President of the University of Fribourg)
Fritz Oser (Chair of the conference)

Welcome-Reception on Wednesday, 5th July at 7:00 – 8:00 pm
The president of the University offers a welcome drink to all the participants of the 32nd AME Conference.

Reception of the City and Canton of Fribourg in the Museum of Fine Arts on Thursday, July 6th at 7:00-8:00 pm
The City-Council and the Council of the Canton, represented by Mrs. Madeleine Genoud-Page, offers this reception in the Open-Museum-Garden of the Museum of Art and History. In case of bad weather conditions it will take place in the Art Complex JeanTinguely-Niki de Saint Phalle.

Banquet in the Château Chillon on Friday, 7th July at 6:00 pm Departure Time
At 6:00 pm we meet in front of the Hall of Honor. The Shuttle bus leaves for Château Chillon where the Trompettes du Châtelard, dressed in historical costumes, will welcome us.
Dress-Code for us: A bit festive, but not formal outfit will be required for this special event. Feel free to wear comfortable clothes to this trip to a medieval location.
Special Scientific Events

Kohlberg Memorial Lecture
Thursday Afternoon, July 6, 5:30-7:00 pm
Auditorium B
Introduction: Fritz Oser

Opening with the Mozart Quartett in D-Dur
Katrin Hasler, Violine
Irene Arametti, Viola
Valentina Velkova, Violoncello
Nadja Camichel, Flute

Gertrud Nunner-Winkler, Germany
The Value of Morality: Development of Moral Motivation from Childhood to Young Adulthood

The conference question will be applied to the moral domain: How do children come to value morality? I want to answer this question on the basis of a longitudinal study of a representative sample of 150 German participants. First, I will briefly summarize findings already published concerning the structure of a modern type of moral motivation and its development in childhood. Then, data on the strength of moral motivation at ages 4, 6, 8, 17, 22 and longitudinal analyses of changes will be presented. There is a continuous increase in population means. Individual developmental trajectories, however, vary widely. These individual differences will be discussed in terms of SES background, gender stereotypes and gender identification.

Gertrud Nunner-Winkler studied sociology, economy and philosophy. 1970 she received her doctorate 1979 from the Free University in Berlin and her habilitation 1979 from the University of Bielefeld. Between 1971 and 1981 she worked at the Starnberg Max-Planck-Institute in the department of J. Habermas, then at the Max-Planck-Institute for Psychological Research (since 2002 the Max-Planck-Institute for Human Cognitive and Brain Sciences) where since 1998 she has been head of the Research Unit Moral Development.

Her research interests concern individual moral development, socio-historic changes in moral understanding, problems of identity formation, gender roles.
**Presidential Address**
Friday Afternoon, July 7, 4:20-5:00 pm, Auditorium B
Introduction: Fritz Oser

**John Snarey, USA**
The Neural Anatomy of Moral Judgment: New Directions in Neuroimaging Research and Why It Is Important for Moral Psychology and Education

Moral reasoning, like all behavior, is brain based. Therefore, understanding the neural foundations of moral thought may inform current theories and controversies regarding the psychology of morality and possibly provide useful inferences concerning effective methods of moral education. The application of neuroscience to the study of morality is still in its infancy but several studies, all published since the turn of the 21st century (2001 to the present), have made noteworthy contributions to our understanding of the functional neuroanatomy of moral judgment. This review of all functional magnetic resonance imaging (fMRI) studies of morality provides an elaborated model of the neural foundations of moral thinking, implicating a distributed cortical network involving diverse frontal and posterior cortical regions.

John Snarey is an Associate Professor at the Department of Psychology and the Division of Educational Studies at Emory University in Atlanta, U.S.A. His research interests are: Adolescent and adult development; Personality and social moral development, and the psychology of religious experiences.

**Plenary Address**
Friday Morning, July 7, 10:15-11:05 am, Auditorium B
Introduction: Jean-Luc Gurtner

**Jean-François Bergier, Switzerland**
The Historian and the Morality of History: The Holocaust and the Case of Switzerland

The historian lives within a society for which he works. He relates and explains the past in terms of needs of the time he is living in. He attempts to assume, on his part and within his work, the ethical principles of his environment. However, he has to face systems of moral principles of past times, attitudes opposing our conception of the morality, which – at their times – were not in dispute (witch persecution; slave-trade, and other examples). Yet, how can one explain these phenomena without justifying them? This paradoxical task, a historian has to deal with, comes to its extreme by the working out of the nazi-crimes and the crimes of war.

Jean-François Bergier was a Professor of History at ETH Zurich since 1969 and has been Professor emeritus since April 1999. In the 1990s he was appointed Chairman of the Independent Commission of Experts Switzerland - Second World War (ICE). Its role was to examine various aspects of the nation's actions before, during and after WWII. In December 1999, the Commission presented a report known as the Bergier Report. It addresses Switzerland's refugee policy before and during the WWII, specifically criticising two decisions by Switzerland that had a devastating impact on Jews attempting to find refuge there: in 1938, to stamp all passports with a 'J', and in 1942, the sealing of Switzerland's borders.
Keynote Address 1
Wednesday Afternoon, July 5, 2:10-3:10 pm, Auditorium A
Introduction: Tania Ogay

Ann Higgins-D’Alessandro, USA
Youth Development: Morality and Identity in Citizenship, Relationships, and Work

This presentation draws a picture of youth development focused on the ways that youth express their sense of morality and identity in citizenship, intimate relationships, friendships, and work. The focus is on how social contexts in these domains differentially influence youth development. It is argued that contexts can be parsed into idiosyncratic, content specific, and universal features. Second, it is argued that youth themselves must do some of this separating and be aware of doing it when making judgments and reflecting upon their decisions and actions. Being aware of these features in contexts across domains encourages flexibility and coherence in a sense of identity and morality, promoting the emergence of a moral self, defined, in part, as taking responsibility and action when contexts require them.

Anne Higgins-D’Alessandro is an Associate Professor at the Department of Psychology at Fordham University in New York, USA. Her main research interests are: Life-span development of moral identity, moral reasoning, and their relationships to positive and negative behavior and to self-conceptions and personal styles; the influence of institutional and educational environments on social cognitive development and behavior changes; development of instruments to assess (1) the influence of role-related stereotypes and attitudes on institutional climates and (2) the influence of the moral culture of schools on student and teacher attitudes and behaviors; program evaluation of intervention and prevention programs for children (3-18 years); developmental disabilities and psychopathology.

Keynote Address 2
Wednesday Afternoon, July 5, 2:10-3:10 pm, Auditorium C
Introduction: Margrit Stamm

Wolfgang Edelstein, Germany
Values and Competencies for Tomorrow’s Schools: A Plea for Democratic Schools

The paper describes what schools have to do for civic learning: (a) provide opportunities for learning democracy to empower students to engage in democratic action; (b) provide opportunities for living democracy to acquire the habits of democratic citizens; (c) provide opportunities for shaping democratic forms of life as a preparation for sociomoral action in a democratic society.

Wolfgang Edelstein is director emeritus at the Max Planck Institute for Human Development in Berlin. He holds an Honorary Doctoral Degree of Social Science of the University of Iceland, and he is Honorary Professor of Educational Science, Freie Universität Berlin and Universität Potsdam.

His research interests are in the areas of Development and socialization; Social-cognitive and moral development; Developmental and structural aspects of curriculum and instruction; Developmental and school related conditions of successful learning, and conditions of successful school transformation.
Keynote Address 3
Thursday Morning, July 6, 10:35-11:35 am, Auditorium A
Introduction: Bernadette Charlier

Leo Montada, Germany
*Moral Education by Conflict Mediation*

Moral education may have various goals, e.g., the internalization of moral norms, strengthening self control to keep moral norms in behaviour, the development of moral reasoning. In the context of conflict mediation, reconciliation is the aim of moral discourses. At their core, all social conflicts result from diverging normative beliefs. Conflicts can be settled if the parties are brought to share normative views, for instance to the view that a normative dilemma is given. Consequently, sole validity cannot be claimed for any of the conflicting normative views because good reasons can be given in support of all of them.

Leo Montada is Professor emeritus for Psychology at the University of Trier in Germany. Psychology of Justice, mediation in social conflicts, and social and moral emotions and their regulation are just some of his many research fields.


Keynote Address 4
Thursday Morning, July 6, 10:35-11:35 am, Auditorium C
Introduction: Ronnie Blakeney

Marvin W. Berkowitz, USA:
*A Comprehensive Approach to Fostering Moral Psychological Development in Schools*

Around the world, and throughout much of human history, it has been the goal of each generation to promote the moral development of each subsequent generation. This has been especially important in democratic societies where citizens govern themselves. And it has long been recognized that education plays an important role in this process. Unfortunately, much of educational implementation in this domain has been narrow and often intuitive rather than scientific. To adequately foster the development of morality in students, we need to understand the nature of moral psychology broadly and comprehensively, and to build our educational strategies on what developmental science teaches us about such development. This lecture will present a model for linking moral psychological theory, developmental science, and educational practice.

Marvin W. Berkowitz is the Stanford N. McDonnell Professor of Character Education at University of Missouri in St. Louis, U.S.A., and directs the McDonnell Leadership Academy in Character Education for school principals. He is a developmental psychologist and interested in promoting children’s development toward becoming healthy, happy adults who are also effective moral agents and contributors to their societies. He is the co-director (with Wolfgang Althof) of the recently established Center for Character and Citizenship. His research interests are in the areas of character education, moral development, and prevention of risky behaviors.
Keynote Address 5
Friday Afternoon, July 7, 1:30-2:20 pm, Auditorium A
Introduction: Fritz Staub

Joel Westheimer, Canada: Educating the ‘Good’ Citizen

Ask people of any nation if they think children should learn how to be good citizens and most will say “of course.” Ask them if teaching children to get involved – locally, nationally, and globally – is a good idea, and, again, most will assure you that it is. But beyond the clichés, when teachers and education reformers wrestle with the nitty-gritty details of what will actually be taught about civic values, peace and war, nationhood and citizenship, global communities and global economies, the easy consensus starts to fray. That, Dr. Joel Westheimer argues, is when the real work of examining citizenship education begins.

Joel Westheimer is a University Research Chair in Democracy and Education and Professor of education at the University of Ottawa where he founded and co-directs Democratic Dialogue, a research collaboration for inquiry into democracy, education, and society (www.democraticdialogue.com). He is currently John Glenn Service Learning Scholar for Social Justice at the John Glenn Institute for Public Service and Public Policy. Westheimer teaches and writes on democracy, social justice, youth activism, service learning, and community. He is author of the 1998 book Among Schoolteachers (Teachers College Press) and publishes widely in newspapers, magazines and scholarly journals. Westheimer is editor of the forthcoming Pledging Allegiance: What Should We Teach Our Children About Patriotism (Teachers College Press, 2007).

Keynote Address 6
Friday Afternoon, July 7, 1:30-2:20 pm, Auditorium C
Introduction: Horst Biedermann

Ruth Deakin-Crick, UK: Pedagogy for Citizenship

Findings from systematic reviews of evidence for policy and practice about the impact of citizenship education on learning and achievement suggest the need for a pedagogy reflective of learners’ dispositions, values, attitudes, stories and hopes if citizenship education is to have equal value with ‘raising standards’ as an educational outcome. Such pedagogy will be characterised by relationships between teachers and students where trust, affirmation and challenge play a constitutive role, so learning can grow through interaction and communication. It will foster an interaction between the learners’ own stories, the stories embedded in the knowledge they are assimilating and the stories and values of their communities. Such a pedagogy is incompatible with an authoritarian, ‘top down’ approach to learning, and requires attention to be given to the ‘person’ who is learning – encouraging awareness, ownership and responsibility of the self as a learner. Knowledge will be assimilated and transformed rather than repeated, and assessment will attend to the processes and dispositions of learning as well as the outcome – responsibility for assessment will increasingly be given to learners themselves. The dispositions, values and attitudes necessary for citizenship education, for ‘learning power’ and for enterprise are similar and together constitute a significant balance, and possibly even pre-requisite to ‘raising standards’ as an educational goal.

Ruth Deakin-Crick is a Senior Research Fellow at the Graduate School of Education, University of Bristol, UK, and Director of the ELLI Research Programme. Her main research interests are: the qualities of effective learners and the development of learner centred cultures; citizenship, values and spirituality in education.
AME Dissertation Award 2006

Karin Heinrichs from the Ludwig-Maximilians-University Munich, Germany is the winner of the AME Dissertation Award 2006 for dissertation in languages other than English. She will present her study "Judging and Acting: A Process Model and Its Moral Psychological Specification" within the Paper Session 30 on Friday Afternoon, July 7, 2:30-4:00 pm.

Session for Newcomers

Wednesday Afternoon, July 5, 5:30-7:00 pm
Room 4128
Chair: Bill Puka

The Evolution of Moral Development and Education: AME Newcomer’s session

Many (relative) newcomers to AME are not directly familiar with the classic research studies and theories of our interdisciplinary field and how they developed. Veteran researchers make assumptions and references in presentations that inadvertently leave newcomers out as a result. This session provides remedy, filling in the track record of our work, partly through personal anecdotes from veteran researchers and theorists. It also allows personal contact with these veterans. All are welcome. Last year’s meeting focused on the original Kohlberg group at Harvard. This year’s focus will be more on the "social cause" spirit and European "offshoots" of our work.

Film Session

Thursday Morning, July 6, starts 11:45 am
Friday Morning, July 7, starts 11:15 am
Friday Afternoon, July 7, starts 2:30 pm
Room 2029
Chair: Kurt Leiser

Remembering Lawrence Kohlberg: A Lecture and an Interview from 1982

Two videos will be presented. The first shows Lawrence Kohlberg in a lecture which he gave at the Conference "Moral Development and Education" that Fritz Oser hosted at the University of Fribourg in 1982, the second is an interview with Fritz Oser and Mordechai Nisan. Don’t miss these special documents.
Invited Symposium

Invited Symposium 1 (Double Symposium)
Wednesday Afternoon, July 5, 3:30-5:15 pm (Part I) and 5:30-7:00 pm (Part II)
Room 4112

Getting Involved: Citizenship Development and Moral Development
Introduction: Wiel Veugelers, University of Amsterdam, Netherlands

An international group of researchers of 11 European countries is working together in the 'Network of researchers on Citizenship and Moral Education'. They want to stimulate comparative cross-national and cross-cultural research on citizenship education and moral education. Together they want to investigate how adolescents are engaged in civic concerns and become able to take responsibilities for others, develop moral stances, get involved with the community and develop modes of citizenship action. The studies want to contribute to a greater understanding of the genesis of political and civic identity and national variation in it. The research analyzed the role of different institutions, in particular education, in fostering civic competence and civic involvement. New possibilities for a more action-oriented, transformative and 'bridging' kind of citizenship development will be explored. In this symposium 7 of the 11 research teams will present new research (the other 4 teams are Oser/Switzerland, Toots/Estonia, Markoulis/Greece, Niemczynski/Poland)

This is a double symposium with four papers in the first part and three papers in the second part. We will end with a discussion in which the presenters want to bring together the different issues raised in the separate papers.

Part I

Adolescents' Moral Questions about the Future
Kirsi Tirri, University of Helsinki, Finland

The empirical study among 316 Finnish students investigates the nature of moral questions about the future. All the students have written twenty questions about the future they would like to ask somebody. The earlier studies indicate that preadolescents ask mostly everyday life questions and scientific questions. Moral, spiritual and religious questions also exist but they are not the most commonly asked questions among adolescents (Tirri et. al., 2005). This study demonstrates how the amount and nature of moral questions develop when students get older. Empirical findings show that younger students of ages 10-12 presented more often moral questions (M=2.28, SD=2.24) than older students of ages 13-15 (M=0.57, SD=1.42), F(1,304)=108.75, p<.001). On the other hand, older students presented more often spiritual questions (M=1.51, SD=1.52) than younger ones (M=0.65, SD=1.12), F(1,304)= 34.19, p<.001).
Invited Symposia

Prosociality and Social Responsibility Goals in Middle School: What Relationship?
Pietro Boscolo & Daniela Bello, University of Padova, Italy

Over the past two decades, motivational research has investigated student' social goals in the classroom and their relations with achievement and several motivational variables, such as learning goals and students perceptions of peer relationships (Urdan & Maehr, 1995; Wentzel, 1989, 1991, 2002). In particular, two types of social goals have been investigated: social responsibility goals, that is a student' will to behave as a "good citizen" in the classroom, and prosocial goals. Prosocial behavior is a complex phenomenon, including numerous cognitive and affective aspects. They are actions carried out by individuals or groups, aimed at helping other people or groups. A basic feature of these actions is that they are spontaneous and free from external pressure, such as threats or promise of rewards. There are four main types of prosocial behaviour (Jackson & Tisak, 2001; Yagmurlu, Sanson & Koymen, 2005): helping, giving, cooperating, and comforting. Psychological research has more focused on the first two.

Very few studies have addressed the relations between the two types of goals. On the one hand, some studies (e.g., Smith & Mackie, 1988) showed that norms may foster prosocial behaviour. On the other, adolescents' idea of "good citizen" may not be in favour of prosocial behaviors. The aim of the study to be presented was to analyze the relations between prosociality and social responsibility in middle school. The study was divided into two phases. In the first phase, 350 6th and 8th graders were administered a questionnaire on prosociality, consisting of three parts: prosociality to friends, family, and people in general. From a principal component analysis three components emerged for each category. On the basis of this analysis the questionnaire was modified.

In the second phase of the study, 423 6th and 8th graders were administered the modified version of the questionnaire, and a 22-item questionnaire on social responsibility.

A confirmatory factor analysis is being carried on the two questionnaires. A canonical correlation analysis will be performed to analyze the relations between the components of the two questionnaires.

The Perceived Traits of the 'Ideal Student' among Prospective Teachers
Nava Maslovaty, Arie Cohen & Sari Fishman-Furman, School of Education, Bar-Ilan University, Israel

The underlying assumption of the present study is that the perceived characteristics of the "ideal student" among graduate students and prospective teachers may serve as an operational definition of their educational goals, belief system and may predict their actual behavior in the class. Thus, the purpose of the study is to describe the characteristics of the "ideal student" and the structure of these characteristics. A list of 55 traits was administered to 337 university students. The participants rate each trait on a five points Likert scale. A multidimensional analysis of the responses indicated a multifaceted structure based on four facets: the educational goals facet; The orientation facet; The level of behavior facet and the higher order continua poles. The following socio-cultural regions were found: acceptance and discipline, consideration, helping, cooperation, sympathy to those who are different, participation in social and democratic activities and feeling of common destiny with mankind. This structure presents a tendency from passive to active and from the particular to the universal and indicates awareness to the finest aspects of participation in culture and getting involved in pro-social activities. What remains now is to examine why this developmental continua is constructed only partly at school.

Intercultural Awareness among Students in German-Italian Schools
Vera Husfeldt, University of Applied Sciences, Aarau, Switzerland

One of the most important aims of bilingual schools is apart from learning a second language the development of intercultural competence. Cultural awareness, e.g. openness towards other cultures, awareness about stereotypes on the own and the other culture etc., is part of the intercultural competence. A survey at the German-Italian comprehensive school in Wolfsburg (Germany) conducted in 2005 as a pilot study gives some insights about the acceptance, openness, and tolerance of adolescents in a bilingual school, as well as about their cultural stereotypes. A comparison of data from this study with data from Italian and German students from the sample of the IEA-Civic-Education-Study shows a significantly higher positive attitude towards immigrants among students from the bilingual school. Students who's parents both speak Italian at home have much more positive
stereotypes on their own culture then the german speaking students. Weather this is a matter of the school concept in Wolfsburg or a general attitude of students with immigrant status will be researched in the main study which includes different German-Italian schools in Germany, Switzerland and Italy as well as monolingual comparative schools.

Part II

Citizenship Education in Spain: Which Values and How to Educate Them
Rosa Maria Buxarrais Estrada, University of Barcelona, Spain

This paper explores the questions of which values and how to educate them in the new proposal of Ministry of Education in Spain about citizenship education. In spite of being a challenge to reinforce moral education in primary and secondary school, we want to analyze it. There are two distinctive features of this paper. First we examine various ways to improve finalities of the proposal of Ministry and the second is to know which are the practical issues. We would like to determine whether citizenship education should be structured to develop all the required skills. We want to recognize the nature of the role of teachers, because teachers are moral agents and values teaching is and important part of the life of most successful public schools who are obligated to improve citizenship education as part of curriculum. In addition, the promotion of citizenship come from climate classroom. Our purpose is to present our ideas to get better the actual proposal.

The Practice of Citizenship Education
Hélène Leenders, Wiel Veugelers & Ewound de Kat, University of Amsterdam, Netherlands

To get a comprehensive view of the practice of citizenship education in schools we studied the curriculum of citizenship education at four different levels: the goals of the teachers (intentional curriculum), the practice according to the teachers (operational curriculum), the practice according to the students (experienced curriculum) and what students learned (realised curriculum). We compared three schools for secondary education: one more oriented to an adapting type of citizenship, one more to an individualistic type of citizenship, and one more oriented on a critical-democratic type of citizenship (the schools were selected based on a national survey we did on citizenship education). The research questions are what are similarities and differences between the four curriculum levels and between the different schools (citizenship orientation). In the three schools we did surveys among teachers and students, classroom observations and interviews with teachers and students. In the paper we will present the results of the study.

The Political IS Personal; Moral Motives Behind Political and Civic Engagement?
Helen Haste & Amy Hogan, University of Bath, England

A healthy debate continues among political scientists and philosophers about the legitimate boundaries between the political and moral domains. Conceptually, this is valuable; psychologically, and therefore educationally, it can be misguided and confusing. The key issue is motivation. It is manifest that much public discussion of political issues is about core moral themes such as social justice, community relations, and moral order. It is even more evident that ordinary citizens are moved to discussion and action by morally-charged concerns. It has long been recognized that social movement activism is fired by moral concerns. Recent discussions within communitarian thought explicitly link civic health to strengthening the affective and cooperative ties amongst community members.

This paper explores these relationships in a study of 1136 young people in Britain, aged 11-21. The study covered action (current and intended), social and political values, identity, and sense of efficacy and motivation. The results to be reported include the different (and overlapping) psychological factors that are associated with three distinct areas of civic engagement: voting and voting-related activity, making one's voice heard, and helping in the community. It will also report the relationship between moral and political identity and values, including conceptions of 'the good citizen'. Comparisons will be drawn between the more active and engaged respondents, and the 25% of the sample who were disengaged from civic involvement and concern.
Invited Symposia

Invited Symposium 2
Thursday Morning, July 6, 8:30-10:15 am
Room 4112

Re-Conceiving Jewish, Christian and Islamic Unity: A Moral Education Quest?
Chair: Terry Lovat, The University of Newcastle, Australia
Discussant: Fritz Oser, University of Fribourg, Switzerland

Towards a Culture of Tolerance and Co-existence: Educating for Human Rights, Non-Violence and Acceptance of the Other
Aziz Haider, The Truman Institute, The Hebrew University & Van Leer Institute, Jerusalem, Israel

The aim of the study is to examine and explore various attitudes and perceptions among high school students, student teachers, principals, teachers, office-holders in the education systems, and heads of student of three groups (237 Palestinians, 238 Jews and 290 Israeli Arabs) regarding a number of values that are more or less central to their society: democratic values; pluralism; tolerance; attitudes towards the 'other'; non-violence; and conflict resolution.

Recovering Islam through Religious Education: A Moral Education Imperative
Terence J. Lovat, University of Newcastle, Australia

Among the many roles enjoyed by religious education, setting the record straight may be its most important to moral education. In a world disposed towards division and the inevitable conflicts that go with it, misunderstanding and misrepresentation are rife. When these things occur in relation to religion and religious matters, sound and effective religious education will respond with a content and pedagogy aimed at understanding and proper representation. In the case of Islam, misunderstanding and misrepresentation are persistent and put at risk the very fabric of our civilization. The task before religious education of correcting this is therefore a particularly urgent moral endeavour.

The paper will confront the stereotype of Islam as a religion of intolerance and harshness and place this against the dominant record of its scriptures and its history. It will deal with this under the headings of tolerance, social welfare and the issue of women. On the basis of the record, the paper will propose a case for a radical re-visioning of Islam for religious education purposes. It will illustrate the close connections and intersections between Judaism, Christianity and Islam and especially the strong influence that the latter has had on the former. Finally, it will provide some practical guidelines for a religious education that is focussed on setting straight the record of Islam.

The Role of Religious-Particularistic Discourse and Values in the Enhancement of Dialogue and Bridging of Cultural Gaps between Arab and Jewish Students in Israel
Zehavit Gross, Bar-Ilan University, Israel

The aim of this article is to introduce the special workshops that are conducted within the framework of the UNESCO/Burg Chair. These workshops aim at finding ways and strategies of reducing interpersonal tensions and inter-group conflicts.

The participants in these workshops are from the diverse Israeli society, Arab and Jewish pre-service student teachers who study at Bar-Ilan University in Israel. The workshops are based on a program called "A World of Difference of the ADL". Its components include self-exploration dealing with stereotypes and prejudices, exploring the cultures of other groups, dealing with tolerance and its relation to Jewish culture and universal humanistic values.

In this Symposium I will present research findings of a retrospective study that I conducted among graduates of these courses, describing the psychological process students undergo in these workshops.
Invited Symposia

Islam, Moderation and Peace Education
Mohammed Dajani, Al Quds University, Ramallah, Palestine

The paper deals with the concept of peace in Islam. It discusses what the Holy Quran says about peace and how radical Islamists movements have opted to ignore the Quranic teaching of peace and opted to focus on the concept of Jihad and how this has affected how non-Muslims view Islam. Islam as a religion calls for Muslims to take on a midpoint path between those who sanctify tradition and those who opt for a more rational thinking in reading and explaining the Holy Quran. In adopting a mid road approach, Muslims would be, generally speaking, adhering more to the message of Islam than to the message of the faithful interpreters. The gap is and always has been rather wide between the song and the singer. In contrast to the interpretation of numerous Islamists, Islam is a religious ideology which, in dealing with faith, calls for free choice, dialogue and coexistence as reflected in many of the Quranic surahs. The Holy Quran also confirms religious freedom in a number of its Surahs. Many verses in the Holy Quran underline a moderate interpretation of Islamic principles. However, they also hint at the difficulties connected with interpreting the Holy Quran and matching it to "real life".

Dialogue between and within Conflicting Religious and Cultural Identities: Changing Perceptions, Attitudes and Relations between Israeli and Palestinian Educators
Avigail Yinon, School of Education, Bar-Ilan University, Israel

The paper will explore the intrapersonal, interpersonal and inter-group processes that religious Israelis Jewish and Palestinians educators went through AYALA Program that exposed and encountered them with a humanistic and pluralistic view of their religious, national and cultural sources as well as to each other view and narratives about their own national and cultural identity as well as to the different narratives of the members of the "other" national, religious and cultural group. The paper will emphasize the parallel processes and the interaction between the restructuring of one's own cultural, national and religious identity (Israeli or Palestinian) on both the personal and the group level as well as to the restructuring of a more positive and favourable perception of the "other"( Israeli or Palestinian) , both on the individual and group level.

Invited Symposium 3
Thursday Afternoon, July 6, 1:30-3:15 pm
Room 3120

Getting Religiously Involved
Chair: Kirsi Tirri, University of Helsinki, Finland
Discussant: Wiel Veugelers, University of Amsterdam, Netherlands

In this symposium we investigate the roles of learning, self-esteem and spiritual sensitivity in religious involvement. We explore religious engagement of different populations with international data sets using both quantitative and qualitative approaches. Religious education in schools provides tools for religious understanding for students. Elina Hella from Finland presents suggestions for using variation in religious education classroom to promote religious understanding of secondary school students. Carmine Maiello from Switzerland presents empirical evidence of the correlates between religiosity and social engagement. Kirsi Tirri from Finland presents empirical findings on spiritual sensitivity of young adults who don't go to church. According to the results, adults who don't go to church still express needs for spirituality. All the papers also discuss the challenges and possibilities of religious education to encourage religious involvement in the society.
Invited Symposia

On the Difference Between Religious and Spiritual Development Throughout the Life-Span
Fritz Oser, University of Fribourg, Switzerland

To explain religious and spiritual development requires explaining the antecedents and consequences of religious and spiritual content and belief, religious and spiritual practical life, and religious and spiritual structure. It also requires explaining how an existential experience can be interpreted differently at different times in life and with different complexity, styles, and meaning-making capacities. Finally, it means explaining how religious and spiritual development elucidates growth and change in ways of being in the world that need not contradict the general enlightening process of modern and postmodern society. Our approach is individual centered in that religious and spiritual behavior is seen as rooted in the person who is immersed in and influenced by life events, learning, and culture.

Phenography and Variation Theory of Learning as Pedagogical Tools for Understanding Religion
Elina Hella, University of Helsinki, Finland

Possibilities for learning religion and developing religious understanding in religious education are analysed using an empirical research methodology perspective called 'phenomenography' (Marton, 1981). Phenomenographic research started in the 1970's when a group of Swedish educational researchers began to study qualitative differences in students' learning of the subject matter. Phenomenographic research investigates how differences in individuals' experiencing of a particular phenomenon are linked to their ability to discern the critical aspects of that phenomenon. The culmination of this methodology with a need for a theoretical explanation of the empirical findings has led to development of 'Variation Theory of Learning'. The theory emphasises that for learning to take place variation must be experienced. According to the theory, in order to discern a certain religion, for example, one must be aware of different religions. In other words, variation in the dimension of religion must be experienced. Variation can be used as a tool for expanding students' awareness of religion and spirituality, offering a relational approach to religious education. It does this by providing a specific didactic tool to help students to engage with a subject matter of religious education as an object of learning. Suggestions for using variation in religious education classroom are outlined by using examples from a phenomenographic study carried out in an upper secondary religious education in Finland. Implications for further research are also discussed.

Correlates of Religiosity: Implications for Social Engagement
Carmine Maiello, University of Fribourg, Switzerland

This study examines the relationship between religiosity as measured by the DBG (Maiello, 2005) and indicators of social engagement such as self-esteem, identity, personality, achievement, integration and social deviances. Results provide evidence that contributes to the understanding of the role played by religiosity with reference to social engagement. ANOVA reveals that religiosity is significantly higher in the state of foreclosure. There is no correlation between religiosity and self-esteem. But, controlling for anxiety reveals a positive correlation. At higher levels of religiosity achievement is higher and social deviances are improbable. However, integration of foreign subjects becomes more complicated.

Spiritual Sensitivity of Young Adults
Kirsi Tirri, University of Helsinki, Finland

This study reports results on spiritual sensitivity of young urban adults (N=500). These adults represent people who are not religiously involved. However, they do express spirituality without being religious. The spiritual sensitivity of these adults is measured with spiritual sensitivity scale consisting of four dimensions: Awareness sensing, mystery sensing, value sensing and community sensing (Tirri et al. 2006). The results show differences in spiritual sensitivity between males and females. Furthermore, young adults differ from other populations in the community sensing dimension of spirituality. They express less need to belong to a community and prefer individuality in their expression of spirituality.
Invited Symposium 4
Thursday Afternoon, July 6, 1:30-3:15 pm
Room 3119

The Just Community Approach: Deliberative Democracy and Engaged Citizenship
Chair: Clark F. Power, University of Notre Dame, USA
Discussant: Jay Brandenberger, University of Notre Dame, USA

The Just Community Approach with its emphasis on deliberative democracy and moral community appears to be an ideal school-based remedy for responding to concerns about the decline in civic engagement over the last three generations (e.g., Putnam, 200; Keeter, Zukin, Anoldina, & Jenkins, 2002). On the other hand, the approach is counter-cultural in its emphasis on direct participatory democracy and deliberative democracy. Symposium Presenters will address the potential of the just community approach as a means of civic education as well as the obstacles to widespread implementation.

The Just Community Approach and Political Engagement
Clark F. Power, University of Notre Dame, USA

Research on the alumnae and alumni of the first just community school indicates that the just community approach had a significant influence on their political engagement. This finding cannot be explained simply by the fact the just community approach influenced students' moral judgment development. Nor can it be explained by the added fact that the just community approach had a particularly powerful influence on students' judgments of responsibility for the common good of their community. Subsequent research on the development of the moral self (Power, 1997; 2004) suggests that group attachments may play a formative role in the development of an ideal self, particularly during the high school years. Identification with a group that engages individuals' moral sensibilities may be an important precursor to the development of a politically oriented sense of self.

Characteristics of Psychosocial Situations That Support the Development of the Moral Person
Ann Higgins-D'Alessandro, Fordham University, USA

Research studies report that the Just Community's deliberative democracy fosters moral judgment development in both high school students and their teachers; however, morality is much more than reasoning. For deliberative democracy to foster development of the moral person, it must create and/or enhance students' and teachers' moral sensibilities and sympathies as well as their commitments and actions, in addition to promoting their moral reasoning. The community meeting and other institutions of the Just Community are examined to see the extent to which they give rise to psychosocial situations that encourage these aspects of the moral person. Such psychosocial situations must include moral features and/or content and a range of developmental supports for the expression of self-regulation, emotions, and cooperation.

From the 'Just Community' to a Just World - How the JC School Could Prepare People for Direct Democracy
Georg Lind, University of Konstanz, Germany

Two arguments have been made against a more direct participation of citizens in their government. First, political theorists since Montesquieu (1752) argue that "The great advantage of representatives is, their capacity of discussing public affairs. For this the people collectively are extremely unfit, which is one of the chief inconveniences of a democracy" -- and, therefore, representatives should be elected to discuss and decide on political issues. Second, it is argued that it hasn't been tried out yet. The second argument is countered by the example of Switzerland, which practices direct democracy for long time, of the ancient Greek democracy, that had practiced it though only for privileged citizens,
and, surprisingly, of Colombia, that has recently changed its constitution to introduce more direct democracy.

The other argument is called into question by history. Representatives have discredited their status by corruption and deprivation of power in favour of administrations and anonymous pressure groups, and the people have shown to be able to acquire the capacity of discussing public affairs if fostered by education.

I believe that methods of democracy education like dilemma discussion (focus on moral reason rather than personal power) and just community (one person - one vote) can prepare citizens even better, and serve as a role model, for a more direct democracy. Yet we must relate these pedagogical methods to more encompassing perspectives of democracy like Antanas Mockus' Three Columns (culture, law and morality).

Invited Symposium 5
Thursday Afternoon, July 6, 1:30-3:15 pm
Room 3118

Four Perspectives on Moral Personality: An Interactive Reflection
Chair: Dan Lapsley, University of Notre Dame, USA

Four recent theoretical perspectives on moral personality will be discussed in this interactive symposium. Moral personality is explored in terms of self-control, desire and integrity (Blasi), broad-band prototypes of moral exemplars (Walker), social cognitive approaches to dispositional coherence (Lapsley) and neurobiological requirements for moral security, engagement and imagination (Narvaez).

Our conversation will aim for integrative possibilities and attempt to articulate developmental and educational implications. Significant engagement with the audience is welcome and expected.

The Core of the Moral Personality
Augusto Blasi, Rome, Italy

Understood as the organization of those psychological characteristics that affect a person’s moral functioning, the moral personality is a complex entity, constituted by a large number of processes and traits. However, it is possible to identify three central factors, on which the meaning and the functioning of the overall organization depend: willpower (as self-control), integrity, and the moral will, or moral desires. Willpower is a toolbox of strategic skills that allow one to break down problems, focus attention, delay gratification, avoid obstacles, resist temptation. Integrity is concerned with the unity of one’s subjective sense of self, and specifically with being consistent with one’s chosen commitments, both through personal responsibility and through identity. Self-control and integrity are general in extension, and, as such, are morally neutral. Their moral meaning, and the moral meaning of one’s personality, is given by the quality and intensity of one’s moral desires, that is, by the person’s progressive appropriation of moral desires, shaping the structure of his or her will.

Moral Personality Scrutinized
Lawrence Walker, University of British Columbia, Vancouver, Canada

Contemporary moral psychology needs a more veridical account of moral functioning. This presentation outlines a program of research that is intended to foster such an account that meaningfully incorporates long-eschewed personological factors. This research entails two empirical approaches that should be convergent and mutually informative. One approach examines naturalistic conceptions of moral exemplarity in an attempt to discern the aspects of morality that are salient in everyday life but ignored by theoretical perspectives. The other approach examines the psychological functioning of actual moral exemplars, using the template of the most valid models and measures of personality (dispositional traits, personal concerns and narrative identity) in an attempt to reveal the aspects of psychological development that contribute to extraordinary moral action.
A Social-Cognitive Theory of Moral Personality
Dan Lapsley, University of Notre Dame, USA

Lapsley and Narvaez (2004) recently proposed a theory of moral character that is informed by the social-cognitive approach to personality. Social cognitive theory draws attention to cognitive-affective mechanisms that influence social perception, but which also serve to create and sustain patterns of individual differences. Chronically accessible moral schemas provide a dispositional readiness to discern the moral dimensions of experience, we argue that the foundation of the moral personality can be found in the construction of generalized event representations, prototypic knowledge structures, behavioural scripts and episodic memory of early childhood. But that the key characterological turn of significance for moral psychology is how these early social-cognitive units are transformed into autobiographical memory.

Triune Ethics: Security, Engagement and Imagination
Darcia Narvaez, University of Notre Dame, USA

Triune Ethics theory is a new theory of moral psychology that identifies three orientations, rooted in neurobiology, that propel human moral action on an individual and group level: the Ethic of Security, the Ethic of Engagement, and the Ethic of Imagination.

The Ethic of Security is based primarily in instincts for survival and physical flourishing.

The Ethic of Engagement involves the emotional systems that drive us towards intimacy. Found among mammals and particularly among our closest Hominoid cousins, the bonobos, these systems were identified as the locus of human moral sense by Darwin because they are the root of our social and sexual instincts, empathy and parental care. The Ethic of Imagination links to the more recently evolved parts of the brain. It is the source of our deliberative reasoning that guides the intuitions and instincts of the other parts of the brain. How these ethical systems work in the moral personality will be described.

Invited Symposium 6
Thursday Afternoon, July 6, 3:35-5:20 pm
Room 3028

Ethical Principles in Economic Situations – Moral Dimensions of Business Education
Chair: Klaus Beck, University of Mainz, Germany

There is an ongoing discussion on the moral status of economic acting. Three main positions are held in this debate: The first states that economy has to be judged by the very same general moral principles as any other area of human life ("universalism"). The second postulates morality to be implemented in the economy via binding rules ("institutionalism"). The third position looks at economic acts as embedded in subsystemic contexts with its own moral legitimation ("situationism"). The symposium tries to elaborate these positions and to analyze economic situations which – at the same time – are essential in terms of vocational education.

Moral Judgment in Economic Situations
Klaus Beck, University of Mainz, Germany

In this presentation it is argued that universal moral laws are no longer apt as foundation for the sufficient ethical regulation of our modern mass societies. Rather, our societies are divided up in subsystems which have developed their own moral rules to fulfill their different social functions (education, law, policy, welfare, economy etc.). Individuals are integrated in modern societies by playing different roles within the different subsystemic contexts in which they act. Therefore, by ethical reason, they have to adjust their judgments to the moral standards valid for the given actual context.
Invited Symposia

Understanding Business Problems as Basis for Adequate Judgments
Frank Achtenhagen, University of Göttingen, Germany

How are well-formulated judgments on firm problems (in a broad sense) possible and acceptable if firm processes are not understood? – A view on the literature but also on newspapers demonstrates that firm processes are neither fully mastered by employees nor even by the management. One major reason is that the relevant information processes are hidden. The new information processing systems (e.g. SAP) are abstract and relatively difficult to understand. Therefore firm processes and their consequences are often not sufficiently mastered. The paper visualizes these problems and discusses consequences and possibilities to adequately judge firm processes with regard to all persons involved.

Business Activities in Intercultural Contexts
Susanne Weber, Ludwig-Maximilians-Universität, München, Germany

Globalization and internationalization processes bring managers and employees on all hierarchical levels into intercultural encounters. Empirical studies show that very often such encounters end up in clash situations with negative effects on the firm as well as on the personal level. One major reason is that most persons involved in corresponding training methods believe in the necessity of domain-specific content knowledge and not simultaneously in the necessity of specific intercultural competencies, e.g., on mindful identity negotiation. In this paper the focus is on teaching mindful identity negotiation in business education as a prerequisite for successful judgments in intercultural economic situations.

On Ethics, Economics and Education
Gerhard Minnameier, Rheinisch-Westfälische Technische Hochschule Aachen, Germany

This presentation is on the threefold question of how ethical economics can be, how economical ethics should be, and what the implications are for moral education, especially in the vocational context. It starts with current problems in philosophical ethics and explores an "economico-ethical" solution to them (in which both aspects become clearly indivisible). A major part is then devoted to the educational consequences of the approach, in particular with respect to business education.
Symposium 1
Wednesday Afternoon, July 5, 3:30-5:15 pm
Room 3120

The Moral Self in Adolescence – Reinvestigating Components and Contexts of Moral Development

Chair: Tina Malti, University of Zurich, Switzerland & Monika Keller, Max-Planck-Institute for Human Development, Berlin, Germany
Discussant: Gertrud Nunner-Winkler, Max-Planck-Institute for Human Cognitive and Brain Sciences, Munich, Germany

The symposium aims at contributing to the understanding of how affective and cognitive components of morality and socio-cultural socialization conditions affect the development of the moral self in adolescence.

The first two presentations by Latzko and Malti & Kriesi investigate the role of emotional autonomy and moral emotions on the development of the moral self. The presentations by Dravenau et al. and Keller et al. examine contextual influences on the development of socio-moral reasoning: Dravenau et al. show how socio-cultural and cognitive aspects mediate the relation between parental education and socio-moral reasoning. Keller et al. study cultural influences on adolescent’s socio-moral reasoning.

No Morality without Autonomy: The Role of Emotional Autonomy in Moral Development

Brigitte Latzko, University of Leipzig, Germany

This paper discusses the role of emotional autonomy in moral development. A study addressing the empirical validity of a two-component-model of emotional autonomy is presented. 16 adolescents and their mothers were interviewed. The assumption of an affective and a cognitive component can be confirmed. The findings highlight the importance of the maternal acceptance of their child’s efforts to become autonomous and support the important role of emotions in the development of moral identity. The results are discussed with respect to the relation of emotional autonomy and moral development. Finally, implications for moral education in families and schools are considered.

Empathic and Responsible? Moral Motivation and Social Responsibility in Adolescence

Tina Malti & Irene Kriesi, University of Zurich, Switzerland

The present study investigates how moral emotions and empathy affect the willingness to take social responsibility in adolescence. 14-15-year-old adolescents (N = 113) are surveyed. Moral motivation is measured by the adolescent’s emotion attributions following two moral transgressions. Moreover, we assess adolescent’s self-reported empathy and willingness to take social responsibility. The results show that self-attributed moral emotions predict context-dependent the willingness to take social responsibility. We discuss the results with reference to theories on the development of a moral self.
Symposia

Socio-cultural and Cognitive Mediators of Parental Educational Influences on Socio-moral Reasoning

Daniel Dravenau, University of Muenster, Germany

While in the discussion of socio-moral dilemmata the educational family background difference in reasoning complexity decreases from childhood to adolescence, it increases with respect to the discussion of own friendship. The increasing family background differences in friendship reasoning are due to socio-cultural factors playing a more important role here than in dilemma reasoning, which is stronger linked to cognitive development. This shows that the dilemma reasoning interview works good as a tool for assessing the cognitive aspects of socio-moral reasoning, while the friendship reasoning interview seems to work better for unfolding its socio-cultural determinants.

Adolescents’ Self in Relationship: A Cross-Cultural Perspective

Monika Keller, Agnes Brandt, Max-Planck-Institute for Human Development, Berlin, Germany & Fu-Xi Fang, Academy of Sciences Beijing, China

The transition from adolescence to early adulthood in cognitive developmental theories involves a change from interpersonal connectedness to autonomy. In a cross-cultural context this dimension has been used to characterize differences between individualistic Western and collectivist Asian societies. Our study pursues the question whether adolescents and young adults from Western and an Asian society show the same or different patterns of transition from adolescence to early adulthood when reasoning about the meaning of close friendship and parent-child relationship in general and in decision-making in a morally relevant conflict in friendship and family.

Symposium 2

Wednesday Afternoon, July 5, 3:30-5:15 pm

Room 3119

Educating Moral Competencies in Medical Education

Chair: Georg Lind, University of Konstanz, Germany
Discussant: Michale Gross, University of Haifa, Israel

Research of the past 15 years in different countries shows that medical education may lead to a regression in moral development rather than a progression (Helkama, 2003; Lind, 2000; Self et al., 1992). While some studies indicate that interventions can, to some degree, improve moral preferences, studies with competence tests -- like Kohlberg’s Moral Judgment Interview and with Lind’s Moral Judgment Tests -- show a loss of the ability to cope with moral dilemmas during study time, even when cases are discussed which imply moral issues. The only exception so far are two intervention studies in which the interventions involved a moral dilemma discussion in the tradition of Blatt and Kohlberg (Hernandez & Medina, 2005; Lerkitabundit et al., 2004). In both cases evidence for strong effects were found, thus indicating that it is possible to foster moral competencies in medical education. This symposium is to discuss the implications of these and other findings for the reform of medical education.

Moral Competencies as a Key to Professional Development – Empirical and Experimental Evidence

Georg Lind & Marcia Schillinger, University of Konstanz, Germany

Professionals in the educational and health services -- like teachers, psychologists, social workers, nurses, and medical doctors -- are especially prone to encounter moral dilemmas in their everyday decision-making, and thus depend especially on the development of their judgment competence. They should neither rigidly apply their standards and values without regard for particular needs, nor should they be swayed totally by their feeling of compassion without regard for the principles of fairness.
In this paper I will review correlational and experimental studies which show that the ability to make moral judgments is not confined to such balancing of principals and situational demands, but that it may be also facilitate norm conformity, helping behavior, democratic engagement, even academic learning, and making swift decisions under pressure.

Medical Students and Moral Education in Brazil
Sergio Tavares de Almeida Rego, National School of Public Health of the Oswaldo Cruz Foundation, Rio de Janeiro, Brazil

On this work it is presented some aspects of the process of transformation of curricula and teaching methods on Brazilian medical schools. We propose the inclusion of the following objectives to the medical course: to know the norms of professional regulation, to develop the competence in the use of the Bioethics' tools and to contribute to the development of the moral autonomy of the medical students. It is presented the results of a research with Brazilian medical students about their perception of moral issues related with the teaching and learning process, which should be use on ethics classes.

The Seminar in Medical Ethics at the University of Ulm - Theoretical and Practical Evaluation
Michael Gommel, University of Ulm & Henrik Kessler, University Clinic for Psychosomatic Medicine and Psychotherapy, Germany

Since 1989 case-based seminars in medical ethics are being held for medical students at the University of Ulm. A clinical case is presented sequentially with students asking for relevant information in the intervals and moral discussions taking place at critical points in the case. The theoretical backbone of the seminars are methods and rules of discourse ethics and the four mid-level principles of biomedical ethics advocated by Beauchamp and Childress (respect for autonomy, non-maleficence, beneficence, and justice) among others. Our presentation will have three main goals. First, the theoretical foundation in discourse ethics is analysed focusing on a comparison between Jürgen Habermas' theory and our seminars. Second, results of students evaluating the seminars will be presented. And finally we will give a brief overview of first results of a study investigating the effects of our seminars on the Moral Judgement Task (MJT) developed by Lind et al.

Symposium 3
Wednesday Afternoon, July 5, 5:30-7:00 pm
Room 3120

Forming Citizens of Democratic Russia: Integration of Different Educational Potentials
Chair: Irina Demakova, Academy for Professional Instructors and Educators, Moscow, Russia

Today, when the Russian society is rapidly changing, different forms of social experience are undergoing transformation, which people feel several times in their life. This is one of the main arguments against the traditional one-way strategy of educating youth that is when the social experience is transmitted directly to the young generation from the older one. Modern education presupposes interaction of traditional (family, school, after-school) and non-traditional (cultural, non-governmental, religious, political) institutions, as well as youth subculture and youth organizations. Integration of their educational potentials is an indispensable condition for building a genuine civic society in Russia.

Participation of Different Educational Entities in Modern Civic Education
Natalya Selivanova, Russian Academy of Education, Moscow, Russia

Today values and value orientations in education are constructed by both traditional (family, school) and non-traditional (cultural, non-governmental, religious, political) institutions, as well as by youth
Symposia

subculture and youth organizations. This dictates a growing need for all these entities, on the one hand, to cooperate with each other on the basis of humanistic values, and on the other hand, to resist the influence of antisocial education.

Integration of International Non-Governmental Organizations in Civic and Moral Education

Irina Demakova, Academy for Professional Instructors and Educators, Moscow, Russia & Tatyana Ernandes, Moscow, Russia

In order to build a genuine civic society in Russia we need to combine the efforts of different non-governmental organizations. One of them is the Russian Janusz Korczak Society, aimed at advocating humanistic ideas of the great Polish educator J. Korczak. One of the Society's projects is the International Integrative Camp "Our House" where student-volunteers from Korczak associations in Russia, Ukraine, Netherlands, Germany, Switzerland and the USA work with children from different racial, social and religious groups. This camp creates all necessary conditions to develop children's independence and self-respect; it helps them to accept the values of the civic society.

'Simple' Solutions of Difficult Educational Problems: Authorial Children's Institutions

Tatyana Tsyrlina, Kursk State University, Russia

The presentation will introduce theory and practice of authorial schools in Russia in the 20th century. I will talk briefly about the definition and culture of authorial schools and the main sources of influence of such a culture on children and adults within every humanistic authorial school. Two exemplary Moscow authorial schools will be presented. Russian after-school programs performed in school buildings and special children's palaces, have also proven to be very effective for the formation of future citizens. I will describe some of the unique activities of the Kursk Children's Palace and its impact on children and youth.

Symposium 4

Thursday Afternoon, July 6, 1:30-3:15 pm
Room 3024

Selfish or Fair – Integrating Moral Development and Behavioural Economics

Chairs: Monika Keller, Max-Planck Institute, Berlin, Germany & Tina Mati, University of Zurich, Switzerland
Discussant: Ernst Fehr, University of Zurich, Switzerland

The contributions of the symposium are using paradigmatic tasks in experimental game theory in order to study selfishness and fairness in the framework of moral development theory. The research by Keller et al. and Leman et al. explores outcome and process of individual and group-decision-making in two sharing tasks in children and adolescents (Dictator-, Ultimatum-game). The research by Gummerum et al. and Malti explores sharing in preschool children and asks how behavior in these experimental tasks relates to psychological variables like moral emotions and pro- or antisocial behavior as assessed in traditional moral development research.

Selfish or Fair? Group Negotiations about Sharing

Monika Keller, Max-Planck Institute, Berlin, Germany, Michaela Gummerum, University of British Columbia, Vancouver, Canada, Jutta Mata & Malte Petersen, Max-Planck Institute, Berlin, Germany

The study integrates research in moral development with behavioral economics. In a group decision-making experiment children of different age groups decided individually and in a group of three how to share a sum of money with an anonymous other group (dictator-game). Negotiations were videotaped
and analyzed. Equal split was the modal individual choice; groups gave less than individuals. Arguments serving to increase or decrease offers were scored. Supporting lower offer with negative attributions to other group increased with age. As nearly all children in another study judged equal split as right these arguments can be seen as moral justifications.

Gender and Age Differences in Decisions about Sharing Money with Others
Patrick J. Lehmann, Royal Holloway University of London, Monika Keller, Max-Planck Institute, Berlin, Germany, Michaela Gummerum, University of British Columbia, Vancouver, Canada & Jutta Mala, Max-Planck Institute, Berlin, Germany

The present study explored how 294 children, aged between 7 and 18 years, shared money between themselves and imaginary others under both individual and group conditions. The distribution task involved two different “games” that gave children either a free choice about how much to offer to the other group (Dictator game), or that involved children making a strategic offer to avoid the other group rejecting an offer and losing all the money (Ultimatum game). From 10 years of age boys made significantly less generous offers than girls in the Dictator game. However, inter-group strategic constraints arising in from the structure of the Ultimatum game resulted in few gender differences from 10 years of age. The order in which games were presented was a powerful influence on the offers children made. This study explored the relationship between prosocial behavior, moral judgment, and emotion attribution to violators of a moral rule among 2- to 6-year-old preschool children. Prosocial behavior was measured with teacher ratings and the dictator game, a sharing situation developed in experimental game theory. Participants judged moral rule violations and attributed emotions to a violator in two happy-victimizer scenarios. Results indicate that children who judge a moral rule violation to be wrong share more in dictator game. Similarly, attribution of negative emotions predicted sharing behavior. However, teacher ratings of prosocial behavior were unrelated to moral judgment and emotion attribution.

Prosocial Behaviour, Moral Judgment, and Emotion Attribution in Preschool Children
Michaela Gummerum, University of British Columbia, Vancouver, Canada, Monika Keller, Katrin Rust, Max-Planck Institute, Berlin, Germany & Yaniv Hanoch, UCLA School of Public Health, Los Angeles, USA

This study explored the relationship between prosocial behavior, moral judgment, and emotion attribution to violators of a moral rule among 2- to 6-year-old preschool children. Prosocial behavior was measured with teacher ratings and the dictator game, a sharing situation developed in experimental game theory. Participants judged moral rule violations and attributed emotions to a violator in two happy-victimizer scenarios. Results indicate that children who judge a moral rule violation to be wrong share more in dictator game. Similarly, attribution of negative emotions predicted sharing behavior. However, teacher ratings of prosocial behavior were unrelated to moral judgment and emotion attribution.

Aggression, Sharing Behaviour, and Moral Emotions in Swiss Kindergarten-Children
Tina Malti, University of Zurich, Switzerland

The study investigated the relation between kindergarten children's aggression, sharing behavior, and moral emotions. 150 6-year-old Swiss kindergarten children, their parents and kindergarten-teachers were investigated. We assessed aggression by multiple informants (children, parents, kindergarten teachers). Sharing behavior was explored in a dictator game. Children's moral emotions were measured by five moral dilemmas. Preliminary data analysis show context-dependent negative relations between aggression and sharing as well as moral emotions. We discuss the results with regard to implications for moral-pedagogic interventions.
Followers of Piaget and Freud agree that some time between five and seven years old children develop the capacity to "conserve" or transform emotions into a "permanent" scale of values which Piaget sees as the basis of moral development and Freud sees as the beginnings of conscience. That is, feelings generated in social contexts are transformed into the ability and willingness to subject the self's impulses and desires to the normative expectations of, first, the hierarchical moral authority of parents and other elders, and shortly thereafter, to the mutual, symmetrical agreement of peers. Clearly this process doesn't happen overnight, or even within a given period of time. Situations and circumstances raise areas of "unconserved affect"—especially negatively charged affect—well into adulthood. Even the Dalai Lama, when asked recently if he gets angry, responded: "Of course, I'm human."

The Adaptive Role of Moral Emotions
Maria B. Spychiger, University of Fribourg, Switzerland

In recent years we observe an increased interest in mistakes and what people can and should learn from them. Mistakes teach us, it is assumed within the learning-from-mistakes approach, what is wrong and right. But it is also obvious that this kind of learning does not always take place and that, rather, individuals repeat the same mistake (sometimes even numerous times). Which factors then are in play, if learning occurs in such a way that attitude, or even behaviour, truly changes? It seems that in the case of moral mistakes and subsequent moral learning, moral emotions are to be focused. Shame, for example, appears then as an indicator of self-insight: A person experiences shame because s/he is aware that s/he has pushed or stepped over a moral norm. The emotional reaction also shows, and perhaps more importantly, that the norm to which the person relates to is established within him or her, and s/he identifies with.

This contribution will highlight moral emotions—namely shame and regret—with a few examples from real life. They are extracted from a small interview study on biographical learning from mistakes, the second one of two, carried out in the frame of a large research study on how people deal with mistakes (for an overall report see Oser, Spychiger & Reber, 2002). 10 people were asked to report about the mistakes they have made throughout their life. There is a number of moral mistakes within the collection of mistakes brought together by these interviews. They show that people, while dealing with the consequences of the mistakes they made, often learn from them, and change their behaviour. There is much evidence that the so called negative emotions are indispensable in that process, and that their role is to adapt people to moral values and norms. A theoretical framework is constructed after the exemplary events from real life have provided material for hypotheses and classifications.

'Unhappy Moralist': Doing Right and Feeling Wrong — The Influence of Different Norm Groups on the 'Unhappy Moralist' Effect
Lisa Hattersley, University of Fribourg, Switzerland

This study investigates the influence different norm groups have on the occurrence of the 'unhappy moralist' effect, i.e. the feelings which occur following moral action when a personal want or potential profit is neglected. Some norms are adhered to without questioning and this does not entail unpleasant or bad feelings. Conversely, choosing the moral action in order to abide by a norm can result in negative emotions, such as those of an 'unhappy moralist'. This study assumes that the extent of the negative emotions is connected to the strength of the norm in question. A differentiation is made between strong and weak norms as well as between moral and legal norms, the combination of these differentiations resulting in three weak norm groups and three strong norm groups. The findings show that the 'unhappy moralist' effect occurs predominantly in the weak norm groups as opposed to the strong norm groups.
The Puzzle of a Disintegrating Negative Moral Orientation in Recovering Integrity after Chronic Addiction

Charles D. Blakeney, University of Fribourg, Switzerland

Chronic addiction can be seen as a failure to change, learn and grow despite repeated negative feedback from both self and environment (Blakeney & Blakeney, 2004). Addicts, like troubled adolescents, socio-paths, partners in intractable social and ethnic conflicts (e.g. war) build up cognitive moral structures that defend, justify and make right their moral choices (Vaillant, Nissen, Solomon). One problem that confronts people in treatment is letting go of old resentments (unconserved or over-conserved affect). By adulthood long term negative moral emotions - those “old bones” that have not been transformed and conserved - are well defended by cognitive structures that can be measured in terms of a negative moral orientation. This paper describes the process in which negative moral orientation disintegrates, vanishes and/or is transformed as faith and integrity increase across a longitudinal sample of about 600 residents in a long term Recovery Program. In the end, we want to be able to claim that the disintegration and/or vanishing of a negative moral orientation is an indicative measure of learning, growth and change, and of recovering integrity within individuals as well as between groups.

Discordance

Ronnie Frankel Blakeney, University of Fribourg, Switzerland

What happens to a dream deferred? Does it dry up like a raisin in the sun? Does it fester like a sore and then run? Does it sag like a heavy load...or does it explode? (Langston Hughes)

How do people manage moral emotions such as fear, rage, anger, anxiety, exclusion, rejection, neglect, condemnation and frustration when they are in positions of powerlessness or conditions of oppression? Increasing moral development research has examined “contrarian” elements of moral development (c.f. Nucci, 2005), illustrating the positive role of opposition in the development of moral agency (of Baumbind, Smetana, Turiel, op.cit), self/group affirmation (Ward, Snarey) and learning from mistakes (Oser & Spychiger). What happens, however, when the road to the positive transformation of negative moral emotions is blocked by the unfair exercise of power, as is the case, for example, with children who are sexually abused in the family, victims and witnesses of war and trauma, minority status Americans, socially dis-integrated adolescents and overworked, overwhelmed helping professionals? This paper revisits data collected over the past 30 years to describe alternate ways that children, adolescents and adults manage moral emotions in the presence of powerlessness. Particular emphasis will be placed on physiological symptoms of stress and moral conflict; discordance in cross-racial moral reasoning; intractable patterns of moral misbehavior that act out a moral claim; music, art, protest and other forms of political action.

Symposium 6

Thursday Afternoon, July 6, 3:35-5:20 pm

Room 3027

Ethics and Psychology in Moral Education: Exploring Boundaries and Tensions

Chair: David Carr, University of Edinburgh, Scotland

Recent work in moral psychology and moral education has seemingly called into question the traditional boundary between ethics and psychology. The traditional division of labor reserves for ethics the task of sorting out normative claims, or of defining the moral domain. These strictures then serve as the starting point of empirical investigation. This was the boundary assumed by the cognitive developmental approach to moral socialization. For Kohlberg, (Kantian) ethical assumptions defined the moral domain for empirical investigation, and provided criteria of what was to count as a good moral judgment. According to recent writings by Lapsley and by Narváez, this strategy amounted to a moralized psychology whose terms of reference were defined by ethical theory and whose core research agenda was to provide psychological resources by which to help resolve ethical problems,
such as the problem of ethical relativism and how to defeat it. In contrast they argue for a psychological morality that takes as the starting point the theoretical and empirical literatures of cognitive, personality and developmental psychology, a strategy, they claim, that aligns with the naturalized ethics perspective in philosophy.

Whether and how far a "moralized psychology" resets the boundaries between ethics and psychology, whether and to what extent this is sensible and philosophically defensible, and its implications for moral education, is the subject of this symposium.

Ethics and Psychology in Moral Education: Exploring Boundaries and Tensions
David Carr, University of Edinburgh, Scotland

In a starter paper for this symposium, David Carr will seek to give sharper focus to what might be regarded as three issues of some conceptual indeterminacy in the recent innovative work on the psychology of character education of Darcia Narvaez, Dan Lapsley and others. First of all, in relation to the question of whether or in what sense it is reasonable to hope for an 'integrative moral education', it will be argued that while the prospects of such integration are fair on some (more general) interpretations of this view, they are considerably less hopeful on others. Secondly, with regard to the question of whether our theoretical approach to understanding moral development and education should reflect a 'psychologised morality' as opposed to a 'moralized psychology', it will be suggested that the very idea of a 'psychologized morality' may rest on a misunderstanding of ethical naturalism – one that is seriously at odds with the Aristotelian sources of ethical naturalism. Thirdly, it will be argued that the suggestion drawn by psychological theorists of moral education that it is useful to conceive (at least some aspect of) moral response in terms of 'expertise', may rest on some mislocation of the problem that the notion of expertise is here invoked to address, On this view, not only is the notion of moral expertise deeply at odds with Aristotle's concept of practical wisdom, but there may also be good Aristotelian reasons to avoid such an idea in theorizing about moral education.

Psychologized Morality and Its Discontents, or, Do Good Fences Make Good Neighbours?
Dan Lapsley & Darcia Narvaez, University of Notre Dame, USA

We reconstruct the recent history of moral development research and its problematic to lay the groundwork to our claim that the cognitive developmental approach was motivated to resolve ethical problems, and quite happily accepted a boundary defined by its commitment to a particular ethical tradition. Although this resulted in a famously productive and interesting research program on moral stages, it also effectively ruled out of bounds, by philosophical fiat, certain other lines of research that did not seem promising in its effort to defeat ethical relativism.

We argue that the Kohlberg tradition brought ethical theory to developmental psychology, essentially moralizing the study of moral development. Although this had a liberating effect on research, it also restricted the field of study; and held out a model of the moral ideal that was quite possibly not in reach for "creatures like us." We advocate for a new perspective that psychologizes the study of moral functioning. We restate our basic understanding of this task and attempt to resolve possible objections to it. In our view the boundary between ethics and psychology is much like the two neighbors in Robert Frost's The Mending Wall.

Ethical Assumptions and Contemporary Moral Psychology
Clark F. Power, University of Notre Dame, USA

In my remarks I recount Kohlberg's philosophical assumptions made prior to research, and show the way that ethical theory structured his empirical research program. While wanting to defend the appeal to ethical theory as a starting point for psychological investigation, I will also claim that "psychologised" approaches to moral functioning was never divorced from the broader Kohlberg project, as reflected, for example, in the self-model of moral behavior advocated by Blasi, Power, Higgins and others, and as reflected in contemporary research on moral identity and personality. Philosophical assumptions are inescapable in the study of moral development, but real progress is possible only when such assumptions are transparent and held in dynamic tension with the theoretical and empirical literatures of psychological science.
Symposium 7  
Thursday Afternoon, July 6, 3:35-5:20 pm  
Room 3026

Character and Citizenship: A Dynamic Relationship

There is a complex and dynamic relationship between the development of moral character and various aspects of citizenship and civic engagement. Althof will focus on participatory approaches to democratic citizenship education that are directed towards social and moral responsibility, community involvement and political literacy. Berkowitz will review the recent evolution of US character education, with a primary focus on the way some contemporary forms have incorporated developmental models and empowerment methodologies. Using data from the Child Development Project, Battistich will explore some of the implications of "democratic" approaches to character education in elementary schools for moral development and civic engagement. Bier will discuss the need for an involved citizenry engaged in advocacy for children.

Education for Democratic Citizenship: What Agenda?  
Wolfgang Althof, University of Missouri, St. Louis, USA

The democratic mission of schools is widely uncontested in the United States as well as in many other countries; the practical educational implications, however, are by far not as clear and consensual as this might suggest. Often, civic education in schools is focused on knowledge about governmental institutions, disconnected from students' own life experiences; it tends to lack a training in thinking and process skills and to avoid controversial topics. Education for democratic citizenship, however, needs to model democracy, thus providing a major opportunity for a civic apprenticeship. This presentation will review participatory approaches to citizenship education that are directed towards social and moral responsibility, community involvement and political literacy. The challenges and benefits of a whole-school strategy in education for active and democratic citizenship will be analyzed.

Student Empowerment, Moral Development, and Democratic Participation: Considerations for Character and Citizenship Education in Elementary Schools  
Victor Battistich, University of Missouri, St. Louis, USA

This paper explores some of the implications of "democratic" approaches to character education in elementary schools for moral development and civic engagement. Using data from the Child Development Project, relationships between the social and moral climate of elementary classrooms and schools and students' perceptions of the sources and legitimacy of authority, commitments to democratic processes and values, moral reasoning, and social participation are examined. Discussion focuses on the critical role of engagement in moral discourse and democratic practices in promoting students' personal commitment to prosocial values and development of the capacities to act as critical citizens in a democratic society.

The Role of Empowerment in Character Education  
Marvin W. Berkowitz, University of Missouri, St. Louis, USA

Historically character education has been most associated with hierarchical social structures, authoritarian adult to child relationships, and indoctrinative pedagogies. However, over the past 15 years, character education in the United States has evolved into a more inclusive, research-based, and democratic form. This presentation will review the recent evolution of US character education, with a primary focus on the way some contemporary forms have incorporated developmental models and empowerment methodologies. These methods include classroom and whole school strategies. Furthermore they apply both to student interactions and educator interactions. The challenges for teachers and for school leaders in incorporating empowerment methods will be addressed, as will strategies for overcoming such challenges.
Breaking the Bonds that Tie: Morally Deleterious Effects of Advertising
Melinda C. Bier & Stephen Sherblom, University of Missouri, St. Louis, USA

A central feature of much character education is facilitating students' bonds to school, to home, to community, and to a moral identity. Certain features of our modern capitalist society, however, work directly against these bonds. For example, advertising and other forms of popular media actively and in some cases intentionally work to undermine the bonds students feel with parents and with school. Media literacy is a necessary step, but ultimately a defensive one. Those concerned with students' well-being need to move beyond reaction to developing an engaged citizenry in a proactive advocacy demanding children be free from undue media influence.

Symposium 8
Friday Morning, July 7, 8:15-10:00 am
Room 4112

Out-of-Classroom Experiences with Urban Youth and Teachers: Strategies for Increasing Moral Sensitivity
Chair: Donald Biggs, Siena College, Loudonville, USA
Discussant: Darcia Narvaez, University of Notre Dame, USA

This symposium examines the impact of pro-social engagement on the professional and moral development of future teachers. We describe programs to promote understanding of moral education through service activities in teacher education programs. The first paper will describe the involvement of teacher education students in a program for developing the emerging talents of urban youth attending low performing middle schools. The second paper will describe the Janus Korczak Society at Kursk State University. Teacher education students learn about the life and teaching of Janus Korczak while engaged in service experiences at a local hospital for terminally ill children. The third paper will describe a project involving social justice in teacher education. The goal was to increase student engagement and participation in the resolution of a series of incidents involving prejudice at the College.

Janus Korczak Society – Pro-Social Engagement of Teacher Education Students in Russia
Tatyana Tsyrlina, Kursk State Pedagogical University, Russia

This paper discusses the Janus Korczak Society in Kursk, Russia and its connection to the Training of teachers and other professionals. Korczak was a moral educator, writer, caretaker and medical doctor in Warsaw during the Nazi occupation. He directed a Jewish orphanage using a model of participatory democracy similar to that of Kohlberg's Just Community and Mosher's democratic school. Students at Kursk State University learn about the life and death of Janus Korczak and dedicate their time to serve children in local hospitals, kindergartens, children's asylums, etc. This paper will discuss their experiences and the impact on their views of teaching.

Fostering a Climate of Giftedness for Youth in Inner City Schools: A Strategy for Improving their Academic Achievement
Robert Colesante, Siena College, Loudonville, USA & Donald Biggs, Siena College, Loudonville, USA

This paper is concerned with the establishment of a program for improving the academic achievement of students in two inner city middle schools. These schools include a high percentage of students of color from low-income families. Both were designated as Schools in Need of Improvement because of their performance on statewide tests of achievement as mandated by the No Child Left Behind Act. Students who attend these schools are frequently described in terms of deficits in their knowledge and skills; however, their gifts and talents seem to go unnoticed.

Our first task was to develop an accurate picture of the characteristics of these students. The second task was to design and implement an educational program which addressed their different gifts and
talents. We describe a program that included enrichment clusters which provide students with opportunities to develop products and services for real audiences. These clusters contributed to a "climate of giftedness" which included high-end, inductive learning experiences that recognized and supported a broad array of gifts and talents.

**Forestsing Students' Civic Action in the Face of Campus Hate Crimes: An Analysis of the Growth of Student Engagement**  
*Cheryl J. Gowie, Stiena College, Loudonville, USA*

This paper documents factors contributing to the transformation of one cohort of undergraduate secondary education certification students into a cohesive student group taking direct, positive action to improve campus life in light of a spate of hate crimes. Data include interviews of individuals playing critical roles in shaping the response, analysis of shared experiences including course topics and assignments, correspondence, field experiences in diverse, urban schools, documents describing the institution's response to the crimes, students' poems and essays on injustice, and responses to course evaluations. Themes emerging from these data are compared with results on the National Survey of Student Engagement, relevant research and writing on engagement, and the Southern Poverty Law Center's ways to fight hate on campus.

**Symposium 9**  
Friday Morning, July 7, 8:15-10:00 am  
Room 3028

**Political Orientation, Participation and Civic Education in Schools**  
*Discussant: Wolfgang Althof, University of Missourì, St. Louis, USA*

Today schools are situated in the conflict area of community and social marginalization. This symposium wants to contribute to a greater understanding of how schools can balance these two extremes. The main focus of the presented studies lies on participation and political orientation. On the one hand we ask what kind of political identities we find in students’ orientation and on the other we follow the question of how schools can support the genesis of political identity and the development of socio-moral growth.

The first two presentations by Oser & Steinmann and Riegel, Tanner & Oser investigate excluding attitudes and their prevention in school settings. The presentations by Luterbacher and Biedermann examine political and socio-moral learning in the context of participation: Luterbacher shows how peer mediation supports student socio-moral growth and contributes to a culture of constructive conflict resolutions. Biedermann investigates possible effects of participation experiences on the development of social characteristics and political competencies.

**The Two Faces of Ethnos: Orientation and Centration**  
*Fritz Oser & Sibylle Steinmann, University of Fribourg, Switzerland*

Our study (n = 1412; ages 12 to 21 years, two points of measures at a one year interval) examines the development of political cognition and political development with the main focus on the ethnos orientation and centration. We found four different ethnos types on the continuum from ethnos orientation to ethnos centration. With these ethnos types, we can show how important it is to subdivide national pride into patriotism and nationalism. Our main question was how different demographic dates influence ethnos orientation and centration. Is it a question of education or development? Is the social-economic status of the parents most important? Or is it even a gender question?
Integration and exclusion pose a challenge for contemporary education. Specifically, schools are confronted with cultural and social diversity on the one hand and exclusionary and racist thinking and behavior from students (and sometimes teachers) on the other hand.

The intervention and evaluation study “Preventing right-wing extremism and ethnic violence in schools in Switzerland” attempts to make a scientific contribution to increase knowledge about ways to prevent racism, exclusion and ethnicized violence in schools. The project developed a curriculum for school lessons especially for this study and carried out teacher trainings to qualify teachers to implement the program in their classes. The whole process is evaluated using quantitative and qualitative methods. In this paper we will present results of the study, concentrating on the observed learning processes and changes in the orientations and arguments of the participating students and teachers. We will discuss the results of the evaluation against the background of the central approaches of the intervention: the narrative approach, the concentration on everyday racism and diverse forms of exclusion as well as the success of the concept of teachers as mediators.

In Just Communities, social and moral conflicts are not managed by school principals and teachers but within ongoing school meetings. In this model, scholars, teachers and principals participate as equal members of the school community and resolve conflicts in a process of common reasoning and democratic interactions. According to Kohlberg's theory this is supposed to stimulate social and moral growth as well as to enhance the moral atmosphere of the school. Selman's (1980) findings on the growth of interpersonal understanding show the importance of ongoing social interactions with peers on development, e.g. the ability to successfully resolve conflicts. In this regard, classroom observation is disheartening. Most students try to get their own way without considering the other’s needs or rights. They're more likely to rely on unilateral strategies of violence and harassment (e.g. Krappmann & Oswald, 1995). Given this, various authors suggest that teachers use a conflict resolution procedure that relies on mutual reflection and decision-making among students in conflicts (e.g. Adalbjarnardóttir, 1993). This procedure seems analogous to the process of peer mediation. The purpose of the current study was to enhance interpersonal understanding and conflict resolution skills among students through the application of a conflict resolution program. In this paper I will present the major findings and discuss the importance of involving peer mediation in the context of a Just Community.

People often expect that participation will positively influence a multitude of diverse and significant changes in behavior and attitude. It is assumed and expected, for example, that participative processes will induce social and democratic learning generally. Based on these assumptions, the present empirical study addressed the question to what possible effects participation experiences have on the development of personal skills and social characteristics on the one hand, and political skills, attitudes and activities on the other.

The survey was conducted with a questionnaire during the IEA study about "civic education: older population" (as a national option). The representative sample from german-speaking Switzerland included 1270 11th grade students (average age of 17.9 years). The analysis shows that the factors classified under personal skills and social characteristics have a positive relation to participation experiences (r = 0.28 till 0.40; p<0.001). In specific terms this means that people who are aware of effective participative processes in which responsibility is shared tend to show a greater "self-conception", a higher "autonomy", a superior "social integration" and a lower "lack of perspective" than those persons who are not aware of these processes. With regard to the relationship between aspects of participation and aspects of political identity no significant correlation was found.
On the basis of these results it can be established that it exists a relationship between the perception of participation and personal skills and social competencies. But it doesn't exist a relationship between the perception of participation and political skills, attitudes and activities. These results indicate that the simple initiation of participative processes does not automatically lead to any desired changes in political behaviour or attitude. Civic education requires additional elements.
Invited Panels and Panels

Invited Panel 1
Thursday Afternoon, July 6, 1:30-3:15 pm, Room 3023, Chair: Gian-Paolo Curcio
Discussants: Marvin Berkowitz, University of Missouri-St. Louis, USA & Steve Thoma, University of Alabama, USA

Smart and Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond
Thomas Lickona, State University of New York, USA

Invited Panel 2: The Belief in a Just World
Friday Morning, July 7, 11:15-12:45 am, Room 4112, Chair: Traugott Elsässer
Discussants: Leo Montada, University of Trier, Germany, Theresa A. Thorkildsen, University of Illinois, Chicago, USA & Clark F. Power, University of Notre Dame, USA

The Just World: About the Justice Motive
Claudia Dalbert, Martin Luther University Halle-Wittenberg, Germany

The talk summarizes research on the belief in a just world of the last decade and incorporates actual theorizing about human motives which assumes the existence of two motivational systems: a system of self-attributed motives and a system of implicit motives. Starting from findings of the just-world research, I examine the hypothesis that the justice motive can be differentiated correspondingly in an implicit and an explicit justice motive. According to our double-dissociation-model the explicit justice motive should predict controlled reactions (e.g., allocation behavior) and the implicit justice motive should predict spontaneous reactions (e.g., blaming victims).

Panel 1: Controversy about the Gibbs Theory
Friday Afternoon, July 7, 2:30-4:00 pm, Room 4112, Chair: Christine Riegel
Discussants: John Gibbs, Ohio State University, USA, Darcia Narváez, University of Notre Dame, USA & Don Reed, University of Wittenburg, USA

Gibbs on Kohlberg on Dewey: A Critique of Moral Development and Reality
Roger Bergman, Creighton University, Omaha, USA

Gibbs in Moral Development and Reality (Sage, 2003) "argues that Kohlberg's stage theory fails largely because his best Piagetian insights were corrupted by his fascination with Dewey's writings on internalization and group conformity....To call Kohlberg's Deweyan commitments the 'Procrustean bed' that distorts his developmental theory is a startling claim" (Lapsley's foreword).
I believe it is also false. My theses are that (1) Dewey's moral psychology includes, in any substantial way, neither (a) a three-stage developmental theory nor (b) internalization as part of that theory, as claimed by Gibbs; that therefore either (2) Kohlberg misread Dewey, and/or (3) Gibbs misreads Kohlberg.
Paper Session 1
Civic Engagement and Multicultural Education
Wednesday Afternoon, July 5, 3:30-5:15 pm
Room 3118
Chair: Christine Riegel

The Concept of Culture in Multicultural Education
Tom Wren, Loyola University Chicago, USA

The literature of multicultural education, including both inservice and preservice textbooks and more advanced scholarly material, includes many pedagogical approaches and many very different conceptions of culture. This paper charts these differences and concludes with arguments for deconstructing but not abandoning the idea of culture.

Global Citizenship as Solidarity: Empathy and Perspective Transformation
Roger Bergman, Creighton University Omaha, USA

The author accompanied sixteen U.S. university students engaged in study and service over four­months in a developing country. Fourteen participated in a moral development and education research project. Data of three types were gathered: (1) focus groups were conducted at the beginning, midpoint, and conclusion of the semester; these interviews were taped and transcribed; (2) students wrote weekly reflections; (3) the author, who lived in community with the students, kept field notes of his observations. He will present preliminary analysis of the data and suggest that theories of empathy (Hoffman) and perspective transformation (Mezirow) may be fruitful for interpretation.

White Privilege Analysis: Its Moral Underpinnings and Civic Practice
Lawrence Blum, University of Massachusetts, USA

White privilege is generally regarded as unjust, but the basis for saying this has not been made clear. I distinguish three morally distinct elements — a white person's being spared discrimination suffered by persons of color; a white person's benefiting from the discrimination suffered by the person of color, and white people benefiting from something that does not involve injustice, such as speaking the majority language or growing up in the dominant culture. Nor is jettisoning white privilege necessarily the best civic practice based on a recognition of white privilege; it may not contribute anything to the goal of racial justice.
Global Citizenship and Intercultural Respect
Graham Haydon, University of London, England

The controversy beginning in February 2006 over the publication of anti-Islamic cartoons highlighted the question of intercultural respect. This paper will examine that notion within the context of education for global citizenship. It will question the idea, associated with a Kantian strand in liberalism, that it is only persons, not cultures, that can show respect and demand respect. It will then distinguish meaningful from incoherent, and acceptable from unacceptable, understandings of what is involved in persons respecting cultures, and in cultures respecting each other, and will draw implications for the practice of education for global citizenship.

Paper Session 2
Moral Measurement that Matters
Wednesday Afternoon, July 5, 3:30-5:15 pm
Room 3028
Chair: Maja Kern

Developmental Phase as a Mediator of the Relationship between Moral Judgment Development and Intermediate Concepts
Steve Thoma, University of Alabama, USA; Muriel Bebeau, School of Dentistry Delaware, USA & Annelise Boland, University of Alabama, USA

The recent neo-Kohlbergian model of moral reasoning suggests three different levels of moral cognitions (i.e., bedrock schemas, intermediate concepts, and ethical codes). Following this view, this paper presents a study that explores the link between moral schemas (estimated by the Defining Issues Test) and intermediate concepts. Using eight cohorts of dental students measured on the DIT in their freshman and again four-years later (n = 644), findings indicate that the small positive relationship between measures increases substantially when developmental phase is included in the analysis. These results are discussed in terms of how different moral cognitive systems are organized across development.

Do DIT-2 Scores Vary by Demographic Characteristic and Educational Contexts? A Large Sample Study Using Hierarchical Linear Modelling
Yukiko Maeda, University of Minnesota, USA; Muriel J. Bebeau, University of Minnesota, USA; Steve Thoma, University of Alabama, USA & Di You, University of Minnesota, USA

This study examines variation in Defining Issues Test -2 scores (DIT-2; Rest & Narváez, 1998) as a function of individual demographic information and characteristics of the educational institution in which the individuals belonged at the time of measurement. The archival 7,362 individual data from 64 institutions were used for descriptive analyses followed by an analysis using hierarchical linear modeling - a technique particularly suited for assessing differences between and within settings. The result indicated that individual DIT-2 level is significantly related to individual educational level, gender, political orientation and language status. The study also found that institutional characteristics moderate the relationship between these individual characteristics and moral judgment level.

Development of the Information Ethics Judgment Test
Hang-In Kim, Gyeongin National University of Education, South Korea

This study examines variation in Defining Issues Test -2 scores (DIT-2; Rest & Narváez, 1998) as a function of individual demographic information and characteristics of the educational institution in which the individuals belonged at the time of measurement. The archival 7,362 individual data from 64 institutions were used for descriptive analyses followed by an analysis using hierarchical linear modeling - a technique particularly suited for assessing differences between and within settings. The result indicated that individual DIT-2 level is significantly related to individual educational level, gender,
political orientation and language status. The study also found that institutional characteristics moderate the relationship between these individual characteristics and moral judgment level.

Research on Chinese College Students’ Moral Development Level
Gangshu Dai, University of Electronic Science and Technology, P.R. China

Based on Kohlberg’s Moral Development theory, employed Rest’s DIT2 and Lind’s MJT as research tools, surveyed parts of college students from four Sichuan’s universities in China, this study discussed the moral development level of the college students and intended to serve for the further promotion. After statistical analysis of 590 valid questionnaires by SPSS, concluded that:

i) The moral development level of undergraduates’ is fairly related to family backgrounds and higher education.

ii) The effect of family circumstances to individual moral evolution of undergraduates mostly depends upon their parents’ recognition and effective education.

iii) The influence of higher education to the college students’ moral development is achieved by providing opportunities to improve individual cognition level, distinct contradictory moral surroundings and take some a moral role in fact.

Pursuant to the conclusions, our suggestions for current university moral education include the four. Firstly, change the conception of moral education and evaluation— take students as the subject, concern and promotion of individual’s moral development as the goal. Secondly, improve individual morality and awareness to change moral behavior by moral education. Thirdly, improve all teachers’ moral quality and the awareness of whole college moral education. Finally, take the valid advantage of the colleges and the families to enhance individual's morality a higher level.

Paper Session 3
Moral Atmosphere, Self-Discipline and Contexts Affecting Moral Development

Wednesday Afternoon, July 5, 3:30-5:15 pm
Room 3027
Chair: Maria Spychiger

Students and Teacher Perception of Moral Atmosphere in Taiwan Schools
Chi-Ming (Angela) Lee, National Taiwan Normal University, Taiwan

The purpose of this quantitative study was to explore student and teacher perception of school moral atmosphere in Taiwan’s elementary and junior high schools. Students and teachers from 48 schools filled in a questionnaire entitled “School as Caring Community Profile II” (SCCPII). The important findings were: 1. SCCP scores of both students and teachers were above median score. 2. Students and teachers had significantly different sense of school moral atmosphere in sub-scales for “perceptions of student respect for one another”(IA) and “Students’ perceptions of student friendship and belonging”(IB). However, there was no significant difference between students’ and teachers’ scores in “perceptions of students’ shaping of their environment”(IC).3. Teachers’ scores in “Perceptions of Support and Care By and For Faculty/Staff”(IIA) and “Perceptions of Support and Care By and For Parents”(IIB) were higher than in sub-scales IA,IB and IC. 4. There was significant difference sense of “perceptions of school caring community for students”(sub-scales IA,IB and IC)between students and teachers on the following points: female, elementary schools, junior high schools, schools in northern Taiwan and in central Taiwan respectively. 5. Factors which most significantly affected both student and teacher perception of school moral atmosphere were their educational level, school district and school size. Accordingly, the author offered some recommendations on how to improve students’ and teachers’ mutual understanding, and enhance their school moral atmosphere.
Distribution of Resources: Institutional Contexts, Characteristics of Recipients and Resources

Mun Wong, The Hong Kong Institute of Education, Hong Kong

Previous research has tended to define justice rules as if they are context-free and has largely focused on children's concept of distributive justice within the particular context of monetary reward allocation. It was generally concluded from previous studies that 4 and 5-year-olds divide resources equally among recipients without considering the characteristics of the recipients or the types of resource being allocated. It is argued that results based on a specific context should not be generalized to children's allocation in other contexts. This article analyzes the effect of contextual factors on young children's concept of distributive justice. The results show that 5-year-olds (N=40) divided rewards according to the recipients' performance and the role of the allocator.

Creating a Moral Culture through Character Education

Betty J. Bennett, University of North Florida, USA

Discipline continues to be a significant problem in our schools. Most systems only see "discipline" as an action taken in response to or in prevention of misbehavior. If this is true, we will always spend our time reacting to events that have already occurred. However, if we also view discipline as something that exists within the school, just as self-discipline exists in each of us, we can begin creating a culture where students are motivated by self-discipline and good character. This presentation outlines a new model for creating a moral culture through character education.

Adolescents' Conceptions of Justice and Rights in Brazilian Social Context

Cleonice P.S. Camino & Julio Rique, Federal University of Paraiba, Brazil

This study verified adolescents' conception of human rights and whether their acquisition of notions of justice antecedes learning about rights. 160 Brazilian males [40 from public and private schools, 60 adolescents in conflict with the law living in a detention center, and 60 adolescents living on the streets] were interviewed. Content and quantitative analysis performed showed the influence of social contexts affecting cognitive complexity and pertinence understanding the notions of rights and justice. Knowledge about rights was also low by the standards of the Universal Declaration of Human Rights for informing adolescents about notions related to the formation of citizenship.

Paper Session 4
Enhancing Students' Involvement in Political Education and their Historical Knowledge

Wednesday Afternoon, July 5, 3:30-5:15 pm
Room 3026
Chair: Traugott Eassel

Teaching the Political Psychology of Genocide: Aiming for Activists and Ending up with Cynics

Elizabeth C. Vozzola & Kenneth Long, Saint Joseph College, USA

To explore whether taking a political psychology course would increase undergraduate honors students political activity and interest, the authors replicated Isbell's 2003 study of her course's effect on non-honors students' political knowledge, behavior and interest. Results from pre-test/post-test measures and course evaluation data demonstrate that both samples "learned a great deal, enjoyed the course and became more politically interested." The honors students did not, however, become more politically active. When students were asked to suggest a class response to the genocide in the Sudan, they responded that there was nothing they could do that would make a difference. We discuss course revisions necessary to help students become justice-oriented citizens willing to "get involved."
On Being Politically Effective: Undergraduates' Conceptions and Complexity of Thought
Jason M. Stephens & Erin E. Sullivan, University of Connecticut, USA

What do college students believe it takes to be politically effective in a democracy? How conceptually complex is their thinking about political effectiveness? Do courses and programs specifically designed to promote civic and political engagement actually affect students' conceptions of and complexity of thought related to political effectiveness? The proposed paper addresses these concerns by sharing results from a quasi-experimental investigation of nine college courses and programs designed to promote students' civic and political engagement. In doing so, we hope to not only shed light on a previously unexplored area but also offer two methodological techniques for assessing political development.

Civic Education in Swiss 9th Grade Classrooms - Insights from a Video Study
Monika Waldis, Jan Hodel, Fachhochschule Nordwestschweiz, Switzerland & Daniel Moser, Pädagogische Hochschule Bern, Switzerland

According to the international Civic Education Study, young Swiss citizens' political knowledge, interest and willingness to get politically involved ranges below average. Experts' explanations for these outcomes address different levels of the educational system. Thus, little is known about the current instructional processes in Swiss Secondary I Classrooms. Video data from the current research project "Geschichte und Politik im Unterricht" allows a closer look to civic education in 9th grade classrooms focussing topics, instructional tasks, handling of information and teacher student interaction and its impact on student motivation and engagement. Weaknesses and strengths of instructional procedures will be discussed.

What is History? Historical Knowledge and Social Attitudes of Students in a Swiss High School
Markus Kübler, Kantonsschule Schaffhausen, Switzerland

The history teachers of the cantonal school of Schaffhausen worked out a questionary, who tries to bring out what students between age 13 and 17 know about history and what kind of historical and moral attitudes they bring with them entering the high school as beginners (n=248; 12 classes). The questionary is based upon the one of the European History Teachers Association in the Euroclio-Projects (Van der Leeuw-Roord 1998) which includes 46 questions about history and their importance in general, about historical knowledge and the students interests in history, followed by questions about experiences in history lessons, about their planning skills, time perspectives an some social and political dilemmata. Completed by social-statistic facts about origin, language, interest in politics and religion, educational level of the parents.

The goal the questionary was to know more about the students condition they bring with their school entry in order to adjust our curriculum.

The questioning took place in the first two weeks after beginning of the school year in august 2005 and makes it possible to describe the political interests, the moral, political und social attitudes of our new students. The project will be continued the next three years with the possibility to follow changes or developments of the knowledges or attitudes of our future students.

The workshop gives some hints into the datas, into the first results followed by some considerations for eventual consequences.

Paper Session 5
Sensitivity, Empathy, and Intuition as Claims for Effective Moral Education
Wednesday Afternoon, July 5, 5:30-7:00 pm
Room 3119
Chair: Franziska Templer

Compassionate Empathy in Practical Ethics education: Results if a Conceptual Inquiry
Paper Sessions

Bruce Maxwell, University of Münster, Germany

This paper presents the results of a conceptual study that uses an ethical naturalist methodology to examine the prospects of providing educational support for empathic development in practical ethics education. Three principal proposals for how to integrate empathic development into existing courses in practical ethics are sketched. These proposals are: (i) introduce a theoretical discussion of "consideration for others" as a dimension of moral judgment; (ii) consider "decalage" in the selection of case studies and dilemma problems; and (iii) rather than relying exclusively on language-mediated communication, use the multi-facetedness of compassionate empathic responding as an educational resource by employing a variety of media. This project received a Gift of Time dissertation grant from the AME in 2004.

Can Values Be Taught? - A Philosophical Investigation
Mey Mei-lin Ng, University of Macau, China

Can values be taught? The final goal of this paper is to offer a positive answer to the question. Our discussion begins with a critique of Haydon's "arbitrator model" on values education and its underlying intellectualist conception of 'understanding of values.' Drawing from Nussbaum, an alternative conception of 'understanding of values' which takes emotion as the key to discerning how we make sense of values will be expounded: the weight and the meanings of values are disclosed to us through our emotional experience and our interpretation of it. The development of such an ability to understand (viz., appreciate) values requires an education that cultivate our sensitivity as well as our connoisseurship as emotional beings. The paper closes with an educational proposal that puts the cultivation of emotion as the core of (any) values education curriculum.

Moral Intelligence: An Explanatory Model of Moral Intuitive Processing
Christine Gouveia, Cornell University, USA

The social intuitionist model (Haidt, 2001) posits that moral intuitions are the primary source of moral judgments. Drawing from research in cognitive science and social psychology, I present evidence that intuitive processing is shaped and informed by moral intelligence. This integrated explanatory model extends the social intuitionist claims concerning conscious deliberation, and more completely depicts the complex relations between moral intuition and moral thought which underlie moral behavior. This paper shows how moral behavior develops as a response to moral experiences as they take place in early childhood classrooms, and discusses implications for moral education.

Paper Session 6
Dilemma-Method, Non-Dilemma-Method and Personality Traits: Important Instrument for Measuring Moral Development
Wednesday Afternoon, July 5, 5:30-7:00 pm
Room 3118
Chair: Maja Kern

Moral Segmentation in MJT Studies: Cultural Influences
Patricia Bataglia, University of Sao Paulo, Brazil; Marcia Schillinger-Agati & Georg Lind, University of Konstanz, Germany

As predicted by cognitive-developmental theory, indices for moral judgment competence are of similar magnitude in different dilemma situations (Kohlberg, 1984; Lind, 1984; 2002). However, in several studies in Latin America using the Moral Judgment Test by Lind, a new phenomenon was found, namely that participants showed considerably lower moral judgment competence in one of the two dilemma of the MJT, in the mercy killing dilemma than in the other one, the Workers dilemma (Lind, 2000). Following Wakenhut (1982), this phenomenon is called moral segmentation. In a recent study, Bataglia, Schillinger and others (2002) tested the hypotheses that moral segmentation was related to
individual religious commitment. No correlation was found, probably because religiosity was compared only within Brazilian culture.

In this study we test the hypothesis that the religiosity of Brazilian culture as a whole accounts for moral segmentation, as the Roman Catholic church teaches against mercy killing. To test this hypothesis, Bataglia et al. (2003) constructed a new dilemma (MJT-xt) which represents in which the same moral principles are at stake as in the mercy-killing dilemma, but does not come into conflict with the church’s teaching. If religious culture causes the segmentation of moral judgment competence, the C-score in this dilemma should be at least as high as in the Worker dilemma.

The hypothesis will be tested using findings from two studies: a) a study the development of an extended version of the MJT (MJT-ext) by Bataglia and the investigation about answers given to the Euthanasia dilemma compared to the Judge Dilemma (Bataglia, Schillinger-Agati, Lind, 2003); and b) a cross-cultural study about the relations between moral judgment competence and learning environment, conducted with more than 1100 undergraduate students from Brazil, Germany and Switzerland (Schillinger-Agati, 2006). Results will be discussed in the light of the Education Theory of moral development.

**Moral Judgment Development and Values across Cultures: Revisiting Kohlberg’s Universalist Claim with the New Assessment Method**

John Gibbs, Ohio State University, USA; Karen S. Basinger, Ohio State University, USA; Rebecca L. Grime, Washington and Jefferson College, USA & John Snarey, Emory University Atlanta, USA

We reconsider with a new assessment method Kohlberg's claim that common moral values and developmental stages of moral judgment exist across cultures. The review compares revisionist models (by Kohlberg himself as well as by Snarey and Gibbs) and surveys 55 cross-cultural studies in 20 countries conducted with a non-dilemma method (the Sociomoral Reflection Measure-Short Form; Gibbs, Basinger, & Fuller, 1992). Despite extant issues pertaining to the early childhood and adult years, multimethod convergence is found for moral judgment stage development and values across cultures. Implications for moral education are discussed.

**Attitude of High School Students towards Moral Education**

Hema Pant, University of New Delhi, India

The present study seeks to examine the attitude of high school students towards moral education in respect of scholastic attainment and introvert extrovert personality. The study was conducted on a group of students from a school where moral education was being taught as a subject since many years. Since the classroom teacher has an important responsibility in molding and actually creating the architects of the nation, it is essential to know the importance of attitude and to assess students' attitude towards the main aspects of life. Hence the study was undertaken to explore the attitude of different categories of school students towards moral education.

**Paper Session 7**

**Moral Measurement, Poverty and Morality**

Wednesday Afternoon, July 5, 5:30-7:00 pm  
Room 3028  
Chair: Sabine Tanner

**The Moral Ecology of Youth in Situations of Extreme Poverty**  
Sharlene Gale Swartz, University of Cambridge, UK

The importance of considering moral formation as an ecology is no better illustrated than in the lives of youth living in contexts of extreme and chronic poverty. Applying Bronfenbrenner’s ecological systems approach of adolescent development to youth moral formation expands our vision beyond both the purely psychological focus of cognitive development and the macrosystem of the sociologist, and allows us to consider more deeply the interrelationships which exist at each level of complexity.
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interacting systems. An ethnographic research study conducted amongst youth living in extreme conditions of poverty and deprivation provides an empirical basis for talking about the moral formation of youth that goes beyond (but doesn’t exclude) personal choices and provides a nuanced reading of the competing and interacting systems which youth have to negotiate in order to be and become ‘good people’.

**Working Children in Mexico: The Paradox of Morality**
*Elida Guerra, University of Bath-Universidad Autonoma de Queretaro, Mexico*

The research presented here shows data with Mexicans from 12-20 years of age where the fact of children working is simultaneously constituted in two rather divergent ways, both equally well justified. On one hand, the reaction against children working considered these entire phenomena as wrong, echoing westernized child status, children’s rights and justice concerns. Whereas, on the other hand, there was a justification of this situation further enhanced by the importance of affiliation and the good of caring, which express an empathic role-taking to parents and family needs. The functional importance of the norm of reciprocity, thought in many societies to prevent the tension of unequal exchanges, was found intimately related to a constructed ideal sense of justice.

**Measuring Moral Judgement: A Comparison of the MJT to the SRM-SF**
*Sanjee Perera, Liverpool Hope University, England*

In a global society facing epistemic uncertainty competent Moral judgement is increasingly becoming a necessary survivalist trait. Epistemology within the area has grown more complex; however, this is not reflected in the use of most of the moral measures. The two measures that have been popularised by current research literature, The SRM-SF (Gibbs et. al.1992) and the MJT (Lind 2000) are frequently compared across research findings without much attention to their basic assumptions and consequently their functional diversity. This investigation will attempt to compare the stage scores of an eastern (Sri Lanka N=40) & Western (England N= 40) sample and compare the test re-test scores divulged by the MJT & the SRM-SF.

**Paper Session 8**
**Religions and Moral Belief-Systems**
*Wednesday Afternoon, July 5, 5:30-7:00 pm*
*Room 3027*
*Chair: Margrit Stamm*

**Role of Religion in Moral Decision-Making in a Pluralistic Society: Malaysia**
*Vishalache Balakrishnan, University of Malaya, Malaysia*

Companies in Malaysia are mostly public listed or solely owned by various individuals or group of directors. As such, management ethics is as important as developing and expanding the companies. This paper looks into the ethics practiced within a solely-owned company and how it affects the employees, employer, society and nation as a whole.

**Teaching about Religion or Morality: An Instructional Tool for Educators**
*Steven J. Wentland, Azusa Pacific University, Canada*

This paper defines how to teach about religious and moral beliefs/themes, religious and moral documents/materials, and historically religious-moral facts/events/persons by educators at all instructional levels from primary teachers to graduate professors. Instructors are responsible for student learning and the implementation of daily lessons, thematic units, and student activities and are instructed to teach about specific historical religious events and moral themes at every grade level.
This paper offers every instructor practical instructional guidelines (an 8-Step Instructional Guide) when designing and implementing daily lessons involving teaching about religious and moral themes, content materials, and historical events in all educational settings.

**Generic Spirituality as the Basis for Religious Education and Morality**  
*Simon Robinson, University of Leeds, UK:*

This paper is about faith in learning—both faith in and faith emerging from the learning experience. It argues that generic spirituality, focused in reflective narrative, provides a bridge between morality and religion which respects, challenges and develops perceptions and practices of both religious and broader spiritualities. Hence, moral autonomy and the value of communal perspectives are both respected. Examples of pedagogy are given, showing how virtues emerge from the practice of the learning relationship, allowing risk, discovery and ownership. This leads to a critique of traditional virtues theory and development, and their view of community.

**Paper Session 9**  
**Engagement and Disengagement of Young People**  
Wednesday Afternoon, July 5, 5:30-7:00 pm  
Room 3026  
Chair: Carmine Maiello

**Morality and Civic Engagement in the Global Community**  
*Clark F. Power, Ann Marie R. Power, Jay W. Brandenberger, University of Notre Dame, USA & Nicole M. LaVoi, University of Minnesota, USA*

Political engagement in the world community requires a conception of citizenship that transcends localized political identifications. Such a conception entails a capacity to analyze political issues from a social systems perspective and a sense of one’s self as a citizen not only of one’s country but of the world itself. In previous research (Power, Power, & LaVoi, 2005), we found a strong relationship between the type of college students’ civic engagement at the local and their identity. This study goes further to explore college students’ understanding of and commitment to political engagement at both the national and international levels.

**Global Needs, Local Tensions: Civic Involvement and Citizenship Education in Singapore**  
*Charlene Tan, Nanyang Technological University, Singapore*

This paper discusses the citizenship education programme in Singapore known as National Education (NE). NE aims to develop in all Singaporeans national cohesion, the instinct for survival and confidence in the future. The paper argues that the global needs which necessitate the trend towards greater civic involvement and critical thinking in citizenship education have generated local tensions in Singapore. First, there is the tension between being a global citizen in outlook and location while remaining rooted to one’s country, culture and indigenous language. This is also the potential conflict between national loyalty of citizens and trans-national loyalty of religious believers.

**Citizenship Education in China: Origins, Development and Approach**  
*Bin Lin & Jane Hongjuan Zhang, Sun Yat-Sen University, Guangzhou, China*

The rise of citizenship education is markedly transforming Moral, Political and Ideological Education, known as deyu, in modern China. Three dimensions will be explored in this paper: the origins and content of Chinese citizenship education, the issues faced by Chinese citizenship education in response to the challenges of globalization and the approach to and resources required for carrying
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out an efficient program of citizenship education in China. The way in which this education differs from similar curricula in Western countries is also explored.

Predictors of Service-Learning Participation: A Logistic Regression Analysis
Jim Lies, Stanford University, Stanford, USA & Tonia Bock, University of St. Thomas, St. Paul, USA

This study examined moral identity, religiosity, and moral reasoning as possible predictors of service-learning participation. A pre-post quasi-experimental design was employed with two groups of college students; one group did service, the other did not. Two instruments were administered to both groups prior to service: a general Student Life Survey, containing the Moral Identity and Religiosity scales, and the Defining Issues Test (which was also administered after the service). For the purposes of this study only pre-intervention data was examined. A logistic regression analysis indicated that moral identity and moral reasoning proved reliable predictors of participation; religiosity did not.

Paper Session 10
Teachers' Professional Morality: From Novices to Experts
Thursday Morning, July 6, 8:30-10:15 am
Room 3120
Chair: Tomas Bascio

Voices from Within: University Teaching as a Moral Practice
Marian Fitzmaurice, Learning and Teaching Centre Dublin, Ireland

In this paper I will explore teachers’ beliefs about teaching in higher education through a study of their philosophy of teaching statements and examine how they view their moral agency. Current research on the moral dimension of teaching relies on theories of morality and moral language largely constructed by researchers. In constructing a philosophy of teaching statement, the academic staff with whom I work, are simply asked to think about their theories about teaching and there is no discussion of moral issues. Thus, I would argue that the personal philosophy statements capture the teachers’ own beliefs about teaching in higher education. I will use narrative analysis to examine the statements and ascertain the extent to which they engage with issues which relate to the moral dimensions of teaching and also to probe the issues that emerge.

Change of Concepts: From Teachers’ Occupational Ethics to Professional Ethics
Chuanbao Tan, Beijing Normal University, China

The transition of teachers from experience-based to expertise-based is a historic mark in the progress of human education. The transition from the general “occupational ethics” of teachers to the “professional ethics” is actually an important aspect of the transition from experience-based teachers to expertise-based teachers. The establishment of teachers’ professional ethics bears the same historical inevitability as the teachers’ specialization. Complying with this tendency, we ought to promote the establishment of teachers’ professional ethics in view of the improvement of living conditions and the professional development of teachers.

History, Ethical Implications, Teachers’ Responsibility: Moral Education in America’s Schools
Alicia Wenzel, Indiana University Bloomington, USA

The intent of this presentation is to provide a history of moral education in the United States; describe the controversial nature of teaching morality in the classroom; illuminate the understanding of student teachers’ perceptions, or lack of perceptions, regarding their responsibilities as moral leaders; and promote the development of future teachers as they accept their “moral charge to be models of conduct” to instill in students the moral and intellectual virtues needed to live a good and happy life.
Turkish Teachers Perceptions Related to "Teachers' Professional Morality"
Feyza Doyran, Middle East Technical University Ankara, Turkey

The aim of this study was to find out about the current perceptions and understandings of prospective, novice and experienced secondary school teachers. The data were gathered from the third and fourth year Foreign Language Education department students at Middle East Technical University-Turkey, novice secondary school teachers with one to two years of experience, and experienced teachers with more than ten years of experience. Some of these subjects were also interviewed. The results of the data analysis related to the present understandings of Turkish teachers about "Teachers' Professional Morality" will be shared in this presentation.

Paper Session 11
Moral Leadership of Teachers, Administrators and Business People
Thursday Morning, July 6, 8:30-10:15 am
Room 3119
Chair: Angela-Livia Nydegger

Professional Ethics and the Morality of the Student
Simon Robinson, University of Leeds, UK

This paper approaches professional ethics teaching for first year undergraduates through focusing on the student as ethical reflective practitioner. The student is enabled to develop her ethical identity around core ethical issues. Alongside this the student reflects on and debates with a range of university staff the ethical identity of the organisation, and the different professions within it. This sets up critical intertextual dialogue, the experience of being a stakeholder/client, and the development of an ethical framework. The learning experience enables the development of moral autonomy and responsibility, and acts as the basis for subsequent professional ethics teaching.

Teaching Moral Leadership
John Pijanowski, Tompkins Cortland Community College, USA & Dawn Schrader, Cornell University, USA

This paper brings the fields of educational administrator development and moral psychology together to propose a model for best practice in the field of teaching moral leadership. First, we analyze best current practice in the field of educational administrator preparation based on interviews with 24 graduate schools of educational leadership and then review previous research in educational leadership preparation. Next, these data are set in the contexts of components of moral decision making (eg, Rest) and effective practice for teaching them (eg, Oser & Schlaff; Schlaff, Rest & Thoma). Lastly, we discuss the development and implementation of curriculum in school leadership training.

Moral Development in Brazilian Training Courses of Future Teachers
Maria Sucupira da Costa Lins, Joao Malheiro, Juliana Dantas & Monique Longo, University Federal Rio de Janeiro, Brazil

Teachers dont feel always confident concerning Moral Education topics they teach to children in elementary school. Because of this we decided to know how and what future teachers in Brazilian education courses learn about Moral Education. This research aims to discover how it is taught and how these students understand Moral Education. Alasdair MacIntyres study about Virtue is the theoretical basis. Students were asked to talk about meaning of virtues and answered written and oral questions. Rene Barbiers sensible listening methodology was chosen. First block of the research was finished. Results show that students are interested in Moral Education training.
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**Integrated Ethical Development in Business Education: A Longitudinal Study**

*Jay W. Brandenberger, Kelly Annie Cahill & Jessica McManus Warnell, University of Notre Dame, USA*

The college years are important in framing ethical commitments. While business ethics concerns have received increased attention, less is known about how individuals develop ethically during pre-professional training. What prompts students of business to attend to and prioritize ethics, to favor career opportunities where ethical enterprise is valued? Using a newly developed Business Education Survey and the Defining Issues Test (collected pre- and post), this study addresses such questions through an examination of students at the University of Notre Dame from their first days as sophomore business majors through completion of their undergraduate. Results will be discussed in relation to developmental theory and pedagogical implications.

**Paper Session 12**

**Children’s and Adolescents’ Understanding of Moral Stories and Moral Dilemmas**

*Thursday Morning, July 6, 8:30-10:15 am*

*Room 3118*

*Chair: Sibylle Steinmann*

**Personification, Self-Transcendence and Value Orientation towards Nature**

*Robert Gandert, Dirk Schulz & Patricia Nevers, University of Hamburg, Germany*

The results of two studies will be discussed in which children aged 8-9 years of age and adults were investigated with a questionnaire in which a brief dilemma situation involving damage to a forest was presented. Participants were asked to rate various different normative responses to this dilemma and to select the response they considered the most important. Adults were also subjected to a personality test designed to assess self-transcendence. Among children the preferred argument referred to the necessity to protect the animals living in the forest. Furthermore responses involving personification were found to strongly correlate with responses expressing biocentric or holistic value orientation. Results from adults are still pending.

**Becoming a Moral Self: Children in Dialogue**

*Josephine Russell, Dublin City University, Ireland*

This qualitative research study examines moral responsiveness and thinking in a mixed gender class of primary school children over a period of four and a half years. It sets out to track development in children’s moral awareness, looking at gains and losses from middle to late childhood. The study analyses the children’s thinking, in response to a wide range of content, on issues of justice, freedom and responsibility, rights and duties, inclusiveness, and friendship. The study demonstrates how, through participation in a community of ethical enquiry such as Thinking Time – Philosophy with Children, children become more thoughtful and develop traits of character that are central to democratic citizenship.

**Stories as a Source of Moral Values for Young Children**

*Chiara Bacigalupa, University of Utah, USA*

Stories are universally seen as a rich source of information about moral values for children. However, we know that children often understand the world differently from how adults understand the world. Are we sure that children understand the moral themes in stories in the ways that adults intend? In this session, the author will present some surprising results from a qualitative study of how a group of kindergartners understood prosocial themes in children's literature.
How Children's Fairy Tales Define Positive Moral Values and Character Traits
Nicole Mangiere & Jessica Matthews, Cornell University, USA

This paper examines how children's fairy tale literature describes ideal moral values and character traits. I begin by analyzing how fairy tales educate both children and parents on what morality and good character look like. We then contrast nineteenth-century fairy tales to twentieth-century retellings to illustrate how as moral values have changed, fairy tales have also changed. By understanding how moral and character values are defined in popular cultural materials, we believe that as moral researchers and educators, we can better understand cultural influences on children's moral development and perhaps design more effective interventions to support positive moral development.

Paper Session 13
New Approaches to Measuring Moral Judgment
Thursday Morning, July 6, 8:30-10:15 am
Room 3028
Chair: Horst Biedermann

Ethical Identity Scale: Factor Structure and Construct Validity
Tonja Bock, University of St. Thomas, USA; Jim Lies, Stanford University, USA; Darcia Narvaez, University of Notre Dame, USA

Though many factors likely explain the differences between those who consistently engage in moral action and those who do not, recent research has focused on moral identity as a critical explanatory factor. This paper reports on the development and validation of a 10-item measure, the Ethical Identity Scale (EIS). Findings from exploratory and confirmatory factor analysis provide evidence for a 3-factor solution for the scores from the EIS. Evidence of convergent and discriminant validity as well as evidence from distinct groups is also reported. The EIS shows promise as a reliable and potentially valid measure of ethical identity.

The Social and Moral Development of Korean Elementary Students Based on the Social-Cognitive Domain Theory
In-Jae Lee, Seoul National University of Education, South Korea

This paper will purpose to investigate the characteristics of social and moral development of Korean elementary school students using computer based self-directed assessment. This study will provide us with some available insights for domain appropriate moral practice in the elementary moral education. This result will also give an empirical data to make a comparative study inter cross-culture.

Items and Models for the Measurement of Moral Judgment Competence
Gerhard Minnameier, RWTH Aachen University, Germany

In this contribution a new form of testing for new forms of stages is presented. The stage taxonomy is claimed to be more coherent and more refined than Kohlberg's set of stages. However, it has so far not been subjected to extensive empirical tests, which is now on the agenda. Therefore a test is being developed which ought to be administered in interview form, but also as a paper and pencil test. As for the latter, it is planned to evaluate, whether a suitable Rasch scale can be obtained from the data and how the data ought to be modelled.

Measuring Moral Competence Development
Jan Boom & Hans Wouters, Utrecht University, Netherlands
Recently Rasch Analysis has been applied to measuring moral development (Dawson, 2002; Wouters, Boom, & Keller, submitted). Reinterpreting the classic ‘Piagetian’ characteristics of stage development in terms of properties of advanced Rasch models, demonstrates that stage scoring of interview data is reliable and valid. However, Rasch analysis of objective scoreable instruments for moral development has so far not been realized. Conceptual and methodological problems, but also a solution for making such an instrument will be discussed. Results for a first version of this instrument administered to a group of 800 Dutch eighth graders will be presented.

Paper Session 14

Juvenile Conceptions of Human Risks

Thursday Morning, July 6, 8:30-10:15 am
Room 3027
Chair: Michael Niederhauser

'Viewpoints' – A Training Program for Juvenile Offenders to Increase Prosocial Behaviour and Reduce Aggression
Johannes Bach, Silvia Kratzer & Dieter Ulich, University of Augsburg, Germany

In our project we focused on giving the adolescents the possibility to increase their problem-solution skills and tried to change their perception of ambivalent situations. The 12 session program is based on a model of social-cognitive development (Crick & Dodge) and was conducted with young offenders in detention centres over 12 weeks for 2 hours every week. All the members of the participants and the members of the control-group had to fill in several self report questionnaires: beliefs about aggression, empathy, problem-solving skills and attitudes. The findings of our study and the impact of cognitive skills and empathy on changes in aggressive behaviour are discussed.

Hyo-Seon Lee, Kangnam University, South Korea; Yun-Suk Ryu, Kangnam University, South Korea; Mi-Kyoung Kim, Kangnam University, South Korea & Detlef Garz, Johannes Gutenberg University, Germany

The present study purpose is to understand what makes juvenile delinquents choose their behavior in morally conflicting situations using Tappan’s moral voice method. For this aim, we did real life interviews with six juvenile offenders under protective supervision at Probation and Parole Office. The results of this study are as follows: First, juvenile delinquents have a relation-oriented attitude giving priority to their peer group and not to social norms. Second, juvenile delinquents have self-centered attitudes that leads them to impulsive choices according to their emotion and desire. This is because they do not have role taking abilities or empathy for others. Third, juvenile delinquents understood and defined morality, due to the influence of Confucian tradition, as the social virtue of proprieties.

Adolescents' Ideas on Measures Adopted by Minors' Court
Angela Barrices Fernandez & Cristina Del Barrio Martinez, Autonomous University of Madrid, Spain

The aim of this study comes from the interest in knowing how adolescents understand one aspect of juvenile justice in connection with the responsibility requested for young offenders. The sample was formed by 72 adolescents from three age groups: 13-14, 15-16 and 17-18 from three secondary schools in Madrid. Half of them had experience as an offender committing a crime. Individual interview was the technique used to explore and analyze the phenomenon. Results of the first part of the research, called Proposed Measures, are presented here. Specifically: the actions that the participants determine for four hypothetical cases of legal transgressions and the justifications of these proposals.
The Moral reasoning of Juvenile Delinquents: A Meta-Analysis
Jan J. M. Sterms Geert, University of Amsterdam, Netherlands; Daan Brugman, Utrecht University, Netherlands; Maja Dekovic, Utrecht University, Netherlands & Lenny Van Rosmalen, Dean Overbosch College, Netherlands

A meta-analysis of 50 studies comparing 2316 juvenile delinquents with 2498 juvenile non-delinquents was conducted to test whether juvenile delinquents use lower levels of moral reasoning. The results show a significantly lower stage of moral reasoning for juvenile delinquents, with a large overall effect size of $d = .76$. Moderator analyses showed that effect sizes were large for comparisons involving male offenders, delinquents with low intelligence, and incarcerated delinquents. The largest effect sizes were found for time of incarceration and comparisons involving psychopaths. Effect sizes were medium for comparisons involving delinquents with average intelligence, non-incarcerated delinquents, and female offenders.

Paper Session 15
War and After-War Time: How to Prevent Retribution
Thursday Morning, July 6, 8:30-10:15 am
Room 3025
Chair: Gian-Paolo Curcio

Shock and Awe as Retribution: The Inevitability of Terror
Frederick M. Gordon, USA

The predominant form of competition among Islamic militants is retribution. Retribution seeks to heal injuries to the self through inflicting injury to the perpetrator which is quantitatively and often qualitatively equal. The strategy of US military planners in Iraq was that of “shock and awe,” which seeks to physically and technologically overwhelm enemies to psychological destroy the ability to respond. The failure of this strategy portends a mirror-image form of retribution. This suggests that the lack of terrorist attack is due not to incapacity, but lack of readiness for something of adequate magnitude to be retributively “fair.”

The Concept of Citizenship in Education, Japan
Fumiyuki Onishi, University of Tokyo, Japan

The concept of citizenship was analyzed on the Course of Study both on moral education and subject matters, especial social studies, which have been reformed several times in Japan after the 2nd World War. Then I propose the moral education for citizenship in the globalization.

Exploring Differences in Catholic, Muslim, and Orthodox Understandings of Forgiveness
Kaye Cook, Gordon College, USA & Andrew Garrod, Dartmouth College, USA

Analysis of adolescent interviews collected in Bosnia and Herzegovina five years after the end of the Balkan wars indicates that Catholic Croats, Orthodox Serbs, and Muslim Bosniak participants, perhaps because of their distinctive histories and war and post-war experiences, view moral dilemmas and forgiveness differently. Moral perspectives and views of forgiveness were measured by the Sunflower Dilemma, based on Simon Wiesenthal’s memoir The Sunflower, supplemented by participant responses to the Kohlberg and Gilligan dilemmas.
Paper Sessions

Paper Session 16
Mercy Ethics and Cosmopolitan Identity: Kant, Mead and Berlin
Thursday Morning, July 6, 8:30-10:15 am
Room 3026
Chair: Christine Ruckdäschel

George Herbert, Mead, Bildung, and Cosmopolitan Identity
Chris Hanks, Indiana University, USA

This paper sketches a unified account of human consciousness, learning theory, and civic education from the perspective of the American philosopher George Herbert Mead. Mead’s well-known concepts of the ‘social self’ and ‘generalized other’ are placed in the broader context of his theory of experience, mind, and nature. Mead’s effort to articulate a concept of mind that is naturalistic yet not reducible to physical mechanisms has affinities with John McDowell’s account of ‘second nature’ and the ‘space of reasons’. These concepts are employed to develop notions of Bildung and ‘cosmopolitanism’ that are grounded in a shared social context.

Berlin’s Two Concepts of Liberty and Teacher’s Professional Ethics
Chen Yen-Hsin, University of London, UK

Berlin addresses the self-creation of negative liberty, a substantially minimal area within which a person can act unconstrained by others. Meanwhile, being aware that the misuse of positive liberty, which has been more often perverted to controlling over others’ lives in terms of freedom.

In professional ethics of teaching, freedom of choice and non-determination are intrinsic to the notion of a human being. How many possibilities do teachers open to their students to choose? Do educators compel pupils’ lives with the excuse of being for children’s ‘benefit’. I illustrate the explanations of liberty and their implications on teacher-students relationships.

Global Citizenship
Seyedjavad Emamjomehzadeh, Isfahan University, Iran

Citizenship is one of the fundamental phenomena which has been challenged by the phase of globalization. In a world in which people have to constantly be moving across borders as a fact of life, membership of nation-state can not any more count as the bases of citizenship. Thus, in regard to global citizenship, there are three approaches:

- Statist approach argues that citizenship has been controlled by the sovereign state and it’s utopian to suppose that it can be coupled with different political arrangements.
- Kantian approach maintains that individuals have ethical obligations to the rest of human race which can override their obligations to fellow citizens.
- Dialogic approach attempts to create new communities of discourse which bring the whole of humanity together as co-legislators in a universal domain of ends.

In this paper we will elaborate these approaches towards global citizenship stating that EU can be a good instance of third approach which may be broaden to the other parts of the world.

Mercy Ethics for Punishment and Moral Development - Empirical Study
Júlio Rique, Universidade Federal da Paraíba, Brazil

This study verifies people’s judgments of compassion in criminal justice. I defined compassion as judging via retribution by aggravation minus attenuation. This is the notion of mercy that is the ability to judge in such a way as to respond with sensitivity to all particulars of a person and situation and the inclination of the mind to leniency in punishing (Nussbaum, 1999). I adapted Kohlberg’s dilemma –The Escaped Prisoner. In this dilemma, the character committed a crime of passion, was judged and condemned to 10 years in jail. After one year, he escaped from jail, took a new identity and lived as an
honest man for 10 years, working hard to rebuild his life and being a generous man in a new town far from home.

Following, I presented information for attenuation and aggravation of the case and asked 60 college students to take the role of a judge and decide how much consideration would he or she give to each particular of the situation? Finally, participants were asked to decide what would be just punishment for the character. The hypothesis was that participants would significantly differ in their judgments with some participants showing reciprocity and equity via compensation on the side of mercy that is judging via attenuation, and others showing expiatory justice via aggravation. Qualitative and quantitative analysis were performed. I supported the expectations. Analyses showed significant differences between judging via attenuation and judging via aggravation with punishment being harsh for the second kind of judgments. Findings will be discussed for a model of compassion in moral judgment creating the ethics of mercy in the domain of retributive justice.

Paper Session 17
Ethical Decision Making and Moral Identity of Dentists
Friday Morning, July 7, 8:15-10:00 am
Room 3027
Chair: Rebecca Müller

The Effects of Ethics Education Following Disciplinary Action
Muriel J. Bebeau, University of Minnesota School of Dentistry, USA

Pretest scores were analyzed for 41 professionals referred for ethics assessment by a dental licensing board. Two were exempt from instruction based on pretest performance on five well-validated measures, 38 completed an individualized course designed to remediate deficiencies in ethical abilities. Statistically significant change (effect sizes ranging from .55 to 5.0) was observed for ethical sensitivity (DEST scores), moral reasoning (DIT scores), and role concept (Essays and PROI scores). Analysis of the relationships between ability deficiencies and disciplinary actions support the explanatory power of Rest's Four Component Model of Morality. Qualitative analysis of self-assessments of learning confirms the value of the process for professional renewal.

A Validation Study of the Professional Role Orientation Inventory (PROI)
Yunjung Kang, Bebeau Muriel J., David O. Born, University of Minnesota School of Dentistry, USA & Stephen J. Thoma, University of Alabama, USA

This study extended earlier studies (Bebeau, Born, & Ozar, 1991; Born, Bebeau, & Rozmenoski, 1995; Thoma, Bebeau, & Born, 1995) aimed at validating a 40-item measure of dentists' perceptions of their professional role. A 93-item PROI (R-PROI) was sent to 2000 active members of the American College of Dentists (ACD), selected randomly from the ACD data base. Based on 1167 responses, the reliability and the factor structure of the R-PROI was assessed using confirmatory factor analysis (CFA). The R-PROI was reliable (α = .88) and CFA results indicated that the five factor structure of the R-PROI produced reasonably well goodness-of-fit indexes.

Entering Dental Students' Stages of Identity Formation: A Replication Study
Verna E. Monson & Muriel J. Bebeau, University of Minnesota School of Dentistry, USA

Entering dental students' conceptions of professional expectations were analyzed using Kegan's stages of identity development, replicating a pilot study in 2005. Ninety-seven student essays were rated. Reliability was estimated using a subset of randomly selected essays (n=15) by four judges. Similar to the pilot study, a majority of students (52%) appeared to be in Stage 2 to Stage 3 Transition; and a lower number of students at Stage 2 (12%). Unlike the pilot study, more students appeared to be in Stage 3 (19%) and the Stage 3 to 4 Transition (13%). Implications for professional education are discussed.
College Experience and Moral Development of Dental Students in Korea
Min-Kang Kim M.A. & Yong-Lim Moon, Seoul National University, Korea

This two year longitudinal study examined the developmental transition of moral reasoning among dental students (N=61) in Korea. It also explored the effects of college experiences on their development. Repeated measure analysis showed that there was no significant change of principled reasoning between first and third year. ANOVA test also proved the association between the initial level of moral reasoning and the pattern of change over dental education. Result from the regression analysis revealed that students' experience of exercising responsibilities contributed to their development of principled reasoning regardless of their initial level of moral reasoning.

Paper Session 18
Moral Lessons Learned by the Media of Literature, Textbooks and TV
Friday Morning, July 7, 8:15-10:00 am
Room 3026
Chair: Christian Wandeler

Comedy, Drama, Reality: Moral Messages across Television Genre
Rebecca J. Glover, University of North Texas, USA

Prior research by this investigator has focused on the development of a coding scheme designed to analyze content of moral messages in television programming. Data analyses have yielded alpha coefficients sufficient to confirm the validity of the majority of scales on the coding scheme and recent revisions should allow for increased consistency between raters for the total instrument. This presentation analyzes validity and reliability of a more "user friendly" instrument as well as the moral messages in Desperate Housewives, Lost, and American Idol, and explores relationships between messages perceived, moral reasoning, and other demographics of college-age participants.

Personal Involvement: Reading and the Moral Education of Global Citizens
Mark A. Pike, University of Leeds, UK

How do children become personally involved with and care deeply about people and places they have never seen? How can children with local experience care about global issues? As citizens, how can they regard public matters to be of personal significance? This paper seeks to demonstrate how the potential of both critical and aesthetic reading to foster moral development is currently being militated against both within the newly launched subject of Citizenship in the UK and across the curriculum. Recent research into reading pedagogy with student-teachers is reported which indicates how literature can help children get involved as global citizens.

The Devil's Party: Literature, Moral Education and the Fascinations of Evil
Robert A. Davis, University of Glasgow, Scotland & David Carr, University of Edinburgh, Scotland

Moral education has for some considerable time acclaimed the capacity of serious literary texts to represent the depth and complexity of the moral life, engaging readers sympathetically in the processes of ethical deliberation and judgement. Imaginative literature is, in consequence, widely affirmed by educational professionals as a fertile context for development of the powers of moral reflection, routinely placing readers in the midst of richly-imagined human encounters which simulate with unrivalled verisimilitude the textures of lived moral experience. Indeed, the potential of literary texts for reproducing moral density is frequently advanced as a criterion of aesthetic value in both the appraisal of intrinsic literary merit and the assessment of educational efficacy. Works of serious literature are repeatedly commended to moral educators on the basis of the authenticity with which they purportedly embody a range of ethically interesting features: the depiction of virtue triumphing
over vice, the rehearsal of complex moral dilemmas and, above all, the portrayal of character in which specific moral defects, conflicts and attainments are afforded the imaginative space to evolve.

**A Comparative Analysis of Core Values in the Elementary Social Studies Textbooks in Taiwan and PRC**

*Li-Wei Wang, National Taitung University, Taiwan, P.R. China*

The study compares the core values presented in the elementary social studies textbook series in Taiwan (ROC) and People's Republic of China (PRC). The textbook series analyzed in the study are the most widely used textbook series in each of the region respectively. The method applied for analyzing the textbooks are content analysis. Findings in the similarities and differences regarding the core values and their representations in the two textbook series are analyzed and interpreted, followed by a discussion of their implications.

**Paper Session 19**

**Effectiveness of Different Moral Education Programs**

Friday Morning, July 7, 8:15-10:00 am  
*Room 3024*  
*Chair: Lisa Hattersley*

**Moral Education for a Global Society: Best Practices**  
*David Silverberg, Ashland University, USA & Stephanie Heck-Silverberg, Edwin Shaw Hospital, USA*

While the United Nations Decade for Human Rights Education ended in 2004, much research is left to be done in the area of Best Practices in Moral Education. This presentation will share the findings of an ongoing study of various Moral Education programs. Topics studied include The Holocaust; International Human Rights; Malaria; AIDS; Reconciliation in Northern Ireland; Youth-To-Youth Education; Senior-To-Youth Education. The impact of these programs on both young people and adults is examined through the use of two original survey instruments.

**Moral Education in the Brazilian Context**  
*Clary Milnitsky-Sapiro, Universidade Federal do Rio Grande do Sul, Brazil*

This paper aims to discuss the importance of adopting innovative practices of formal education and how this issue relates to the development of socio-moral values in the Brazilian context. We suggest that the themes revealed by previous ethnographic descriptions integrate insights regarding the students and teachers' perceptions of the time spent in school. Both, the students and teachers tend to perceive it as a waste of time. The students have no prospect of professional future, while the teachers do not feel committed to their professional activity, putting in very low personal investment.

The escalating deficiency of the traditional "mission" attributed to formal education as the legitimate institution for socialization, development of knowledge, values and norms' acquisition calls for the urgency of re-signifying school.

To illustrate our discussion, we present a short-term intervention in a very small town with a population of 6,000 inhabitants, in the region of the Amazon forest at the border with Peru and Bolivia. The Federal Government called the Brazilian universities to submit a project involving four actions/interventions to be implemented in different regions of the State of Acre. Six universities were selected and our section was named "Operation Acre- Action 1".

Our Action/intervention involved an ethnographic description, followed by workshops based on the community and the schools' context. We realized that it was crucial to offer workshops for the teachers' targeting the development of skills to incorporate values' education according the so-called "crosswise themes" as recommended by the Parameters of the National Curriculum (Brazil, 1996). The students' workshops targeted to promote critical thinking and "life-choices". However, the themes discussed with the adolescents' were requested by the Federal Government as a priority for all six universities. They were - Protection of Rights of Children and Adolescents, Prevention of Child Abuse,
Sexual Transmitted Diseases-HIV, Drugs and Adolescent Pregnancy. We emphasize the central role of education on social inclusion to reduce violence, and suggest that a higher investment on public schools in Brazil can have a positive impact on Brazilian contemporary society. Finally, we report how meaningful this experience was for the interventionists, including the qualitative results and the follow up projects.

**VaKE - Combining Values and Knowledge Education**  
Jean-Luc Patry, Sieglinde Weyringer & Alfred Weinberger, University of Salzburg, Austria

The debate about the parameters of European citizenship brings to light that a consensual understanding of values is not given within the European community. People are not aware about the impact of values on the preferences for actions and decisions of the daily routine. Therefore the consciousness of values as an adaptive system of tenets is not only worth striving for moral education but also for knowledge acquisition.

VaKE is a didactical approach, which lays claim to meet this target in combining values and knowledge education. Following the tradition of Lawrence Kohlberg (1984) dilemma stories are presented to provoke discussions about appropriate solutions. The theory of Constructivism (in the sense of Glaser/sfeld and Piaget) forms the background of the concept.

Experiences are made in different learning environments and with different learning groups. The recent research concentrates on the sustainability of the effects and of the consequences, which could be detected after school-lessons with VaKE.

**Anbahnung von Bürgerbeteiligung (civic and moral education) und Selbstwirksamkeit (youth leadership). Ein Bericht über Projekte in der Sekundarstufe I & II**  
Joachim Schulze-Bergmann, Landesinstitut für Schule NRW, Deutschland & Rainer Micha, AsB Hamburg, Deutschland

The project "SMS-sozial macht Schule" was started in 1999 in Hamburg, Germany as a work experience project. Presenting three actual projects the paper tries to gain insight into the effects on students of topics such as civic education, character development and youth leadership. (1) "Lion's house" (2006) is about Moslem students (secondary level I) who offer younger truants room, food, their spare-time and help for re-integration into normal school life. (2) Pupils (secondary level II) come into contact with visually disabled elderly people. They offer innovative arrangements to fulfill the wishes of elderly people. (3) The largest synagogue in Hamburg was destroyed during the Nazi period; today there is a memorial that needs continual care. Teenagers from diverse social and religious backgrounds come together in this project and regularly take care of the place. They talk about their own beliefs, customs and traditions, and they come into contact with Jewish survivors of Nazi-Germany. In this way the pupils can reflect upon their own actual problems in relation to this historical background.

**Paper Session 20**  
**Directors’, Professors’, Mentors’, and Nurses’ Professional Morality**  
Friday Morning, July 7, 8:15-10:00 am  
Room 3120  
Chair: Tomas Bascio

**Professional Education as Moral Education**  
Derek Sellman, University of the West of England, UK

The idea that those who work in socially focussed occupations (such as nurses, teachers, social workers etc.) should act professionally is generally accepted as unproblematic. Yet there seems to be some ambivalence about whether professional behaviour should reflect mere role performance or some deeper notion of character disposition. Currently professional education emphasises the former at the expense of the latter. In this paper I argue for a return to an explicitly moral education for
professional practice that emphasises character development as necessary for restoring public trust in professional practitioners.

**University Professor Ethics Meaning: A Video to Encourage Connection Between Ethics and Profession**
*Catalina Morfin López, México; Juan Carlos Núñez Bustillos, México*

In the present work a strategy that intents to bring near ethics and professional education among university professors is described. This strategy consists on carry out nine interviews to the same number of university professors, all from different disciplines, asking them the following questions: What is ethics for you? It is necessary for your profession? How frequently do you have to face ethics situations? What kind of ethical situations are more usual in your profession? How does ethics be learned? These nine professors were asking to tell a story about a dilemma that they had faced in their professional life. With this material it was produced a video tape and was showed to several professors groups finding that this video was a strong medium to create a dialogue between ethics and professional disciplines.

**Ethics in Management in a Solely-Owned Company**
*Vishalache Balakrishnan, University of Malaya & Jayagopie Gopal, Malaysia*

Companies in Malaysia are mostly public listed or solely owned by various individuals or group of directors. As such, management ethics is as important as developing and expanding the companies. This paper looks into the ethics practiced within a solely-owned company and how it affects the employees, employer, society and nation as a whole.

**Mentoring Prosocial Activites in School and Communities**
*Trygve Bergem, University of Bergen; Svein Helgesen, University of Stavanger; Torhild Roland Vetvik, Norway*

The paper discusses a model for mentoring local communities, schools and pre-schools involved in organized prosocial activities. The projects are locally initiated and operated. The overall aim of all projects is to improve the relationships between children and adults responsible for the upbringing of children in local communities and institutions. In the presentation a sample of projects will be described in more detail. The same will apply to the role of the mentors in the different projects, which are led by persons with differing competencies and qualifications.

**Paper Session 21**
**New Wine in Old Skins: Problems of the Kohlberg Theory**
*Friday Morning, July 7, 8:15-10:00 am*
*Room 3119*
*Chair: Maria Spychiger*

**Defining the ‘Moral’ in ‘Moral Personality’**
*Don C. Reed, University of Wittenberg, USA*

It is correct to say that an overemphasis on justice reasoning once caused researchers to pay inadequate attention to related personological processes. It is incorrect to say that Kohlberg’s cognitive-developmental approach was to blame.

The presentation will show the ways in which Kohlberg’s approach provided the framework for current work on moral personality, especially because of the way Kohlberg focused on defining the ‘moral’ in ‘moral personality’. Nonetheless, extensions of Kohlberg’s approach will be recommended for the purpose of work on moral personality.
Stage 7: Convergence of Cross-Paradigmatic Issues  
Gunnar Jorgensen, Norway

Little is known about Kohlberg's thoughts on Stage 7, at least by most people. He explicitly stated that this is not truly a moral stage like his 6 cognitive moral stages. It is a metaphorical stage employed to explore left-over aspects of morality, not covered by Stage 6. However, there are arguments for a logical continuation of Kohlberg's stage sequence into a Stage 7. Competent scholars seem to touch on the same type of issues that indicate some sort of convergence at a cross-paradigmatic level.

The Kohlberg Stages in Development Societies  
Thomas Kesselring, PH Bern, Switzerland

Kohlberg has claimed that his stage theory of moral judgment relies not only to the ontogenetic development, but also to the development of morality in human history. This claim implies the idea of a development of social structures, too, to each of which corresponds a specific moral mentality. If Kohlberg's claim be well founded, the relevance of his theory goes far beyond education. The following contribution investigates this claim and tries to draw some conclusions from it.

Role Diversity and Moral Identity – The 'Is, Ought and Can' of Acting in Modern Societies  
Klaus Beck, Johannes Gutenberg University of Mainz, Germany

One of the basic ethical convictions belonging to our occidental intellectual inheritances is the belief that in all circumstances of life a morally mature person acts along one and the same high valued moral principle (cf. Kohlberg's "structured wholeness"). By contrast, in our modern societies real people usually seem to differentiate between situations when making decisions on moral issues. In our six years longitudinal study on business people about 90% of our test persons do so according to the different roles they have to play. Results of the study will be presented and an interpretation based on social systems theory will be offered.

Paper Session 22  
On the Quality of Teachers' Moral Reflections and Moral Educational Engagement  
Friday Morning, July 7, 8:15-10:00 am  
Room 3025  
Chair: Ronnie Blakeney

Education for Democratic Values and Behavior, Through Solution to Teachers Needs  
Avraham Pinkas, Israel

It was found difficult to educate teachers Democratic Values and Behaviors (DV&B). The Breakthrough occurred when teachers of the "Tarbut Primary School" asked to improve the teamwork of pupils. Several rules were set. The rules improved the team working and in the same time influenced the DV&B: democratic leadership, tolerance, respect to others, raising self esteem. In similar way, the need to decrease violence and disturbance in the classroom introduced a weekly routine of pupils telling the class their bad or good feelings. The listeners tried to encourage their friends. This activity taught the listeners empathy, encouragement and feeling equal amongst the group. In such a way 8 activities were developed. Each of them implements and influences several DV&B.
Teachers Conception of Values in Children
Divya Sharma & Dean Prerana Mohite, University of Baroda, India

The study attempts to examine the teachers' perceptions in developing values in young children. It is based on a research related to describing parents' and teachers' perceptions in developing values in children and identifying the values held by children of 9-12 years of age of urban hindu middle class families of Udaipur city, India. The sample comprised of class teachers of school going children of 9-12 years of age. In depth individual interviews were carried out on teachers. The data collected was coded and analyzed both qualitatively and quantitatively. The results revealed that teachers regarded fostering values as part of their job, integral to what went on in the classroom and considered themselves to be the main source of providing guidance and helping child reach his or her potential. Further, most of them favored informal approaches – primarily being a role model and providing examples for their pupils, along with praising the child as strategies for fostering values in children.

Teachers and their Reflection: The Development of a Typology of Reflection
Johan M. Luttenberg & Theo C.M. Bergen, Radboud University Nijmegen, Netherlands

In this paper, a contribution is made to the discussion of the quality of reflection on the part of teachers. After consideration of the characteristics of quality reflection, the development of a typology of reflection will be described. Three domains concerned with the breadth of reflection are distinguished (i.e., pragmatic, ethical, and moral) and two dimensions concerned with the depth of reflection are distinguished (i.e., an epistemological dimension with open and closed at the ends and an ontological dimension with objective and subjective at the ends). Empirical support for the typology of reflection is next gathered via interviews with 11 experienced high school teachers. The conclusion is that the proposed typology can be used to map the breadth and depth of teacher reflection.

Paper Session 23
Indicators, Predictors, and Selection Criteria for Active Citizenship
Friday Morning, July 7, 11:15-12:45 am
Room 3028
Chair: Christian Wandeler

Belief, Motivational, and Ideological Correlates of Human Rights Attitudes
H. Michael Crowson & Teresa K. DeBacker, University of Oklahoma, USA

Data from our study addresses the question, “What factors predict attitudes toward human rights/civil liberties?” – a question that moral educators need to answer if they wish to develop reasonable interventions targeting anti-democratic and authoritarian attitudes among college students. We examined zero-order correlations between human rights/civil liberties attitudes and political and religious identification, RWA, personal need for structure, and epistemic beliefs. Next, we tested a path model, with RWA mediating relationships between human rights/civil liberties attitudes and the remaining correlates. Results indicated that ideological conservatism and epistemic sophistication are linked to rights/liberties attitudes. Our path model fit the data well.

Constructing and Selecting Indicators on Active Citizenship for Policy Use
Hermann J. Abs, German Institute for International Educational Research (DIPF), Germany

The motive for this presentation is a project by the European Commission which aims at constructing and selecting indicators on active citizenship for democracy. Within this project the concept of active citizenship was newly defined and available data sources within international surveys were gathered. On this basis now a first set of indicators should be selected. After presenting the work, which has already be done, I would like to discuss the process of selecting measures as indicators from the existing data and their potential usage within a policy strategy of the European Commission.
A Cross-Cultural Study of the Relationship Between Epistemological Beliefs and Moral Reasoning

Changwoo Jeong, National University of Seoul, South Korea

In this paper I investigated cultural differences and similarities in the relationships between epistemological beliefs and moral reasoning between Korean and U.S. college students. To accomplish these tasks, the present study utilized a measure of principled moral reasoning (P scores) as the criterion variable. Predictor variables were five epistemological dimensions (simple knowledge, certain knowledge, omniscient authority, quick learning, and innate ability), age, education, gender, syllogistic reasoning skill, grade point average, and academic major. The results of the present study indicated that both cross-national similarities and differences exist in psychological functioning. Several theoretical and pedagogical implications are discussed.

Paper Session 24
Different Perceptions of Social Issues: Morality and Gender
Friday Morning, July 7, 11:15-12:45 am
Room 3027
Chair: Michael Niederhauser

Bystander Behavior: Girl's Definitions and Perceptions of Social Aggression
Dawn Schrader, Jessica Greenstone, Jessica Matthews, Nicole Mangiere & Christine Gouveia, Cornell University, USA

Our paper examines results of focus group discussions amongst a cross-section of girls aged 10-16 as they discuss their own definitions of social aggression, how they perceive the various roles in the bully-victim-bystander dynamic, what influences these roles, and what gets in the way of girls acting morally in the face of aggression. These results are the first in a three year longitudinal study of bystander behavior. The goal is to understand girls' perceptions in order to create moral education programs that reduce violence and help girls withstand the social pressures of aggression or standing by while relational aggression transpires.

Sex Roles and Moral Experience: A Model
Stephen Sherblom & Vic Battistich, University of Missouri, USA

Many studies of sex-role related traits find that traditional masculinity and femininity as learned sex roles inhibit various aspects of children's moral development. For example, masculinity is associated with a lack of empathy, discomfort with emotion (presumably including moral affect), and with a propensity to aggression and sexualized violence. Femininity is associated with a lack of agency, with self-blame, poor self-esteem and low self-efficacy. These traits are reviewed in the context of a new model that delineates the phases of moral experience and sharpens the focus on exactly where these negative traits have their greatest impact on moral development.

Morality and Gender – Preschool Children's Moral
Eva Johansson, Goteborg University, Sweden

We know today that girls and boys are ascribed different culturally grounded expectations regarding how they ought to act in relation to others. What is the importance of these expectations for children's morality and what could this imply as regards teachers' tasks in early childhood education? The aim of this paper is to discuss children's morality and the moral agreements that children create in preschool and in relation to cultural conceptions of gender. First, pedagogical research on gender and children's morality will be presented. This will be followed by an analysis of a number of interactions between preschool children based on the moral contracts the children draw up with each other and in what ways gender patterns with respect to the meaning and content of the children's interactions in can impact on these contracts.
The results from the analyses show that children regardless of gender expectations defend similar moral values but their expressions and communications of values differ. In these differences gender is one of several explanations. All children defend values such as rights, justice and care for others' wellbeing. The results also highlight that the meanings and contents of the children's interactions make different values visible for them and similarly do different ways of defending values. The dilemma for teachers in early childhood education is to see these different expressions and to help children develop manifold ways to understand and to defend values both with respect to themselves and others.

**Paper Session 25**

**Lifespan, Generations and Faith Related Services: Religion and Morality**

Friday Morning, July 7, 11:15-12:45 am

Room 3026

Chair: Maria Spychiger

**Talking about Death between Elementary Schools by Distance Moral Education**

Kohtaro Kamizono, Takashi Fujiki, Kosuke Terashima, Yusuke Morita, University of Nagasaki, Japan; Sachiko Masuda, Kawara elementary school, Goto-shi, Nagasaki, Japan; Kozo Yanase & Kenji Morinaga, Imigawa elementary school, Ukiha-shi, Fukuoka, Japan

By means of distance learning, a moral education class was carried out between 2 elementary schools' 3rd and 4th grade pupils, deepening understanding of the importance of life and the self, and the relation to life between generations. Association tests reveal:

1. Though death of a dandelion and oneself were discussed, children's' consciousness concentrated less on death (p< .05), and more on the importance of life of oneself.
2. Pupils became aware of the continuity of life between generations (p<.05).

As a result, the categories "importance of life" and "importance of person" increased 48.1% and 23.8% per person respectively among pupils.

**Beliefs and Values across the Lifespan: A Research Project**

*Brian E. Gates, St Martin's College Lancaster, UK*

Some interim impressions from a project with two aspects. One is replicatory involving boys and girls aged 6-16 years from the same locations as 30+ years ago. The other in longitudinal involving those previously interviewed 30+ years ago and now aged 36-48 years. The topics covered include notions of God, death and prayer, the interfaces of religion and science, and social and political horizons. Those participating come from different Christian backgrounds (Anglican, Free Church, Roman Catholic), Jewish, Muslim and Sikh, or 'unattached'.

**Morality and Religion in Social Welfare**

*Katy Tangenberg, Azusa Pacific University, Canada*

Contemporary American socio-political movements promoting community and faith-based social services often challenge professional social work by emphasizing the roles of morality and religion in social welfare. Such movements require critical analysis of how morality and religion are conceptualized and addressed in welfare policies and programs.

This paper summarizes ideologies framing privatization trends, describes a qualitative study of faith-related services, and discusses the relationship between religious faith and moral attributions of responsibility for individual and social problems. Theoretical guidance is provided by Walker's (1998) conceptualization of morality as a set of practices of responsibility tied to social structures and cultural values.
Paper Session 26
Environmental Issues and Sustainable Development
Friday Morning, July 7, 11:15-12:45 am
Room 3120
Chair: Lisa Hattersley

Teachers' Communities of Practice: Negotiating Meanings for a Global Citizenship
Maria Cristina Moreno Gutiérrez, Dolores Martínez, Juan Manuel Fernández, María De las Angeles Jiménez, North Regional Committee for Cooperation with UNESCO, Mexico

We will report on the design and implementation of a program in twelve Mexican schools that develop curricular or co-curricular projects in the fields of human rights, peace education, sustainable development and/or intercultural learning. Our focus is on what extent teachers taking part in this project manage to create a community of practice mediated by an electronic portal. Our task is to document how meanings are initially understood by participants and how they share them, negotiating and transforming them through the use of the ASPNet local portal as a meeting ground. This is a report of a project in progress.

NGOs Involvement with Citizenship and Environmental Education in Primary Schools in London
Romali Rosales Chavarria, University of London, England

This paper examines children's participation in environmental programmes in primary schools in London from a sociological/multilayered understanding of the social context. My investigation explores ways in which children get involved in environmental programmes. Particularly those promoted and managed by NGOs. Schools, NGOs, local authorities and governments share interests around Education for Sustainable Development and Initiatives that may respond to Education for Democratic Citizenship initiatives from different standpoints. This study attempts to understand the role of the different actors in this process as well as the way in which different agendas and stakeholders relate to each other.

The Day After Tomorrow: Towards an Environment-focused Education in Moral Citizenship for the Twenty-first Century
Pete Allison & David Carr, University of Edinburgh, Scotland

The project reported in this presentation sought to explore with various Scottish educationalists the possibility that a school curriculum focused around the study of environmental issues and concerns might offer a more meaningfully integrated educational experience that is also more appropriate to the pressing challenges of the twenty first century and more conducive to the wider cultivation of responsible moral citizenship. Over the course of a year, the interdisciplinary project team was involved in critical discussions of the key conceptual and practical problems of devising such a curriculum with teachers from various Scottish primary and secondary schools and outdoor centres.

Paper Session 27
Foundational Issues in Moral Education
Friday Morning, July 7, 11:15-12:45 am
Room 3024
Chair: Sibylle Steinmann

Collective Credential Anxiety and its Relationship with Student Character
Sea-Yu Wang, National Taipei University, Taiwan & Chang-Hwang Cheng, Taipei Municipal Minsheng Junior High School, Taiwan
We identified the key factors that affected the characters of students and explored how to set up a balanced character education under the culture of collectivism. The authors established a model of 'school administration—mentor/teacher—parents' as the stakeholders of centralizing 'student examination scores'. Two main influential factors on the model have been identified. The pressure of the students' credential demands was collectively transferred from the administration and parents to the teacher. We applied the notion that has been used in marketing - to educate our 'customers (stakeholders)'. The results are encouraging. However, some limitations within this study are found.

**Personal Epistemology and Moral Judgement**
*Monica S. Van Fleet, Cornell University, USA*

How do people weigh competing claims when making a moral decision? How do people attain and justify moral knowledge? This paper explores the development of personal epistemology in the moral domain, as well as the influence of epistemology on moral judgment. Although there is a growing body of research on the development of epistemology across domains, there is little research on the development of epistemology within the moral domain. In this paper, I propose a theoretical relationship between epistemological development and moral judgment stage by examining the epistemological considerations of each stage. I also give implications for moral education.

**Bootstrapping Revisited: Theory, Research, and Educational Practices in the Moral Domain**
*Dawn Schrader, Jessica Matthews, Jessica Greenstone, Christine Gouveia, & Nicole Mangiere, Cornell University, USA*

In our current research project, we notice we draw from recent literature on social aggression, bullying, social psychology, self and interpersonal development, and moral psychology to design our questions, methods and approaches. We also draw from anecdotal evidence, narratives, and personal experiences. In doing so, we consider whether we risk biasing our results – creating theory that fulfills our "hunches" and making educational recommendations that fit existent theory. If we are to give voice to non-dominant worldviews, create theories that reflect phenomenologically what "is" and make educational recommendations grounded in evidence-based ideals of moral thought and action – and not what we think "ought" to be, we must struggle with questions of our own positions in relation to the process of knowing, the knower, the known, and the unknown. This discussion addresses issues such as how we are able to understand our own epistemology and how that influences our research, how sociocultural context and positionality influences our designs and interpretations, and how we as researchers appropriate research practices and ideals that may inhibit or facilitate theory development and communication between the researcher and researched.

**Paper Session 28**
**Victimization, Re-Integrative Shaming and Moral Transgression**
*Friday Morning, July 7, 11:15-12:45 am*
*Room 3025*
*Chair: Christine Riegel*

**Family Group Conference: Moral Education and Moral Responsibility**
*Leonie Le Sage & Doret De Ruyter, Vrije University, Amsterdam, Netherlands*

In recent years, a lot of attention has been given to the merits of Family Group Conference (FGC). In a FGC young offenders meet their victims in the presence of their parents and other family members. It is presupposed that the presence of these significant others contributes to the onset of 'reintegrative shaming', because the youngster is more inclined to feel ashamed about what (s)he has done in the presence of family members. Moreover, their grief and sorrow will add to the youngster experiencing shame. In this paper we will critically comment on FGC. We will argue that it overemphasises the feeling of shame and ignores other moral emotions. Furthermore, we will argue that given the moral
responsibilities of parents, FGC should not be designed on the basis of the notion of parents reproaching their children, but should assist parents to morally educate their child.

**Intellectual Processing Preceding Moral Judgment: a Further Development of Kohlbergian Method**

Zsuzsanna Vajda, Szeged University, Hungary

In our dilemma method participants had to rank moral transgressions. Alike Kohlberg, we used short stories the main actor of which tried to save his small shop from bankruptcy by three ways: tax fraud, retaining the employees wages or inflicting a minor loss to the consumers. Participants were asked to rank these three cases by seriousness in four different contexts: in series “A” transgressions were successful, while in series “B” the shop bankrupted anyway. The same difference existed between series “C” and “D”, but in these two latter contexts we referred to the antecedents and the motives of the owner-actor. We found that the evaluation of transgression was more negative if the sacrifice did not lead to a good solution, and the motives of the transgressor also had an influence on the judgement of seriousness. Beyond the statistical analysis, the comments and arguments of the participants also deserve attention.

**Children’s and Adolescents’ Causal Explanations on Peer Victimization**

Christina Del Barrio, Kevin Van der Meulen, Héctor Gutiérrez, Angela Barrios & Laura Granizo, Universidad Autónoma de Madrid, Spain

Peer victimization in schools is in the intersection of interpersonal relationships, morality and social institutions domains. It is a group phenomenon illustrating the classroom moral atmosphere. After years of research on the incidence of different types of bullying, using questionnaires and quantitative data-analysis, new theoretical and methodological insights look at cognitive aspects of bullying using qualitative approaches.

Within a wider project on representations of victimization (justifications for sociomoral emotions, coping strategies, etc.), causal explanations of peer bullying and social exclusion were explored. A cartoons-narrative instrument (the SCAN-Bullying) depicting a typical victimization story in a school setting (Almeida et al., 2001; del Barrio et al., 2003) was used as a basis to interview 170 children and adolescents (9-15 years old, half girls, half boys) about why bullying happens in schools. Explanations were analysed according the level of complexity of peer experiences in which the explanation was located (Hinde, 1987): the individuals, interactions, dyadic relationships or group; and the specific content-themes mentioned. Group-based explanations were more frequent among adolescents. Themes involving social comparison (superiority, vulnerability, rejection of the different) are most mentioned. Group dynamics (impermeability, individuation) are mentioned by adolescents.

**Paper Session 29**

**Political Identification, Ethical Understanding and Trans-National Rights and Duties or What Is a Global Village?**

Friday Afternoon, July 7, 2:30-4:00 pm

Room 3028

Chair: Fritz Staub

**Political Identification and the DIT: Re-Evaluating an Old Hypothesis**

H. Michael Crowson & Teresa K. DeBacker, University of Oklahoma, USA

Emler and colleagues argue that scores on moral judgment measures such as the Defining Issues Test (DIT) actually index political identification, as opposed to moral judgment development. This study tests the increment in variance accounted for by DIT scores using both self-identified liberalism/conservatism and party identification as indexes of political identification. Nine regression analyses were conducted – with gender, political identification, and N2score serving as predictor, and
human rights/civil liberties attitudes serving as criterion, variables. N2 score and political identification emerged as significant predictors of rights/liberties attitudes in all models. Implications for moral judgment research will be provided.

**The Idea of a Global Citizenship**  
*Willem Wardekker, Vrije University, Amsterdam, Netherlands*

The idea of global citizenship is emerging as a consequence of globalisation, mobility, and a decrease of the importance of nation states. There are, however, many questions surrounding this idea, such as: What is the global community which would accept people as citizens? Can one have multiple identities and multiple loyalties? What model or ideal of citizenship is promoted? How can one learn to feel committed to the world? And especially: does such an idea lead to denial of existing inequality and injustice? I will explore these questions from the point of view of citizenship education, and ask whether education for global citizenship is a realistic alternative given the emphasis of governments on national(istic) citizenship.

**Citizenship Education – Making the World ‘Morality Intelligible’: Issues, Values and Relationships**  
*Muna Golmohamad, University of London, UK*

A society’s ethical background culture serves as a kind of map of meaning, a map that influences the way anyone making a life within that society finds the world morally intelligible (Tomassi, Liberalism beyond Justice, p. XVI). Tomassi’s notion about an ethical background culture is relevant to Global Citizenship. This paper considers the potential for a substantive ethical notion of citizenship as a means of understanding and reconciling different perspectives. Education offers a space where students can philosophically engage and explore possible global ‘maps of meaning’ for Citizenship. Such involvement allows for richer discussion and understanding with possible ethical implications.

**Paper Session 30**  
**Areas of Political Tension and Ecological Problems: The Judgement Action Gap in Reality**  
*Friday Afternoon, July 7, 2:30-4:00 pm*

**Room 3027**  
Chair: Traugott Elsässer

**Bridging Gaps’ Peace, Security and Human Rights Strategies in Society**  
*Chioma Igboegwu, Nigeria*

There is a disturbing level of various forms of psychological disorders, perverse value orientation and bad governance in various societies, especially in Africa. These problems create socio-economic distress, psychological consequences of trauma, including anti-security and anti-development behaviour patterns, among many vulnerable people. These issues create gaps in security, peace and development strategies in the society. The socio-economic and political backlash of this neglect creates general insecurity and a deficient human capital base, which perpetuate the vicious cycle in the society.

**The Impact of Political Conflict on Moral Reasoning: Socio-Political Reasoning in Northern Ireland**  
*Neil Ferguson, Liverpool Hope University, England*

It has been hypothesised that living in an area suffering political turmoil will have a negative impact on moral reasoning. Research from Northern Ireland and Nigeria has indicated that the intensity of
political factor is an important consideration when measuring this hypothesis, with the increasing intensity of conflict contributing to a reduction in the complexity of moral reasoning. Recent research in the Republic of Macedonia has also illustrated that escalation in conflict has a greater impact on reasoning focused on dilemmas based on aspects of the conflict than on traditional moral dilemmas. This study replicated this research to explore how exposure to political violence impacted on adult socio-political and socio-moral reasoning in Northern Ireland.

Judging and Acting: A Process Model and Its Moral Psychological Specification
Karin Heinrichs, Ludwig-Maximilians-University Munich, Germany

Nancy Eisenberg has suggested enriching the discussion of the Kohlbergian theory by adding an action psychological to the moral psychological perspective. The presented process model provides such an action-orientated theoretical framework. Its core assumptions have been developed by integrating two different approaches to the actualgenesis of acting: a motivational perspective (Rubikonmodell; Heckhausen/Gollwitzer 1996) and a social theoretical perspective (model of the “definition of the situation”; Esser 1996). The internally consistent reconstruction of how judging and acting do emerge additionally offers the interesting opportunity to specify the influences of motivation; intuition and reflection during the actualgenesis of judging and acting in morally relevant situations.

Paper Session 31
Aristotelian Elements as Sources for Moral Education: Affectivity and Virtues
Friday Afternoon, July 7, 2:30-4:00 pm
Room 3026
Chair: Rebecca Müller

Let the Pendulum Swing: Changing Views on Building Moral Character Out-of-Doors
Pete Allison, Paul Stonehouse & David Carr, University of Edinburgh, Scotland

The project reported in this presentation sought to explore with various Scottish educationalists the possibility that a school curriculum focused around the study of environmental issues and concerns might offer a more meaningfully integrated educational experience that is also more appropriate to the pressing challenges of the twenty first century and more conducive to the wider cultivation of responsible moral citizenship. Over the course of a year, the interdisciplinary project team was involved in critical discussions of the key conceptual and practical problems of devising such a curriculum with teachers from various Scottish primary and secondary schools and outdoor centres.

Moral Development: What Can Be Learned from the Ancient Greeks?
Elly Pirotocas, The American College of Greece, Greece

The larger project that this presentation forms only a part is concerned with the pedagogic mission of ancient Greek thought spanning from Heraclitus to Aristotle. Many colleagues around the globe seem to have noticed the self-same malaise in both the moral as well as (inter-related) pedagogic commitment of students in higher education today. Increasingly, students are becoming exclusively extrinsically motivated both in terms of being moral as well as in terms of studentship. Students are not less intelligent than students in the past, nor are they more (morally) defiant. They are however, “apathetic”, at least on this side of the global fence. This indeed frustrates the teaching-learning experience.

Ancient Greek thought does not make a distinction between education and living life or what together constitute the well-known Good Life. To be educated means to be good, which really means to adopt a life constitutive of living virtuously. The underpinning of education is the ontologically being of mankind. That is education aims at developing that intrinsically human aspect of our being which (with varying import) hinges on mankind as rational and social beings. I will aim to show that indeed when moral inquiry is ripped from the social context from which it is born the upshot may indeed seem puzzling, unimportant, indeed, devoid of meaning. This could de-motivate persons from delving into
moral inquiry and ultimately from acting rightly (I have already said that I do not perceive people as more prone to immoral behavior today) for the right reasons. Often only motivated by a myopic understanding of one’s personal stake in a situation, students tend to adopt some form of crude subjectivism or unsophisticated egotism or at best sparring utilitarianism. This seems to leave them untouched by the act or will of being good or just. Emphasis on what is now called Virtue ethics fills the gap between acting rightly and meaningfully engaging in moral inquiry by appealing to the development of moral character. Moral character goes back to the business of isolating the intrinsically human aspect of our being such that being moral is not perceived as some foreign or conventionally arbitrary or contingent imposition on people, but rather as the expression of who we are as people and as individuals living in a socially meaningful context.

Generosity and Moral Education
Kristján Kristjánsson, University of Akureyri, Iceland

The virtue of generosity — at least generosity in the context of world poverty — is conspicuously absent from most curricula in the field of moral education. This paper explores generosity and its educational ramifications. I start by characterising two types of persons who may seem to be generous but who do not really possess generosity as a stable character trait: ‘the do-gooder’ and ‘the vain’. I then consider Aristotle’s specification of generosity, and explain how Aristotle’s generous person morally surpasses both character types. I finally address didactic issues — how to teach generosity — by highlighting the quasi-Aristotelian method of ‘service learning’.

Paper Session 32
Silence-Breaking, Family Violence and Repression as Hidden Forces for Fostering or Inhibiting Morality
Friday Afternoon, July 7, 2:30-4:00 pm
Room 3025
Chair: Horst Biedermann

Social-Perceptive Images of Adolescent Victims of Sexual Violence
Valery Sitnikov, Leningrad State University, St. Petersburg, Russia; Anna Strelenko, Vitebsk State University named after A. S. Pushkin, Russia; Natalia V. Parnyuk, University of the Ministry of the Interior of Russia, St. Petersburg, Russia; Nadezhda Sitnikova, St. Petersburg, Russia; Alexander Parnyuk, Leningrad State University named after A. S. Pushkin, St. Petersburg, Russia

Unfortunately, since the 1990s, family violence, including violence toward children and women, has become a major problem in Russia. Research shows that now children are one of the most unprotected categories of people of the world. Precisely because of this, they have often become victims of abuse, contempt and exploitation.

The analysis of research on problems of sexual violence allows us to state that victims of sexual violence quite often become people having victim characteristics, particularly in the sphere of social communication. We consider that peculiarities of the social-perceptive sphere of victims of sexual violence play a role in this.

The Development of Silence-Breaking
Mechthild Kiegelmann, University of Tübingen, Germany

Based on a series of empirical studies in various social settings a model for the development of silence breaking is presented. Silence breaking is conceptualized as a process that involves both, social and individual factors. The theoretical framework draws on a developmental psychological theory that emphasizes the social connectedness of human beings (Gilligan) and on social psychological explanations of inter- and intra-group relations (Social Identity Theory). Silence breaking is conceptualized as a developmental task for those human beings who encounter silencing. This research is relevant for educational practice, especially moral education.
Forgiveness and Repression: An Examination of Pseudoforgiveness
Francesca Anelli & Sharon Lamb, Saint Michael's College, Colchester, USA

The present study explores the possible link between repression and pseudoforgiveness. College students completed a standardized measure (Weinberger, 1979) consisting of the Marlowe-Crowne Social Desirability Scale and the Bendig Forgiveness Inventory, that has been used to identify people who have been categorized in past research as Repressors. Students also completed the Enright Forgiveness Inventory and three additional questions pertaining to forgiveness. It was hypothesized that Repressors would be less likely to report feeling deeply hurt at a personal offense, would be more likely to report having completely forgiven the person who has done them harm, and would be more likely to score higher on the pseudoforgiveness subscale. Data analysis indicated a significant positive correlation between pseudoforgiveness scores and forgiveness scores. Repressors reported thinking less frequently about the hurtful experience they chose to write about.

Paper Session 33
Foundational Issues of Moral Education
Friday Afternoon, July 7, 2:30-4:00 pm
Room 3024
Chair: Carmine Maiello

Character Education, Citizenship, and Conflict. A Cancerous Relationship
Dwight Boyd, University of Toronto, Canada

Popular forms of contemporary character education often claim to be aiming at the production of both the (universally) good person and the good citizen. Many people see these claims as congruent and a healthy development. I see them more as an insidious cancer of the body politic. Setting aside the dubious claims of the universality of views of the morally good person, in this paper I will focus on the dangerous conflation of character education in the good person sense and the narrower, properly focused aims of citizenship education.

Democratic Citizenship Education in the Internet Age
Beong-Wan Chu, Chunchon National University of Education, Republic of Korea

Democracy can't run by itself. The success of democracy is dependent on the democratic citizenship of the people. The purpose of this paper is to propose the desirable tasks of democratic citizenship education in Internet age. Internet age gives us both crisis and chance for the development of democratic citizenship. The characteristics of Internet such as openness, equity, dispersion, and multimedia are conducive to democratic citizenship. However, malfunctions of E-democracy characterized as digital divide and political apathy by data smog are very harmful to democratic citizenship. Thus, democratic citizenship education in Internet age should realize the following tasks. First, it should focus on developing students' netizenship. Second, it should have an emphasis on developing sense of global citizenship among students. Third, it should pay much regards to cultivating sense of information human rights among students. In addition, we should keep in mind that democratic citizenship education must be the formation of democratic citizenship in a democratic community.

The Basis for a Construction of Humanizing Democratic Citizenship
Maria Del Pilar Zeledon Ruiz, University of Costa Rica, San José, Costa Rica

This work assumes the concept of humanizing democratic citizenship as a proposal that gathers all the main contributions derived from all those democratic and citizenship perspectives, which have contributed to a greater humanization of men and women. Most of the investigation was carried out in Catalunya (Spain), specifically in the Province of Barcelona, because it represents a diverse and pluralistic society shared by different family cultures. The study has been organized from a critical
Faith in the potentialities of the human person and their capacity of transformation encourage us to suggest that it is possible and necessary to make a turn in the history of humanity.

**Paper Session 34**

**Political Thinking and Citizenship Education: Freedom and Reciprocal Rationality**

Friday Afternoon, July 7, 2:30-4:00 pm  
Room 3120  
Chair: Christine Ruckdäschel

**Civic Virtue Is Not Enough**  
*Tom Wren & Islais Rivera, Loyola University of Chicago, USA*

However it is conceived, in real life civic virtue is never enough. We argue that within the consciousness of an individual or group the civic virtues, however construed, must be complemented by an objectively grounded confidence in the reasonableness of one's fellow citizens and a corresponding stability of expectations. Teachers must make this linkage clear to their students, and show that each society has its own cultural and political systems, its own social pathologies and structural injustices, and hence its own social pedagogies. To illustrate this point the final part of our paper contrasts civic education in Mexico and the USA.

**Is an Academic Boycott Unnecessary Interference or a Moral Imperative?**  
*James C. Conroy, University of Glasgow, Scotland*

As Academic Unions and others react to the perceived threat to academic freedom of Government control in places such as Israel this paper asks if it can ever be appropriate for a professional academic association to get involved in such an interference in the affairs of polities or institutions. In doing so it draws upon the insights of Arendt and others in an attempt to go beyond a rehearsal of the standard arguments about academic freedom to lay bare some ontological considerations which might provide a ground for a boycott.

**The Intersection of Citizenship Education and Deyu as moral Education in China Mainland**  
*Jane H. Zhang, Sun Yat-sen University, P.R. China*

In China, citizenship education is being integrated with the long-standing moral-political-ideological education curriculum, deyu. While partially replacing political and ideological content, citizenship education has also informed and enhanced the moral aspects of deyu. Iris Murdoch's concept of "moral attention" in conjunction with Iris Young's concept of "social group" shows how, at the intersection of citizenship education and deyu, there emerges a new perspective on civic morality as a network of social relationships between individuals. As well, students acquire a broader view of themselves, not just as members of a nation, but as global citizens.
Simultaneous Round Table Session
Thursday Afternoon, July 6, 3:35-5:20 pm
Hall of Honor

AME Roundtable on Global Issues
Global Warming and Moral Education
Chair: Phyllis Curtis-Tweed, Medgar Evans College, New York, USA

Since the 1970's, scientists have been warning the world that atmospheric changes would irreversibly change the earth's climate. Writers about global warming also claim that little has been done to attempt to save the planet. In fact, controversy abounds regarding the relations between weather changes, global warming and possible preventative measures. Recent catastrophic weather events resulting in death and devastation for millions from the East to the West, through tsunami or hurricane, attest to extreme weather changes. Globally, our challenge is to deal with the fallout, including the displacement of people due to extreme weather events and the apparent differential treatment of disaster victims according to race and class. What is the moral and ethical responsibility of moral educators regarding the ongoing catastrophe of global warming and how do we fulfill it? What should we be teaching on global warming and how students should be involved in making public policy responsive to the problem? In this roundtable setting, we will have a conversation about global warming and the importance of our collective moral voice and responsibilities.

AME Roundtable on Local Issues
Citizenship in Residence: The 'Good' Immigrant
Chair: Phyllis Curtis-Tweed, Medgar Evans College, New York, USA

Immigrants to any country must adapt to a new way of life, including new languages and social structure, while grappling with the issues regarding the preservation of their own culture while assimilating into the new. One researcher notes that the positive connotation of issuing resident cards to a high percentage of foreigners in Switzerland (75% as of 1992) does not belie the problems that these people face with the lack of familiarity with the local language and way of life. The health care and education communities also struggle with how to negotiate cultural boundaries to provide the most effective services. In this roundtable we will discuss the implications of the issues faced by immigrants and the host country for citizenship, moral development, and moral education. This roundtable is designed to focus on issues in Switzerland and neighboring countries in Western Europe but we recognize that this is also a global issue and welcome all participants.
School Dress Codes and Citizenship Education
Ju-Hui Chang & Chien-lung Wang, National Taitung University, Taiwan

Encouraging young people to participate in the democratic process is an important issue in citizenship education. Due to the controversy of schools dress codes last summer in Taiwan, this article discusses the school dress codes and its hidden influence in citizenship education. In order to understand the complex atmosphere in schools and the real ideas of students and teachers, the researcher used case study in a junior high to explore the deep meanings of dress codes and its relations with citizenship education. The findings show that there is an anti-democracy hidden curriculum in the school. Evidently, although critical pedagogy is not new in academic society, but it is foreign to school teachers and still not rooted in real educational situations in Taiwan. Therefore, besides asking schools to build democratic procedures to deal with students' affairs, we should change teachers' philosophy of citizenship education and enrich teachers' consciousness of democracy.

The Political Educational Theory of Wolfgang Klafki
Chi-hua Chu, National Chung Cheng University, Taiwan

In Hinblick auf die Vernetzung der Weltgesellschaften bezeichnet Klafki in seiner kritisch-konstruktiven Erziehungswissenschaft die globalen Probleme als die Schlüsselprobleme. Ziel der Auseinandersetzung mit Schlüsselproblemen sei es, die Schüler zu befähigen, sich mit den Unterdrückten zu solidarisieren. Aufgrund der gegenwärtig zunehmenden Weltvernetzung gewinnt die politische Bildungstheorie Klafkis an Bedeutung. In der vorliegenden Arbeit wird daher der Versuch unternommen werden, eine gewisse Unzulänglichkeit an Klafkis Lehre zu beheben. Dabei wird sich zeigen, dass das Erlernen der Schlüsselprobleme auf fachbezogenem Wissen basieren, und die Mitbestimmungsfähigkeit in der Erziehung eine größere Rolle als die Solidarität spielen sollte.

Social Action, a Strategy for Promoting Social Engagement in Schools
Chinaka S. DomNwachukwu & Jim Bryan, Azusa Pacific University, USA

America has a growing number of citizens who would not go out and vote or engage on other similar civic responsibilities because they have concluded that their individual votes would not make much difference, and their independent actions could not amount to much. Sadly though, these are people who went through history and social studies lessons in k-12 classrooms. Somewhere along the way, they failed to make a connection between the classroom rhetoric and the power of their individual actions. The classroom is not only the place where knowledge construction and skills acquisition take place, it is also the environment within which attitudes and behaviors are shaped. The power of the educational systems to shape behavior and attitudes demands that social engagement becomes an intrinsic part of the classroom instructional practices. There is need for teachers of history and social studies to take their students beyond rhetoric, analysis, and social critique, to action. Students must be empowered to undertake social actions and actions that promote justice and equity if we desire to raise a citizenry that is socially engaged. The classroom must begin to open the eyes of students to the possibilities of change which are very much within their reach.

Social and Emotional Development among Early Entrance Program Students at CSULA
Kimberly Persiani-Becker, California State University, Los Angeles, USA

Early Entrance Programs are characteristically designed as special programs within an existing college or university. Some admit students to college only one or two years early, while others admit students after completion of the seventh or eighth grade or after one year of high school. Some programs are residential, while others require students to commute. Often times, early entrance programs have special support services available for students such as special residence halls, an assigned counselor, a designated student lounge, and special social events. California State University, Los Angeles has such a program and the social and emotional development of the students in this program are examined and documented in this paper.
Reflective Moral Practice: The Judgment-Action Question
Bill Puca, Rensselaer Polytechnic Institute, New York, USA, Dawn Schrader, Cornell University, Ithaca, USA, Marcia Mentkowski, Alverno College, Milwaukee, USA & Phyllis Curtis Tweed, Medgar Evers College, New York, USA

As moral educators, we are knowledgeable about studies of the relationship between moral judgment and moral action. Educational interventions such as Anne Colby’s Political Engagement Project, and research programs designed to increase moral stage, moral perception, moral sensitivity, moral character and moral commitment, have the end goal of translating what people see, know, feel, and think about to moral action. This session is designed to inspire us, as moral researchers and educators, to take more moral action, engage in more social conscientious interventions. We start by sharing what some of us already do and how readily others can join in or start their own efforts, and conclude by discussing obstacles to action and the future of research in the judgment-action relationship.

New Methods for Constructive Civic Engagement and Political Education
John Spady, Forum Foundation, Seattle, USA

This work group presentation describes the Seattle Civic Engagement project. The requirements of the project are: 1) increase awareness of community issues, 2) increase community participation in problem solving, and 3) increase interaction with government. Able to use a mix of different technologies, and capable of incorporating multiple languages, the project uses a decentralized approach for constructive civic engagement. The project’s computer technologies and small group dynamics are easily scalable for thousands of participants. These practices will be explained and offered for you to use, without cost and on a trial basis, in your own political and educational environments.
Sociomoral Development and Moral Orientation Bosnian and American Children
Hanna L. Burzynsky, Nathan H. Raines, Lucy C. Widden & Andrew C. Garrod, Dartmouth College, USA

Studies of children’s morality often focus on Kohlberg’s (1981) model of moral development or Gilligan’s (1982) theory of moral orientation. The present study utilizes both frameworks in an effort to understand the relationship between children’s cultural environments and their developing morality. Children in Bosnia and Herzegovina were compared to American agemates on measures of sociomoral development and moral orientation. Bosnian subjects were more likely than their American peers to demonstrate low-level moral reasoning and offer justice-based solutions to moral dilemmas. Possible explanations for these differences, including Bosnian social conditions and the lack of role-taking opportunities in Bosnian schools, are explored.

Graduate Students’ Perceptions of the Need for Spiritual Discussion and Religious Values Training in Counselor Education
Jennifer Curry, Sandra Pollock & Mike E.H. Robinson, University of Central Florida, USA

This poster demonstrates the results of a national survey of counselor education graduate students about the perceived need for spiritual discourse as a dimension of a holistic approach to counseling, and religious values training as a multicultural competence in counselor education programs. The study combined a quantitative survey questionnaire with a qualitative narrative analysis for a mixed method design.

Aggressive Children’s Affective Judgements of Prototypical and Provoked Moral
Luciano Gasser, University of Bern, Switzerland; Eveline Gutzwiller, Pädagogische Hochschule Zentralschweiz, Switzerland & Simone Dietschi, University of Bern, Switzerland

Aggressive and nonaggressive children were compared in their moral and affective judgments to hypothetical unprovoked aggression and peer retaliation, using an instrument adapted from Smetana et al. (2003). 123 children, aged 6 to 7, were classified as physically aggressive (n=30) or nonaggressive (n=93) on the basis of peer nominations. Results revealed that moral and affective judgments and justifications differed as a function of type of transgression (prototypic vs. retaliation) and type of retaliation (hitting vs. teasing). However, differences between aggressive and nonaggressive children were only apparent for affective judgements. The role of emotion attributions in moral development is discussed.
A Large Scale Empirical Investigation into Adolescents' Morality-Related Attitudes
Attila H. Horvath & Peter Jaeger, University for Veszprem, Hungary

Our initial hypotheses were the following: (1) Generation gap is widening, (2) distrustfulness towards adults is increasing and (3) collective values are fading out. Representative samples of the 7th and 10th year pupils of Hungarian schools (N=50) completed a multiple-choice questionnaire in 1998 (N=3316) and in 2004 (N=1505). A factor analysis of 51 variables obtained from pupils' questionnaire responses and other numerical variables characterising pupils was carried out. Factor analysis has determined 12 independent factors, of which 9 had morally significant meanings. We found significant differences in comparison of data from 1998 and 2004, from 7th year and 10th year pupils, and from girls and boys.

Evaluating Chikuro Hiroike and his Moralogy
Nobumichi Iwasa, Reitaku University, Japan

It is nearly 80 years since Chikuro Hiroike wrote Treatise on Moral Science: A First Attempt to Establish Moralogy as a New Science in 1928. Kohlberg said he had a deep sympathy with Hiroike because the both studied morality scientifically and later embarked on moral education, and the both suffered a lot physically. Hiroike's efforts to clarify post-conventional morality actually practiced and what he did in the Treatise should be evaluated by contemporary scholars. As the English version of the Treatise is now available the Institute of Moralogy hopes to have an international conference on this topic in Japan.

Promoting Moral Reasoning: Three Teaching Strategies
Soile Juujärvi & Kaisa Pesso, Laurea University of Applied Sciences, Finland

It has been argued that both peer discussion on ethical problems and reflected role-taking facilitate students' moral growth. We investigated the effects of small-group discussion and role taking through applying three different teaching strategies at the course of professional ethics for undergraduate social work students (N = 72). The strategies were (1) role-taking exercises (2) peer-group discussion and (3) online peer-group discussion via the website, facilitated by educators. The online discussion group was the only one that progressed in moral reasoning (measured by the DIT). The results emphasize the role of an educator as a facilitator in dilemma discussions.

The Role of Teacher in Moral Education on Lawrence Kohlberg
Kazutomo Araki, Doshisha Women’s College of Liberal Arts, Japan

The essential role of the teacher in hypothesis dilemma discussion is the only one as a facilitator. But the role of teacher in Just-Community is the one as an advocator who takes a role of preaching the importance of caring spirit for the community and maintaining the community system. However, there is a possibility that the role of advocator becomes authority. But such an authority is rejected by democracy in Just-Community. The authority is based on an attitude in which teacher listens carefully in a Carl Rogers way of counseling. Teacher has three roles, that is, facilitator, advocator, and counselor.

ASPIRE Scholars: Civic Engagement and Morality in Asian American Girls
Angie L. Kim, Harvard Graduate School of Education and Cornell University, USA

In this study, I examine the perspectives and experiences of four Asian American girls participating in a competitive Youth Leadership Program sponsored by ASPIRE (Asian Sisters Participating in Excellence), a Boston-based volunteer organization. The purpose of this research is to examine civic engagement and moral development in the context of a service program tailored to the cultural and developmental needs of underprivileged youth. This poster presents the findings from my in-depth interviews and experience mentoring the scholars during the 2005-2006 academic year.
Research on Moral Development and Moral Education in a Bibliometrical Perspective: Research History since Lawrence Kohlberg's First Contributions
Gunther Krampen & Gabriel Schui, University of Trier, Germany

Presents results on the history of research on moral development and education. Data refer to the Anglo-American literature database PsycINFO and to PSYNDEX, in which psychological publications from the German-speaking countries are documented. Trend analyses include comparisons between these two research communities as well as presence of moral development research in domains like prosocial engagement, professional morality, political participation, religion and morality. Results illustrate historical trends, highlights, weak points and deficits in international research on moral development and education. Further on, results of citation analyses illustrate at the impact of Lawrence Kohlberg's contributions in this field of research.

Is Moral Personality Related to Perception of Morality in Stories?
Darcia Narvaez, Anna Gomberg & Erin Carmey, University of Notre Dame, USA

Moral personality involves chronically using moral schemas to construe social events (Lapsley & Narvaez, 2004). Moral chronicity can be measured with a 5-question task to categorize high and low “moral chronics” (Higgins, 1999; Narvaez et al in press). Undergraduates rated two children's stories using the Rating Ethical Content System (RECS), developed to provide a standard means for evaluating the ethical content in children’s media. The RECS bases its questions on Rest's Four Components. They completed a measure of moral chronicity. High moral chronics found significantly more moral content in the stories than low moral chronics.

Key Concept in the New Spanish Law on Education: Citizenship
Concepcion Naval & Caroline Ugarte, University of Navarra, Spain

The purpose of this poster is to present one of the innovative elements in the new Spanish Law on Education, currently being debated in Parliament, and which will probably be approved during 2006. This innovation consists in the introduction of a new class, entitled “Education for Citizenship,” in the curriculum of all educational stages. There have been antecedents to this new idea, beginning in the late 1980's. The poster will present an historical evolution of this area of knowledge, as well as a critical evaluation of its content.

Broadmead: Lessons from the Past about Altruism and Caring
Mike E.H. Robinson, Sandra Robinson & Jennifer Curry, University of Central Florida, USA

The researchers used qualitative case study design to investigate the development of altruism throughout the lifespan. Thirty-eight residents of Broadmead, a Quaker Retirement Community, were interviewed. All interviews were transcribed and data was analyzed by emergent themes. A conceptual framework was constructed that revealed biological, social learning, spirituality, and cognitive components of the altruistic personality.

Moral Competences and the Academic Environment - Research with Medical Students
Lauro Reis Santana, Iris Christina Borges da Costa, Manuella Silva Martins, Sofia Flores Mata-Virgem, Eduardo Cerqueira Rolim Carlos, Paulo Gilvane Feria Lopes, Universidade Federal da Bahia, Brazil & Patricia Bataglia, Universidade Bandeirante de São Paulo, Brazil

This paper has as a main objective identifying the correlation between moral judgment competence and the answers given about transgressions in academic environment. It will be used MJT (Lind, 1977-2005) validated to Portuguese language by Bataglia (1998-2005) and a questionnaire about academic dishonesty (Marsden 2005) adapted by Santana et al. (2006). The secondary objective is to estimate the prevalence of transgressions practices such as cheating in exams, plagiarism, and illegal practice of medicine. The arguments given will be qualitatively analyzed in accordance to the moral structure subjacent in them. The study will be developed at a public university in Brazil and the poster...
will present results and reflections about pedagogical resources to improve moral development in college students.

Anbahnung von Bürgerbeteiligung (civic and moral education) und Selbstwirksamkeit (youth leadership). Ein Bericht über Projekte in der Sekundarstufe I + II in Hamburg

Joachim Schulze-Bergmann, Landesinstitut für Schule, Germany & Rainer Micha, ASB Hamburg, Germany


Integrating Justice and Care: as Kohlberg's Subjects Did

Stephen A. Sherblom, University of Missouri, USA

A subset of Kohlberg's longitudinal data (Wave 6) was reanalyzed for how participants spontaneously weave together justice and care considerations in their responses to Kohlberg's standard dilemmas. Their examples of integration provide clues that can help us understand how and when justice and care can be productively interwoven and when they will likely be at odds. This understanding is necessary for a psychologically sound and philosophically productive integration of the strengths of the ethic of justice and care.

Outdoor Character Education within a Virtue Ethical Perspective

Paul Stonehouse, University of Edinburgh, Scotland

"Character development" has a long, but assumed, relationship with Outdoor Education. Recent scholarship is questioning whether character is formed through out-of-doors education. My thesis aims to study moral character development within Outdoor Education, by looking through a philosophical lens and assessing via qualitative methods.

Using the virtue-ethical perspective espoused in Aristotle's Nicomachean Ethics, the thesis seeks to contemplate this ancient approach as a template for a modern understanding of moral character development within Outdoor Education. Using the above theoretical framework, this thesis examines character development through an expedition case study. Data collection is anticipated to be: interviews, observational fieldnotes, and documents.

A Cross-Cultural Study of Gratitude and Indebtedness between Female University Students from Japan and Korea

Naito Takaschi, Ochanomizu University, Japan; Bunkyoku Otsuka, Tokyo, Japan

We administered a questionnaire on gratitude and related feelings such as indebtedness using female university students in Tokyo, Japan and Seoul, South Korea. The questionnaire consisted of a hypothetical situation being helped by a friend and the following question items on: a) feelings evoked by being helped, b) enhanced prosocial motivation, c) enhanced obligation, d) dispositions to feel gratitude, e) disposition to feel indebtedness, and f) attachment style. As the results, Korean participants reported significantly stronger feelings of indebtedness and goal achievement and than Japanese participants. In contrast, the Japanese students reported significantly stronger feelings of indirect indebtedness or regret for bothering others.
Genetic Sustainability and Genetic Techniques as Moral Dimensions in Education
Anna Tapola, University of Kalmar, Sweden

The study concerns teacher students' apprehensions of the relationship between ideology and science education, with special regard to genetics and genetic techniques and its societal implications. The students' notions are analysed in relation to educational directives and policy documents. The findings show a variety of standpoints among the teacher students. But despite this diversity, the majority of the students do not challenge the prevailing power elites. By repeating the same rhetoric mantras – and avoiding problematisation, contextualisation and profound reflective thinking – the students seem to maintain and support the dominant hegemonic structures. The method is based on Critical Discourse Analysis.

Virtues: Universal Values for Global Citizenship
Chua-Tee Teo, Nanyang Technological University, Singapore

Virtues, like blood types, cut across all races and cultures. With globalization, the need for education to become responsible global citizens becomes necessary. This paper examines the reality of the inter-connectedness of the world today and proposes to embrace virtues education to develop the goodness in all people, especially in school age children and junior youths, so that when they grow up and enter another country for work or study, they will bring with them the goodness and virtues which are manifested in them, doing good to others whoever they are, wherever they reside or travel to.

Explaining Antisocial Behavior Using Moral Cognitive Variables
Floor Van der Velden, Daniel Brugman, Jan Boom & Willem Koops, Utrecht University, Netherlands

This study addresses the role of cognitive distortions and the perception of moral atmosphere in the relation between moral judgment and antisocial behavior. The aim of this study is to explain antisocial behavior using a contextual approach. A group of 800 students aged 13 to 15 from secondary schools in the Netherlands participated. It is expected that the relationship between moral judgment and antisocial behavior is mediated by cognitive distortions and moderated by the perception of moral atmosphere in schools. These hypotheses will be tested using regression analyses and structural equation modeling.

Does Academic Motivation Influence Prosocial Behavior in Early Adolescence?
Jenny L. Vaydich, Vladimir Khmelkov & Darcia Narvaez, University of Notre Dame, USA

The link between academic motivation and ethical character was examined by observing the relationship between student academic motivation and prosocial behavior in middle school students (ages 12-15). Mastery Motivation refers to a focus on competence and mastery while Performance Motivation focuses on competition and achievement. Prosocial variables were Caring for Unpopular Students, Tolerance of Different Students, and Cognitive Perspective Taking. Mastery motivation related positively to all prosocial variables, while performance motivation did not. Moreover, mastery motivation related significantly to all prosocial variables regardless of the level of performance motivation.

Does Morality Exist? Undergraduate Views of Morality
Elyse A. Warren, Columbia University, Chicago, USA

In order to better understand how undergraduates think about morality, students that had just completed a seminar in moral development were given a brief questionnaire. Students were asked: 1) Does morality exist?, 2) Is altruism selfish in that it functions only as a safeguard to ensure that others will help you in the future?, 3) Do men and women reason differently about moral issues?, 4) Are children inherently empathic?, and 5) Is moral education worthwhile? This poster includes student quotes. Implications for education are discussed.
Human Rights Education in Taiwan
Chou-Sung Yang, National Chi Nan University, Taiwan, R.O.C.

Through the theoretical approach, this paper aims at inquiring into the practices and problems of human rights education in Taiwan. First, it starts with a research for the ideas and development of human rights. Second, it quests for the meanings and practices of human rights education including aims, lessons and teaching methods. Third, it outlines a development history of human rights education in Taiwan, and then exams the incoming problems and challenges while practicing. At last, it suggests that the way to solve the problems is to educate people through "affection education"—developing the feeling of concern and sympathy for others.
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How to get from the station (Gare CFF/SBB) to EARLI-registration:

- Take your left, when leaving the main entrance of the station
- Underpass
- At round-about take your right
- You will see the university on your right hand side.