

43rd AME ANNUAL CONFERENCE

Evolving Ethics, Moral Education, and the Struggle for Democracy

November 2-4, 2017

The Chase Park Plaza – Royal Sonesta Hotel

St. Louis, Missouri (USA)

ASSOCIATION FOR MORAL EDUCATION

www.amenetwork.org

Welcome to the 43rd Conference

of the

Association for Moral Education

Chase Park Plaza Hotel, St. Louis
November 2-4, 2017

Please wear your name badge at all times!

We hope you will enjoy the conference presentations, have many intellectually stimulating encounters and find the atmosphere at the conference site and among participants very pleasant!

In this program, you will find details of all conference events, information about AME and its Executive, helpful tips to get around in the neighborhood, St. Louis' Central West End, and a register of all conference attendees with their email addresses.

Additional information and program updates may be found at <https://ame2017.net>. You can also access the program on an app, available at Google Play and Apple's App Store; search for "AME 2017". Unfortunately, the hotel does not provide Wifi access in the conference space, they do, however, offer complimentary Wifi access in the guest rooms and the public hotel space. We will have internet access for the presentation laptops.

Presenters in paper sessions, please have one of you be the time keeper, so that each presentation gets its fair share and the audience gets some time for a discussion.

If you liked the AME experience, please join us for the next Annual Conference in Barcelona, Spain, November 7-10, 2018.

Thank you to our sponsors:





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Center for Service and Community Engagement

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SCHEDULE AT-A-GLANCE

Wednesday, November 1		
Time	Event	Location
7:00 AM – 8:00 AM	Registration Open (for Tour)	Conference Space Lobby
4:00 PM – 6:00 PM	Registration Open	Conference Space Lobby
Thursday, November 2		
Time	Event	Location
7:30 AM – 5:00 PM	Registration Open	Conference Space Lobby
8:30 – 11:30 AM	AME Executive Board Meeting	Plaza Room
8:30 – 11:30 AM	Preconference Workshops	
12:30 – 2:00 PM	Plenary 1: Panel Discussion	Empire
2:00 – 2:15 PM	Transition Break	
2:15 – 3:45 PM	Session 2	Session Rooms
3:45 – 4:15 PM	Break	
4:15 – 5:45 PM	Session 3	Session Rooms
5:45 – 6:00 PM	Transition Break	
6:00 – 7:00 PM	Session 4	Session Rooms
7:00 – 8:30 PM	Welcome Reception	Khorassan Ballroom
	7:00 – 8:00 PM Poster Session (#5)	
Friday, November 3		
Time	Event	Location
7:30 AM – 5:00 PM	Registration Open	Conference Space Lobby
8:30 AM – 10:00 AM	Session 6	Session Rooms
10:00 AM – 10:30 PM	Break	
10:30 AM – 12:00 PM	Session 7	Session Rooms
12:00 PM – 1:00 PM	Lunch Break / Young Scholars Mentoring Lunch	Lenox
12:00 PM – 1:00 PM	JME Board Meeting	Plaza
1:00 PM – 2:30 PM	Plenary 2: Kira Banks Keynote	Starlight
2:30 PM – 3:00 PM	Break	
3:00 PM – 4:30 PM	Session 9	Session Rooms
4:30 PM – 4:45PM	Transition Break	
4:45 PM – 6:15 PM	Session 10	Session Rooms
6:15 PM – 8:30 PM	President’s Reception	Zodiac
	6:15 – 7: 15 Poster Session (#11)	Zodiac
	7:15 – 7:45 Awards Ceremony	Zodiac

Saturday, November 4		
Time	Event	Location
7:30 AM - 5:00 PM	Registration Open	Conference Space Lobby
8:30 - 10:00 AM	Session 12	Session Rooms
10:00 AM - 10:30 AM	Break	
10:30 AM - 12:00 PM	Plenary 3: Frans de Waal Kohlberg Memorial Lecture	Zodiac
12:00 PM - 1:00 PM	Lunch	
12:00 PM - 1:00 PM	Race/Multiculturalism SIG	Plaza
1:00 PM - 2:30 PM	Session 14	Session Rooms
2:30 PM - 3:00 PM	Break	
3:00 PM - 4:30 PM	Special Sessions	Session Rooms
4:45 PM - 6:00 PM	AME Community Meeting	Empire
6:00 PM - 9:00 PM	AME Board Meeting	Plaza

THE ASSOCIATION FOR MORAL EDUCATION

Founded in 1976, the Association for Moral Education (AME) provides an international forum for the interdisciplinary study of the moral and ethical dimensions of human development and education. The Association is dedicated to fostering communication and cooperation among scholars and practitioners considering all aspects of moral learning, development and action across the life-span in multiple roles and contexts, including the school, family, workplace, congregation, and the larger society. AME emphasizes the development of moral understanding in all individuals, and believes that such development requires opportunities for engagement in moral dialogue, AME emphasizes self-reflective educational practices that value the worth and dignity of people as moral agents and that require opportunities for ethical engagement and moral dialogue.

The AME is governed by an Executive Board, elected by and drawn from its membership; the active participation of all of the members of the Association is encouraged. Members include public and private school teachers and administrators, counselors and psychologists, philosophers, sociologists, teacher educators, religious educators, and graduate students interested in advancing the study of moral education. Scholars and practitioners from more than 35 countries around the globe meet at the annual conference of the Association. Since 1990, these Annual Conferences broadly follow a three-year cycle: two years in North-America (USA or Canada) and the third year in other countries. Initially, these international conferences all took place in Europe. In 2011, we teamed up with the Journal of Moral Education and the Asia-Pacific Network for Moral Education (APNME) to hold the conference in Nanjing, China, on the occasion of the journal's 40th anniversary. The 2015 conference took place in Santos, Brazil. Future conference sites will be Barcelona, Spain (2018) and Seattle, WA, USA (2019).

At the Annual Conference, keynote plenaries include the Kohlberg Memorial Lecture, given by a distinguished leader in a field related to the goals of AME. The KML is named in honor of Lawrence Kohlberg's contributions to the theory and practice of moral education and to the Association for Moral Education. This year the Kohlberg Memorial Lecturer is Frans de Waal, biologist and primatologist at Emory University in Atlanta GA, who is renowned for his work on parallels between primate and human behavior, from peacemaking and morality to culture.

The AME offers several Awards:

The *Kuhmerker Dissertation Award* for the best dissertation in the field; winners are invited to present a paper on their work at the conference. The *Good Work Award* recognizes achievement in moral educational practices. The *Kuhmerker Career Award* recognizes individuals who have made outstanding contributions to the organization and to the field. The name of the recipient is not revealed until the Awards Ceremony. Awards will be presented at a ceremony during the President's Reception on Friday, November 5.

WELCOME LETTER FROM THE AME PRESIDENT, KAYE COOK

Dear Conference Participants,

On behalf of AME's Executive Board, I welcome you to the 43rd Annual Association for Moral Education Conference in St. Louis! Although it's a beautiful city, with much to see and do, I doubt that you will have much time to explore. The conference team has prepared a fascinating and busy schedule.

Thank you to the 2017 conference team and particularly Wolfgang Althof and Stephen Sherblom for their hard work and thoughtfulness in planning this conference. We are fortunate to have members who are gracious and hospitable, willing to host us at our many locations around the world. Thank you also to Travis Schmidt. His patience and dedication to doing a good job is a gift to us all. We also benefit this year from the co-sponsorship of the Center for Character and Citizenship, under the leadership of Marvin Berkowitz and Wolfgang Althof. The center successfully spans the interface between theory and practice, serving both as think tank and resource center, generating knowledge while empowering moral and civic educators in culture and society. Thanks also to our other co-sponsors: Taylor & Francis, the Center for Service and Engagement at St. Louis University, and Lindenwood University.

AME 2017 may host the most international program ever. Some describe Missouri as middle America, and by one measure it is: According to the US Census, it houses the geographic center of the US population. But look at the program. By my count, two-thirds of the symposia and workshops have an international participant, and I'm sure I've missed some! Indeed, during some time slots, I challenge you to find a session *without* an international participant, should you by some strange reason want to. Kudos to the conference organizers for their attention to diversity.

Also, thank you to the conference committee for reaching out to educators. St. Louis is known for its focus on education, with several national research universities, an excellent medical school, and an extensive network of public and private schools. We welcome you educators to this conference of many educators, particularly if you are a newcomer.

For these reasons and more, it is fitting that AME 2017 meet in St. Louis. The theme is a timely one: Evolving Ethics, Moral Education, and the Struggle for Democracy. No matter where you are in the world, you watch happenings that seem to shake culture and morality to its foundations. Consider, for example, the events in nearby Ferguson MO, the Kenyan elections, Catalonia, N. Korea, Puerto Rico, and immigration issues in the US and around the world. I hope that this conference will be a rich, generative experience for you that will inspire ever more thoughtful engagement in moral education while nurturing new friendships and deepening old ones. If you are not already a committed member of AME, we hope you will become one. Join us next year in Barcelona!

Kaye Cook, Ph. D.
Professor, Chair, Psychology
Gordon College, Wenham MA
President of AME

WELCOME FROM THE CONFERENCE CHAIRS

Dear Conference Participants,

Welcome to the 43rd Annual Conference of the Association for Moral Education! The conference planning committee members is honored to host this conference in the city of St. Louis. This year's conference theme is *Evolving Ethics, Moral Education, and the Struggle for Democracy*.

Ethics, as originally conceived, encompasses all that is involved in perceiving, conceiving, problem-solving, and embodying *life as it may ideally be lived*. Evolution, as a process, characterizes the long-term development of humankind – growing in consciousness, capacity, and conscience. Similarly, our understanding of morality, its place in our lives, and how best to foster it continue to grow and evolve.

The ethics of how we live together and who we are as a people is being played out across the globe in struggles for democracy, for voice, for autonomy, and for human dignity. The divisiveness in the political and social life of many countries, often fueled by populist movements that appeal to hate, intolerance and ignorance, is tantamount to an imminent degeneration of democracy and intensifies the importance of defending ethical standards and of moral education for democratic development and growth. Our call to ethics, then, must be a call to political action as well as self-cultivation. As someone once said, wisdom is as wisdom does.

With a population approaching 3 million people, the St. Louis region is one of the 20 most-populated metropolitan areas in the United States. Home to a wonderful array of cultural, scientific, educational, and sports venues, St. Louis was recently named one of the nicest places to live and work in America. Our region has a long and storied history. Between the 9th and 15th centuries CE this area was populated by peoples of the Mississippian culture, known for the mounds they have left behind. Across the river in Collinsville, Illinois is a World Heritage Site known as Cahokia Mounds, the largest prehistoric Indian site north of Mexico. At its peak, in 1200 CE, Cahokia was a city of upwards of 30,000 people, for a long time the largest city in North America.

Because this area is at the confluence of several rivers, the Mississippi, Missouri, and Ohio, water travel has allowed long distance travel and trade. In the 17th century French fur traders, traveling the rivers down from Canada, created a settlement at present St. Louis. Over the years, St. Louis became a stop on the north south river road between Chicago and New Orleans, and served as a jumping off point on the east-west migration, getting its nickname as “the gateway to the west.”. The river road was especially responsible for St. Louis being at the heart of the development of Ragtime, Blues, and Jazz music as musicians traveled up and down the Mississippi.

In 1876 the city created a large urban oasis called Forest Park, 500 acres larger than Central Park in New York City. This became the location for St. Louis' brightest moment in the sun - the 1904 World's Fair and the 1904 Summer Olympics, which brought 20 million people from around the world. Forest Park is still there and one corner of the park is right across the street from the Chase Park Plaza hotel! In 1965, the Gateway Arch was built to commemorate the Louisiana Purchase (1803) by which a large swath of country joined the United States, with subsequent westward

expansion. This is the world's tallest arch, and the tallest manmade monument in the Western Hemisphere. St. Louis remains a vibrant economic hub and has continued to expand its Universities and knowledge-based industries. However, its history of being in a former slave state, with well entrenched inequalities between the races continues to be a central problem down to the present.

We are proud that Frans de Waal and Kira Banks are our keynote speakers and that Clark Power agreed to moderate the panel discussion on struggles for democracy which will open the conference. Please note that our program for Friday has a concentration of applied presentations, next to many scholarly papers and symposia; we consider Friday the "Educator Day" of the conference and offer a one-day pass for an attractive fee, meant to attract practitioners from the region. St. Louis is strong in character education, up to a third of the "National Schools of Character" and "National School Districts of Character" Awards issued by character.org – formerly known as the Character Education Partnership – go to schools and districts in the St. Louis region, most of them associated in the CharacterPlus partnership, and many of them have administrators that went through Marvin Berkowitz's Leadership Academy in Character Education.

We like to think the other members of our planning committee (Brenda Bredemeier, David Shields, Tian Yu and Marvin Berkowitz) for their strong support, as well as Travis Schmidt and Debbie O'Reilly for staying focused and dedicated while the work load was immense at times and efficient multi-tasking was an absolute necessity!

We wish to express our special thanks to those who have traveled great distances from other countries to make this a truly international gathering. We are aware now more keenly than ever that we share a common responsibility to educate young people in all of our countries to become citizens of a global community. We, the teachers of future generations, can only achieve a just, peaceful, and sustainable future by working together to find new ways of engaging people's minds and hearts.

While you are here, we hope you will find a little time to explore the beautiful neighborhood of the conference site. We give you some orientation below in this Program. Please introduce yourselves to our students, staff and faculty who are eager to meet you and learn about your work. And keep a caring eye on new members that you can recognize by the colored dot on their name tags. We are committed to making your experience here as fruitful as possible. We very much hope you will enjoy the conference! Do not hesitate to ask us for anything.

Wolfgang Althof, Professor, University of Missouri-St. Louis,
Steve Sherblom, Associate Professor, Lindenwood University, St. Charles (MO)
Conference Co-Chairs

WELCOME MESSAGE FROM THE NEW JOURNAL OF MORAL EDUCATION EDITOR

On behalf of the *Journal of Moral Education* I welcome you to this AME Conference in St. Louis and hope you will all have a great time here.

I took over from Professor Darcia Narvaez as the new editor of JME on July 1st. Allow me to acknowledge what an honour it is to have been given the opportunity to edit a journal with as distinguished a pedigree as the *JME*, fast approaching its fiftieth anniversary in 2021. I am grateful to the Board of Trustees for investing their trust in me and my team. I am particularly indebted to one member of that Board, Dr Monica Taylor, who – in addition to editing the journal herself, mostly single-handedly, for 35 years – has guided me gently into the field of moral education over the years and become a close personal friend. I am also indebted to my predecessor, Darcia, who oversaw the transition of the journal to an automated submission portal and introduced the format of an editorial team, comprising three associate editors alongside the editor-in-chief: a successful format with which I have decided to stick. My associate editors are Tobias Krettenauer, Sharlene Swartz and Wiel Veugelers.

For the less experienced among the conference delegate, I hope our workshop on how to get published in journals such as *JME* will be of help. For the more experienced among you, please continue to consider our journal as the first port of call for quality papers in the field of moral education and moral psychology.

Please do not hesitate to contact me, personally at this conference, or through email, if you have got any publication idea that you want to run past me, about individual papers, research projects or special issues. I am always happy to offer any advice that I can.

Let us hope the *Journal of Moral Education* continues to prosper and to offer an outlet for some of the best work published in our area.

Kindest regards to all of you.

Kristján Kristjánsson
Professor, University of Birmingham, U.K.
Email: k.kristjansson@bham.ac.u

INVITED SPEAKERS



Frans de Waal

The *Kohlberg Memorial Lecture* will be given by Dr. Frans de Waal, C. H. Candler Professor in the Psychology Department of Emory University, Director of the Living Links Center at the Yerkes National Primate Research Center, in Atlanta, Georgia, and a Distinguished Professor at Utrecht University, the Netherlands.

His latest research concerns empathy and cooperation, inequity aversion and social cognition in chimpanzees, bonobos, and other species. Throughout his career, Dr. de Waal has drawn parallels between primate and human behavior, from peacemaking and morality to culture. His scientific work has been published in hundreds of journal articles. His popular books, translated into twenty languages, have made him one of the world's most visible primatologists. His latest books are *The Age of Empathy* (2009), and *The Bonobo and the Atheist* (2013). Two recent edited volumes are *The Primate Mind* (2012) and *Evolved Morality* (2014).



Kira Banks

Dr. Kira Hudson Banks will present the keynote on Friday, *The Psychology of Dismantling Racism: A Moral Imperative*. She is an Associate Professor of Psychology at Saint Louis University and focuses on race, racial identity and intergroup relations. She has worked in the field to improve intergroup relations since 1998 through research, community outreach, and school-based interventions at the middle school, high school, and college level.

In addition to publishing articles in peer-reviewed journals related to these topics, Dr. Banks contributes regularly to discussions of current events through several website news sources and blogs. Her expertise has also been sought out by major corporations to train managers and emerging leaders on diversity and inclusion. She served as a consultant on racial equity to the Ferguson Commission and continues to work with *Forward through Ferguson* to implement regional calls to action. Dr. Banks has been described as making the complex and controversial topic of race accessible and intergroup interactions more understandable.



F. Clark Power

Dr. F. Clark Power will moderate the Panel on *The Struggle for Democracy and Moral Education* in the opening session on Thursday. He is a Professor in the Program of Liberal Studies at Notre Dame University, a Concurrent Professor in the Department of Psychology, Director of the Play Like A Champion Program, and a member of the graduate faculty of Teacher and Leadership Education Programs. He received his Ed.D. in Human Development from Harvard University and his M.A. in Systematic Theology from the Washington

Theological Union.

Dr. Power is a past President of the Association for Moral Education and a recipient of the Kuhmerker Award for his contributions to the field of moral education. His publications focus on moral development and education, civic engagement, and sports psychology. He is a co-author of *The Measurement of Moral Judgment, Vol. II: Standard Issue Scoring Manual* and a co-editor of *Lawrence Kohlberg's Approach to Moral Education; Self, Ego and Identity: Integrative Approaches; The Challenge of Pluralism: Education, Politics and Values; Character Psychology and Education; and The Handbook of Moral Education.*



Vetta Thompson

Dr. Sanders-Thompson is a Professor at the Brown School of Social Work at Washington University in St. Louis. She offers one of the Special Sessions on Saturday, entitled *Protest, Progress, and Ferguson Forward*. Vetta Sanders-Thompson is a leading researcher in the areas of racial identity, psychosocial implications of race and ethnicity in health communications, access to health services, and determinates of health and mental health disparities. She focuses on the importance of service to underserved populations through research, practice and community collaborations.

Issues of race, racial identity and historical issues of segregation and discrimination are central to Dr. Sanders-Thompson's research agenda, and are potentially important variables in the study of disparities in health and mental health. Her background and expertise allow her to contribute to recruitment and data collection, as well as engagement in and consideration of cultural factors, in ethnic minority communities.



Joan Vestrand

Dr. Joan Vestrand is Professor and Associate Dean at the Cooley Law School of Western Michigan University, Ann Arbor. She offers another Special Session on Saturday, *A Better Way: Empowering Youth to Build Character and School Community*. Dr. Vestrand has expertise in legal

and judicial ethics, attorney disciplinary law and procedures; character & fitness (bar admission) standards and procedures; the moral development of children and adults; the behavioral science of ethical decision making; building, protecting, and sustaining personal success; skills and practices for superior leadership; the use and effect of restorative justice initiatives in the community, courts and schools; Native American peacemaking and its effectiveness as a form of dispute resolution.

She also represented law students in Character and Fitness proceedings. Prior to private practice, Joan Vestrand served as associate counsel/senior prosecutor for the Attorney Grievance Commission in Detroit, Michigan. Dr. Vestrand has lectured extensively throughout Michigan and published articles on professional ethics. She is a member of the Oakland Bar Association and the State Bar of Michigan. She is a council member and officer of the State Bar Law Practice Management Section. She is also a member of the American Bar Association, Center for Professional Responsibility; and a Fellow of the Michigan Bar Association.

SPECIAL EVENTS

Please be aware of the following events outside of the conference sessions:

- Welcome Reception on Thursday, 7:00 PM, in the Khorassan Ballroom
- Young Scholars Lunch on Friday, 12:00, in the Lenox Room
- Journal of Moral Education Editorial Board Meeting on Friday, 12:00, in the Plaza Room
- President's Reception on Friday, 6:15 PM, in the Zodiac Room
- Race/Multiculturalism Special Interest Group Meeting on Saturday, 12:00 in the Plaza Room
- AME Community Meeting on Saturday, 4:45 PM, in the Empire Room

DISSERTATION AWARD



Dr. Amie Senland is the winner of AME's 2017 Kuhmerker Dissertation Award. She received her Ph.D. from the Department of Psychology at Fordham University in New York, NY, in 2014. Her mentor and supervisor was Ann Higgins-d'Alessandro. Her dissertation is entitled, *A Mixed Methods Analysis of Moral Reasoning and Empathy during the Transition to Adulthood in Young Adults with High Functioning Autism Spectrum Disorder*.

Amie Senland is now a Laboratory Coordinator and Lecturer in the Psychology Department of Trinity College, Hartford, Connecticut. As a teacher, Amie Senland aspires to make a difference for her students and to foster a deeper capacity for and appreciation of learning by developing positive relationships with students, challenging students to engage in more complex thinking and helping students apply content to the real-world. After graduating from Fordham University, she published a number of articles, some of them with leading AME members like Elizabeth Vozzola and former AME presidents Sharon Lamb and Ann Higgins-d'Alessandro.

Amie's paper presentation is in Session 14.3 – Saturday at 1:00 PM.

TRAVEL GRANT RECIPIENTS

Mustafa Cabir Altintas
Vishalache Balakrishnan
Andrea Bustamente Torres
Alexander Butler
Carlos Camacho Gonzales
Sarah Connick-Keefer
Kelsie Dawson
Luciana Karine de Souza
Rachael Doubledee
Hina Fazal
Rebecca Friedman
Sandra Gudino
Rachel Hanebutt
Britanny Hite
Peter King'ori
Mary-Cate Komoski
Dasom Lee
Brianna Jones Leiva
Marisa MacDonnell
Rose Maghsoudi
Caleb Mitchell
Gabriel Murillo
Sanjay Nanwani
Eliziane Navarro
Hema Pant
Alexis Redding
Amy Ross
Patricia Sadler
Agata Soroko
Maria Sucupira Lins
Laronnda Thompson
Azucena Verdin
BrookeWollner
Zhuojun Yao

FINDING YOUR WAY AROUND

See the floor plans in the printed program booklet.

All symposia and paper sessions will take place at the Chase Park Plaza “Conference Center”, lower level and ground level. The keynote addresses will be delivered at the top level of the hotel. Please follow the signage.

Conference Program

Pre-conference Events

Preconference Field Trip

Wednesday morning and afternoon (start TBA, early morning)
(Advance Registration Required)

- **National Schools of Character Tour**
led by Marvin W. Berkowitz
University of Missouri-St. Louis, St. Louis, MO (USA)

Preconference Workshops

Unfortunately, none of the preconference workshops offered had sufficient enrollment. All of them had to be cancelled with one exception:

The Workshop and Training Seminar **Sex Education and Sexual Ethics** (Sharon Lamb, University of Massachusetts, Boston, MA) will take place on Friday during the regular conference (sessions 9.8 and 10.8, 3:00-6:15p).

Thursday, 8:30-11:30a

Plaza Room

AME Executive Board Meeting

Thursday, November 2nd, 2017

Thursday, 12:30-2:00p

Empire Room

Plenary Session

Brief Welcome (Wolfgang Althof, Conference Co-Chair; Kaye Cook, AME President)

Panel Discussion: The Struggle for Democracy and Moral Education

F. Clark Power (Chair)

Symposium Abstract: Democracy, as we see throughout history, is a moral ideal that depends upon the commitment of all to work together to achieve the common good. Democracy is an intergenerational project. Democratic societies will not endure, let alone flourish, unless they educate informed and autonomous citizens, who put their public responsibilities before their private interests. In this session, representatives from all corners of the world will share stories and viewpoints about the institutional and cultural challenges that their countries are experiencing to establish and develop their democracies, or their struggles against the decline of their democratic institutions.

Panelists:

Clark Power: USA

University of Notre Dame, Notre Dame, IN (USA)

Ulisses F. Araujo: Brazil

University of São Paulo, São Paulo (Brazil)

Zehavit Gross: Israel

Bar-Ilan University, Ramat Gan (Israel)

Slawomir Postek: Poland

Academy of Special Education, Warsaw (Poland)

Peter T. King'ori: Kenya

Africa Nazarene University, Centre for Character and Leadership, Nairobi (Kenya)

Session 2.1 – Thursday, 2:15-3:45p

Empire Room

Symposium

Applied Moral Problems across the Globe: The Importance of Justice

Ann Higgins-D'Alessandro (Organizer and Chair)

SYMPOSIUM ABSTRACT: This session aims at providing theoretical ideas of concepts and empirical research on acute social problems that (1) are in themselves societal burdens and individual challenges, and (2) must be explicitly morally framed in educational settings. The different presentations refer to issues of justice, such as tolerance and its limits, cyber-mobbing and its personal hurting, teachers not able to provide students with the capacity to elicit pro-social character, students experiences with restorative justice in school, war victims' negative emotions when judging the fairness of retributive and restorative punishments. We think that morality is often hidden in such societal problems today. In all of these situations morality experienced as complex relations between justice, care, and prosocial concerns at individual and societal levels ought to become a direct voice, but with obviously different situational frames.

1. *Teacher Education and SEL and the Cycle of Violence in Colombia*
Andrea Bustamante Torres & Marvin W. Berkowitz
University of Missouri-St. Louis, St. Louis, MO (USA)
 2. *Restorative Justice Movements in Schools in War-torn and More Stable Countries*
Ann Higgins-D'Alessandro & John A. Gomez Varon
Fordham University, New York, NY (USA)
 3. *Teaching Common Values: Democracy and Tolerance in Educational Policies and Practices in the European Union*
Wiel Veugelers, Isolde de Groot & Vincent Stolk
University of Humanistic Studies Utrecht, Utrecht (The Netherlands)
- Discussant:*
Larry Nucci
University of California, Berkeley, CA (USA)

Session 2.2 – Thursday, 2:15-3:45p

Plaza Room

Symposium **Race Matters: Minority Students and Educational Equality**

Tian Yu (Organizer and Chair)

SYMPOSIUM ABSTRACT: This symposium critically examines several prominent policies, practices or ideas influential in American educational institutions, including Affirmative Action and university ranking practice, K-12 school choice mechanisms especially vouchers, and the “model minority” narrative, its politics and ramifications in school reform. We investigate how race and racism are embedded in these policies and practices and how Black, Latino, and Asian American students are affected. Together, our work calls for better, more racially conscious and effective policies and practices for educational equality and social justice.

1. *What Does Justice in Higher Education for Blacks and Latinos Look Like?*
Lawrence Blum
University of Massachusetts, Boston MA (USA)
2. *The Experiences of Marginalized Students in Selective Schools*
Olivia A. Williams
Grand Valley State University, Grand Rapids, MI (USA)
3. *Challenging the Politics of the "Model Minority" Stereotype: School Reform for Social Justice*
Tian Yu
Southern Illinois University Edwardsville, IL (USA)

**Paper Session
Virtue Ethics I**

1. *Happiness, Meaningfulness, and Morality in Teachers*

Douglas S. Pereira & Ulisses F. Araújo
University of São Paulo, São Paulo (Brazil)

ABSTRACT: This study aims to understand the well-being of Brazilian’s professionals of education through a hedonic and eudaimonic perspective on happiness. The quantitative and qualitative data were collected used a non-probabilistic sample N=2021 composed by professionals of education, between 20 and 70 years old. The perception of how these professionals define happiness and which are the most meaningfulness elements to their lives, can favours the direction of proposals and practices that aim happiness and sense of professional fulfilment, as also understand how moral education is approached by them.

2. *The Relevance of Aristotle’s Megalopsychia for Contemporary Debates in Moral Education*

Kristján Kristjánsson
University of Birmingham, Birmingham (UK)

ABSTRACT: I argue in this presentation that Aristotle’s ideal of megalopsychia (great-heartedness) can help illuminate a number of contemporary debates. In moral education, megalopsychia casts light on the levels of moral development, and of flourishing, to which we can aspire through the cultivation of character; the necessary individualisation of virtue and education in virtue; and the nature and limitations of moral-exemplar methodology. In moral philosophy, megalopsychia helps crystallise debates about role moralities, in the context of virtue ethics; the demands of noblesse oblige; and to what extent contemplation and self-transcendence enter into well-being.

3. *Teaching Kids to Care: a Needs-based Intervention to Increase Ethical Sensitivity in Schools*

Rebecca S. Friedman
Johns Hopkins University, Baltimore, MD (USA)

ABSTRACT: Character education programming is gaining popularity in America’s schools as one possible way to raise an intelligent and caring generation of students. However, many schools fail to allocate time, money, and resources to such initiatives. The present study examined the impact of an ethical sensitivity intervention in a religiously affiliated independent school. A self-report scale and analytic rubric were used to measure development of ethical sensitivity in fourth and fifth grade students (N = 25) over a two-month period. Results suggest that degree of ethical sensitivity increased over the course of the intervention. Implications of these findings are discussed.

**Paper Session
Studies of Purpose in the Life Cycle**

1. *Fostering Purpose and Gratitude in Middle and High School Students*

Susan A. Mangan, Rachel Baumsteiger & Kendall Cotton Bronk
Claremont Graduate University, Claremont, CA (USA)

ABSTRACT: This paper gives an overview of results from a toolkit designed to foster purpose and gratitude in middle and high school students. Given the benefits and rarity of purpose, researchers are becoming increasingly interested in designing and testing effective ways of nurturing such aspirations. We designed an eight-lesson toolkit. Results indicate that participating students had a significantly greater sense of how to use their talents to help others and contribute to the world beyond themselves. Additionally, highly motivated students increased in their search for and identification of a purpose. We present the toolkit along with empirical findings and lessons learned.

2. *Meaning, Purpose, and the Successful Life: Perspectives of University Students*

Lloyd Newell

Brigham Young University, Provo, UT (USA)

ABSTRACT: What does meaning, purpose, and the successful life look like to millennial university students? Does the moral and ethical dimension of life factor into their perspectives? This qualitative study asks students at Brigham Young University, one of the largest private religious universities in the United States, to reflect on the meaningful life. In addition, for comparative purposes, responses from baby-boomers are asked the same questions: What is a successful life? What does it mean to live a life of meaning and purpose?

3. *The Validation of New Interventions for Fostering Purpose Among Emerging Adults*

Rachel Baumsteiger, Susan A. Mangan & Kendall Cotton Bronk

Claremont Graduate University, Claremont, CA (USA)

Abstract: In this presentation, we describe six interventions that help people identify their purpose in life. These include activities such as reflecting on good things in life and writing about one's goals and passions. Each intervention takes approximately ten minutes to complete. In a recent study, 357 participants were randomly assigned to complete one of the interventions or other activities such as watching humorous videos or learning memory tricks. Rates of purpose and related outcomes significantly increased for the experimental groups but not the comparison groups. These findings suggest that the new interventions effectively foster purpose among adults.

4. *Seven Life Goods: Purpose and Well-being in Later Life*

Anne Colby & Emily Morton

Stanford University, Palo Alto, CA (USA)

Abstract: This paper will articulate a set of 7 Life Goods proposed as central to deep well-being and flourishing. They include: (1) purpose beyond the self; (2) positive relationships; (3) positive sense of engagement; (4) competence/mastery; (5) freedom/autonomy; (6) safety, contentment, and predictability; and (7) spiritual connection, elevation/inspiration. The paper describes the differential 7 Goods profiles that characterize older adult "purpose exemplars" compared with a matched set of non-purposeful individuals. The data are drawn from a larger study of purpose beyond the self in a representative sample of 1200 US respondents age 50 and older.

Session 2.5 – Thursday, 2:15-3:45p

Waterman Room

Paper Session
Gender, Identity, and Moral Agency

1. *Standing at the Crossroads: The Intersectional Experience of Oppression*

Brian Kooyman

College of William and Mary, Williamsburg, VA (USA)

ABSTRACT: The impact of oppression on human development has been conceptualized in order to make known the often ignored narratives of oppressed groups. For LGB people of color, researchers and practitioners have sought tools of understanding oppression that may help society at-large respond appropriately to the needs of LGB people of color. This paper furthers that understanding as it investigated the intersectional experience known as Conflict in Allegiance (CIA) and its implications on LGB people of color health and development. Results from a dissertation study will be provided, along with implications for researches and practitioners.

2. *"Gatekeepers" of Gender Identification in Education Research: Ethics of Distinguishing*

Rachel Hanebutt
Emerson College, Boston, MA (USA)

ABSTRACT: As society evolves, increasing recognition of the fluidity of identity in terms of demographic classification, the domain of research will be faced with the crucial choice of how to capture an individual's ever-changing identity through traditionally static, defined, and objective quantitative study. Surveys on the national and international level have conflated gender identity with biological sex; most fail to consider identities outside of normative classifications. This paper assesses education researchers' perceived responsibilities as "gatekeepers" in the data collection and dissemination, specifically in regards to the ethical implications that demographic questions have on the populations their studies seek to describe.

3. *Complicating Moral Messages Through Multimodal Composition*

Robyn Gee
University of California, Berkeley, CA (USA)

ABSTRACT: This paper is an analysis of the multimodal composition practices of young adults in a free after-school drop-in program called the Workshop, and the moral development opportunities afforded by these practices. The Workshop aimed to foster artistic and literary skills, while providing a space to process traumatic or oppressive circumstances. Through a process of multimodal design, participants illustrated narrative moral agency (Pasupathi & Wainryb, 2010)—the process of reconciling one's moral beliefs with actions in the real world. The aesthetic, social, and moral goals of the Workshop supported the development of multimodal compositions that were morally complex.

Session 2.6 – Thursday, 2:15-3:45p

Forsyth Room

**Paper Session
Research Methods I**

1. *Measuring Moral Emotions: Towards a New Perspective*

Anne M. Möller & Brigitte Latzko
Leipzig University, Leipzig (Germany)

ABSTRACT: This presentation aims at investigating the function of moral emotions within the context of academic cheating. Firstly, the potentials and limitations of the most prominent methodological approach for measuring moral emotions which is the happy victimizer paradigm will be explored in depth. From these deliberations a pilot study with 20 primary school students will be presented. The pilot study uses behaviour observation of facial expressions via FaceReader to broaden the methodological limitations within the happy victimizer paradigm. It will be discussed whether this extended measurement of moral emotions can help to gain deeper insights in the complexity of moral emotions.

2. *Development, Reliability and Validity of the Assessment-tool for Moral Authorship*

Rob Gertsen
University of Applied Sciences, Utrecht (The Netherlands)

ABSTRACT: This presentation reports on the status of an assessment-tool for Moral Authorship that is being developed for teachers and discusses its reliability and validation. Moral Authorship refers to the ability of teachers to observe, identify, articulate and reflect on moral aspects in their work in a thoughtful and dialogical way. The developed assessment tool is based on the concept of Moral Authorship, which describes moral meaning-making in a narrative way and distinguishes six tasks as points of attention, to identify topics of concern which arise when reflecting on the development of one's morality (Gertsen, Schaap & Bakker, 2017).

Session 2.7 – Thursday, 2:15-3:45p

Portland Room

Paper Session
Teacher Training for Moral and Character Education

1. *Fostering Pre-service Moral Argumentation Skills with VaKE (Values and Knowledge Education)*

Alfred Weinberger

Private University of Education of the Diocese of Linz, Linz (Austria)

ABSTRACT: The aim of this study is to examine the potential of the teaching approach VaKE (Values and Knowledge Education) to foster pre-service teachers' moral argumentation skills. VaKE integrates values education through dilemma discussion into knowledge acquisition through inquiry based learning. In a quasi-experimental research design with pre- and posttest VaKE was compared with a traditional case-based approach including no guided dilemma discussion. Pre-service teachers' written moral arguments were content analyzed according to different quality criteria. Results indicate that VaKE fosters the use of moral principles to justify a claim which is a key characteristic of a valid moral argument.

2. *How Can We Contribute to Moral Education in the Japanese Tertiary Sector?*

Osamu Nakayama

Reitaku University, Kashiwa (Japan)

ABSTRACT: We find ourselves at a major turning point in moral education in Japan. The Ministry of Education, Culture, Sports, Science and Technology decided in 2016 that moral education will be "special subject" in the next national curriculum. Moral education classes will start in elementary schools in the 2018-2019 school year, and in junior high schools in the 2019-2020 school year. Yet, Japanese teachers are largely unprepared for this change. To help move this process forwards, I will describe some of the challenges in this field that we are now taking up at Reitaku University.

Session 2.8 – Thursday, 2:15-3:45p

Westminster Room

Paper Session
Moral Development in Counseling Education

1. *Incorporating Moral Education in Counseling with Young Children: Encouraging Prosocial Choices and Behavior*

Catie A. Greene¹, Sterling P. Travis² & Victoria A Foster²

¹George Washington University, Washington, DC (USA), ²College of William and Mary, Williamsburg, VA (USA)

ABSTRACT: This presentation will focus on a group counseling intervention informed by cognitive-developmental moral education with young children whose families participated in therapy at a

university training clinic. The group was designed to provide structure, predictability, and stability to children struggling with behavioral concerns at home and at school at Kohlberg's pre-conventional level, while challenging the children to grow in moral reasoning through the encouragement of prosocial choices, logical consequences, and adapted moral dilemma discussions. The process and long-term benefits of incorporating moral education into mental health counseling with young children and families will be described as informed by cognitive-developmental theory.

2. *Exploring Moral Development and Advocacy Competency Through Clinical Supervision*

Laura Pignato & Victoria A. Foster

College of William & Mary, Williamsburg, VA (USA)

ABSTRACT: Counselor educators are tasked with not only developing beginner supervisees' therapeutic skills, but also their ability to think critically and connect with an array of diverse clients. By fostering social perspective taking of current civic dilemmas and ethics in clinical supervision, counselor educators may facilitate supervisees' moral development and advocacy competency. This presentation will explore the interconnected nature of moral development and advocacy competency through a pilot study conducted with beginner marriage and family counseling students.

3. *Working with Hispanic Mixed-status Immigrant Families: Increasing Empathy, Moral Development, and Intellectual Development in Student Counselors*

Edith Gonzalez & Victoria A. Foster

College of William & Mary, Williamsburg, VA (USA)

ABSTRACT: Mixed-status families are a fast growing population in the United States. This presentation will briefly overview ethical implications for professionals who work with Hispanic mixed-status families. The strengths and challenges for professionals who work with mixed-status families will be discussed, followed by an overview of what is currently being done to combat such challenges. After discussing the gaps in the research, an intervention is proposed to use with master's level family counseling students enrolled in a family internship class in order to help counselor develop ethnocultural empathy when working with mixed status families by using moral development and intellectual development.

Session 2.9 – Thursday, 2:15-3:45p

Kingsbury Room

Paper Session
Morality and Social Position

1. *Developing Social Positionality: How Children Develop a Conducive Feeling of Probation*

Lalena Zizek¹ & Boris Zizek²

¹University of Applied Sciences, Potsdam (Germany) ²Leipzig University, Hannover (Germany)

ABSTRACT: When the child achieves a grandiose self (Kohut, 1971), it can develop a sense of self-efficacy (Bandura, 1977) and "participation". In its "doing" or "creating", the child is mirrored by his reference persons, and receives a resonance (Rosa, 2016), which it integrates into a basic feeling of participation. It gets a sense of the quality of his action (Zizek L., 2017) and attains the ability to prove itself (Zizek B., 2015). If the act of the child is desired, or even provokes genuine admiration, it is strengthened in its responsibility and achieves early experiences of self-efficacy.

2. *Human Nature as a Common Ground for Defining Morality: A Confucian Perspective*

Meiyao Wu

National Kaohsiung Normal University, Kaohsiung (Taiwan)

ABSTRACT: This paper will analyze two Confucian philosophers' views of human nature and take these as providing a common basis for defining "morality". First, it will adopt the philosophical arguments of Mengzi on Ren ("humaneness") and Xunzi on Qun ("sociality") to clarify the fundamental difference between human beings and other animals from an anthropological perspective. Secondly, it will clarify the ways in which "humanness" and "sociality" may provide a theoretical foundation for moral education, and explore the ways in which these qualities may be cultivated. The resources to be analyzed will include such Confucian classics as Mengzi, Xunzi and the Analects.

3. *Whom Do Youth Consider to Be Inspirational Figures?*

Jennifer Brown Urban, Miriam Linver, Marisa MacDonnell, Satabdi Samtani & Lauren Gama
Montclair State University, Montclair, NJ (USA)

ABSTRACT: Inspire Aspire: Global Citizens in the Making is a promising character development program, focused on helping youth identify and reflect on and transform values into meaningful sustained action. In the Inspire Aspire program, 198 Scottish S2 (~US 7th grade) students completed a poster template where they reflected on their values and future aspirations and researched an inspirational figure. We examined what types of figures the youth were most likely to select (e.g., athletes and activists were the most common), as well as how aligned the inspirational figure was with other elements of the poster, such as values the student demonstrates.

Session 3.1 – Thursday, 4:15-5:45p

Empire Room

Symposium

The Career Contributions of Marvin Berkowitz: Critique and Perspectives

Richard M. Lerner (Organizer and Chair)

SYMPOSIUM ABSTRACT: The career of Marvin Berkowitz has spanned more than four decades. This symposium is framed by a recognition of his historically important contributions and involves a discussion of the several facets of character development and character education for which Professor Berkowitz has provided singular scholarly leadership. Speakers will discuss his contributions to character development and education, to moral development theory, to philosophy, and to the Center for Character and Citizenship. Professor Berkowitz will reflect on these discussions of his work.

1. *Session Introduction*

Richard M. Lerner
Tufts University, Medford, MA (USA)

2. *Berkowitz's Careful and Comprehensive Contributions to Character Development and Education*

Anne Colby
Stanford University, Stanford, CA (USA)

3. *Moral Development Theory: Contributions of Marvin Berkowitz*

Larry Nucci
University of California, Berkeley, CA (USA)

4. *Marvin Berkowitz – the Closet Philosopher*

Kristján Kristjánsson
University of Birmingham, Birmingham (UK)

5. *Contributions of Marvin Berkowitz to the Center for Character and Citizenship*

Wolfgang Althof
University of Missouri-St. Louis, St. Louis, MO (USA)

6. *Discussant*
Marvin W. Berkowitz
University of Missouri-St. Louis, St. Louis, MO (USA)

Session 3.2 – Thursday, 4:15-5:45p

Plaza Room

Symposium
Teaching Common Values in Europe:
Democracy and Tolerance in Education Policy and Practice in the EU Member States

Wiel Veugelers (Organizer and Chair)

SYMPOSIUM ABSTRACT: The European Union has always stressed the relevance of the values of democracy and tolerance for Europe as a community as well as for its Member States. This research focuses on the policy of teaching the common values of democracy and tolerance in secondary schools, and how this policy is implemented in practice. Further, it covers how teachers, local communities and NGOs influence the teaching of common values. Data on the formal education policies of all 28 European Union Member States has been collected by national academic experts, and in-depth curriculum studies have been performed in 12 Member States.

1. *Research on Teaching the Common Values Democracy and Tolerance: Theoretical Concepts and Research Design*
Wiel Veugelers
University of Humanistic Studies Utrecht, Utrecht (The Netherlands)
2. *Case Study Spain: Revitalising Education for Citizenship*
María Rosa Buxarrais
University of Barcelona, Barcelona (Spain)
3. *Teaching Common Values in Europe: Overall Analysis*
Wiel Veugelers, Isolde de Groot & Vincent Stolk
University of Humanistic Studies Utrecht, Utrecht (The Netherlands)

Session 3.3 – Thursday, 4:15-5:45p

Maryland “A” Room

Paper Session
Moral Theory

1. *Rationality and Affectivity in the Construction of Morality*
Patricia Bataglia¹ & Vicente E. Ribeiro Marcal²
¹Universidade Estadual Paulista - Campus de Marília (Brazil), ² University of São Paulo, (Brazil)

ABSTRACT: We understand that the rationality and affectivity are the most important dimensions of the development of Moral judgment in the Jean Piaget’s Genetic Epistemology. However, a question raises: Is there some functional invariants in the development of moral judgment in the same way that happens in the construction of the epistemic subject? We propose in this paper to establish if there are and what are these functional invariants and how they are related to Kohlbergian moral structure.

2. *Moral Authorship: A Conceptual Analysis*

Mariette van den Hoven¹ & Rob Gertsen²

¹University of Utrecht, Utrecht (The Netherlands) ²University of Applied Sciences, Utrecht (The Netherlands)

ABSTRACT: In this presentation, we offer a conceptual analysis on the notion of Moral Authorship and explore in what ways the notion is promising in the field of Teaching and Education. We compare Moral Authorship with other notions, namely 'normative professionalism', 'the good professional', 'reflective professionalism', 'professional autonomy', 'professional responsibility' and 'moral craftsmanship'. The comparison shows that each concept has a particular focus and use in practice. The notion of Moral Authorship seems promising in at least two ways: the association with authorship leads to a renewed attitude towards professional agency, and it can combine (the most) promising aspects of other concepts.

3. *An Economic Theory of Morality and its Educational Implications*

Gerhard Minnameier

Goethe University, Frankfurt (Germany)

ABSTRACT: In the context of economic experiments, giving in a "dictator game" is generally conceived as moral, while keeping the endowment is conceived as immoral. Similarly, in the "prisoners' dilemma", cooperation is understood as the moral course of action, defection as the immoral or selfish one. However, this interpretation misses the point for two major reasons. One concerns the rationality of moral action. The second concerns the notion of morality as such. Whereas many have come to see morality as a specific set of personal values, moral principles may also be understood as "institutions". This has far-reaching educational implications.

Session 3.4 – Thursday, 4:15-5:45p

Maryland "B" Room

**Paper Session
Research Methods II**

1. *Asking "Why?": A Methodology for Communicating Human Subjectivity*

Daniel J. Marangoni

Rogers State University, Claremore, OK (USA)

ABSTRACT: Jonathan Haidt uses the Julie and Mark dilemma as one means of formulating his ideas of human morality. In the dilemma Julie and Mark and siblings who decide to make love to each under a set of particular constraints. Haidt asks participants if they feel that this is right or wrong. After this, participants are asked to explain why they feel the way they do. This "why?" is so fundamentally important to the development of the theory, but it is insufficiently examined. This paper offers an empirically defensible description of participants' perspectives regarding this dilemma.

2. *Values in Balance – A Way and Reason to Measure the Coherence of Values*

Slawomir Postek & Magdalena Rowicka

Academy of Special Education, Warsaw (Poland)

ABSTRACT: In the talk, we will present a means of calculating the coherence and stability of the value system assuming the circular theory approach. Since separate values and their aggregates predict various aspects of human behavior rather modestly, we propose a global measure of the value system which reflects how stable that system is - taking into account the strength and direction of the 19 values as if they were physical forces causing human behavior to oscillate between them.

Paper Session
Character Education Approaches I

1. *Defining Character Education*

Robert McGrath
Fairleigh Dickinson University, Teaneck, NJ (USA)

ABSTRACT: What is character education? The answer to this question is important for the design and evaluation of programs. This presentation begins with the proposition that character education is best defined using the concept of a prototype that has emerged out of cognitive psychology. The prototype approach classifies a program based on its similarity to an ideal of character education. Seven features of this ideal will be outlined, including a moral focus and an emphasis on student identity. The utility of this prototype for applied and research settings will be discussed.

2. *Ethics Education and National Tests. A Critical Discussion*

Karin Sporre
Umeå University, Umeå (Sweden)

Abstract: In Sweden, Ethics education is tested being part of the school subject Knowledge of religions (Sw. religionskunskap). Annually 25.000 students in Grade 9 take this test. 2013 - 2015 25.000 students in Grade 6 also did so. In this study a critical discussion unfolds around the National Tests (NT) by building on three previously performed studies: 1) An evaluation of the curriculum and the NT regarding global responsibility. 2) A review of the process of task construction. 3) An evaluation of the Assessment Instructions based on a sample of a 100 students' responses to one of the tasks.

3. *VaKE (Values and Knowledge Education): Concept, Adaptations, and Empirical Studies*

Alfred Weinberger¹, Jean-Luc Patry² & Sieglinde Weyringer²
¹Private University of Education of the Diocese of Linz, Linz (Austria) ²University of Salzburg, Salzburg (Austria)

ABSTRACT: The aim of this paper is to present the constructivist approach VaKE (Values and Knowledge Education) and its applications to different educational settings. VaKE combines values education through dilemma discussions and knowledge acquisition through inquiry-based learning. Empirical studies indicate that students do not acquire less knowledge with VaKE than with traditional knowledge-centered teaching methods but enhance their understanding of the acquired knowledge and their moral competencies. Main problems and obstacles for the implementation of VaKE into the traditional educational system are discussed.

Paper Session
Youth Media Use

1. *Quandary Computer Game: A Catalyst for Moral Discourse*

Robyn Gee¹ & Lacey Hilliard²
¹University of California, Berkeley, CA (USA) ²Tufts University, Medford, MA (USA)

ABSTRACT: This paper presents findings from a study examining children's moral reasoning and discourse while playing the computer game *Quandary*, designed to stimulate ethical thinking. This *Quandary* intervention was implemented with 5th and 6th graders in California and Massachusetts. Students played the game in pairs. Their discourse was recorded and analyzed using a transactive discourse (Berkowitz & Gibbs, 1983) framework. This paper presents an in-depth look at the discourse of two students. We found a high ratio of operational transacts to non-transacts. Students used complex reasoning strategies to respond to challenges both in the game, and with their partner.

2. *Digital Socialization - Comparison of anonymous and non-anonymous adolescent internet-social interaction*

Boris Zizek

Leibniz University, Hannover (Germany)

ABSTRACT: The aim of this study is to examine the social web as a novel socialization space for adolescents. To this end, the study analyzes anonymous adolescent internet-social interaction on the MTV website *A Thin Line* (Zizek, 2017) and interactions in the chatroom WhatsApp between adolescents who know each other. The question is how adolescents in this socialization space interact and what can be said on the basis of their interaction about the socialization qualities of this social space. In addition, the question is which cultural tendencies are reflected in this novel socialization, where they are internalized by the adolescents involved.

3. *Online Sharing and the Risk for Cyberaggression and Cybervictimization*

Rose Maghsoudi & Jennifer Shapka

University of British Columbia, Vancouver, BC (Canada)

ABSTRACT: Cyberaggression and cybervictimization are harmful behaviors that adversely impact adolescent development. Although previous research shown that adolescents with an active social networking profile are more likely to engage in cyberbullying, no work has examined how sharing online information, in general, influences cyberbullying, and in particular for younger adolescents. Therefore, the paper aims to understand how online sharing is related to engagement in cyberbullying, testing moderating role of age and gender. Hierarchical linear regressions were employed. The result demonstrates that online sharing is significantly and positively related to cyberbullying. This shows that educating children from a very young age is critical.

Session 3.7 – Thursday, 4:15-5:45p

Portland Room

Paper Session
Clinical Issues, Anger & Aggression

1. *Self-Efficacy and Social Aggression*

Dawn E. Schrader¹, Meghna Tallapragada², Swati Pandita¹ & Caitlin Etri³

¹Cornell University, Ithaca, NY (USA), ²Clemson University, Clemson, SC, (USA) ³Herricks High School, New Hyde Park, NY, USA)

ABSTRACT: Can women do anything about social aggression? Self-efficacy is the sense that the self has some control in situations. Self-efficacious characteristics include being persistent, ambitious, setting challenging goals for the self, and modifying and self-regulating responses that lead to desired goals despite adversities. These characteristics require related psychological skills such as social intelligence, empathy, social connectedness, self-awareness, and motives including needs for achievement, affiliation, and power. Each has been found to independently influence self-efficacy, and may have relationships to bystander behavior. Using survey data of college women we examine such relationships and discuss implications for moral agency and self-efficacy.

2. *Moral Combat: The Importance of Children's Play Fighting*

Azucena Verdin & William Barron
University of North Texas, Denton, TX (USA)

ABSTRACT: Rough and tumble play helps refine a somatotopic neural body map from which self-other correspondences emerge, allowing children to infer intentions from others' actions. Hunter-gatherer children engaged in frequent play fighting, and the variable intensity and frequency of approach/withdrawal actions may have contributed to mutual self-other consciousness. The play literature is rife with inconsistent definitions for physical play subtypes, and a lack of assessment tools makes it difficult to separate dimensions of physical play that foster moral judgment from those that undermine it. We examine these dimensions and explore how embodied expression in play fighting contributes to self-other consciousness.

Session 3.8 – Thursday, 4:15-5:45p

Westminster Room

Paper Session
Attitudes, Beliefs, and Values

1. *An Examination of Attitudes and Beliefs Related to Crime and Punishment Among University Students*

Jeanie M. Thies & Colleen Biri
Lindenwood University, St. Charles, MO (USA)

ABSTRACT: This study examine attitudes and beliefs about crime and punishment in regard to attribution of blame, support for rehabilitation, and sentencing/punitiveness among undergraduate students. We examine differences between undergraduate students seeking criminal justice degrees and those in other majors, and difference between students beginning their criminal justice studies and graduating seniors. We are assessing these attitudes with a 26-item survey titled "Attitudes Toward Crime Survey" that is in the public domain.

2. *What's "Good" in the Hood? How the Ethics of Hip-Hop Evolved*

Kalonji Nzinga
Northwestern University, Evanston, IL (USA)

ABSTRACT: The current study is an analysis of young people who are heavy listeners of hip-hop music and identify strongly with rap culture. Using validated psychological measures of moral attitudes, clinical interviews, and cultural-historical analysis the study explores the following questions: What is hip-hop culture's conception of the good life? How does this conception of good transform the values of rap listeners in lasting ways? The focus of this paper presentation is to explore hip-hop culture as a case study, in order to facilitate a broader discussion about how moral psychology is simultaneously inherent to human nature, and socially constructed.

3. *Moral Orientations: Their Social Reality and Relevance*

Francis A. Grabowski & Daniel J. Marangoni
Rogers State University, Claremore, OK (USA)

ABSTRACT: Moral orientations differ from person to person. Some see themselves as small in relation to the world; others see the world as small in relation to themselves. Is there an appropriate orientation given one's place in society? I argue that there is good empirical evidence for thinking so. The purpose of this paper is to show not only that people consistently fall into one of three categories of moral orientation, but also that these orientations are natural given a person's role in society and that as a person's social role changes, so too must his or her orientation.

Paper Session
Learning Democracy

1. *“DemoCritical” Classroom Climates Based on What Understanding of Democracy?*

Sanjay K. Nanwani

Universidad de Los Andes, Bogotá (Colombia)

ABSTRACT: This study advances the discussion of ‘New Civics’, contributing towards its definition and application in Colombia (and globally) at a juncture marked by a post-conflict phase. Teacher practices, and classroom and school climate, are vital determinants: they expose children to social practices that potentially determine what democratic skills and dispositions are (or are not) cultivated, and how. Findings emerging from teacher interviews and classroom observations in public schools in marginalized communities with displaced families will be presented. The focus is on cultivating student agency through voice, decision-making, equality of respect and recognition, equality of power, and cultivation of critical thinking.

2. *The Role of Critical Incidents in Enhancing Intercultural Competence*

Andrew Nalani¹ & Andrew C. Garrod²

¹New York University, New York, NY (USA) ²Dartmouth College, Hanover, NH (USA)

ABSTRACT: In this paper, we explore how graduates and undergraduates in a volunteer teaching program adapted to cultural contexts different from their own and we study the learning accrued from immersion in schools and communities of the Marshall Islands. We particularly investigate the role of critical incidents, which all teacher participants were expected to write up, in fostering powers of self-reflection, tolerance for ambiguity, empathy for the cultural other and a shift in an understanding of the teacher's role in ameliorating some of the injustices in both their host- and home-countries. Critical incidents were intentionally employed to achieve the program's goals.

3. *Gateway to Change – Student Summits on Race*

Emilie Johnson¹ & Shenekia Weeks²

¹Lindenwood University, St. Charles, MO (USA) ²CharacterPlus, St. Louis, MO (USA)

ABSTRACT: In the fall of 2014, as tragic events unfolded in Ferguson, Missouri, students throughout the region were faced with many complex questions and emotions. A unique approach helped young people have courageous conversations about the racial divide in St. Louis and then create a plan to affect positive change. The Student Summits on Race were developed by EducationPlus®, a nonprofit educational organization uniquely qualified to lead this effort because of our work with over 60 school districts in the region. With the goal of inspiring and motivating young people to become leaders for positive change, cohorts of students participate in ongoing summits facilitated by program staff and community partners. Students learn from local and national experts, fostering awareness and engaging in purposeful conversation about social and cultural differences that exist within our community.

Media Presentations

4.1 –

Empire Room

The Art of the Student Transfer Program

Howard E. Fields

University Missouri-St. Louis, St. Louis, MO (USA)

ABSTRACT: In 1993, the state of Missouri passed the Outstanding Schools Act. Section 167.131 of this law states that an unaccredited school district must pay the tuition and transportation cost for students who attend an accredited school district. Located in St. Louis, Missouri, the Riverview Gardens School District was unaccredited in 2013 and forced to implement this program. This documentary highlights the unique experiences and perspectives of actual participants who were impacted by this program. Come learn exactly how complex of an issue equitable education has become.

4.2 –

Plaza Room

Various Views of Purpose: Perspectives from the U.S. and Liberia

James P. McConchie

Claremont Graduate University, Claremont, CA (USA)

ABSTRACT: This display will compare the perceptions of purpose of youth in Liberia with those of youth in Southern California. In one study, youth in Liberia (many of whom live on the street or were orphaned by the Ebola virus) were asked to take pictures of the things that give them a sense of purpose. In another study, high school students in a low-income neighborhood in Southern California were interviewed about their purpose. Following the simultaneous display of the pictures and interviews, a discussion will be held to determine how these conceptualizations of purpose might influence morality and social change.

4.3 –

Maryland Room

How to Write for and Get Published in Scholarly Journals in Education

Kristján Kristjánsson¹ & Marvin W. Berkowitz²

¹Editor of the Journal of Moral Education; University of Birmingham, Birmingham (UK)

²Editor of the Journal of Character Education; University of Missouri-St. Louis, St. Louis, MO (USA)

ABSTRACT: This session will introduce some do's and don'ts of getting published in international journals in the field of moral and character education. Topics include pitching the paper appropriately (including taking a scholarly perspective), getting the style and focus right, avoiding common errors and following standard conventions about journal publishing. Leading the session will be Marvin Berkowitz, editor of Journal of Character Education, and Kristján Kristjánsson, editor of Journal of Moral Education. Also present will be a representative of the international publisher Taylor and Francis: Ian White.

4.4 –

Waterman Room

The Artistic Education in Colombia: A Struggle for Civil Rights and Life

Carlos M. Camacho¹ & Carlos F. Quintero²

¹Universidad de Los Andes, Bogotá (Colombia) ²Antonio José Camacho University, Cali (Colombia)

ABSTRACT: Colombia has lived through an armed conflict in the last 70 years, characterized by the presence of guerrillas, drug traffickers and paramilitary armies. These actors have affected the civilian population in many ways, generating problems such as forced displacement of people, massive or selective killings, lack of civil and political rights. Some universities have answered to this conflict by forming artists who have sought to have an impact on their communities. This led us to

propose as an objective of the research, to demonstrate and to learn how artistic education has contributed to the struggle for civil rights in Colombia.

4.5 –

Forsyth Room

Women's Liberation and Moral Ethics in Post-Talibanized Pakistan

Hina Fazal¹ & Moen Haider²

¹Bahauddin Zakariya University, Multan (Pakistan) ²Lehigh Valley, PA (USA)

ABSTRACT: In this cyber age of mass deception and ignorance, we are wise enough to play a fool about ethics but when it comes to our interpersonal realities, all our subjective myths and academic paradigms about research starts withering away. My focus is on moral ethics in post Talibanized puritanical Wahhabi Pakistan and how that so-called ethics or morality were being used to control and suppress Women's freedom and behaviour, I will use my personal reminiscences as a case study to highlight the understanding of reality related to our contemporary moral ethics and how it usurps our life.

4.6

Portland Room

The Place to Go: www.moralcapital.info - the Leading Currency Exchange for Moral Education

Brian Gates (Organizer and Chair)

University of Cumbria, Lancaster (UK)

ABSTRACT: To promote mutual enrichment in Moral Education, this is an opportunity to both challenge and enhance the usefulness of the www.moralcapital.info website. The site collates material on all aspects of ME, providing a go-to space for relevant fact-checking and google-jockeying. The session will explore how this JME Trust and community-owned website might become a bridge from social media usage into more traditional text-based scholarship and authoritative resources. It will highlight its visual resources and its named Advisers for individual countries globally. Participation by everyone present will be encouraged.

7:00 p.m. – 8:30 p.m.

Khorassan Ball Room

Welcome Reception

and Poster Session (7:00-8:00 p.m.)

Sponsoring by *Taylor and Francis* and the *Journal of Moral Education Trust*

Poster Session I

Thursday, 6:45-7:45p

Zodiac Room

5.1 *Which Values Parents Wish for Their Children?*

Luciana Karine de Souza, Andressa Prestes & Lia Freitas
Universidade Federal do Rio Grande do Sul, Porto Alegre (Brazil)

ABSTRACT: We asked parents for the most and least important values for the future of their children. Twenty-three parents from the city of Porto Alegre, southern Brazil, were interviewed. The interviews were transcribed and thematic analyzed. The most important values chosen for children were honesty, responsibility, determination, and respect towards the elderly; the least important were ambition, tolerance, leadership, politeness, and empathy. Results are discussed following three over-arching themes: values without reservations, values with moderation, and values in silence. Empirical studies as well as theoretical contributions from virtue ethics provided elements for discussion and insights on educational implications.

5.2 *Parental Values and Children's Expression of Gratitude*

Ebony D. Leon, Elisa Merçon-Vargas, Lia O'Brien & Jonathan Tudge
University of North Carolina at Greensboro, Greensboro, NC (USA)

ABSTRACT: Gratitude as a moral virtue goes beyond the positive emotion that one feels when another does something kind for them (Tudge, Freitas, & O'Brien, 2015). It involves a cycle of giving in which (a) the beneficiary receives a gift or help from the benefactor, (b) the beneficiary recognizes the intentionality of the benefactor, (c) experiences a positive emotion, and (d) if the opportunity arises, s/he provides a gift or help to the benefactor. This study sought to examine the association between parents' values and children's gratitude expression. We also investigated variations in parental values by age, ethnicity, and social class.

5.3 *Structural-Developmental Types of Three Types of Generosity with one's Talents*

Albert Erdynast, Scott Taylor & Rozi Hersey
Antioch University Los Angeles, Culver City, CA (USA)

ABSTRACT: The study of generosity with one's talents was researched and four different structural developmental levels across three types of motivations to benefit others were found. Preliminary findings of a pilot research project involving 80 subjects resulted in the identification of the four distinct structural-developmental levels of generosity. This cross-sectional study examines three distinct types of generosity in the use of one's talents to benefit others. Numerous studies conflate types of generosity but distinctions among these three types should be better understood since each type represents a different responsibility.

5.4 *Adulthood Developmental Conceptions of Compassion*

Albert Erdynast, Scott Taylor, Rozi Hersey, Jill Buxie, Natasha Guez & Cleo Anderson
Antioch University Los Angeles, Culver City, CA (USA)

ABSTRACT: The cross-sectional study, with 180 subjects who range in age from 18 to over 80, examines two types of compassion. Compassion is studied whether it is structured into a hierarchy of developmental levels. Type 1 compassion is motivated by an individual's conceptions of the good or worthwhile aims. Type 2 is supererogatory compassion that goes beyond the obligations and natural duties that are the requirements of justice, actions that are at the excessive risk or cost to the self. Supererogatory compassion emanates from the morality of love of humankind (Kohlberg and Power, 2005; Rawls, 1971; Wiepking, 2008; 1970, Schwartz, 1975).

5.5 *The Challenge to Put Kohlberg's Moral Stages into a Chart*

Araki Kazutomo

Ritsumeikan University, Kyoto (Japan)

ABSTRACT: It has been over 50 years since Kohlberg's stages of moral development came into the world. The moral development theory has been cited all over the world, and it has represented the path of development of morality from infants to adults. This research challenges how the moral stages of development are drawn concretely as a chart with the figure, based on the viewpoint of "the principle of justice" and role-taking.

5.6 *Using the Kohlberg/Power Theory of Faith Development to Explore the Changing Religious Landscape of Emerging Adults*

Amie K. Senland¹ & Elizabeth C. Vozzola²

¹Trinity College, Hartford, CT (USA) ²University of Saint Joseph, West Hartford, CT (USA)

ABSTRACT: The poster presents results of a comparison study of the religious affiliations and perceptions of a higher power of emerging adults at two colleges. Using a measure based on the religious categories in the Pew Research Center's (2015) study of religion and Kohlberg and Power's (1981) faith development stages, Study 1 surveyed first-year students and seniors at a mission-based women's college and found strong developmental trends in students' preference for higher stage conceptions of a supreme being, with seniors and first-year honors students preferring higher stage items. Study 2 explored whether findings would hold at a selective coed institution.

5.7 *Role of NGO's in Moral Development among Children of Prostitutes*

Jessie Peter, Cody Hollist & Rochelle Dalla

University of Nebraska, Lincoln, NE (USA)

ABSTRACT: Moral development (MD) includes moral reasoning and behavior (Steinberg, 2017 p. 249). Parents who engage adolescents in discussion, elicit their point of view, and practice authoritative parenting display advanced reasoning (Recchia, Wainryn, Bourne & Pasupathi, 2014). There are scarce studies on MD of children of prostitutes who face separation from parents, sexual abuse, early sexual debut etc (Pandey et al., 2008). Interventions toward MD are limited, though it influences life trajectories. We need to understand steps taken by NGOs to promote MD during adolescence. Aim: To explore interventions by NGOs to children of prostitutes through semi-structured interviews with NGO administrators.

5.8 *Principals' Perception toward the Implementation of Moral Education School Programs*

Kimberly Starks Berglund

University of Missouri-Columbia, Columbia, MO (USA)

ABSTRACT: Moral education has been a major contributor of public education over the years, and a number of school approaches to teaching morals have been tried. Today, many schools implement programs that teach values. Principals play a major role toward the implementation of these programs and how they reflect morals and values that are taught in their schools. Here, a review of moral education will be provided as insight into the way early childhood principals perceive the implementation of their school programs. These programs will focus on ways to help students become more caring, honest, respectful and responsible students and leaders.

5.9 *The Impact of the Coercive School Model in the Development of Child Morality*

Caio César de Farias Gomes¹, Luciana Souza Borges¹ & Heloisa Moulin de Alencar²

¹University Vila Velha, Boa Vista, Vila Velha, ES (Brazil) ²Federal University of Espírito Santo, Vitória, ES (Brazil)

ABSTRACT: This exploratory work discusses the impact of the school coercive model on the development of child morality. The systematic review was based on thinkers such as Morin and Bourdieu, as well as morality researchers – Piaget and La Taille. The observation about the teaching-learning model in these development contexts allows relating it to the formation of morality with respect to the autonomy that can originate from social interactions. However, among other aspects,

literature review pointed to heteronomy, as a development trend in coercive teaching models, given the impoverished social relationships that occur within school.

5.10 *Theft in the School Context: Judgments of Teachers about the Teaching Practice in Elementary School*

Heloisa Moulin de Alencar & Leandra Lúcia Moraes Couto
Federal University of Espírito Santo, Vitória, ES (Brazil)

ABSTRACT: We investigated the judgments of teachers at a primary school in Vitória, ES, Brazil, about teaching practices in a theft situation. Most of the behaviors mentioned about the theft situation involve the imposition or involvement/referral to another professional. They consider it fairer not to punish the whole gang when the offender is not known, but they cite attitudes of collective punishment. Our research points out the need to discuss the teaching authority, the relationship between judgment and moral action, the humiliation, the embarrassment and the injustice present in teaching actions and the damage to the students' moral development.

5.11 *Society and Community for Brazilian's Professionals of Education*

Douglas Silveira Pereira & Ulisses F. Araujo
University of São Paulo, São Paulo (Brazil)

ABSTRACT: This study aims to understand the importance of life domains Society and Community for Brazilian's professionals of education. The quantitative and qualitative data were collected used the Eudaimonic Hedonic Happiness Inventory – EHHI, from a non-probabilistic sample (N=2021) composed by professionals of education, between 20 and 70 years old. This sample is composed for professionals interested to participate the specialization course about Ethic, Values and Citizenship on School offered by University of São Paulo. The perception of how important is the life domains Society and Community for these professionals can enlarge the studies in moral education on schools.

5.12 *Assessment of Community Participation in Elementary School Education in India*

Hema Pant
Indira Gandhi National Open University, New Delhi (India)

ABSTRACT: In a multi-cultural, multilingual and socially diverse democratic country like India, community is a powerful entity and is a valuable resource for growth and development in all sectors. Community involvement and its active participation can have a major impact on the quality of school education being provided. The present paper reviews the mechanisms in place at the elementary education level for community engagement and their participation in the school affairs. The paper explores the gaps in the school-community collaborations and the challenges encountered by stakeholders in attaining the goal of quality elementary education.

5.13 *Peers for Leading Moral Education: Students Teaching Students Community Engagement*

Krystal L. Woolston
Montclair State University, Montclair, NJ (USA)

ABSTRACT: This presentation will look at how integrating a long-term service-learning program, The Bonner Leader Program, as peer mentors for a first-year learning community, the Emerging Leaders Learning Community (ELLC), can enhance the moral reasoning and development of college students involved in each program. Specifically, this presentation will explore the goals of each program, the benefits of service-learning in each program, and how the integration of both programs has added value to civic and moral development for students within these programs.

5.14 *Intergroup Similarity & Online Prosocial Behavior: The Moderating Role of Civic Engagement*

Sarah Jayne Connick-Keefer¹ & Reeshma Haji²
¹University of Ottawa, Ottawa, ON (Canada) ²Laurentian University, Sudbury, ON (Canada)

ABSTRACT: Although sites such as Facebook seem to have the potential to connect others to larger social networks and subsequently afford greater opportunities for prosocial behaviour, nevertheless, factors such as intergroup similarity may impact who is likely to receive help via these networks. This study examined the impact of intergroup similarity on online and offline prosocial behaviour. The moderating role of civic engagement on the relationship between intergroup similarity and three measures of prosociality was assessed. Implications are discussed in relation to increasing the effectiveness of charitable campaigns and educational programs aimed at promoting prosocial behaviour.

- 5.15 *Emerging Adults and Prosocial Participation Online*
Sarah Jayne Connick Keefer, Robert Hill & Stuart I. Hammond
University of Ottawa, Ottawa, ON (Canada)

ABSTRACT: Social media has become integrated into the daily lives of most emerging adults for general communication and as a source of social and global information; what is less well known is how they use social media to help others. This exploratory study aims to examine the various forms of prosocial and civic participation emerging adults may undertake in online contexts and its relation to more traditional forms of service/volunteering. Looking at data from approximately 100 undergraduate students, this study examines how emerging adults express prosociality online and attempt to categorize these activities, and potential relationship(s) to current levels of service/volunteering.

- 5.16 *The Effectiveness of a Forgiveness Education Program in Saudi Arabia*
Nahlah Mandurah & Robert Enright
University of Wisconsin-Madison, Madison, WI (USA)

ABSTRACT: We study the effectiveness of the forgiveness education program on reducing anger and improving the academic performance of students in Saudi Arabia. The first goal of this study is to evaluate the teacher's perception of forgiveness education program. The second goal is to implement the program by providing a developmentally appropriate learning experience that can help the students to be less angry and to be able to use forgiveness in their daily lives. We also want to explore the effects of forgiveness education across socially and culturally diverse group.

- 5.17 *The Role of Consequences of a Moral Behavior in Moral Elevation*
Zhuojun Yao, Kaiyang Wu & Robert Enright
University of Wisconsin-Madison, Madison, WI (USA)

ABSTRACT: Moral elevation refers to a warm, uplifting emotion that people experience when they see unexpected acts of human goodness. Previous researchers argue that helping a recipient with bad character is significantly related to decreased elevation. However, based on the evolution of moral elevation, the current study assumed that what really matters is not the character of recipients, but the consequences of moral act. We collect data on Amazon Mechanical Turk (N=138) to test our hypotheses, the result is consistent with our hypotheses showing that consequence of a moral behavior has an effect on moral elevation and prosocial intention.

- 5.18 *Injustice Prior to a Maximum Security Prison Sentence*
Mary Cate Komoski
University of Wisconsin-Madison, Madison, WI (USA)

ABSTRACT: This poster presents on some of the findings from the Prison Study at the University of Wisconsin- Madison. One hundred men serving time in a maximum security prison were asked to share stories of a deeply painful event that occurred in their life prior to their current incarceration. Inmates were then asked questions such as whether they believe that event is related to their choice

to commit a crime and if they have ever discussed this event with anyone else. Analysis looks to establish a relationship between prior injustices and criminal behavior.

5.19 *Moral Identity in Predicting Prosocial Behaviors and Aggression*

Zehra Gulseven & Gustavo Carlo

University of Missouri-Columbia, Columbia, MO (USA)

ABSTRACT: This study aimed to explore whether components of moral identity adhere into affective and cognitive dimensions and to examine how these dimensions of moral identity associated with college students' moral behaviors including six types of prosocial (e.g., emotional, dire, compliant, altruistic, anonymous, public) and two types of aggression (e.g., overt and relational aggression). 304 adolescents (62.5% female, Mage=18.71 years) participated in the study. Self-report measures of shame and guilt, moral conviction, ascription of responsibility, moral values internalization, prosocial moral reasoning, prosocial behaviors, and aggression were administered. EFA revealed that two dimensions of moral identity are salient: affective dimension including guilt, shame, and moral conviction, and cognitive dimension including moral values internalization, moral reasoning, and ascription of responsibility. Affective and cognitive dimensions were differentially associated with prosocial behaviors and aggression.

5.20 *Development, Reliability and Validity of the Moral Identity Scale*

Naohiro Matsuo

Tokyo Gakugei University, Tokyo (Japan)

ABSTRACT: The purpose of this research is to develop a moral-identity scale that can be used for junior high school students, and to examine reliability and validity. Participants of this research are 485 students (7th-9th grade, aged 12-15 years) of a public junior high school in Tokyo. Participants answered the questionnaire which included evaluation of the importance and realization of moral value, Moral Identity Scale and description about self. As a result of several analyzes, it was shown that the moral identity scale developed in this study is valid as a measure for measuring one aspect of morality.

5.21 *First-Generation Indian-American Undergraduates' Grief after Death of Grandparent(s) in India*

Ramya Avadhanam & Victoria A. Foster

College of William & Mary, Williamsburg, VA (USA)

ABSTRACT: For 10 to 15% of bereaved persons (Burke & Neimeyer, 2013), chronic grief can result in long term depression, anxiety, and cardiovascular problems (Neimeyer, Laurie, Mehta, Hardison, & Currier, 2008) that can interfere with personal development and academic success (Balk, 2008). The purpose of this phenomenological study is to explore two broad questions (Moustakas, 1994): What has been experienced in terms of the phenomenon (experiencing the loss of a grandparent in India while in an undergraduate program in the United States as a first-generation immigrant) and what contexts of situations have typically influenced or affected the experiences of the phenomenon.

5.22 *A Modeling and Group Analysis of Core Professional Qualities among Chinese Private College Counselors*

Shaogang Yang

Guangdong University of Foreign Studies, Guangzhou (China)

ABSTRACT: A self-made questionnaire was administrated to 537 teachers and students in a Chinese private college to set a model which contains 5 first-order factors and 1 second-order factor with good reliability and validity. The result shows that there is no significant difference in the opinions of the model between teachers and students, but there is significant difference among different grades

of students ($P < 0.01$, i.e. students in lower grades have more and higher psychological needs for counselors.

Friday, November 3rd, 2017

Symposium
Gender, Sexuality, and Democracy: Directions in Moral Education

Mark Tappan (Organizer and Chair)

SYMPOSIUM ABSTRACT: This symposium provides an opportunity to consider current approaches to research and practice that seek to connect an ethical commitment to democracy to the challenges posed by an intersectional perspective on gender and sexuality. Presentations will include a report on a project involving Girl-centered Participatory Action Research, research on how to support the development of ethical and engaged young men, and a report on two sex education, relationship education, and sexual assault curricula informed by moral education theory and research.

1. *“The Road to Success Starts with Access”: Traveling the Bumpy Road of GirlPAR*
 Mark Tappan
 Colby College, Waterville, ME (USA)
2. *Bringing Moral Education into Sex and Relationship Training*
 Lyn Mikel Brown & Adrienne Carmac
 Colby College, Waterville, ME (USA)
3. *Listening to the Healthy Voices: Nurturing Ethical and Engaged Men*
 Sharon Lamb, Leah Attwell, Madeline Brodt, Marta Pagan-Ortiz, Julie Koven & Inga Schowengerdt
 University of Massachusetts, Boston, MA (USA)

Symposium
Intercultural Moral Education: Ethics and Dilemmas in the Amazonian Rainforest

Susana Frisancho (Organizer) and Guillermo Enrique Delgado (Chair)

SYMPOSIUM ABSTRACT: This symposium will address moral conflicts and moral dilemmas in contexts of cultural diversity, emphasizing the challenges that intercultural moral education presents for researchers, teachers, and practitioners who want to help building a more democratic, fair, and inclusive world for everyone. We will analyze traditional and modern practices common among Amazonian indigenous peoples, arguing that intercultural moral education is necessary in culturally diverse countries, even more so in those with great inequalities.

1. *Moral Dilemmas and Immoral Behavior in the Context of Amazonian Sports: The Shipibo-Konibofootball “Mundialito”*
 Susana Frisancho
 Pontificia Universidad Católica del Peru, Lima (Peru)
2. *Burning Witches: the Ethical Aspects of an “Ancient” Arawak Practice*
 Guillermo Enrique Delgado
 Pontificia Universidad Católica del Peru, Lima (Peru)
3. *Intercultural Moral Dilemmas: a Necessary Tool for Moral Education*
 Susana Frisancho & Guillermo Enrique Delgado
 Pontificia Universidad Católica del Peru, Lima (Peru)

NOTE: Susana Frisancho is unable to attend the conference. All papers will be presented by G.E. Delgado.

Media Presentation

Civic Education Through Children’s Art Activities:

A Case Study of Kindergartens in Hong Kong

Jenny Thong¹ & Ka-Ki (“Alice”) Wong ²

¹Chinese University of Hong Kong, Hong Kong (China) ²soundpocket, Hong Kong (China)

THIS PRESENTATION WAS CANCELLED.

Symposium

Moral Goals: Interview and Survey Approaches to Purpose and Virtue

Timothy S. Reilly (Organizer)

SYMPOSIUM ABSTRACT: With a growing interest in approaches to the pursuit of moral goals, methods of examining virtue and purpose are increasingly important. Further, variation in these methods across contexts is an important consideration. Thus, this symposium examines survey and interview methods for examining purpose and virtue. It does so in a variety of contexts, with older adults, emerging adults, in practices (specifically science and music), and with students in service learning courses. Through this, we aim to provide insights into the challenges and opportunities in researching the pursuit of moral goals throughout adolescence and adulthood.

1. *Multiculturally Measuring Purpose with Correlated Multidimensionality*
Seana Moran
Clark University, Worcester, MA (USA)
2. *Virtue in Practice: Designing and Analyzing Interviews to Understand Virtue*
Timothy S. Reilly & Keke Kaikhosroshvili
University of Notre Dame, Notre Dame, IN (USA)
3. *A New Measure of Purpose in Adults: Capturing the Multidimensional Nature of Purpose*
Matt Bundick¹, Kathleen Remington², Emily Morton² & Anne Colby²
¹Duquesne University, Pittsburgh, PA (USA) ²Stanford University, Palo Alto, CA (USA)
4. *Fostering Purpose in the Classroom: Development and Validation of the Claremont Purpose Scale*
Kendall Cotton Bronk
Claremont Graduate University, Claremont, CA (USA)

**Paper Session
Technology Challenges**

1. *Technology as the Savior Discourse*

Molly A, Riddle
Indiana University, Bloomington, IN (USA)

ABSTRACT: The aim for this paper is to critically analyze the technology as savior discourse- that is, the positioning of technological advances as the most likely source of educational equality - by examining historical and current literature on technology in schools. Despite substantial efforts throughout the twentieth and twenty-first century to overcome educational issues by means of technology, I argue that the improvements in technology have done little to disrupt inequities within education. I draw on Paul Gorski's (2009) examination of the intersection of multicultural education and instructional technologies to propose a conceptual framework for addressing the unequal technological outcomes.

2. *Personality, Trust, and the Privacy Creep*

Dawn Schrader¹, Meghna Tallapragada², Swati Pandita¹, Caitlin Etri³ & Alexis Shore¹
¹Cornell University, Ithaca, NY (USA) ²Clemson University, Clemson, SC (USA) ³Herricks High School, New Hyde Park, NY (USA)

ABSTRACT: As social networks experience exponential membership increases, it has become socially normative to share extensive personal and private information even though people claim to value their privacy. Norms of online sharing are changing; what was previously considered to be private may not be seen by some as private. Thus people may share their own and others' information thought-less-ly, fostering the creep of privacy beyond expected contexts possibly violating trust and integrity. Who does that? This paper examines the Big 5 Personality factors in relation to information sharing online, and who trusts what with whom using results from college-aged survey respondents.

**Paper Session
Issues in Counseling**

1. *Using Student led Dilemma Discussions in Ethics Education for Counseling Trainees*

Richelle Joe
University of Central Florida, Orlando, FL (USA)

ABSTRACT: Various methods of facilitating moral and ethical development exist, including direct instruction and dilemma discussions. The focus of this presentation is the use of student-led dilemma discussions in a counselor preparation course focused on legal and ethical issues in professional school counseling. These student-led discussions required school counseling students to consider ethical dilemmas from various perspectives and incorporated Bloom's Taxonomy to encourage higher-order thinking. The presentation will include a discussion of the method, student outcomes, and implications for education and practice.

2. *Applying Professional Ethical Identity Development to Evaluation of the Professional Performance of Clinical Mental Health and Family Counseling Students*

Victoria A. Foster & Rip McAdams
College of William and Mary, Williamsburg, VA (USA)

ABSTRACT: Accreditation of counselor education programs requires evaluation of students' professional dispositions and use of that data in determining student retention, remediation, and dismissal. This presentation will propose a framework for promoting the psychological development of counseling trainees through a supportive process of openness and transparency in professional performance evaluation. A developmental framework for conducting professional performance assessment is critical to students' future investment in safeguarding public welfare and the ethical integrity of the counseling profession through gatekeeping. Preliminary findings from application of the proposed framework to master's students engaged in clinical mental health and family therapy training will be presented.

3. *Attachment Styles, Mental Health and Outgroup Attitudes: Can Attachment Style Predict Sectarianism and Support for the Peace Process in Northern Ireland?*

Neil Ferguson¹ & Michael Gordon²

¹Liverpool Hope University, Liverpool (UK) ²Belfast Health and Social Care Trust, Belfast (UK)

ABSTRACT: This presentation explores intergroup relations in Northern Ireland and how individuals feel about a peaceful future for Northern Ireland. While the vast majority of research in this area has been grounded in Social Identity Theory (SIT), this presentation will expand on this work by exploring factors commonly explored in this research (e.g., identity strength, threat perception, ingroup and outgroup bias.) in conjunction with mental health, coping strategies, attachment styles and ego resilience. The results demonstrate the significance of attachment styles in intergroup relations, mental health, and confidence in the peace process.

Session 6.7 – Friday 8:30-10:00a

Portland Room

Paper Session
Character Education Approaches II

1. *The Narnian Virtues Character Education Project: Evaluation of Year 1*

Shirley-Anne Paul¹, Mark A. Pike¹, Peter Hart¹ & Thomas Lickona²

¹University of Leeds, Leeds (UK) ²State University of New York, Cortland, NY (USA)

ABSTRACT: We present the quantitative findings from Year 1 of the three-year Narnian Virtues Character Education Project. 1200 secondary school pupils aged 11 – 12 from 8 UK schools undertook a 12-week curriculum (based on C.S. Lewis's *The Lion, The Witch, and The Wardrobe*) aimed at developing virtues. A questionnaire (measuring virtues and character understanding), and a psychometric survey (which included an assessment of virtuous behaviours) were administered pre- and post-curriculum to evaluate the efficacy of the curriculum. The quantitative findings (currently being analysed) are interpreted within the context of psychological theories on the development of moral character.

2. *Best Practices and Resources for Adolescent Character Education*

Mark A. Liston

Liston Group NPO, Joplin, MO (USA)

ABSTRACT: Best Practices for character development (CD) are very different for adolescents than children. Teens often consider virtue education "baby stuff." Their developmental stage includes differentiation from parental and cultural values to establish their own moral code. What is the "Good Stuff" for adolescents? What are Best Practices that engage them and change their lives? What resources are available? This paper displays the best references, websites, sources of research, and other character resources for teens. Links to studies of their effectiveness are listed. A PDF of the presentation will be sent with all links to those who give their email address.

3. *A Meta-analysis of What Works in Character Education*

Robert E. McGrath¹, Keith Johnson¹, Melinda C. Bier², Tamar Blanchard¹ & Marvin W. Berkowitz²

¹Fairleigh Dickinson University, Teaneck, NJ (USA) ²University of Missouri-St. Louis, St. Louis MO (USA)

ABSTRACT: Berkowitz and Bier (2007) provided a comprehensive review of effectiveness research in the field of character education. We have updated that review, and conducted a meta-analysis providing a comprehensive evaluation of the effect of character education on a variety of outcomes. This presentation will provide results concerning the overall effectiveness of character education, moderators of that effectiveness, and evidence concerning bias or deficiencies in the available literature.

4. *The Use of Children's Literature to Teach Forgiveness Education to 5th Grade Students*

Suzanne Freedman

University of Northern Iowa, Cedar Falls, IA (USA)

ABSTRACT: The purpose of this paper is to report the results of a quasi-experimental research study that investigated a forgiveness education curriculum with 5th grade students attending a low-income elementary school in a Midwestern community. The goal of this research was to determine if this specific 10-week forgiveness education curriculum, using children's literature, had an impact on the amount of anger students have, students' ability to forgive someone who has hurt them, and students' understanding and knowledge of what forgiveness is and is not as well as how to forgive. In this presentation both quantitative and qualitative results will be reported.

Session 6.8 – Friday 8:30-10:00a

Westminster Room

Paper Session
Teacher Exemplars and Teachers' Ethos

1. *The Use of Moral Exemplars in U.S. Marine Corps Training*

Eric Hodges

University of South Florida Sarasota-Manatee, Sarasota, FL (USA)

ABSTRACT: This paper will explore the use of moral exemplars in U.S. Marine Corps Recruit Training. A recent paper titled "Does U.S. Marine Corps Recruit Training Constitute a Form of Civic Education?" argued that USMC basic training both seeks to, and succeeds, in developing civic values. One technique utilized by the Marines to instill these values is to highlight the stories of those individuals who exemplify their virtues. This paper will investigate two primary uses of exemplars in USMC training: narrative storytelling and role-playing.

2. *Distinctive Qualities of Excellent Teachers*

Lai ("Lee") Wong

University of Wisconsin-Madison, Madison, WI (USA)

ABSTRACT: "What make excellent teachers different from the norm?" To explore it, a scientific research study was conducted nationwide by comparing excellent teacher group from the pool of National and State Teachers of the Year in the U.S. and their comparable control group. Statistically significant difference between the groups was found while controlling for age, teaching experience and other teacher award. The effect size was large. Implication is found for cultivating compassion, wisdom and justice in teacher education and professional development, which can utilize the Excellent Teachers Scale developed in this study.

3. *Towards an Analytical Model for Ethos Education*

Nancy Bouchard

Université du Québec, Montreal (Canada)

ABSTRACT: As part of my research about Ethos Education and «learning to live together in education», our team developed an «Analytical Model for Ethos Education». Through grounded theory, we built a model deployable in seven components. Three simple components Personal Identity (P), Education for Otherness (O) and Education for Society (S) and four mixed components (P/O, P/S, O/S and P/S/O). For this paper, I will present this model in seven ethical components as a model likely to inform the choices of researchers, decision-makers and educators in this learning area.

4. *Teachers' Ethos and the Struggle for Democracy*

Anne-Cathrin Paeszler

University of Leipzig, Leipzig (Germany)

ABSTRACT: Teachers have great impact on a society's next generation and with that on a state's and the globalized world's well-being. Wishing to evolve ethics, moral education as well as striving for a democratic society within the struggles of the 21st century it seems promising to address and adapt teacher education. In particular, it seems promising to implement elements of teachers' ethos into teacher education. Transferring Rosch's and other cognitive linguistics' principles to the investigation of teachers' ethos a research instrument shall be introduced and discussed as it was designed to meet the requirements explained above.

Session 6.9 – Friday 8:30-10:00a

Kingsbury Room

Paper Session

Issues of Democratic and Civic Engagement

1. *Autonomous Pro-social Participation in Society: The Role of Language Acquisition*

Aaron J.Green Mitchell

Portland Public Schools, Portland, OR (USA)

ABSTRACT: The successful participation of individuals in democratic society arguably requires their development of individual autonomy as well as their acquisition of pro-social moral concepts. However, that development and acquisition doesn't happen for everyone. Additionally, disagreements exist about how such development and acquisition occur. In this paper the author argues that functional language acquisition may underpin development of both individual autonomy and acquisition of pro-social moral concepts. He shares evidence from a study of at-risk youth and draws theoretically on existing literature from the fields of cognitive psychology, linguistics, and neuroscience. Suggestions for educational practice are also provided.

2. *An Exploration of How Low-income Students Engage in Service Learning*

Kim Stevens

Harvard University, Cambridge, MA (USA)

ABSTRACT: This Interpretative Phenomenological Analysis (IPA) study explores how service-learning may serve as a useful context for providing low-income undergraduates with a space to support their campus engagement, identity development, and future goal formation in college.

**Paper Session
Studies on Forgiveness**

1. *Forgiveness and Suffering in Context: A Multimedia Focus*

Kaye Cook, Grace Chiou, Adila deSouza & Carter Crossett
Gordon College, Wenham, MA (USA)

ABSTRACT: Values research (including our work) documents that people hold culturally distinctive values, even with recent modernization and globalization which some suggest homogenizes values. In research with local religious immigrant subcultures (Brazilian and Chinese) in the Boston area, we explore forgiveness and suffering using surveys, media clips, and grounded analysis of interviews. We complement these findings with parallel questions asked of adults on the Boston Common, in the process creating video clips capturing vignettes of suffering and forgiveness for our multimedia presentation. Our data are preliminary, designed to raise theoretical questions about everyday moral understandings, with particular focus on cross-cultural concerns.

2. *Dispositional Forgiveness in Practice: A Longitudinal Study*

Julie H. Johnson & Robert Enright
University of Wisconsin-Madison, Madison, WI (USA)

ABSTRACT: Research has yet to show whether measurements of dispositional forgiveness predict levels of interpersonal forgiveness across time and across persons. This study was an initial effort to investigate the relationship between forgiveness disposition and forgiveness in practice in a short-term, longitudinal study. A sample of 31 adult participants (48% female) participated in a 12-week study. Results suggest that forgiveness disposition is a predictor of a higher intercept of forgiveness over time. Emotional stability and prayer were associated with a lower intercept of forgiveness over time. Amount of interaction with the offender predicted a higher intercept of forgiveness over time.

**Symposium
Educating Life Purpose: Psychologically Institutionalizing
Democracy-Supporting Prosocial Engagement**

Seana Moran (Organizer and Chair)

SYMPOSIUM ABSTRACT: Purpose provides a psychological compass to steer individuals toward opportunities to meaningfully engage social responsibility and civic engagement over the long term. It makes salient how individuals and communities compose each other and thus must mutually reinforce each other. This symposium provides multinational views (focusing on four countries: Brazil, Spain, Chile, USA, each facing democratic struggles), on how moral-oriented educational formats can incorporate purpose development to provide a psychological institutionalization of the democratic values of truth, voice, liberty, self-determination, equality, diversity, collaboration, and contribution, with the aim to maintain strong social institutions that enable us all to thrive.

1. *Education for Democratic Purpose in Brazil*

Ulisses F. Araujo & Valeria Arantes
University of São Paulo, São Paulo (Brazil)

2. *The Purpose Path to Improve Teacher Education for Social Change in Spain*

Hector Opazo¹, Pilar Aramburuzabala² & Chenda Ramirez³

¹Universidad Católica Silva Henríquez Santiago (Chile) ²Universidad Autónoma de Madrid, Madrid (Spain)
³Universidad de Viña del Mar, Viña del Mar (Chile)

3. *Your Purpose Matters: A Phenomenographical Approach with First-Generation Chilean University Students*
Hector Opazo
Universidad Católica Silva Henríquez, Santiago (Chile)
4. *Instructors' Purpose Orientations x Students' Purposes = Motivation to Serve Community*
Seana Moran
Clark University, Worcester, MA (USA)

Session 7.3 – Friday, 10:30a – 12:00p

Maryland Room

Symposium **From Populism and Post-truth to Citizen Empowerment and Reconciliation**

Andrea Bustamante Torres and Gabriel Murillo Castaño (Organizers)

SYMPOSIUM ABSTRACT: The triumph of post-truth politics in 2016 and the challenges of the post-conflict stage in Colombia, highlight the need for a stronger and renewed citizenship education in the country. This type of education should promote the empowerment of active and critical citizens who are willing and capable of being involved with political issues in order to transform their realities. These citizens should also have the dispositions and skills to lead reconciliation processes in their communities. This symposium seeks to present positive and innovate efforts in Colombia to promote citizenship and reconciliation through education.

1. *Towards a New Social Ethics: Development and Peace Schools. A Network of Civic Undertakings for Human Dignity and Peace-Building in Today's Colombia*
Gabriel Murillo Castaño
Universidad de Los Andes, Bogotá (Colombia)
2. *Schools of Forgiveness and Reconciliation: Healing Memories*
Laura Elizabeth Molano & Paula Monroy
Fundación para la Reconciliación. Bogotá (Colombia)
3. *Closing Gaps and Bringing Peace into School Communities: The Experience of Educapaz*
Andrea Bustamante Torres
University of Missouri-St. Louis, St. Louis, MO (USA)

Session 7.4 – Friday, 10:30a – 12:00p

Waterman Room

Symposium **Conceptualizing, Assessing, and Chronicling Moral Development**

Mark A. Liston (Organizer and Chair)

Symposium Abstract: Virtue's conundrum continues: Students need character development and we must assess if they become virtuous and record their growth... but we can't. A measure presented in these four studies may solve virtue's riddle. (1) How to conceptualize character development and a description of the Character Growth Index (CGI). (2) A study of students' moral development at a Missouri university using CGI; and (3) Introduction of The Character Portfolio, an online platform in

development chronicling students' character training, activities, assessment, and development over time.

1. *Can Character Development Be Measured? Validation of the Character Growth Index*
Marvin W. Berkowitz¹ & Mark A. Liston²
¹University of Missouri-St. Louis, St. Louis, MO (USA), ²Liston Group NPO, Joplin MO (USA)
2. *Experimental Study of Character Development at a Work College*
Andrew Bolger
College of the Ozarks, Point Lookout, MO (USA)
3. *Archiving Virtue Development Through An Online Character Portfolio*
Mark A. Liston
Liston Group NPO, Joplin MO (USA)

Session 7.5 – Friday, 10:30a – 12:00p

Portland Room

Paper Session School Strategies

1. *School-based Mindfulness Program for Ugandan Children: An Outcome Study*
Kyle Matsuba, Azro Ansary & Jordan Kolberg
Kwantlen Polytechnic University, Surrey, BC (Canada)

Abstract: We investigated the effects of the MindUP program on northern Ugandan children's well-being. Forty-four grade 5 and 6 students participated in the MindUP program and were compared to 35 grade 5 and 6 students attending a similar neighboring school on self- and teacher-report measures of emotional state, support, and environment perceptions assessed before and after the program. Students in the MindUP school showed decreases in anger, perceived hostility and perceived rejection compared to students in the non-MindUP school. According to teachers, students in the MindUP school showed less anger and greater positive emotions and empathy relative to the comparison students.

2. *Rights of Participation in Daycare Centers and Their Implementation in Play and Prandial Situations for Infants and Toddlers (0-2)*
Catherine Walter-Laager¹, Manfred Piffner², Lea Mittiscek¹, Christina Gimplinger¹, Eva Stefanec¹, Klara Landrichinger¹ & Linda Putz¹
¹Karl Franzens University of Graz, Graz (Austria) ²University of Teacher Education, Zürich (Switzerland)

ABSTRACT: A discussion thread in education tracks is the question of whether institutional training should prepare individuals for social duties or support them in their personal growth as human beings. Clearly, letting children grow into a democratic society calls for considering a dual goal perspective of commanding sufficient skills for informing themselves and making their way in society while and having experienced participative decision making.

In a international study of good practices, experts analyzed videos to distill the essential generic elements in their daily routines. The criteria and anchor examples will be described, the criteria serve as the basis for an analytical study.

3. *Encouraging Individual Autonomy and Prosocial Morality for Today's Visual Thinkers*
Aaron J. Green-Mitchell
Portland Public Schools, Portland, OR (USA)

ABSTRACT: The success of democratic communities may partially rely on members of those communities both having developed individual autonomy and having acquired pro-social moral concepts. However disagreement exists regarding exactly how a community's educational institutions might best encourage such development and acquisition. Further, popular contemporary approaches are only statistically, rather than universally, effective. Drawing on literature from the fields of linguistics, neuroscience, and cognitive psychology the author argues that visually rich language-acquisition based teaching methods may offer greater success rates than those provided by current popular instructional techniques. The author also shares examples of the teaching methods he advocates.

Session 7.6 – Friday, 10:30a – 12:00p

Forsyth Room

Paper Session Education for Social Justice

1. *Xenophobia and Pluralistic Attitudes: Are they Compatible? Xenophobia and Religious Pluralistic Attitudes among Israeli Palestinian and Jewish Adolescents*

Zehavit Gross

Bar-Ilan University, Ramat Gan (Israel)

ABSTRACT: Xenophobia is among the gravest problems that many Western countries currently face. It is one of the principal sources of human rights' violations, racism, violence, and intolerance. Now more than ever, the future of democracy, liberalism, and humanism lies in the balance, as they contend with xenophobia's palpable threat to fragile democracy and its fundamental values. I first analyze what xenophobia consists of and where it originates. Following that, I present the findings of the research-study, conducted in Israel, that studied acceptance of the Other and analyzed how xenophobia is likely to be associated with other religious variables.

2. *On Varieties of Educational Justice*

Winston Thompson

University of New Hampshire, Durham, NH (USA)

ABSTRACT: Across ongoing projects, Thompson has argued that educational research and policy lack a sufficiently attentive vision of justice as these are largely explored through approaches that highlight their general political (largely, distributive) rather than distinctively educational dimensions. In this paper, Thompson argues that, alongside traditional views of educational justice, an understanding of distinctively educational forms of justice (of which he offers one variety) allows for greater nuance in the field of education and may offer novel perspective to standard political concerns.

3. *Use of Intentional Information in Colombian Victims' Evaluations of Retributive and Transitional Justice*

John A. Gomez Varon

Fordham University, New York, NY (USA)

ABSTRACT: This study examined perceived fairness, emotions, and unforgiveness motivations of Colombian victims (N=63), as they imagined retributive and transitional justice for a combatant who killed—intentionally or accidentally—the participants' relative. Retributive justice reduced victims' negative emotions and increased positive emotions and perceived fairness. Retribution also reduced expression at the upper lip—levator labii superioris, and sympathetic response—skin conductance. When the murder was accidental, victims' outrage and contempt increased when they imagined transitional justice, but there were no differences in the intentional condition. Findings are discussed in light of the dual-process theory of moral reasoning when victims evaluate justice.

Paper Session
Citizenship Education: Asian Perspectives

1. *Citizenship Education from a Multicultural Perspective: The Case of Malaysia*

Vishalache Balakrishnan
University of Malaya, Kuala Lumpur (Malaysia)

ABSTRACT: Citizenship education is an emerging area of interest in Asia. Citizenship education should acknowledge the diversity of cultural groups within a nation. Traditional schooling found throughout Asia tends to focus on enunciating principles and studying the rule of law of a nation. I argue for a theoretically informed focus on democratic citizenship from a multicultural perspective, where students can state their opinions and openly discuss controversial issues and culture in classes that include individuals from diverse cultures, religions, and beliefs. Using Malaysia as a case study, this paper analyzes the opportunities and challenges of citizenship education from a multicultural perspective.

2. *Students' Experiences in Character and Citizenship Education in Singapore*

Selvathi Sambasivam & May Gay Ng
Ministry of Education (Singapore)

ABSTRACT: Character and Citizenship Education (CCE) in Singapore aims to anchor our students in values and equip them with social and emotional competencies to thrive in an increasingly complex world, as well as to prepare them for citizenship in a multi-racial, multi-cultural society. With evolving social norms, there is a need for student voices to be heard so that learning experiences can be authentic and meaningful. This study captures student voices from a sample of 970 students (10 – 15 years old) to understand their perspectives on CCE and discusses what educators can do to enhance students' learning in this area.

Paper Session
Peers and Community

1. *Aiming for Constitutive Communities*

Alexander Butler
Indiana University, Indianapolis, IN (USA)

ABSTRACT: Scholars like Meira Levinson and Amy Gutmann argue education should aim for a liberal democracy. However, advocates for educating towards a liberal democracy erroneously believe they can fully respect the diversity of communities' conceptions of a meaningful life and the commitment to community one needs to act in liberal ways. Liberal democratic values are not broad enough to ensure a meaningful life. Therefore, schooling should aim to teach students how to participate, build, and/or reproduce Michael Sandel's constitutive communities. Constitutive communities are more likely to ensure a meaningful life and promote the democratic values of diversity, deliberation, and equality.

2. *Peer Support Systems in Brazil: The View of Helping Students*

Luciana Zobel Lapa, Luciene R.P. Tognetta, Darlene Ferraz Knoener, Sandra C.T. De Nadai, Sanderli A.B. Bomfin & José M. Aviles Martinez
São Paulo State University, São Paulo (Brazil)

ABSTRACT: This research aims to present the results of the Helping Teams work, related to the problems of coexistence in school and especially to bullying, based on the reports of the helping-students. The Helping Teams, a form of peer support system implemented in Spanish and Brazilian schools, consist of collective work groups in which young people are trained to act with assertiveness and companionship in problems of coexistence. The Brazilian sample was composed of 200 students who pointed out the validity of this experience and recognize how it can contribute to improving school coexistence.

3. *The Power of Peer Influence to Promote Positive Change*

Brittany J. Hite, James McConchie, Megan B. Blackard & Ryan Cheung
Claremont Graduate University, Claremont, CA (USA)

ABSTRACT: When examining peer pressure, developmental psychology literature has traditionally focused on the negative aspects. Recently, the field has begun to investigate the ways in which peers can positively influence each other. Researchers have started focusing on how peers can encourage and support one another toward positive outcomes, such as civic engagement. Unfortunately, this research has been limited by the absence of a reliable and valid scale to examine positive peer influence. In this presentation, we will discuss the (1) validation of this scale, (2) initial findings of this scale, and (3) implications for future directions and morality research.

Friday, 12:00-1:00p

Zodiac Room

Young Scholars Mentoring Lunch

Advance registration required – limited seating;
lunch boxes will be provided.
Tickets will be available on a first-come first-serve base

Friday, 12:00-1:00p

Plaza Room

***Journal of Moral Education* Editorial Board Meeting**

Lunch will be provided.

Friday, 1:00-2:30p

Starlight Room

Plenary Session
Keynote Address
The Psychology of Dismantling Racism: A Moral Imperative

Kira Hudson Banks

Saint Louis University, St. Louis, MO (USA)

Moderator: Stephen A. Sherblom

ABSTRACT: Racism is a form of oppression that is often framed as an individual act despite the systemic nature. This talk will explore the dismantling of racism on the psychological level as well as the societal level, providing examples of the work at each level and discussing the role each of us can play in the process.

Symposium
Atticus Finch: Moral Exemplar or Racist in His Racist Culture

Don Collins Reed (Organizer and Chair)

SYMPOSIUM ABSTRACT: Uses of Harper Lee’s *To Kill a Mockingbird* (1960) and *Go Set a Watchman* (2015) in moral education are explored, focusing on the character Atticus Finch. Both novels are narrated by Jean Louise (Scout) Finch and set in her fictional hometown in Alabama. While many have viewed Atticus of *Mockingbird* as a moral exemplar, *Watchman*, originally an earlier draft of the 1960 novel, appears to present what some have perceived as a very different Atticus, a man involved in a citizens’ council organized to fight against court ordered desegregation. This symposium will explore relevant issues for moral education.

1. *Scout, Jean Louise and Moral Heroes*
 Rebecca J. Glover & Azucena Verdin
 University of North Texas, Denton, TX (USA)
2. *Maycomb County in the Age of Ferguson: Exploring Developmental Understandings of Atticus Finch*
 Elizabeth C. Vozzola
 University of Saint Joseph, Hartford, CT (USA)
3. *Representing moral complexity in literary fiction: On Harper Lee’s To Kill a Mockingbird (1960) and Go Set a Watchman (2015) and James Baldwin’s Blues for Mister Charlie (1964)*
 Don Collins Reed
 Wittenberg University, Springfield, OH (USA)

Symposium
**Agency and Civic Engagement: Factors that Shape College Students’
 Experience of Service Learning**

Stuart I. Hammond (Organizer and Chair)

SYMPOSIUM ABSTRACT: Service learning is known to have positive impacts on students’ moral, personal, and academic development. This symposium presents talks by scholars in the US and Canada, at public and private institutions, exploring how the narratives of students, the choices of faculty within courses offering various levels and types of service, barriers to participation in service, and past experiences with service, relate to students engagement with service learning at the university level. A common theme throughout the talks is students’ agency, and this theme will form the basis for shared discussion after the talks.

1. *Themes of Agency, Responsibility, and Power in Narratives about Community Service*
 Marsha D. Walton, Anna Baker-Olson, Anna Manoogian, Bianca Branch, Shannon Hoffman & R. Elizabeth Thomas
 Rhodes College, Memphis, TN (USA)
2. *Agency and Service Learning: An Exploration of Syllabi, Course Assignments, and Faculty-Report*
 Leah Sweetman, Peter D. Marle & Bryan W. Sokol
 Saint Louis University, St. Louis, MO (USA)

3. *Understanding Barriers to Civic Engagement in University*
Patrick L. Hill¹, Matthew Bakko¹, Robert Hill² & Stuart I. Hammond²
¹Washington University, St. Louis, MO (USA) ²University of Ottawa, Ottawa, ON (Canada)
4. *A History of Service: Students' Past Experience with Volunteering and its Relation to the Impacts of Current Service Learning*
Robert Hill, Anika Talukder, Safia Jama, Sarah Jayne Connick-Keefer, Alexandra Baril & Stuart I. Hammond
University of Ottawa, Ottawa, ON (Canada)

Session 9.3 – Friday, 3:00-4:30p

Plaza Room

Symposium
Servant Leadership: Exploring Ancient Virtues
to Inform 21st Century School Leadership

Deborah S. O'Reilly (Organizer)

SYMPOSIUM ABSTRACT: Servant Leadership (SL) instantiates the universal truth that service to others quenches a human spiritual thirst for leading lives of love and virtue, while filling the functional need for diverse staff that are highly engaged, productive and resilient. The premise of SL is that one comes to lead because s/he has a desire to serve the community. In support of wise service, SL incorporates the intentional cultivation of virtues such as compassionate love, humility, gratitude, courage, forgiveness, empowerment, foresight and stewardship. This symposium addresses the various models, empirical support, and alignment of SL with well-identified needs in several education-related endeavors.

1. *Cultivating Virtue: Can Servant Leadership Serve 21st Century Schools*
Melinda C. Bier
University of Missouri, St. Louis, St. Louis, MO (USA)
2. *Being and Doing: Learning from Discussions with Informal Educators on Servant Leader Virtues*
Deborah S. O'Reilly & Amber Bell-Christian
University of Missouri-St. Louis, St. Louis, MO (USA)
3. *Servant Leadership and Teacher Preparation: A Christian University Perspective*
Michael Hylen
Asbury University, Wilmore, KY (USA)
4. *The Relationship between Intercollegiate Coaches' Servant Leadership and their Athletes' Ethically-related Sport Orientations and Behaviors*
Lyman (Lee) Ellis III.
Principia College, Elsah, IL (USA)

Panel Discussion
Virtue Ethics in Business: Changing the Way We Teach

Stephen A. Sherblom (Organizer and Chair)

PANEL ABSTRACT: This discussion, to which all three panelists will contribute, will explore how business ethicists (especially those who actually teach ethics in business schools) frame ethical questions around operating within the economic system as an ethical person. These three ethicists share a concern with how ethics is currently being taught to business students – largely as a matter of policy – which can easily devolve into legal compliance. There are very serious critiques of the traditional view that can have far-ranging effects for applied ethics and society. In place of this minimalist personal responsibility approach, this panel will articulate the need to teach personal ethical responsibility and development utilizing an Aristotelian virtue-based language. They will explore the intersections of philosophy and business in the domain of ethics, when ethics is understood to be a deep part of who you are, and what your life is about. The panelists will build on their own experience in teaching ethics in a business context.

Panelists:

- Rachel Douchant, Lindenwood University, St. Charles, MO (USA)
- Gregory Beabout, Saint Louis University, St. Louis, MO (USA)
- James Fisher, Saint Louis University, St. Louis, MO (USA)

Paper Session
Issues in Teacher Training

1. *Articulating PBL and Digital Tools to Train Teachers to Implement Citizenship and Moral Values in the Classroom*

Ulisses F. Araujo¹, Monica C. Garbin² & Carolina Costa Cavalcanti³

¹University of São Paulo, São Paulo (Brazil) ²Brazilian Virtual University Institute, São Paulo (Brazil) ³Centro Universitário Adventista de São Paulo, São Paulo (Brazil)

ABSTRACT: The aim of this study was to evaluate the impact of the EVC - Ethics, values and citizenship at school Graduate program in the teachers' practice, analyzing whether they implemented the citizenship and values principles studied in their school and classes, after they graduated. About 1.600 K-12 teachers were trained from 2011 to 2014 to develop ethics, citizenship and values activities in their daily classrooms. Through the SurveyMonkey online Platform, after graduation, 649 teachers answered a survey. The majority of the teachers who attended the EVC Program were able to transfer the knowledge constructed into their classroom.

2. *Mentorship in Teaching Diversity and Social Justice: Exercising Moral Development?*

Thomas Lucey¹ & Paul C. Gorski²

¹Illinois State University, Normal, IL (USA) ²George Mason University, Fairfax, VI (USA)

ABSTRACT: This paper presents the results of a semester-long mentoring project between social justice scholars at two institutions of higher learning. The participants exchanged email reflections over a sixteen-week period as one scholar sought to broaden professional awareness in teaching a

course that concerned diversity and social justice. Analysis of reflections indicates patterns of transition in terms of control versus compassion and individual versus societal perspectives. The presentation considers whether or to what extent these transitions understandings of the relationships between multicultural and moral education.

3. *Teacher-Student Relationships, Moral Development, and Mathematics Education*

Michael J. Richardson, Brianna Jones Leiva, Patricia Sadler & Amy S. Ross
Brigham Young University, Provo, UT (USA)

ABSTRACT: Research on teacher-student relationships (TSRs) emphasizes behavioral, motivational and academic outcomes of TSRs, and is dominated by quantitative methodology. Less research has been conducted on qualitative meanings of TSRs for teachers and students, and on ways in which TSRs might influence moral development. In the present study, three preservice teachers interviewed and conducted focus groups with math teachers and students in a traditional school and an alternative (youth-in-custody/“at-risk”) school. Themes emerging from this research are described, along with reflections on how the preservice teachers’ understandings about TSRs and moral development have been influenced by their participation.

Session 9.6 – Friday, 3:00-4:30p

Forsyth Room

Paper Session
Moral Education for Democracy

1. *The Struggle for Democracy: The Role of Moral Education*

Clark Power
University of Notre Dame, Notre Dame, IN (USA)

ABSTRACT: There is widespread concern throughout the world about the rise of authoritarian governments coupled with waning confidence in democratic institutions. Drawing on research from the just community schools and peer influences on moral development, I argue for an experiential democratic approach to moral education focused on building community.

2. *Deliberative Democracy and Institutionalized Education: Strange Bedfellows*

Bruce Maxwell
University of Quebec Trois-Rivières, Trois-Rivières, QC (Canada)

ABSTRACT: This paper explores the idea that well documented obstacles to implementing forms of deliberative democracy in schools are symptomatic of a conceptual tension between such experiential approaches to citizenship education and the autocratic environment of schools. Focusing on the just communities approach and school councils, the paper suggests that the buy-in problem observed in the evaluation literature is likely a rational, adaptive attempt to reconcile the undemocratic dimensions of institutionalized schooling with the basic principles of democracy. It concludes by pinpointing spaces within the autocratic school environment where there is potential for authentic democratic deliberation.

3. *From Just Communities to Restorative Schools: a Short Trip, an Important Journey*

Patricia A. Ciccone¹ & Jo Ann Freiberg
¹Sacred Heart University, Fairfield, CT (USA) ²Connecticut State Department of Education, Middletown, CT (USA)

ABSTRACT: Lawrence Kohlberg’s Just Community (JC) approach to moral education and Ted Wachtel’s Restorative Practices (RP) framework for building ethical communities were launched at virtually

the same time but entirely independent. These two approaches rest on distinct theoretical foundations and ask different questions yet have the same fundamental goals. This paper will argue that Kohlberg's vision for implementing JC schools nation-wide is now being realized through Wahtel's efforts to spread RP throughout the world so that schools are more democratic and become true moral communities made up of feeling, caring and empathic individuals; those with high moral character.

Session 9.7 – Friday, 3:00-4:30p

Portland Room

Paper Session Moral Cognition

1. *Assessing Ethical Reasoning Among Junior British Army Officers*

David I. Walker¹ & Stephen J. Thoma²

¹Northumbria University, Newcastle, UK / Jubilee Centre for Character and Virtue, Birmingham, UK, ²University of Alabama, Tuscaloosa, AL (USA) / Jubilee Centre for Character and Virtue, Birmingham (UK)

ABSTRACT: Democracy in the modern world depends partly on governmental control of military force. In these circumstances, one test of legitimacy for military action is the extent to which it serves a societal good, but the proper use of violence on behalf of society also requires that ethical conditions be met within the military profession. Army officers in modern asymmetric warfare face ever more complex situations and the British Army has been working with researchers to develop an Intermediate Concept Measure (moral dilemmas) to assess ethical reasoning among junior Army officers. The paper discusses this recently completed work.

2. *DIT-2 and the Empirical Study of Moral Competence of College Students – A Case Study in Guangdong*

Qian Zhang¹ & Stephen J. Thoma²

¹Guangdong University of Foreign Studies, Guangzhou, China ²University of Alabama, Tuscaloosa, AL (USA) / Jubilee Centre for Character and Virtue, Birmingham (UK)

ABSTRACT: The “Defining Issues Test” is a milestone in development of moral psychology. It breaks through the limits of Kohlberg’s Moral Judgment Test and makes the objective assessment possible. Defining Issues Test II is administered over 811 Chinese college students. Results show that: Moral judgment competence of college students is characteristic of high scores in Personal Interest schema and Postconventional schema, while low in Maintaining Norms schema. Gender, hometown types, major and student cadre experience have significant effect on college students’ moral judgment competence, while education level, academic performance and one-child family have no significant effect on their moral judgment competency.

3. *Negative Affect and Moral Reasoning After an “Actual” Heinz Dilemma*

Pitt Derryberry, Megan Wilson & Evan Kessler

Western Kentucky University, Bowling Green, KY (USA)

ABSTRACT: In an effort to further address the impact of negative affect on moral reasoning, this study considers a sample of 236 undergraduates to determine whether moral reasoning about a recent news report addressing an actual moral situation parallels moral reasoning on similar written dilemmas from the DIT and DIT2. Although anger and sadness are significantly elevated in response to the news report, no differences existed in moral reasoning. This study supports that dilemma format (i.e., video vs. written) and type (actual vs. hypothetical) impact experienced negative affect. At the same time, these differences do not translate to moral reasoning.

**Workshop and Training Seminar
Sex Education and Sexual Ethics
Part I**

Sharon Lamb
University of Massachusetts, Boston, MA (USA)

ABSTRACT: The Sexual Ethics for a Caring Society Curriculum (SECS-C) was developed, with the help of the Spencer Foundation, to find a way to teach sex education that prepares students to become sexual citizens.. As an applied philosophy curriculum that aims to put sex education in a social context, teaching students to treat others ethically and understand social circumstances in which sexual relationships and sex in society is expressed. Based on decades of work on moral education practice in the classroom it assumes that young people live in a world brimming with information, some accurate and some distorted. This workshop will run through various lessons, research on the effectiveness of the curriculum, and strategies for engaging students in ethical dialogue.

NOTE: *This three-hour workshop will continue in the same room during Session 10 (10.8). It can be attended by all regular conference attendants and one-day pass holders but also can be booked as a stand-alone ticket. Please sign up at the registration desk if you are interested in attending the workshop.*

**Symposium
Postsecondary Ethics Education:
Understanding and Advancing Ethical Development in College**

Rebecca M. Taylor (Organizer and Chair)

SYMPOSIUM ABSTRACT: Preparing students to engage ethically in their personal, professional, and civic roles is among the primary aims of colleges and universities. Yet, we know little about the programmatic components and aims that comprise ethics education, the structures and policies that support them, and their impact on students. This symposium brings together a multi-disciplinary group of scholars who are studying these various elements of ethics education in colleges and universities. Our goal is to advance the current understanding of postsecondary ethics education and to provide a forum for collaborative dialogue about future directions for ethics education research and programming.

1. *Visioning Moral Development: A Study of First-year College Students*
Andrew Wells¹, Diane Cooper¹, Laura Dean¹, Rebecca M. Taylor² & Peter Paquette²
¹University of Georgia, Athens, GA (USA) ²Emory University, Atlanta, GA (USA)
2. *On the Role and Impact of the Higher Education Ethics Institute*
Michael D. Burroughs
California State University, Bakersfield, CA (USA)
3. *HULA: Methods for Mapping and Assessing Ethics Education*
Maggie Schein & David Kidd
Harvard University, Cambridge, MA (USA)

4. *Understanding Ethics Education in Higher Education: Purposes, Outcomes, and Opportunities*
Deni Elliot¹, Jess Miner² & Anne Newman³
¹University of South Florida, Petersburg, FL (USA) ²Harvard University, Cambridge, MA (USA) ³Stanford University, Palo Alto, CA (USA)

Session 10.2 – Friday, 4:45-6:15p

Empire Room

Paper Session
The 2016 Presidential Election in the USA and Its Aftermath

1. *The Relationship between Social Judgments, Political Attitudes and Voting Intentions in the 2016 Presidential Election*
Lucy E. Roberts & Stephen J. Thoma
University of Alabama, Tuscaloosa, AL (USA)

ABSTRACT: This study replicates previous findings, demonstrating that there is a relationship between moral judgment development and political choices (Thoma, 1993; Thoma, et al. 1999), in the 2016 Presidential election. Specifically addressed is the relationship between the participants' attitude towards candidates and voting intentions related to the Defining Issues Test of moral judgment development (DIT-2). Results indicate strong relationships despite controversial candidates and election issues, and provide implications for future research.

2. *#RESIST: College Students' Emerging Activism After the 2016 U.S. Presidential Election*
Alexis B. Redding
Harvard University, Cambridge, MA (USA)

ABSTRACT: During a longitudinal study of the freshman experience at three elite college campuses, I captured narratives of students before and after the 2016 U.S. election. Analysis of these qualitative interview data offers unprecedented insight into the way that college freshmen made sense of the election, situated their identities within the context of the overall political debate, and ultimately responded to the results. Students from both sides of the political divide, from rural Appalachia to New York City in the U.S. and six international countries, shared candid impressions of their emerging activism and reflected on the transformation of their civic identities.

3. *Students' Political Values and Civic Engagement Under the 45th U.S. President*
Celina M. Benavides¹, Valeska Dubon² & Brian Riches²
¹California State University, Los Angeles, CA (USA) ²Claremont Graduate University, Claremont, CA (USA)

ABSTRACT: Historical trends suggest that a growing number of American youth are less politically engaged. That is, until the election of our country's 45th President, in which youth spurred into action. As part of a longitudinal study, emerging adults (18 – 25) were surveyed across three points: October 2016, November 9, 2016 (day after the election), and December 2016. The results indicated that individuals were demonstrating higher levels of searching for purpose and social responsibility in the time period after Trump's election ($p < .05$). The unique timing of the study captured intriguing open-ended responses from participants across various political ideologies.

**Paper Session
Virtue Ethics II**

1. *Grasping Ethical Facts: The Epistemic Heart of Habituation*

Randall R. Curren
University of Rochester, Rochester, NY (USA)

ABSTRACT: Aristotle's principal account of the acquisition of character through habituation is focused on the shaping of desire and what people take pleasure in. This has given rise to debates about whether Aristotelian habituation is compatible with moral autonomy and critical reason. I argue that these debates have overlooked the significance of Aristotle's claim that proper habituation supplies a grasp of ethical facts that is foundational to the ethical knowledge essential to true virtue. This paper will offer an account of this neglected epistemic aspect of Aristotelian character formation and defend its importance for contemporary practice.

2. *Calling, Vocation, and Moral Development: The Virtuous Vocation to Science*

Timothy S. Reilly & Nathaniel Warne
University of Notre Dame, Notre Dame, IN (USA)

ABSTRACT: We present a novel integration of philosophical, theological, and psychological approaches to vocation and virtue. The goal of this integration is to build a coherent conception of virtuous scientific vocational narratives. The philosophical and theological component is based in Aristotelian virtue ethics and Puritan conceptions of calling. The psychological component draws on recent scholarship in calling and vocation in career development as well as theories of narrative and personality. Through juxtaposing these approaches, we aim to develop a conceptually coherent and psychologically informed foundation for future empirical and theoretical work in this area, moving beyond current non-particularistic approaches to virtue.

3. *A Social Theory of Virtue and Its Implications for Character Education*

Daniel Moulin-Stozek
University of Navarra, Pamplona (Spain)

ABSTRACT: Researchers have identified the need for further investigation of the role of culture and context in character development. I approach this problem by developing a tentative theory of virtue as social practice using examples from two case studies of character education in Mexican secondary schools. I show the application of classic concepts from social theory such as dramaturgical analysis, moral order and positioning, enable valuable insights into character virtue processes in institutional settings. I argue social theories give character educators fresh perspectives relevant to tackling issues of definition, methodology, comparison, and the application of character education programs across socio-cultural contexts.

**Paper Session
The Cultural and Political Other**

1. *Horse Latitudes: Animals, Culture, and Moral Education*

Robert A. Davis
University of Glasgow, Glasgow (Scotland, UK)

ABSTRACT: The paper uses the recent revival of interest in 'horse societies' to both celebrate and to critique the possible contribution to moral education of the science of the human-animal continuum and the normative evolutionary and behavioural truths it seems to have revealed. Affirming the validity of many of these claims, the paper nevertheless uses the example of the horse to show how they are inseparable from appreciation of the frequently problematic and ambivalent cultural uses of animals (as eg food, weapon, sport) in establishing a comprehensive anthropology of moral development and moral education.

2. *I, Me, Mine: The Complicated Relationship of Democracy and Empathy*

Kaylee R. Seddio & Tyler P. Yates
University of North Texas, Denton, TX (USA)

ABSTRACT: Modern democracy perpetuates a pseudo-empathy that is built upon selfish individualism. The prevalence of this pseudo-empathy within democracies can have a negative effect on how citizens view and treat each other. The theoretic principles underlying the democratic regime are not themselves incompatible with the proper development of empathy, but require a conscious reformulation. The purpose of our paper is to outline how modern democracy perpetuates empathy deficits and provide arguments for how the principles underlying democracy can be reworked to overcome this structural impediment to empathy.

Session 10.5 – Friday, 4:45-6:15p

Waterman Room

Paper Session
Sport Psychology and Competition

1. *Rule Games and Children's Moral Stories: Learning Ethics and Virtues in Physical Education Classes*

Maria J. Sucupira Lins & Talita Adao Perini
Universidade Federal Do Rio de Janeiro, Rio de Janeiro (Brazil)

ABSTRACT: This paper focuses on Physical Education as a special place to practice virtues. Hypothesis is that rule games and children's moral stories help moral Education of children. The objective is to improve moral development of children through this instrument. Theoretical foundation: the philosophy of MacIntyre (1984), Piaget's researches (1973) and Sucupira Lins (2007) studies about moral Education. It is a qualitative research. The Method is Intervention with greater commitment (Sucupira Lins, 2015). There were 8 - 10 years old children. The group was of 25 children. Children worked with pleasure. Data show that they learnt and began to practice virtues.

2. *Contesting Orientations: Contextual Interpretation and Moral Functioning in Sport*

Christopher D. Funk
University of Missouri, St. Louis, St. Louis, MO (USA)

ABSTRACT: Extant research indicates that individuals may utilize less mature moral reasoning and exhibit increased antisocial behaviors in sport versus their daily lives, a finding often attributed to the impact of sport's competitive structure. Recent theoretical work suggests, however, that competitive contexts must be interpreted in order to gain meaning and that such interpretations will have substantive effects on athletes' moral functioning. In this paper, research will be presented that examines the relationship between athletes' interpretations of contests (contesting orientations) and their moral functioning (including moral judgment, moral disengagement, and prosocial and antisocial behaviors) in both sport and school contexts.

3. *Contesting Theory and Morality in Sport: State of the Art*

David L. Shields

St. Louis Community College, St. Louis, MO (USA)

ABSTRACT: Shields and Bredemeier (2011) have proposed contesting theory, which holds that: (a) competition is meaningful only when interpreted through one of two conceptual metaphors, one drawing from the source concept of partnership; the other of war; (b) conceptual metaphors influence cognition below conscious awareness; (c) people activate one metaphor more readily than the other (their “contesting orientation”); and (d) a person’s contesting orientation has important motivational, moral, and behavioral implications. This paper will review research into connections between contesting orientations and a range of moral constructs, including moral identity, attentiveness, and disengagement, along with sportspersonship and pro- and anti-social behavior.

Session 10.6 – Friday, 4:45-6:15p

Forsyth Room

Paper Session
Parenting and Moral Education

1. *Home Involvement in Character Education: Lessons from Narnian Virtues*

Peter Hart¹, Shirley-Anne Paul¹, Mark A. Pike¹ & Thomas Lickona²

¹University of Leeds, Leeds (UK) ²State University of New York, Cortland, NY (USA)

ABSTRACT: While the debate continues over the form and extent of influence parents have over their teen and pre-teen children, the Narnian Virtues Character Education Project (funded by the JTF) has been enlisting help at home in order to measure the effect of parental involvement in character education. In this paper session we will discuss the findings from the qualitative aspects of the project (interviews with parents, students, and feedback from parent seminars) to begin theorising how parents may be able to aid the development of the character of students, through the medium of homework.

2. *Constructions of Motherhood: An Investigation of Mothers Raised by Grandparents*

Rebecca L. Sheffield & Victoria A. Foster

College of William and Mary, Williamsburg, VA (USA)

ABSTRACT: Families in which grandparents act as custodial caregivers to their grandchildren is a growing family form. Circumstances leading to children being placed in the care of grandparents are often dire and lead to a need to seek mental health services. In some cases, emotional and behavioral problems persist into adulthood. Research is lacking as to possible impacts to family roles and relationships as children become adults. This presentation provides the result of a phenomenological study that investigates constructions of family roles, specifically the role of motherhood, by women who were raised by grandparents.

Paper Session
Ethical Issues in Health Care and Higher Education

1. *Ethics Code Signing in Graduate Education. Teacher and Student Perceptions*

Sandra Gudiño¹, Brenda E. Rocha Osornio¹ & Jean G. Guerrero Dib²

¹Monterrey Institute of Technology and Higher Education (Tecnológico), Monterrey (Mexico) ²University of Monterrey, Monterrey (Mexico)

ABSTRACT: This research shows results of a qualitative study aimed to analyze the perceptions of teachers and graduate education students about the policy of signing the ethics code as initial activity of each semester. Research question was: What are the perceptions of teachers and students regarding the ethics code signing? Results showed that teachers valued more student's capacity to understand the implications of their behavior above the act of signing the code itself. Students did not seem to attach great importance to the act of signing the code as a condition that could make them modify their behavior.

2. *Cheating, More or Less? Results from a Quasi-experimental Study of the Achieving with Integrity Seminar*

Jason Stephens¹ & David B. Wangaard²

¹University of Auckland, Auckland (New Zealand) ²School for Ethical Education, Milford, CT (USA)

ABSTRACT: Academic dishonesty among adolescents is a well-documented problem. The literature stretches back decades, and the extent cheating and its correlates are well-established. What remains rare and needed is intervention research—empirical studies of programs, policies, or practices aimed at ameliorating the problem. With this mind, we developed the Achieving with Integrity Seminar, and carried out a study of its effectiveness. Specifically, the Seminar sought to develop students' ethical sensitivity, judgment, commitment, and action related to academic integrity. In the proposed presentation, we describe the Seminar in greater detail as well as its effects on moral development and academic dishonesty.

3. *Research Design and Implementation as Spaces for Moral Education*

Micheal Leary

Lindenwood University, St. Charles, MO (USA)

ABSTRACT: Research ethics education is typically embedded topically in research methodology courses, introducing students conceptually to human research ethics. This paper describes the engagement of students and faculty in the human subjects research design and implementation process as a practical, contextual, embodied space for moral development and social justice reflection. Students best connect to the inherent moral variability of research through exposure to the daily and regulatory routines of scientific inquiry and interaction with the research and compliance units of an institution. Five intended outcomes and several strategies for implementing this collaborative, institutional approach to research ethics will be provided.

4. *Ethics Education in a Diverse Healthcare Organisation – A Case Study at St Vincent's Health Australia*

Daniel J. Fleming

St Vincent's Health Australia, Sydney (Australia)

ABSTRACT: St Vincent's Health Australia, the country's largest not-for-profit healthcare organization, has embarked on a rigorous formation program which is currently being piloted across its 31 hospital and aged care facilities. This paper will focus in on SVHA's intent to provide a component of ethics education which reflects the Catholic theological tradition of which the organization is a part. It will argue that a focus on conscience is the best theoretical framework for such a task, and proffer

educational interventions for this work which are informed by values education research and Darcia Narvaez's approach to moral development.

Session 10.8 – Friday, 4:45-6:15p

Westminster Room

**Workshop and Training Seminar
Sex Education and Sexual Ethics
Part II**

Sharon Lamb
University of Massachusetts, Boston, MA (USA)

NOTE: *This is the second part of a three-hour workshop. It is not possible to attend only this part. Please sign up at the registration desk if you are interested in attending the workshop from 3:00 to 6:15p.*

Session 10.9 – Friday, 3:00-4:30p

Westminster Room

**Paper Session
Global Citizenship Education**

1. *Global Citizenship in Contemporary Times: Renouncing the Authority of Tradition*
Abdulla Omaigan
Durham University, Durham (UK)

ABSTRACT: In this paper, I make a normative case for who we could be and how we might live together in the future despite recent global events. To begin, I highlight the different philosophical approaches to global citizenship that exist and demonstrate how very few appear to actively explicate and embrace conditions for living in a pluralistic world. On this basis, I argue that any contemporary definition of global citizenship ought to account for Karl Jaspers' idea of limitless communication; specifically, that it can be brought about only through renouncing the authority of the traditions into which we are born and socialised.

2. *Global Education: Comparative Studies between the U.S. and South Korea on Undergraduate Curricula*
Deborah Shin
University of California, Los Angeles, CA (USA)

ABSTRACT: Sustainable Development Goal Target 4.7 states the need for education on "promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity" to be acquired by all learners, in terms of knowledge as well as skills to practice them (UNESCO, 2015). This study aims to examine practices of higher education institutions in different societies on the implementation of SDG Target 4.7. Similarities and differences in the discourse and approach of global citizenship will be examined through the courses offered to satisfy general education requirement for undergraduate degree programs in Korea and the US.

3. *Toward an Evolving Educational Ethic? Global Citizenship at UWC Maastricht*
Abdulla Omaigan
Durham University, Durham (UK)

ABSTRACT: In this paper, I uncover what an evolving educational ethic might look like. First, I highlight how nationalism seems to be manifesting around the globe and what this implies for traditional citizenship education. However, I demonstrate that global citizenship still holds weight for some such as a network of schools called the United World College (UWC) movement. On this basis, I turn to interviews and a focus-group conducted with students at one of the schools, UWC Maastricht, to determine the extent to which it fosters global citizenship within its students and whether this might be a model for other schools.

6:15 p.m. – 8:30 p.m.

Zodiac Room

President's Reception and Awards Ceremony

6:15-7:15p
Poster Session

7:30-8:00p
Presentation of

- *Kuhmerker Career Award*
- *Good Work Award*
- *Kuhmerker Dissertation Award*

Poster Session II

Friday, 6:15-7:15p

Zodiac Room

11.1 *Dynamic Systems Thinking and the Moral Domain*
Stephen A. Sherblom
Lindenwood University, St. Charles, MO (USA)

ABSTRACT: This session will be split between a media presentation describing systems thinking and its application to moral development and engagement; and open discussion with attendees regarding the challenges and promise of systems thinking. The model presented will articulate some of the ways systems can be delineated, for example as Knowing systems, Doing systems, and Healthy Growth systems. Uses of systems thinking will be explored, for example, much immoral behavior of great concern involves the perpetrator intentionally taking their moral self-system out of optimal performance, and, frequently, in disturbing ways, out of touch with reality.

11.2 *School Structures and the Struggle for Democracy*
Rachel Talbert
George Washington University, Washington, DC (USA)

ABSTRACT: The civic mission of public schools in the United States faces structural challenges inside and outside school walls. School choice makes it less likely that students will encounter diverse classmates to prepare for democratic discourse, suspensions and expulsions impacting students of color disproportionately lay groundwork for inequalities in schools and society, and a curricular focus on math and literacy to the exclusion of social studies and other humanities courses adds to the structural barriers to democratic participation that students experience in our education system. We need to make our schools places that democracy is taught, learned and practiced.

11.3 *Culture as a Resource for Deliberation*

Scot Wilson

Indiana University, Indianapolis, IN (USA)

ABSTRACT: Culture plays an important role in the way people understand political and social issues, and yet advocates of education for deliberative democracy often have little to say about how culture should be recognized and supported in public schools. In this paper, I argue that schools should both support students' ability to use culture as a resource for deliberation and should foster the skills and attitudes of listening necessary for cross-cultural dialogue.

11.4 *Speciesism is the New Slavery*

Kwame Toure Turner

Lindenwood University, St. Charles, MO (USA)

ABSTRACT: The issue of animal rights is a hot topic today; one that should be linked to advocacy for social justice. I ask the question of whether humans are justified in their use and abuse of animals? It's vital for people who view themselves as moralistic and ethical to open their thoughts and hearts to the idea of taking a stance against hunting, factory farming, animal experimentation, euthanasia of unwanted animals, animals used for entertainment. Speciesism is unconscious bias which one species feels their species is superior to all others but that sentiment negatively affects the well-being of the other species.

11.5 *Creativity: a Brazilian Study about Ethics Learning Through Music*

Maria J. Sucupira Lins & Thelma Nunes Taets

Federal University of Rio de Janeiro, Rio de Janeiro (Brazil)

ABSTRACT: This is a study based on a critical analysis of the Brazilian Curriculum and Brazilian Education Laws and Legislations and the relevance to discuss the creative and ethics of elementary school educators whose objective was to reflect about human creativity relating it to ethics, music topics and the possibilities that ethics offers on the class contents. An explanatory and systematic review was made on books and electronic data base. The researches have shown a lack of knowledge about legislation and interest to relate ethics and music in a professional interaction.

11.6 *Teaching Virtues to Pre-School Children*

Maria J. Sucupira Lins, Karine Andrade & Daniela Honorio de Sousa

Federal University of Rio de Janeiro, Rio de Janeiro (Brazil)

ABSTRACT: This paper focuses on how teachers introduce virtues to children. Hypothesis: It is possible to young children to learn virtues with special activities. Theoretical foundation: Aristotle's (1996), MacIntyre's (1984), Piaget's (1973) and Sucupira Lins (2007). This is a qualitative research with a methodological approach of teacher's intervention with greater commitment. There were 20 children, 2-3 years of age. Each month they practice a virtue. Parents' participation in the research was important. We observed activities about friendship, justice, perseverance and temperance during the time of the research. Data show that children enjoyed the activities and began to behave according to virtues.

- 11.7 *Excellence and Ethics: the Work of Professors of Education*
Maria J. Sucupira Lins, Bruna Rodrigues, Glaucya Lino, Filomena Rates Soares, Luzia Cunha Cruz & Monique Maiques Resende
Federal University of Rio de Janeiro, Rio de Janeiro (Brazil)

ABSTRACT: This paper focuses on the concept of Good Work at the University. It is interesting to know what professors think about their work concerning Excellence and Ethics. This research was inspired in Gardner et al (2001). The hypothesis is that professors at a top University are well considered and because of this they could be a model. We chose one of the most important University in Brazil. The objective was to offer results that could help others to think about excellence and ethics. Data show that it is possible to identify essential virtues and abilities in daily work of professors.

- 11.8 *Proposing Forgiveness Therapy for those in Prison: Exploring the Relationship within Forgiveness, Anger, Anxiety, Depression and Hope*
Lifan Yu¹, Mary Cate Komoski¹, Brooke Wollner¹, Jacqueline Song², Maria Gambaro³ & Robert Enright¹

¹University of Wisconsin-Madison, Madison, WI (USA) ²University of the Philippines-Diliman (Philippines)
³Columbia Correctional Institutions in Portage, Wisconsin (USA)

ABSTRACT: We propose a novel approach—forgiveness—to corrections. We hypothesize that a large number of prisoners experienced unjust treatment from others, which can lead to inner pain and unhealthy anger, prior to crime. Forgiveness may reduce such unhealthy anger. 100 men in maximum security prison will be given an open-ended questionnaire detailing unjust actions toward them prior to their crime. We examine the percentage of men experiencing injustices and how this relates now to their level of forgiveness toward the perpetrator and their overall psychological well-being. Implications for Forgiveness Therapy for prisoners will be discussed, based on these findings.

- 11.9 *Political Participation in Young Pioneers and Youth League in Chinese Schools*
Hongyan Cheng
Central China Normal University, Wuhan (China)

ABSTRACT: One of the most important ways of political education in China is to guide the political development of students through extracurricular political organizations, namely Yong Pioneer and Communist Youth League. To understand the students' participation in the activities of the Young Pioneers and the Communist Youth League activities, as well as their awareness of political identity is conducive to enhancing the effectiveness of political education and promoting students' democratic consciousness.

- 11.10 *The Ultimate Leader in Business: Which Style is Best?*
Crystal A. Padilla
Lindenwood University, St. Charles, MO (USA)

ABSTRACT: This presentation classifies common leadership styles as well-known literary figures from American and British literature to give the audience a mental image to compare to the style. The five leadership styles are then compared with their assets and liabilities and it explores why the styles are like the literary figures. The audience is challenged to classify which style they would fit into and it walks them through deciding which leadership style is best overall and why.

- 11.11 *Leaders Who Fail*
Nicole L. Baxter
Lindenwood University, St. Charles, MO (USA)

ABSTRACT: Leaders only exist if they have followers. Many qualities make a good leader, but there are even more qualities that allow a leader to fail. Leaders Who Fail is an explanation of why people are

held back from being successful leaders to include the lack of education and moral decision making. Leaders have an impact on everyone they come in contact with. If the goal is to become a leader and be successful in that position, ensure you are not just PLACED into the position. Plan and prepare to be the leader you desire to be!

11.12 *Moral Conceptions of Managers: The Social Domains and Self-Representations*

Priscila B. Galhardo & Luciana M. Caetano
University of São Paulo, São Paulo (Brazil)

ABSTRACT: The world of work has been marked by constant changes and the mobilization of managers at the service of the company. In this way, is this individual acting morally, even though he may no longer be recognizing the value of self? Therefore, the objective of this study is to investigate the criteria of judgments and self-representations of managers by means of three questionnaires: identification card, interview script of the self-representations; and the questionnaire of moral dilemmas. The methodology is based on qualitative field research.

11.13 *Benefits of Self-Distancing: The Role of Social Perspective-Taking*

Dasom Lee & John C. Gibbs
Ohio State University, Columbus, OH (USA)

ABSTRACT: This study explored the role of social perspective-taking, or taking the perspective of another, in accounting for the relationship between self-distancing and lower emotional reactivity. Our study extended from Kross, White, and Duckworth's (2015) structured questionnaire pertaining to recollections of an interpersonal event. 352 undergraduates completed an expanded survey of the Kross et al. questionnaire. Quantitative and qualitative results indicated that social perspective taking is an important mediator of this relationship. These findings have important implications for anger management and other emotional regulation programs.

11.14 *Evaluation of the Ecological Footprint and Environmental Consciousness among Biology Students*

Haller E.S. Schunemann
Centro Universitário Adventista de São Paulo, São Paulo (Brazil)

ABSTRACT: Perception of a global environmental crisis and the valuation of environmental protection contrast with the effective behavior of people, which point to a growth in the impact measured by the Ecological Footprint. It is a measure to evaluate the use of environmental resources according to available resources. The objective of the research is to evaluate the difference between the environmental concern and the effective behavior of the people. The hypothesis of the research is that the continuous stimulation to consumerism and fragmented information of an environmentally responsible behavior contributes to the subjects underestimating the environmental impact of the effective actions.

11.15 *Ecological Morality, Childhood Experience and Social Attitudes*

Angela M. Kurth, Reilly Kohn, Andrea L. Bae & Darcia Narvaez
University of Notre Dame, Notre Dame, IN (USA)

ABSTRACT: Indigenous societies around the world traditionally have deep respect for the natural world as a partner, life source and teacher. As we face environmental crises both at a domestic and global level, people of all age groups are disconnected with the natural world. We draw on indigenous perspectives of humanity's relationship with Nature in our assessment of ecological moral character: ecological mindfulness, ecological empathy, green action index. We report on two studies: general survey of undergraduates and adults, and a course intervention. We report on the relationship between ecological morality and an individual's childhood experiences and socio-political attitudes.

11.16 *Early Experience, Empathy, Civic Narcissism and 2016 Election Voting Behavior*

Edward A. Smith & Darcia Narvaez

University of Notre Dame, Notre Dame, IN (USA)

ABSTRACT: We examined the relationship between the Evolved Developmental Niche (EDN; the evolutionary set of experiences that optimize childhood neurobiological and moral development) and a new Civic Narcissism (CN) measure. An EDN-consistent childhood significantly correlated with CN and 2016 election candidate preference. We hypothesized low CN would be associated with a strong and consistent EDN in childhood, and that CN would be highest in Trump supporters. Data collected from undergraduates indicates moderate support for our hypotheses. Civic Narcissism was also found to have moderate correlations with empathy and perspective taking.

11.17 *How the Kern Institute is Leading US Medical School Change*

Sandra L. Pfister, Jose Franco & Cheryl Maurana

Medical College of Wisconsin, Milwaukee, WI (USA)

ABSTRACT: The Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education proposes a Triple Aim for Medical Education, one that focuses on ensuring good judgment in medicine and creating ideal physicians. The Kern Institute will provide dedicated leadership for cultivating the character of the ideal physician. These characteristics include fairness, honesty, judgment, kindness, leadership and teamwork. The Institute will foster these qualities in the early training of medical students and over the course of the continuum of the physician's career. In addition, best practices in assessing physician character will be a key area of focus.

11.18 *Character in Medical Education*

Ryan Spellecy & Jose Franco

Medical College of Wisconsin, Milwaukee, WI (USA)

ABSTRACT: The Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education proposes a Triple Aim for Medical Education that focuses on ensuring good judgment in medicine and creating ideal physicians. Virtue ethics offers a superior foundation for our efforts regarding this aim. Better health can be understood in a classic sense of medicine from Aristotle and Socrates, who both argued that the goal of medicine is better health in the patient. Combining theoretical knowledge about virtues with virtuous physician practice is essential not only to training future physicians, but equipping them for the future.

Saturday, November 4th, 2017

Symposium
**Cultivating Political Engagement from Faith-Based Perspectives:
 Theory, Research, and Application**

Peter D. Marle (Organizer and Chair)

SYMPOSIUM ABSTRACT: This symposium explores the relationships among faith, service, and political engagement via (1) developmental concepts related to notions of how immersive service experiences can foster deeper commitments toward social justice, (2) a cross-disciplinary approach which explores competing sociological traditions as the foundations of service, faith, and civic engagement, and (3) research investigating these relationships in a college student population which suggests that there may be a disconnect between students' faith, service commitments, and political engagement. Finally, we will (4) focus on best practices that can help to mitigate this disconnect, focusing on programmatic approaches necessary for development of civic engagement.

1. *Immersive Education and Developmental Approaches to Faith-Motivated Political Engagement*
 Kelly McEnerney¹ & Bryan Sokol²
¹Emporia State University, Emporia, KS (USA) ²Saint Louis University, St. Louis, MO (USA)
2. *Sociological Theory of Faith-Motivated Political Engagement*
 Ness Sandoval
 Saint Louis University, St. Louis, MO (USA)
3. *Faith, Service, and Political Engagement in College Students: An Action Gap in the Data*
 Peter Marle & Ashlei Peterson
 Saint Louis University, St. Louis, MO (USA)
4. *Addressing the Action Gap: Best Practice Methods to Foster Student Political Engagement*
 Leah Sweetman & Robert Wassel
 Saint Louis University, St. Louis, MO (USA)

Symposium
Justice as a Properly Motivated, Self-integrated Trait

Blaine J. Fowers (Organizer and Chair)

SYMPOSIUM ABSTRACT: This symposium reports on a 2-year interdisciplinary collaboration studying the virtue of justice philosophically and psychologically. We discuss the moral philosophy underlying the project, which defines virtue as a trait-based pattern of activity that is manifested in different degrees, is situation-sensitive, and dependent on motivation and self-concordance. We also present a 14-day experience sampling study in which we asked respondents to describe the degree to which their behavior, motivation, and self were justice related. This allows cutting edge assessment of justice as a trait. The third presentation is an experimental study that includes a behavioral assessment of fairness.

1. *Toward a Psychologically Realistic Moral Philosophy of the Virtue of Justice*
 Bradford R. Cokelet
 University of Kansas, Lawrence, KS (USA)

2. *An Experience Sampling Study of Trait Justice*
Samantha F. Lang¹, Alexandra Lane¹, Austen R. Anderson¹, Bradford R. Cokelet² & Blaine J. Fowers¹
¹University of Miami, Coral Gables, FL (USA) ²University of Kansas, Lawrence, KS (USA)
3. *An Experimental Study of Multi-Component Trait Justice in Resource Sharing Behavior*
Alexandra Lane¹, Samantha F. Lang¹, Austen R. Anderson¹, Bradford R. Cokelet² & Blaine J. Fowers¹
¹University of Miami, Coral Gables, FL (USA) ²University of Kansas, Lawrence, KS (USA)

Session 12.3 – Saturday, 8:30-10:00a

Plaza Room

Paper Session Character Development

1. *Contributions of Cognitive Complexity to Moral Education*
Rachael R. Doubledee, Derek Morgan, Miriam Linver & Jennifer Brown Urban
Montclair State University, Montclair, NJ (USA)

ABSTRACT: The use of risk-based measurement procedures to evaluate strength-based programs may contribute to an incomplete ability to examine youth development program outcomes; variance in the cognitive capacity of adolescents may inhibit ability to measure outcomes. Theories of cognitive complexity have linked the construct to prosocial behavior, perspective-taking, and self-regulation. This study has two related goals: to present cognitive complexity as a platform to build and evaluate positive youth outcomes, and to illustrate the measurement of this construct in a population of Scottish youth (ages 12-14) who participated in a process evaluation of Inspire Aspire: Global Citizens in the Making.

2. *Thoughts About Character as a Developmental System*
Larry Nucci
University of California, Berkeley, CA (USA)

ABSTRACT: This paper approaches character as a dynamic developmental system comprised of components for emotional self-regulation, empathy, perspective taking, basic moral judgments and capacity to coordinate moral and non-moral considerations that comprise a foundation of moral “wellness.” Decisions and actions made on a daily basis alter the “self” and the narrative that informs one’s identity. This microgenetic process of engaging the world forms and transforms character. Mature character cannot be attained as an individual, but requires responsive engagement through “reasoning as discourse” with others whose social position and views diverge from one’s own.

3. *The Place of Morality in Positive Youth Development and Education*
Marvin W. Berkowitz
University of Missouri-St. Louis, St. Louis MO (USA)

ABSTRACT: There is a wide array of contemporary approaches to fostering the positive development of youth, including moral education, character education, SEL, positive psychology, positive youth development, values education, virtues, education, morality, etc. The priority and role of morality vary widely across these approaches and is often mislabeled or misunderstood. This paper examines how morality is or is not incorporated and how it ought to be.

**Paper Session
Research Methods III**

1. *Measuring Character Strengths of Young Offenders: Retention or Discharge?*

Peter T. King'ori¹ & Mark A. Liston²

Africa Nazarene University, Centre for Character and Leadership, Nairobi (Kenya) ²Liston Group, Joplin, MO (USA)

ABSTRACT: This study involves male offenders age 14-18 years in the Shikusa Borstal institution, a Kenyan juvenile justice centre. Two groups are examined: offenders who are being recommended to be discharged and newly admitted offenders. Three assessments are employed: Character Growth Index, Youth Flourishing Survey, and CGI Observer Report. Secondary data on behavior, participation in vocational training, and cooperation will be collected.

2. *Examining Behavioral Patterns Associated with Moral Judgment With the Revised Defining Issues Test*

Hyemin Han, Kelsie J. Dawson, Stephen J. Thoma & Andrea L. Glenn

University of Alabama, Tuscaloosa, AL (USA)

ABSTRACT: The Defining Issues Test (DIT) has been widely utilized to study moral judgment development. Although the DIT has been extensively validated and shown to have good psychometric properties, the measure's design and format does not lend itself to assessments typically required for behavioral or neuroimaging studies. Imaging and associated behavioral studies typically require a binary or multiple choice in which the participant must select a preferred option across multiple trials. Thus, the current study presents a modification of the DIT that can be used to assess moral judgment development in a format that can facilitate imaging and behavioral assessments.

3. *Test of Ethical Sensitivity in Teaching: A Pilot Study*

Bruce Maxwell¹, Nicolas Tanchuk² & Helen Boon³

¹University of Quebec-Trois-Rivières, Trois-Rivières, Québec (Canada) ²Columbia University Teachers College, New York, NY (USA) ³James Cook University, Townsville, Queensland (Australia)

ABSTRACT: This paper reports findings from a pilot study of a Test of Ethical Sensitivity in Teaching (TEST). We discuss the development of the TEST, which is adapted from a similar instrument used in dentistry, and preliminary findings on its ability to reliably discriminate between known groups of varying ethical expertise. A convenience sample of 50 participants completed demographic questions, a short reasoning quiz, and viewed short animated videos of unstructured problems depicting situations central to the ethics of teaching. Participants next answered prompt questions to elicit the quality of their ethical perception, scored for convergence with expert answers.

**Workshop
Humane Acts Bystander Training Program**

Organizers:

Sharon Lamb¹ & Mark Tappan²

¹University of Massachusetts, Boston, MA (USA) ²Colby College, Waterville, ME (USA)

ABSTRACT: This workshop is relevant to any educator or other professional working on college campuses to meet Title IX requirements for sexual assault prevention. It focuses on HABILIT, a new bystander training program that is part of a campus overall effort to prevent sexual violence. We begin with the development of the HABILIT program and explain the moral theories underlying it from moral foundation theory to cognitive developmental moral reasoning. We also share research studies on the kinds of incidents to which bystanders are exposed that we refer to as “sketchy sexual situations” and train participants in the art of moral discussion in the classroom with trauma-informed practice.

Session 12.6 – Saturday, 8:30-10:00a

Forsyth Room

Paper Session **Schooling and the Aims of Education**

1. *Young People’s Moral and Ethical Concerns Throughout the Education and Democracy in the Postmodern Era*

Mustafa Cabir Altintas
University College London, London (UK)

ABSTRACT: This paper is examining the young people’s moral and ethical concerns throughout the education, particularly religious and moral education, and democracy. Thus, for the individual young people, schools and society as a whole, it is important that young people’s views must be actively sought and particularly it is important that all young people give a voice for a better life. I also raise the central question as to what sort of education we want for young people.

2. *“Bildung” and “Personal Development”: Overlapping or Conflicting Views on Development in Dutch Education?*

Mariette van den Hoven
University of Utrecht, Utrecht (The Netherlands)

ABSTRACT: Based on a recent report how educational curricula need to adjust to new aims for the near future (2032) the notion of ‘personal development’ (as targeted in this report) and that of Bildung (highly trendy in the ministry and educational contexts in the Netherlands) are analysed: is the apparent overlap indeed as strong as we think, or is there reason to think that both refer to possibly different views on education(al developments)? Moreover, if that is the case, what would seem most promising for educational practice and why?

3. *Moral Disengagement Studies*

Raul A. Souza¹, Luciene R. Paulino Tognetta¹, José Maria Avilés Martínez², Rafael Petta Daud¹, Catarina Gonçalves Carneiro³ & Thais Leite Bozza⁴

¹São Paulo State University, São Paulo (Brazil) ²Universidad de Valladolid, Valladolid (Spain) ³Paraíba Federal University, João Pessoa, PB (Brazil), ⁴University of Campinas, Campinas (Brazil)

ABSTRACT: This research aims to present the ways in which Brazilian teachers have been engaged or disengaged in the face of bullying situations. Moral disengagement are mechanisms through which a subject controls and presents a certain conduct pointing out justifications for his non-moral choice. The Brazilian sample was composed of more than 300 teachers who answered a structured questionnaire validated for this investigation. It is an exploratory, descriptive study whose results point us forms of moral disengagement present in the subjects' responses, denoting the difficulty they have in finding a moral content at stake in a bullying situation.

Paper Session
Approaches to Moral and Citizenship Education

1. *Promoting Critical Citizenship in Engineering*

Patricia Jimenez¹, Jimena Pascual¹ & Andres Mejia²

¹ Pontificia Universidad Católica de Valparaíso, Valparaíso (Chile) ²Universidad de Los Andes, Bogotá (Colombia)

ABSTRACT: It is urgent to educate engineers who are both technically skilled and critical responsible citizens. This research aims at elaborating a pedagogical design to promote citizenship competences through the transformation of mandatory technical subjects in engineering programs. We develop an educational intervention with a “justice oriented citizen” in mind. The proposed design begins with the characterization of the engineer’s work according to her areas of action, decision and management, and of the competencies required for that work to be carried out ethically, responsibly and critically. Learning objectives are then specified that adopt this critical citizenship in engineering frame.

2. *“Facing History and Ourselves”: Possibility of Education Focused on Citizenship with the Aid of Reflexive Moral Practices*

Patrick M. Duarte¹ & Sonia M. Pareira Vidigal²

¹Metodista University, São Paulo (Brazil) ²São Paulo University, São Paulo (Brazil)

ABSTRACT: This presentation will address the conference theme by discussing education for citizenship. Among many ways school can help students to develop citizenship, this paper has studied proposals of the use of moral practices with adolescents. It is a theoretical work that describes specifically an American program called Facing History and Ourselves.

3. *A Subject for the Times: Toward a Fitting Citizenship*

Deborah K. Deemer

University of Northern Iowa, Cedar Falls, IA (USA)

ABSTRACT: What form(s) of ethical development and/or citizenship education can best position us for a sustainable future? Is it too late to care? In this autoethnographic narrative the author, an educator and social scientist, turns to the work of philosophers such as Dwight Boyd, Rosi Bradotti, and Barbara Thayer-Bacon in a search for answers. While enamored with the relational forms of (inter)subjectivity on offer, ingrained habits of privilege and assumed rights of ownership trouble smooth relationships. The sustainability educator Arjen E. J. Wals and the “laughing Buddha” bolster resilience on this transformative journey.

Paper Session
Just Society and Democratic Education

1. *Modernity and Civic Character*

Guoxi Gao

Fudan University, Shanghai, China

ABSTRACT: Publicity is the main feature of modernity. How is this kind of society formed, how to be constructed as a whole society by so many individuals? The institutions and regulations in public sphere made the enlarging and promoting the space and quality of human community be possible and human beings can enjoy the liberal, equal, voluntary cooperations. But, the institution needs the supporting from civil virtues which are acquired via education, formation and cultivating in social life. And through democracy, the characters of respect, reasoning, the consciousness of rule, order, and participation and so on, could be developed meanwhile.

2. *A Sophisticated Rather than Naïve Trust: An Attempt at Constructing Moral Education for a Democratic Society*

Yuzo Hirose

Kyoto University, Kyoto (Japan)

ABSTRACT: This presentation aims to examine the features and meanings of trust for democratic moral education from a philosophical and pedagogical perspective. Without trust, we cannot take medicine, travel by plane, or make promises with others, furthermore construct a democratic society. Thus, trust plays a fundamental role in leading better lives. However, if we trust things and others naïvely, we risk acting blindly and dogmatically, which is contrary to the construction of a democratic society with a critical attitude. Therefore, I argue how moral education can deal with trust and prompt students to trust things and others adequately.

Plenary Session – Saturday, 10:30-12:00

Zodiac Room

KOHLBERG MEMORIAL LECTURE

A Bottom-Up View of Morality: Our Primate Background

Frans de Waal

Emory University, Atlanta, GA (USA)

Moderator: Stephen A. Sherblom

ABSTRACT

Homo homini lupus is an old Roman proverb popularized by Thomas Hobbes (man is wolf to man). Even though it permeates large parts of law, economics, and political science, the proverb fails to do justice to our species' intensely social nature as well as to canids, which are highly cooperative animals. For the past quarter century, this cynical view has also been promoted by an influential school of biology, but Charles Darwin himself saw things differently. He believed in continuity between animal social instincts and human morality. Modern psychology and neuroscience support Darwin's view about the moral emotions.

In this lecture, I will discuss how empathy comes naturally to a great variety of animals, including humans. In my work with monkeys and apes, I have found many cases of one individual coming to another's rescue and emotional responses to the distress of others. By studying the social behavior of animals, such as bonding, the formation of trusting alliances, and expressions of empathy, I will demonstrate that animals – and humans – are preprogrammed to reach out, questioning the assumption that humans are inherently selfish. We also have conducted a series of experiments on the sense of fairness in monkeys and apes, and feel that this is yet another biological building block of human morality with parallels in other species. Generally, my view of morality is as an evolved tendency refined by our species by reasoning and consensus-building, but by no means a cultural or religious invention.

Saturday, 12:00-1:00p

Plaza Room

Special Interest Group Lunch Meeting Race/Multiculturalism SIG

Chair:

Lawrence Blum

University of Massachusetts, Boston MA (USA)

NOTE: Lunch boxes will be provided for a \$10 flat fee. Please sign up at the registration desk.

The **Race/Multiculturalism SIG** is a special interest group within AME with two basic aims: (1) encouraging, promoting, and highlighting within AME scholarship on issues of social justice, marginalization, and discrimination with respect to race, ethnicity, and culture; (2) encouraging scholars from groups marginalized or discriminated against on the basis of their race, ethnicity, or culture to participate in AME, and providing a supportive community within AME for such scholars.

Session 14.1 – Saturday, 1:00-2:30p

Lenox Room

Symposium Human Trafficking in a U.S. American Context

Stephen A. Sherblom (Organizer and Chair)

SYMPOSIUM ABSTRACT: Global anti-trafficking efforts are largely based on the “three Ps approach”—punishment, protection, and prevention—which originated in the United States in the mid-1990s. The United States adopted this approach and it became the international standard in anti-trafficking efforts. Jutting out of the frame that this lens offers radiate numerous approaches to combat trafficking – legislative, state, federal, and grassroots. But, is the way that the U.S. directs the narrative of human trafficking impeding its eradication? Additionally, is the bureaucratization of the anti-trafficking machine partially to blame? To the general citizen, the anti-trafficking tale is an oversimplified story about bad men victimizing innocent women. In this symposium, we investigate how the trafficking discussion is framed. Given the United States’ privileged role in the global discourse surrounding trafficking, to what extent is that discourse informed and motivated by U.S. interests and cultural values? We examine the cultural assumptions surrounding such anti-trafficking efforts.

1. *Broadening our Perspective on Human Trafficking*
Heather Brown-Hudson & Christina Pomianek
Lindenwood University, St. Charles, MO (USA)
2. *Challenges of Prosecuting Human Trafficking in the American Heartland*
Jilian Anderson
Lindenwood University, St. Charles, MO (USA)
3. *The Yellow Butterfly Project: Raising Awareness of Human Trafficking on a College Campus*
Shima Rostami
Lindenwood University, St. Charles, MO (USA)

Symposium
Triune Ethics Meta-Theory:
Status of the Theory, Review of Child and Adult Studies

Darcia Narvaez (Organizer and Chair)

SYMPOSIUM ABSTRACT: Triune Ethics Meta-theory (TEM) is a transdisciplinary theory that integrates evolutionary, clinical and developmental research. Three basic ethical mindsets, with various subtypes, are situational but can also be dispositional based on early life and conditioned experience. Optimal functioning is reflected in relational attunement and agility of Engagement and Communal Imagination Ethics. Undercare in early life or trauma can foster dispositional Self-Protectionist Ethics of Social Opposition (and imaginative Vicious Imagination) or Social Withdrawal (and imaginative Emotionally-Detached Imagination). This symposium updates the theory, contrasting it with other theories of moral development, and reviews studies performed with children and adults.

1. *Triune Ethics Meta-Theory Compared and Contrasted*
Darcia Narvaez
University of Notre Dame, Notre Dame, IN (USA)
2. *Child Triune Ethics, A Measure of Moral Temperament*
Ryan Woodbury
University of Notre Dame, Notre Dame, IN (USA)
3. *Adult Triune Ethics*
Angela M. Kurth
University of Notre Dame, Notre Dame, IN (USA)

Paper Session
Psychological Perspectives

1. *Life Satisfaction throughout Emerging Adulthood*
Rachel N. Blair
Lindenwood University, St. Charles, MO (USA)
2. *Dispositional Life Framing: An Impetus for Moral Action*
Lawrence J. Walker
University of British Columbia, Vancouver (Canada)

ABSTRACT: Emerging adulthood is a period of life characterized by numerous life transitions and challenges. This research will examine life satisfaction (LS) amongst emerging adults (EAs) ages 18 to 33 and how certain factors may affect LS. Data was collected via anonymous online survey. Participants include anyone within the desired age range reached via social media and fliers. Research questions to be addressed include: Does childhood trauma result in lower LS for EAs? Do EAs report increasing LS as they reach late emerging adulthood? How do men and women compare in terms of LS, social support, trauma, and mental illness?

ABSTRACT: This presentation explores the ways in which individuals' framing of relationships and experiences can provide the impetus for moral action. Participants were national award recipients

for moral action (as well as comparison groups). They responded to a life story interview that was then analyzed for variables reflecting the proclivity to take a positive outlook on life: secure childhood attachments, presence of helpers, themes of redemption, and optimistic tone of the narrative. Findings supported the contention that the disposition to proactively frame life events positively helps to instill the impetus for both heroic action and a caring lifestyle.

3. Invited Paper: *Moral Reasoning and Empathy across Adolescence and Emerging Adulthood in Individuals with Autism Spectrum Disorder*

Amie Senland

Trinity College, Hartford, CT (USA)

NOTE: *Amie Senland is the 2017 winner of AME's Kuhmerker Dissertation Award!*

ABSTRACT: This paper presents results of a cross-sectional study of moral reasoning and empathy of emerging adults and adolescents with autism spectrum disorder (ASD) compared to typically developing (TD) peers. Participants completed Gibbs, Basinger, and Fuller's (1992) Sociomoral Reflection Measure—Short Form, an empathy measure (perspective-taking, empathic concern, personal distress), and a qualitative interview. Quantitative and qualitative results suggest that individuals with ASD experience growth in morality from adolescence to emerging adulthood, but that when individuals with ASD are emerging adults, their moral reasoning and moral thinking looks similar to that of TD adolescents. Implications for moral education will be discussed.

Session 14.4 – Saturday, 1:00-2:30p

Waterman Room

**Paper Session
Virtues**

1. *Intellectual Humility and Self-Concept Clarity: Accurate Self-perception of Knowledge and Positive Functioning*

Elise D. Murray

Tufts University, Medford, MA (USA)

ABSTRACT: Psychological literature has focused on properties of the virtue of intellectual humility (IH). IH is a balance between knowledge of self and other. Despite this balanced perspective, empirical work on IH has focused on the relationships between IH and a person's ability to know the other. In this study, I will explore whether consistency in beliefs about the self, or self-concept clarity, is an indicator of IH, as defined by one's ability to accurately reflect on one's knowledge. Findings will be discussed in regard to how educational institutions can provide means to appreciate the intellectual strengths of self and other.

2. *Humility and Value Integration: The Expression of Enlightened Self-Interest*

Jennifer Cole Wright¹, Daniela Goya Tochetto¹, Emily Beck¹, Sandhya Kutty-Falls², Shelby Sweat¹ & Matthew Swett¹

¹College of Charleston, Charleston, SC (USA) ²University of Colorado, Colorado Springs (USA)

ABSTRACT: High moral functioning is related to "enlightened self-interest", the integration of self-oriented ("agentic") and other-oriented ("communal") values. Humility is an epistemic and ethical "balancing" of self- vs. other-orientation—thus, we expect it to be related to this integration. Humble people should not only express less agentic and more communal values, but also display a stronger integration of these values. And, we found humility to be related to value-integration of explicitly

expressed, self-reported values (Study 1), implicitly expressed, “projective” values (Study 2), and actual behavioral response to a monetary reward, which could either be kept or shared with others (Study 3).

3. *Notions of Spiritual Capital–Matters of Moral Extinction or Evolution?*

Thomas Lucey & Elizabeth S. White
Illinois State University, Normal, IL (USA)

ABSTRACT: Spirituality represents a concept largely forgotten in an age of science, yet which offers a legitimate alternative basis for grounding students’ moral interpretations. This paper presents literature that defines spirituality and its forms, associates spirituality with interpretations of moral behavior, and conveys efforts towards its measure. This paper describes the responses of students in the Colleges of Business and Education at a public Midwestern university to a survey item asking about the meaning of the term “Spiritual Capital”. It explains how students’ interpretations are related to broader notions of spirituality, their importance to conceptions of morality and related education efforts.

Session 14.5 – Saturday, 1:00-2:30p

Forsyth Room

Paper Session
New Approaches to Moral Education

1. *Transforming MFT Intuitions – Social Psychology Principles and Learning Community Classrooms*

Nancy Nordmann
National Louis University, Chicago, IL (USA)

ABSTRACT: Moral Foundations Theory (MFT) is founded on the claim that moral judgments are not arrived at through reasoning but prior to reasoning through automatic and immediate intuitions that are biologically based and which individuals rarely overcome by reasoning. Social Psychologist David Meyers (2009), believes that a knowledge of social psychological principles can restrain intuition and replace associated illusions with understanding. This presentation will identify a number of these social psychological principles and a process of instruction that includes identifying the principles and sharing examples of first person experience of the principles in classroom settings to be described as learning communities.

2. *Should Nudging Robots Be Used in Moral Education?*

Keith W. Miller
University of Missouri-St. Louis, St. Louis, MO (USA)

ABSTRACT: “Nudging” as a relatively subtle form of persuasion is not a new idea. But recently, writers have discussed using robots to nudge people. We are especially interested in issues that arise when robots are used to encourage people to act more ethically. This paper analyzes instances of robots nudging humans on three axes: the degree of paternalism, the costs and benefits for the person nudged, and the costs and benefits for others. We then suggest characteristics of appropriate and inappropriate robot nudging for moral education.

3. *Narrative Transportation and Media-induced Elevation: Engaging with Moral Beauty*

Caleb H. Mitchell
Claremont Graduate University, Claremont, CA (USA)

ABSTRACT: Film is regularly used as an elevating stimulus, yet little is known about how media induce elevation. Two studies investigated how narrative transportation moderates media-induced elevation. In both studies, participants watched or read either an uplifting story or a comedy or drama, as controls. Stories were similarly transporting, and the uplifting stories were more elevating than either control story. Results suggest greater transportation was associated with greater elevation in both studies. These findings demonstrate the importance of assessing transportation when considering how to maximize elevating media effects. Implications for improving the potential to utilize uplifting media are discussed.

Session 14.6 – Saturday, 1:00-2:30p

Portland Room

Paper Session Ethics and Values in Higher Education

1. *On My Honor: Student Moral Development in Honor Code Institutions*

Alexis B. Redding
Harvard University, Cambridge, MA (USA)

ABSTRACT: The responsibility for fostering the development of an ethical citizenry is one of the founding principles of American higher education. However, colleges and universities are plagued by an epidemic of academic dishonesty. Recent cheating scandals at Harvard, Stanford, and Duke reinvigorated the debate about how honor codes can scaffold students' moral growth in college. In a longitudinal ethnographic study, I explore how freshman at three selective liberal arts colleges negotiate ethical challenges. Evidence of their emerging moral growth interpreted against the backdrop of institutional honor codes suggests ways in which we can best support this development on college campuses.

2. *A Framework for Resolving Everyday Teaching Dilemmas*

Crystal Allen-Gunasekera
Principia College, Elmhurst, IL (USA)

ABSTRACT: The purpose of this paper is to suggest a framework for professors and instructors to use in dealing with low-level moral dilemmas that arise in teaching. The proposed framework is based off of a model introduced by Robert Audi (2009) for making ethical decisions in business. In this paper, Audi's model is adapted to reflect the special role that academics hold in society and their corresponding duties. I argue that using such a framework for decision-making can help us better understand what is at stake in our decisions, and learn to be more reflective and consistent in making them.

3. *Identity and Diversity: Cultivating and Practicing Core Values in China*

Lin Qiu
Shandong University, Jinan (China)

ABSTRACT: This study, based on a global perspective and objective standpoint, focuses on value identity and cultural diversity in China, offers a qualitative analysis on connotation of Chinese core values, illuminates background and process of promoting them; and carries out a synthesis of scholarly literature on a range of policies and programs for cultivating and practicing core values, draws conclusions about its characteristic and limitation based on empirical observation on various approaches to promote core values through school education, public communication, social publicity and institutional improvement; finally reflects global value issues, to explore universal significance and implications of Chinese core values.

Paper Session
Character and Community Education Outcomes

4. *“Love and Confidence Shine in Every Face”: Ethical Education at The Gunnery*

Jess Matthews, Jarrod Sisk & Peter Becker
The Gunnery, Washington, CT (USA)

ABSTRACT: In 1850, abolitionist and outdoor educator Frederick Gunn founded the Gunnery, a coeducational boarding and day school in Washington, CT. Character has been central to the mission of the Gunnery since its beginnings; our current cornerstones of the school are scholarship, integrity, respect, and responsibility. As a community, we are constantly thinking about how we can develop morality and ethics beyond value clarification and virtue ethics in a 21st century world. Led by a group of faculty, the Gunnery character project committee has worked to propose how to achieve our mission of developing caring, compassionate, and ethical students.

5. *Do Compassionate Teenagers Finish Last? How Compassion Relates to Well-being and School Outcomes*

Indrawati Liauw
Stanford University, Palo Alto, CA (USA)

ABSTRACT: Informed by research on the benefits of adult compassion training, interventions to help youth foster compassion for others are becoming increasingly popular in schools. However, there is sparse research on early adolescents’ understanding and enactment of compassion for others and whether being compassionate has positive benefits for these young givers. I present qualitative descriptions of how ninth-grade students understand and enact compassion, as well as quantitative data on how participants’ self-reported compassion scores relate to their well-being, resilience, and school outcomes. This study will help inform research in compassion during adolescence as well as the design of developmentally-appropriate compassion interventions.

Paper Session
Economy and Education

1. *Teaching Financial Literacy in an Era of Economic Inequality*

Agata Soroko
University of Ottawa, Ottawa, ON (Canada)

ABSTRACT: Financial literacy education has gained international prominence since the 2008-09 financial crisis. In this paper, I argue that financial literacy education, as currently conceived, does not live up to its promise to prepare students for financial success given the realities of escalating economic inequality. I suggest three directions in which financial literacy education ought to be reframed to achieve a broader, more critical economic literacy that a democracy requires.

2. *Using Elements of Mussar to Cultivate Business Students’ Character*

Debra R.Comer¹ & Michael Schwartz²
¹Hofstra University, Hempstead, NY (USA) ²Royal Melbourne Institute of Technology, Melbourne, VIC (Australia)

ABSTRACT: Business ethics educators have been encouraged to cultivate students' character, but have received meager instructions for doing so. Additionally, there has been insufficient focus on equipping students with tools to continue their ethical development after they complete our courses. We demonstrate how Mussar, a Jewish spiritual practice whose premise is that individuals can become better versions of themselves by repairing their character traits, informs business ethics education. We introduce the tenets of Mussar and show how we as business ethics instructors have adapted its tools and techniques to put our students on a personalized path of lifelong character improvement.

Session 15.1 – Saturday, 3:00-4:30p

Lenox Room

Invited Special Session
PROTEST, PROGRESS, AND FERGUSON FORWARD

Organizer and Chair:

Vetta Thompson

Washington University, St. Louis, MO (USA)

ABSTRACT: This session will explore the morality of systems as they relate to protests in the context of historic inequity in the United States. The role of leadership and civic engagement in understanding and addressing the systems that are underlying the grievances of protesters are discussed. Successes and failures of the past are noted.

Session 15.2 – Saturday, 3:00-4:30p

Empire Room

Invited Special Session
A BETTER WAY: EMPOWERING YOUTH
TO BUILD CHARACTER AND SCHOOL COMMUNITY

Organizer and Chair:

Joan Vestrand

Western Michigan University Cooley Law School, Lansing, MI (USA)

SESSION ABSTRACT: This session will explore the practices and traditions of Native American Peacemaking and its value as a restorative justice tool in the schools. Learn the principles upon which peacemaking is based, how it works, and its transformative impact on the students it touches and the school community.

Invited Special Session
AME Collaborations: Ideas for Impacting International Moral Education

Facilitators:

Ann Higgins-d'Alessandro¹ & Kaye Cook²

¹Fordham University, New York, NY (USA); Chair, AME Development Committee

² Gordon College, Wenham, MA (USA); President, AME

SESSION ABSTRACT: An international group of individuals chosen to represent moral education in different regions of the world will explore ideas and strategies for international collaborations in moral education over the next few years. Panel members will proffer specific, theoretically driven research and applications that take into account the distinctiveness of their different countries in the study of morality or facilitate the development of contextually-appropriate moral education interventions. Our goal is to highlight AME's many areas of expertise and enhance its global reputation, perhaps by aligning with government or educational priorities in various countries. After brief presentations, we will open substantial time to ideas from the audience.

Panelists:

- Ulisses Araujo, University of São Paulo, São Paulo (Brazil)
- Vishalache Balakrishnan, University of Malaya, Kuala Lumpur (Malaysia)
- Maria Rosa Buxarraais, University of Barcelona, Barcelona (Spain)
- James Conroy, University of Glasgow (Scotland)
- Meiyao Wu, National Kaohsiung Normal University, Kaohsiung (Taiwan)

4:45 p.m. – 6:00 p.m.

Empire Room

AME Community Meeting

This is an opportunity to share your impressions of the
Conference and future directions for AME.

Saturday, 6:00-9:00p

Plaza Room

AME Executive Board Meeting

LOCAL INFORMATION AND TRANSPORTATION

Transportation

Directions from St. Louis Airport to the Chase Park Plaza Hotel

Laclede Cab Phone: (314) 652-3456 \$35-38

Airport Cab Service: (314) 646-0879 \$35-38

Uber from the Airport to the Chase Park Plaza \$27-\$30

Light Rail (MetroLink):

MetroLink is the St. Louis metropolitan region's light rail system and is operated by Metro as part of a fully integrated regional transportation system. The Central West End Station is nine stations from the airport on the RED LINE. It is located at the intersection of Euclid Avenue and Children's Place, an 8-minute walk away from the Chase Park Plaza.

Airport Metrolink Station Terminal 1 is at Exit Door 1, Ticketing Level, east of all ticket counters; Metrolink Station Terminal 2 is at Exit Door 12, through the parking garage.

The Central West End (CWE)

The conference hotel is located in a neighborhood called St. Louis' Central West End. The bustling and fashionable CWE is full of charming sidewalk cafés, galleries, antique shops, restaurants, boutiques and pubs. A bustling mixed-use district located on the eastern edge of the city's ever-popular Forest Park, is incredibly walkable and offers visitors a variety of amenities and attractions to suit any taste. Upscale dining or cozy coffeehouse, antique shop or contemporary boutique, world-class art gallery or local live music show – you'll find it all here — nestled among eye-catching public artwork and stunning turn-of-the-century homes. The breathtaking Cathedral Basilica of Saint Louis, housing the world's largest collection of mosaic art, anchors this exciting neighborhood. The World Chess Hall of Fame, home of the world's largest chess piece, also has its roots set in the CWE. Have a few walks and see why the CWE was named one of the nation's top 10 neighborhoods! It's a little European, a little New York and totally St. Louis.

Emergency & Local Police Information

St. Louis Emergency Services 911

St. Louis Fifth District Police (314) 444-0001

Health Emergencies

Barnes Jewish Hospital (314) 747-3000

Approximately 6 minutes by car, 15 minutes by foot.

St. Louis Children's Hospital (314) 454-6000

Approximately 10 minutes by car, 15 minutes by foot.

Banking

Bank of America: 4625 Lindell Blvd, St. Louis, MO 63108 (314) 284-0525

Pharmacies

Community, a Walgreens Pharmacy: Address: 115 N Euclid Ave Ste A, St. Louis, MO 63108

Approximately a 3 minute walk

Grocery Stores

Straubs 302 Kingshighway (314) 361-6646

Approximately 2 minutes walk

Whole Foods 4577 W. Pine Blvd (314) 474-7300

Approximately 5 minutes walk

Golden Grocer 335 N. Euclid (314) 367-0405

Approximately 6 minutes walk

Book Store

Left Bank Books, 399 N Euclid Ave, St. Louis, MO 63108

Museums

St. Louis Art Museum

in Forest Park

Missouri History Museum

in Forest Park
5700 Lindell Blvd, St. Louis, MO 63112

Contemporary Art Museum St. Louis
3750 Washington Blvd · (314) 535-4660

The Saint Louis University Museum of Art
Saint Louis University
3663 Lindell Blvd (314) 977-3399

Museum of Contemporary Religious Art
221 N Grand Blvd·(314) 977-7170

Places of Worship

Cathedral Basilica of Saint Louis
4431 Lindell Blvd, St. Louis, MO 63108
Approximately a 10 minute walk

Central Reform Congregation
5020 Waterman Blvd, St. Louis, MO 63108
Approximately 7 minute walk

First Unitarian Church of St Louis
5007 Waterman Blvd, St. Louis, MO 63108
Approximately an 8 minute walk

Trinity Episcopal Church
600 N Euclid Ave, St. Louis, MO 63108
Approximately a 13 minute walk

St Nicholas Greek Orthodox Church
4967 Forest Park Ave, St. Louis, MO 63108
Approximately an 11 minute walk

Second Presbyterian Church
4501 Westminster Place, St. Louis, MO 63108
Approximately an 11 minute walk

Central West End Church
4915 Washington Blvd., Mahler Ballroom, St. Louis, MO 63108
Approximately a 13 minute walk

LDII Matikan Mosque
601 N Euclid Ave, St. Louis, MO 63156
Approximately a 7 minute walk

Greater Bethlehem Baptist Church
4005 Washington Blvd, St. Louis, MO 63108
Approximately a 30 minute walk

St. Stephens Lutheran Church/ Samaritan United Methodist Church
515 Pendleton Ave, Sr. Louis, MO 63108
Approximately a 24 minute walk

Restaurants in the Central West End

(all in the same zip code area: St. Louis, MO 63108)
(Definition of price ranges: \$ = under \$10 | \$\$ = \$10-25 | \$\$\$ = \$26-45 | \$\$\$\$ = above \$46)

Leave the Chase Park Plaza Hotel at the back entrance (i.e., to the East) and you are on Maryland Plaza which becomes Maryland Avenue East of Euclid Avenue. On Maryland Plaza/Avenue and on some short blocks on Euclid Ave North and South of Maryland is one the biggest concentration of restaurants, bars, and coffee shops in the Central West End.

- Taste of Lebanon (314) 875-0657
331 N Euclid Ave
\$ - Lebanese & Middle Eastern
- El Burro Loco (314) 224-5701
313 Euclid Ave
\$\$-\$\$\$ - Mexican
- Sub Zero Vodka Bar (314) 367-1200
308 N Euclid Ave
\$\$ - Sushi, Burger, Vast List of Global Vodkas
- Culpeppers (314) 361-2828
300 N Euclid Ave
\$\$ - Tavern, Chicken Wings & American Pub Grub
- Scape American Bistro (314) 361-7227
48 Maryland Plaza
\$\$\$ - Creative American Menu
- Bar Italia (314) 361-7010
14 Maryland Plaza
\$\$ - Italian Trattoria & Lounge
- Drunken Fish (314) 367-4222
1 Maryland Plaza
\$\$ - Japanese Seafood, Sushi Asian Fusion, Gluten-free Options
- Bar Louie (314) 678-3385
14 Maryland Plaza
\$\$ - Grill Chain, American Pub

- Gamlin Whiskey House (314) 875-9500
236 N Euclid Ave
\$\$\$ - Whiskey & Steak in Sleek Surrounds
- Kingside Diner (314) 454-3957
4651 Maryland Ave
\$\$-\$\$\$ - Best for breakfast and lunch, American, Rooftop Patio

When you walk a little further South on Euclid Ave, you find a second big concentration of restaurants, bars, and coffee shops in the Central West End between Lindell Blvd and Forest Park Avenue:

- Kampai Sushi Bar (314) 367-2020
4949 W Pine Blvd
\$\$ - Japanese with Lunch Specials
- Subway (314) 367-9200
115 N Euclid Ave
\$ - Sandwiches
- Thai 202 (314) 367-2002
235 N Euclid Ave
\$\$ - Thai Restaurant
- Taqueria (314) 474-7300
4577 W Pine Blvd
\$\$\$ - Mexican
- India's Rasoi (314) 361-6911
25 N Euclid Ave
\$\$-\$\$\$ - Indian, Vegetarian-friendly, Vegan Options
- Jimmy John's (314) 361
13 N Euclid Ave
\$ - Sandwich
- Pickles Deli (314) 361-3354
22 N Euclid Ave
\$\$ - Deli, Sandwiches, Salad and Soup
- Little Saigon Cafe (314) 361-8881
10 N Euclid Ave, St. Louis
\$\$-\$\$\$ - Vietnamese Asian, Vegetarian-friendly
- Sushi Koi (314) 367-2209
\$\$ - Japanese Small Plates
- BBQ Saloon (314) 833-6666
4900 Laclede Ave
\$\$ - Barbeque Restaurant
- Wildflower (314) 367-9888
4590 Laclede Ave
\$\$-\$\$\$ Upscale American Fare
- West End Wok (314) 361-2233
4577 Laclede Ave
\$\$ - Chinese
- Taste (314) 361-1200
4584 Laclede Ave
\$\$ - Cocktail Bar, New American Small Plates, opens at 5:00p

- Brasserie by Niche (314) 454-0600
22 N Euclid Ave
\$\$-\$\$\$ - French Meals in a Parisian Setting
- Racanelli's (314) 367-7866
12 S Euclid Ave
\$\$ - Italian Pizza
- International Tap House (314) 367-4827
16 S Euclid Ave
\$\$ - Beer Hall with Huge Selection
- Tom's Bar & Grill (314) 367-4900
20 S. Euclid Ave
\$\$ - Burgers & Comfort Food
- Central Table (314) 449-1600
23 S Euclid Ave
\$\$ - Stylish, Warehouse-like Eatery with Stations for Sushi, Deli, Entrees, Grab-and-go Meals, etc.
- Applebee's Neighborhood Grill & Bar (314) 454-6636
4550 Forest Park Ave (at Parkway Hotel)
\$\$ - American, Small Plates

A little of the beaten path is a third concentration of restaurants and bars about 6 short blocks on or near Euclid Avenue North of Maryland Plaza and Maryland Avenue:

- Dressel's Public House (314) 361-1060
419 Euclid Ave
\$\$ - Farm-to-Table Pub Food
- Pi Pizzeria (314) 367-4300
400 N Euclid Ave
\$\$ - Creative Deep-dish & Thin-crust Pies
- Llewelyn's Pub (314) 361-3003
4747 McPherson Ave
\$\$ - Celtic Bar, American-British Food
- Mission Taco Joint (314) 930-2955
398 Euclid Ave
\$\$ - Mexican
- The Tavern Kitchen and Bar CWE (314) 696-8400
392 N Euclid Ave
\$\$ - New American

Coffee Shops & Bakeries

- MaryAnn's Tea Room (314) 361-5303
4732 McPherson Ave
Tea House
- Handcrafted by Bissinger's (314) 367-7750
32 Maryland Plaza
Chocolate and Dessert

- The Cup (314) 367-6111
28 Maryland Plaza
Bakery, Inventive Cupcakes
- The Coffee Cartel (314) 454-0000
2 Maryland Plaza
- Starbucks) 367-1577
4656 Maryland Ave
- Insomnia Cookies (14) 207-4144
226 N Euclid Ave
Bakery known for late deliveries
- Allego Coffee Company (314) 474-7300
4577 W Pine Blvd (located in the Whole Foods Market)
- Hot Box Cookies (314) 899-0909
3 N Euclid Ave
Cookie Shop
- Einstein Bros. Bagels (314) 367-7999
2 Euclid Ave
Bagels, Sandwiches, Soup, Salad
- Tutti Frutti Frozen Yogurt (314) 454-1222
4906 Laclede Ave
Frozen-dessert Chain, Self-service, Includes Soy Options
- St. Louis Bread Co. (314) 367-5999
4561 Forest Park Ave
Bakery and Coffee Shop

Local Events and Attractions

Go to <https://explorestlouis.com/>

More details on conference website: <https://ame2017.wordpress.com/travel-area-info/>

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will be acknowledged in the on-line version of the conference program.

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AME 2018 IN BARCELONA, SPAIN – NOVEMBER 8-10, 2018

Moral Education in a Caring Society

Welcome to the 44th AME Conference in Barcelona! The 44th Conference of the Association for Moral Education will be held at the Hotel Alimara in Barcelona from November 8 to 10, 2018. The event is coordinated with the Moral Education Research Group (GREM) of the Department of Education Theory and History of Education of the Faculty of Education of the University of Barcelona.



Next year, we will focus on Moral Education in a Caring Society. Increasingly in today's society, people are only thinking of themselves: we tend to justify our selfish behaviour with such phrases as "Charity begins at home", which may be in detriment to the common good of the wider society. We aim to underline the need to respond with care to others in all situations but particularly in the school environment and, in doing so, to reopen the debate over justice and caring, over reason and emotion, and over the role of gender in moral development.

The areas we will give special attention to are: responsibilities as citizens, practices of caring approaches and character education, moral leadership, civic engagement and other topics related to these areas.

Submissions are welcome from scholars, students and practitioners across the many disciplines that contribute to the study and practice of moral education, including psychology, education, sociology, philosophy, interdisciplinary, cultural studies, among others. Plenary sessions and invited symposia will explicitly address the conference theme. We encourage individuals to submit proposals that address the conference theme; however, we welcome any proposals that address the study and practice of moral and civic engagement or education more generally.

We are pleased to announce that the Kohlberg Memorial Lecture will be given by Dr. Helen Haste under the title: "Are we asking the right questions?" In particular, questions about society and how to improve it. Helen Haste is a Visiting Professor at Harvard Graduate School of Education and Emerita Professor of psychology at the University of Bath, England.

We hope that the scientific quality of the program and the cultural wealth and hospitality of the city of Barcelona will be as enjoyable as productive. We hope you will find the time to appreciate the historical, social and cultural reality of Catalonia and to share and build academic knowledge together.

We invite you all to join this event when AME returns to Europe!

Welcome to Barcelona next year!

Dra. María Rosa Buxarrais

Dra. Elena Noguera

Visit <http://www.ame2018.com/index.php/en/>
(under construction)