



Kohlberg Memorial Lecture
James Comer

Invited Speakers
Bill Puka
Sidney D. Watson
Lutz H. Eckensberger
Four Arrows, aka Don Jacobs
Richard Wright
Sheldon H. Berman

Invited Symposia Organizers
Brenda Bredemeier
John Chasnoff
James DuBois
Daniel Hart
Rebecca Rogers
Wendy Saul

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AME 36th Annual Conference **Gateway to Justice:** **Meeting the Moral Challenges** **of Social Inequality**

ASSOCIATION FOR MORAL EDUCATION
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AME 36th Annual Conference
Gateway to Justice:
Meeting the Moral Challenges
of Social Inequality

DEAR COLLEAGUES,

ON BEHALF OF THE EXECUTIVE COMMITTEE OF THE ASSOCIATION AND THE CONFERENCE COMMITTEE IT IS INDEED MY REAL PLEASURE TO WELCOME YOU TO THIS, OUR 36TH MEETING HERE IN ST. LOUIS. Over the years we have been fortunate to have so many of our friends and colleagues prepared to work so hard to create our annual gathering. From California to Krakow we have enjoyed the graciousness and hospitality of our friends and have been provided with rich, stimulating and challenging papers and keynotes, conversations and dinners. Over those years, the Association has become truly international, drawing colleagues from China to Kansas, Prince Edward Island to Porto Alegre. This year is no exception. The Center for Character and Citizenship, established by Wolfgang Althof and Marvin Berkowitz here at the University of Missouri–St. Louis, has creatively pushed at the boundary between theoretical and empirical study of morality and moral development on the one hand, and the ethical, social and cultural practices of education on the other. This makes the University here an ideal host for a conference focused on justice and moral inequality.

From the earliest days of the Association, understanding the conditions which give rise to the development of 'just communities' in and beyond schools has been a central and consistent theme of our individual and collective deliberations, and it is good indeed to see this highlighted as the focus for our deliberations at this year's conference. We are fortunate indeed to have James Comer as our Kohlberg Memorial lecturer this year. The remainder of the program offers a fantastic supporting cast to this centrepiece and I, for one, look forward to an exciting and energizing program that pushes at the frontiers of our field. The program committee are to be commended for their endeavours in securing such an intellectually stimulating conference. Wolfgang Althof and Bryan Sokal, our Conference Co-Chairs, have been superb, and I am acutely aware of the tremendous work that they, and their colleagues on both the program committee and local conference committee, have put into planning for an exceptional few days together. I would also like to offer my thanks to our sponsoring universities, the University of Missouri–St. Louis, Saint Louis University, Maryville University, Lindenwood University and Southern Illinois University at Edwardsville. Bob Selman will be this year's Kuhmerker Award recipient and Marvin Berkowitz our Good Work Award recipient. Both are distinguished colleagues who have over their professional lifetime offered intellectual and practical leadership in the field, and I am absolutely delighted to be one of the first to offer them and our other award winners congratulations and thanks.

For some 15 years now, coming to the annual conference in the fall has been a highlight of my academic year, and I very much hope that the experience of St. Louis 2010 will be the same for you. Whether you are a seasoned veteran of the Association or a first-time attendee, on behalf of both the executive and the program committee, let me reiterate a warm welcome and my fervent hope that you will enjoy a rich, rewarding and friend-filled conference, and if you are not already so, become a committed member of our Association.

Professor James C. Conroy
University of Glasgow, Scotland
President of the Association of Moral Education

DEAR AME COLLEAGUES AND FRIENDS,

WE ARE PLEASED TO HOST AME'S 36TH ANNUAL CONFERENCE IN ST. LOUIS, MISSOURI.

The Jefferson National Expansion Memorial and Museum — or Gateway Arch as it is more commonly known — is located in the city's downtown and symbolizes how this place has served as the launching point for numerous explorations and adventures. We hope you will also come to see St. Louis as a place to enrich your own explorations of our conference theme, "Gateway to Justice: Meeting the Moral Challenges of Social Inequality."

It is sometimes joked that "St. Louis is a drinking town with a baseball problem." And indeed, in many circles, St. Louis is perhaps best known for being the headquarters of a major beer producer and a city of countless, diehard Cardinal baseball fans. But, St. Louis is also a community rich in history and innovation. Whether your intellectual or cultural pursuits lead you to explore the early pioneers of the West or aeronautical trailblazers, blues and jazz or the visual and theatrical arts, American satirist and native son or Nobel prize-winning poet, the ancient ruins of an Indigenous community or the modern splendor of the Arch, St. Louis and the surrounding region has historically been and continues today to be a hub of cultural treasures.

It is no wonder then that St. Louis also boasts a thriving scholarly community. A wellspring of support from the region's many universities and colleges will ensure that this year's AME conference is a success. These institutions include Lindenwood University, Maryville University, Saint Louis University, the University of Missouri–St. Louis, and Southern Illinois University at Edwardsville. We are grateful for the financial contributions that these places have made and for the support of our other conference sponsors, especially the Center for Character and Citizenship at UMSL. Of course, no amount of institutional support compares to the people who work and give life to these institutions. We would be nowhere without the heroic efforts of our many conference volunteers and organizational team. Whether you place stock in our high "quality of life" rankings (and drinkable tap water!) or not, we can assure you that all of these generous people are what make St. Louis a wonderful place to live, work and grow.

But St. Louis, like other urban centers across the globe, is not without its share of problems. And these extend well beyond the city's love for losing sports teams. The City of St. Louis is home to failing public schools, racial segregation, and distressing levels of crime, poverty and homelessness. Sometimes, we suspect, the pride that St. Louis holds in its many riches leads us also to turn a blind eye to the numerous social inequities and injustices that the region still needs to overcome. Our theme for this year's AME conference, "Gateway to Justice," was not chosen blindly. The conference organizers see as their job to not only inform our understanding about these issues, but to also push each other to take action against them — to meet the moral challenges of our day, both locally and globally. With conference registrants from 24 different countries and four continents, we can't help but think on a global scale! We invite all of you, then, to enjoy the conference program, but to also return home ready to put what you have learned to good use. Together, let's make St. Louis and your AME experience in this city a real gateway to justice and social equality, both here and the many places we call home.

Best wishes,
Bryan Sokol and Wolfgang Althof

Kohlberg Memorial Lecture

James Comer

Maurice Falk Professor of Child Psychiatry, Yale Child Study Center, New Haven, CT

James P. Comer, MD, is the Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center in New Haven, Connecticut. He is known nationally and internationally for his creation in 1968 of the Comer School Development Program (SDP), the forerunner of most modern school-reform efforts. A member of the Institute of Medicine of the American Academy of Arts and Sciences, Dr. Comer has received 46 honorary degrees, including three in 2008 from Harvard University, Lesley University, and Sacred Heart University. He has been the recipient of many awards and honors, including the John & Mary Markle Scholar in Academic Medicine Award, Rockefeller Public Service Award, Harold W. McGraw Jr. Prize in Education, Charles A. Dana Award for Pioneering Achievement in Education, Heinz Award for the Human Condition, John Hope Franklin Award, and most recently, University of Louisville 2007 Grawemeyer Award for Education.

Invited Speakers

Bill Puka

Professor of Philosophy and Psychology, Rensselaer Polytechnic Institute, Troy, NY

Bill Puka devotes most of his time to development projects and a sister city project in Africa. Previous to that he worked on economic development in urban areas, applying legislative work he'd done in the U.S. Senate on enterprise zones and employee-owned/community-owned firms. Within an imposed 10% time-limit on academic work, he has published several articles and book chapters on ethics, moral development and public policy, editing a seven volume compendium on moral development as well. His books include *Toward Moral Perfectionism* (published) and three yet-to-be-published books on anarcho-democracy, Martin Luther King's problem-solving methods, and cognitive science algorithm-systems of caring and justice for programming into "autonomous agents" (humanoid robots). This info can be googled if interested, despite the inexplicably greater number of sites listed for a long-ago music recording on Columbia Records.

Sidney D. Watson

Professor of Law, Saint Louis University

Sidney D. Watson, professor of law in the Center for Health Law Studies of Saint Louis University School of Law, focuses her research on issues relating to access to health care for the poor, racial and ethnic minorities, people with disabilities, and other disenfranchised groups. She has authored more than 40 law review articles and other publications. She is a graduate of Harvard Law School.

Lutz H. Eckensberger

Professor of Psychology, Johann Wolfgang Goethe University, Frankfurt; German Institute for International Educational Research, Berlin, Germany

Lutz H. Eckensberger is currently an emeritus professor at the University of Frankfurt and the German Institute for International Education at Berlin (BBF, Berlin). His major research interests include cross-cultural psychology, cultural psychology, environmental psychology, culture and development, and education; methodical and methodological issues of cross-cultural and cultural psychology; development of moral judgements (ethical reasoning); and application and contextualization of developmental theory on moral judgements in different fields of action (coping with cancer, ecological issues, citizenship).

Four Arrows, aka Don Jacobs

Fielding Graduate University, Santa Barbara, CA, and Sequim, WA

Four Arrows is an American Indian educator and author of *Teaching Virtues: Building Character Across the Curriculum* and many other books relating to indigenous worldviews and social/ecological justice. Four Arrows, aka Don Trent Jacobs, PhD, EdD, is former dean of education at Oglala Lakota College and is faculty at Fielding Graduate University, Santa Barbara, CA, and Sequim, WA. He is the recipient of the Martin Springer Institute for Holocaust Studies Moral Courage Award.

Sheldon H. (Shelley) Berman

Superintendent, Jefferson County Public Schools, Louisville, KY

Sheldon H. Berman has been the superintendent of the Jefferson County Public Schools (Louisville, KY—nearly 100,000 students) since July 2007. Previously, he was the superintendent of the Hudson (MA) Public Schools for 14 years. He helped found Educators for Social Responsibility, and earned an EdD from Harvard University. Sheldon spurred innovations in and is a strong proponent of civic education, social-emotional learning, service learning, reform of mathematics and science education, high school restructuring (freshman academies, trimester scheduling, career theme schools of study), nurses in schools, and school diversity.

Richard T. Wright

Curators' Professor of Criminology and Criminal Justice at the University of Missouri—St. Louis, St. Louis, MO

Richard Wright is Curators' Professor of Criminology and Criminal Justice at the University of Missouri—St. Louis and Editor-in-Chief of the *British Journal of Sociology*. He has been studying active urban street criminals for two decades, publishing the results of his work in both scholarly books and journals and the popular press. He has appeared on numerous nationally broadcast news programs in the US and Great Britain and has been interviewed twice on NPR's *Fresh Air* with Terry Gross. His research has been supported by the National Science Foundation, National Institute of Justice, Harry Frank Guggenheim Foundation, National Consortium on Violence Research, Icelandic Research Council, and Irish Research Council for the Humanities and Social Sciences.

SCHOLARSHIP RECIPIENTS

2010 Gift of Time Scholarship Recipients
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Hui-Mei Chen, National Sun Yat-sen University, Taiwan

Rosa Chen, Simon Fraser University, Canada

Sarah DesRoches, McGill University, Canada

William Dunlop, University of British Columbia, Canada

Jeannie Kerr, University of British Columbia, Canada

Liana Kostantinidou, University of Fribourg, Switzerland

Christopher Lawrence, The College of William and Mary, USA

Jess Matthews, Cornell University, USA

Jessica McKenzie, Clark University, USA

Stephanie Troutman, Pennsylvania State University, USA

Jenny Vaydich, University of Notre Dame, USA



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

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

The AME is governed by an Executive Board elected by and drawn from its membership, and the active participation of all of the members of the Association is encouraged. Members include public and private school teachers and administrators, counselors and psychologists, philosophers, sociologists, researchers, teacher educators, religious educators, and graduate students interested in advancing the study of moral education. The AME invites all professionals interested in moral education to be members.

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Kuhmerker Career Award: Robert Selman



SINCE HIS GROUNDBREAKING RESEARCH ON CHILDREN'S STAGES OF ROLE TAKING, PROF. ROBERT SELMAN HAS BEEN A LEADING CONTRIBUTOR TO THE COGNITIVE-DEVELOPMENTAL APPROACH TO MORAL DEVELOPMENT. Selman's work on role-taking stages and interpersonal understanding influenced Lawrence Kohlberg's articulation of the conceptual core of his own theory and had a profound influence on the wider field of socio-moral development for four decades. Bob's work at the Judge Baker Children's Center led him to pioneer the pair therapy approach for children experiencing socio-emotional challenges. In 1992, he founded the Prevention Science and Practice Program at Harvard School of Education. Committed to promoting socio-moral development in schools as well as clinical settings, Selman continues to devise programs using language arts and social studies curricula to develop children and early adolescents' interpersonal awareness and moral decision-making.

Now the Roy Edward Larsen Professor of Education and Human Development and Professor of Psychology in Medicine at Harvard University, Bob Selman has been an inspirational teacher and wise mentor at Harvard since he joined the faculty of education in 1971. His book, *The Promotion of Social Awareness*, which was recognized by an award from the American Educational Research Association, is becoming a classic in the field of applied developmental psychology. Bob has been active in Association for Moral Education from its earliest days at Harvard and has served the association as conference chair and member of its executive board.

Lastly, he has had a long-standing relationship with AME. He has repeatedly attended and presented at AME conferences over the past few decades and has served on the AME Executive Board, including currently. His substantive contributions to AME have sustained over four decades, something few others can claim.

Bob Selman epitomizes what it means to turn scholarship into service, and we are proud to honor him with the Kuhmerker Career Award.

Good Work Award: Marvin W. Berkowitz / LACE



The Good Work Award is given to recognize outstanding examples of moral educational practice. "The practice, intervention or research project shall aim at promoting a moral benefit for a community or group beyond that inherent in conducting research," and ... "should be exemplary, and of significant interest to moral educators in other circumstances."

THE 2010 AME GOOD WORK AWARD WILL BE PRESENTED TO PROF. MARVIN W. BERKOWITZ FOR HIS WORK IN THE LEADERSHIP ACADEMY IN CHARACTER EDUCATION (LACE). LACE is a professional development resource for school leaders that focuses on the design and implementation of an effective, comprehensive character education initiative, primarily at the school level. Its rationale: School leaders have the greatest influence on the culture of a school. As the research on character education has demonstrated, the development of a positive culture, "a caring community," in a school is the active ingredient in making a character education initiative effective. LACE focuses on school transformation in service of students' moral development and is therefore a fine example of a practice that fosters the link between moral theory and educational practice.

Since the late 1990s, Berkowitz has written numerous articles, book chapters, and reports on character education in general and LACE in particular. His quality research in the field of character education does not only feed into academic publications, but also the program and practical books for parents. LACE is well received and has helped to transform schools into caring communities. Moreover, a replication manual is being written to enable schools to implement the program. Marvin Berkowitz's own leadership has contributed extensively to its success.

Kuhmerker Dissertation Award: Scott Seider

THE 2010 KUHMERKER DISSERTATION AWARD RECIPIENT IS SCOTT SEIDER, ED.D., HARVARD UNIVERSITY, GRADUATE SCHOOL OF EDUCATION, 2008. Scott Seider is an assistant professor of education at Boston University where his research focuses on the civic development of adolescents and emerging adults. He also serves on the editorial board of the *Journal of Adolescent Research* and is a contributing editor for the *Journal of College & Character*. Scott is currently conducting a study funded by the Spencer Foundation of character education efforts at highly effective urban charter schools. Dr. Seider's most recent work has focused on community service learning experiences at the university level. Results from this study have been published (or are in press) in four different journals. He also recently published a book entitled *Shelter: Where Harvard Meets the Homeless* (Continuum, 2010), which reports on a year-long qualitative study of the Harvard Square Homeless Shelter, a homeless shelter in Cambridge, Massachusetts, that is believed to be the only student-run homeless shelter in the United States.



DISSERTATION SYNOPSIS: *Literature, Justice, and Resistance* shares the findings from a study carried out during the 2006-2007 school year at a Massachusetts public high school located in an affluent Boston suburb. This study involved 40 high school seniors randomly assigned to a fall semester course on social justice issues and 43 high school seniors randomly assigned to serve as the control group. With a mixed-methods approach, Scott investigated the impact of learning about social justice issues upon students' beliefs, attitudes, behaviors and worldview.

What he found was that two types of students emerged from their experience in the literature and justice course. A few students expressed an intention to seek out community service opportunities in college and a desire to pursue socially responsible careers thereafter. However, the majority of the seniors in literature and justice offered significant resistance to the ideas raised in the course and demonstrated a decreased commitment to addressing issues of injustice. Using data collected through surveys, interviews, student work, and classroom observations, Scott examined the shifts in worldview of these two sets of students and sought to explain how two groups of students can come away from the same learning experience with such divergent perspectives.

Results from this dissertation study have been published in *Youth & Society*, *Journal of Moral Education*, *Journal of Adolescent Research*, and the *Journal of Research in Character Education*.

SPONSORS

The Association for Moral Education and the conference organizers gratefully acknowledge support provided by the following sponsors:



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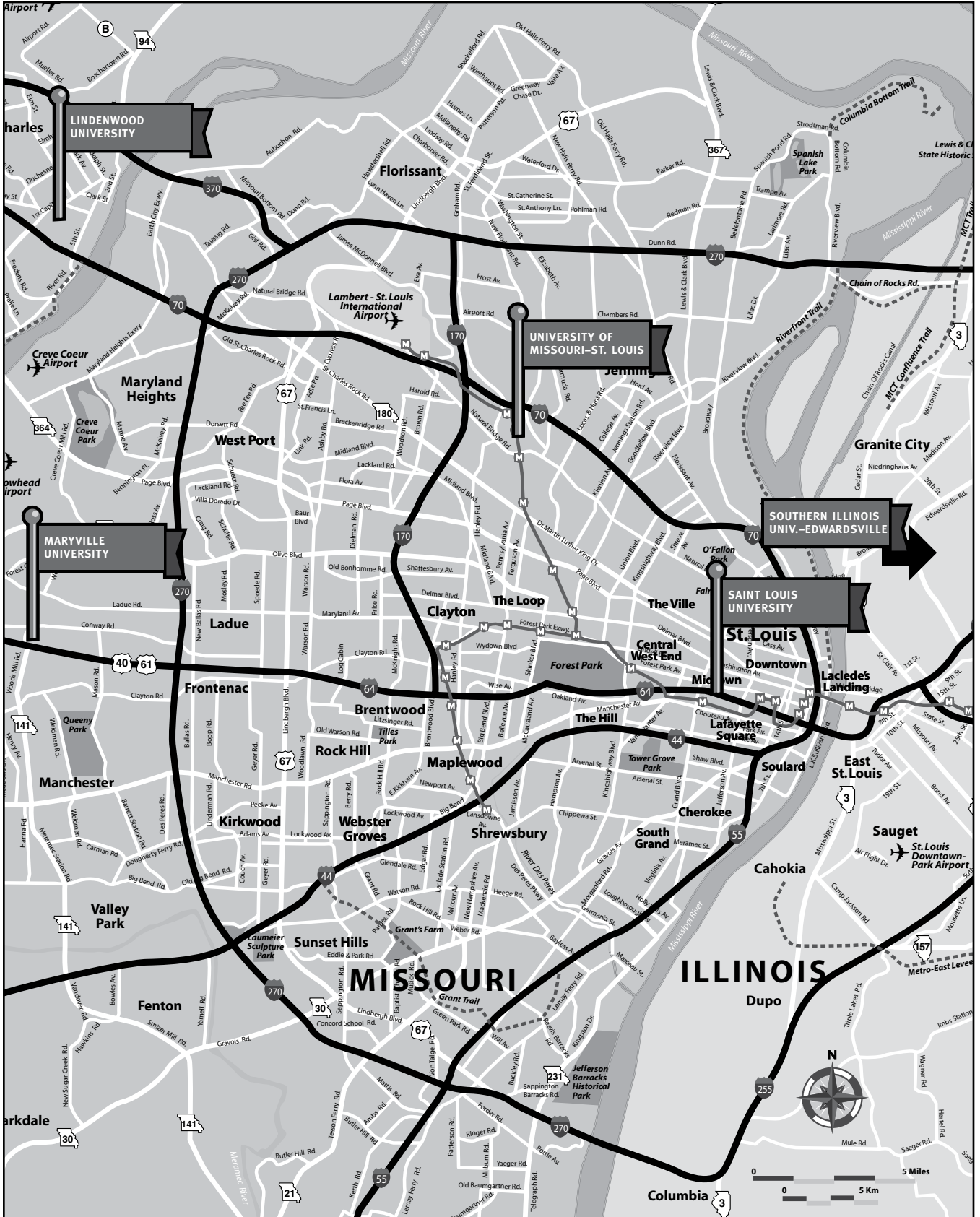
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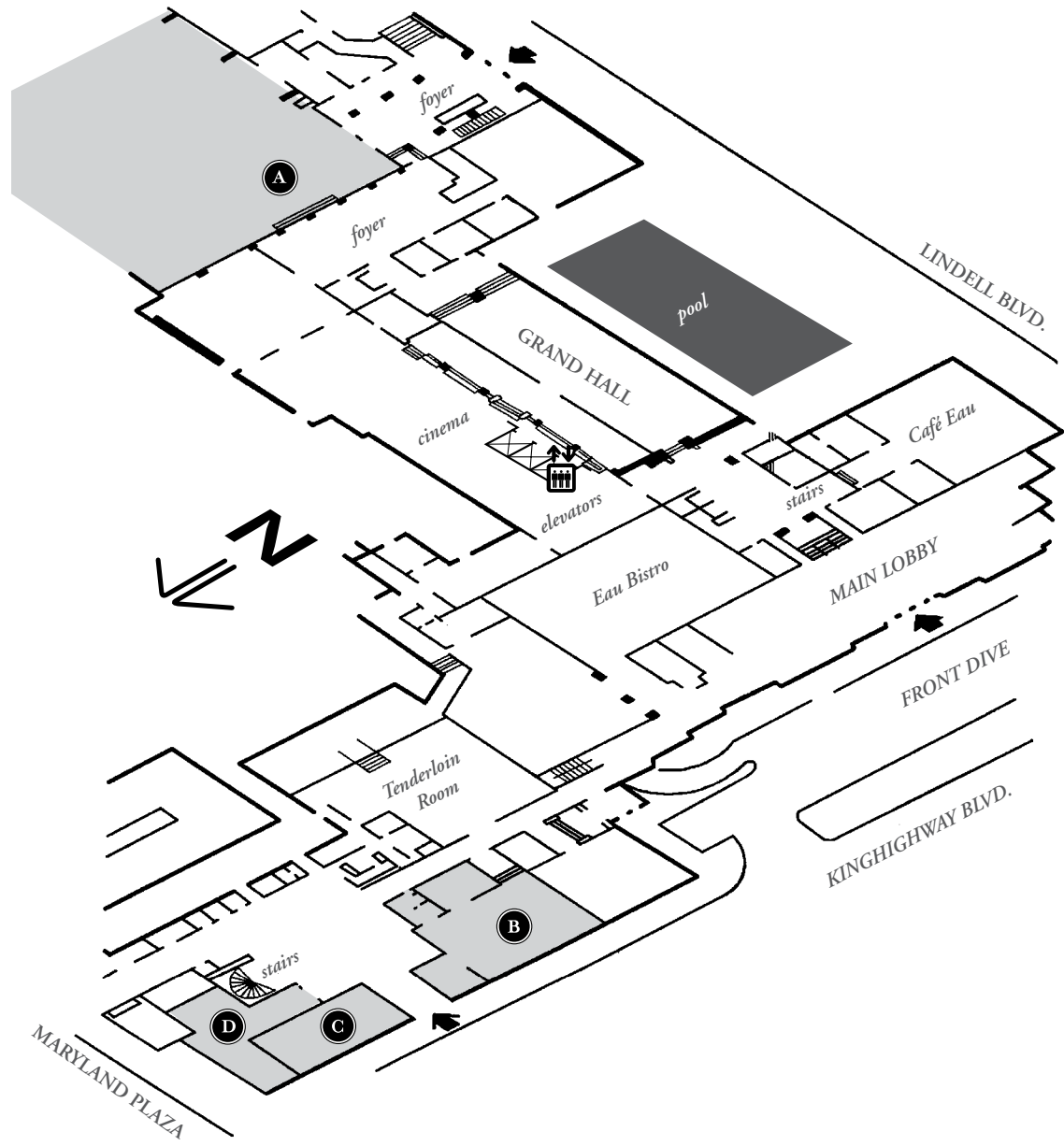


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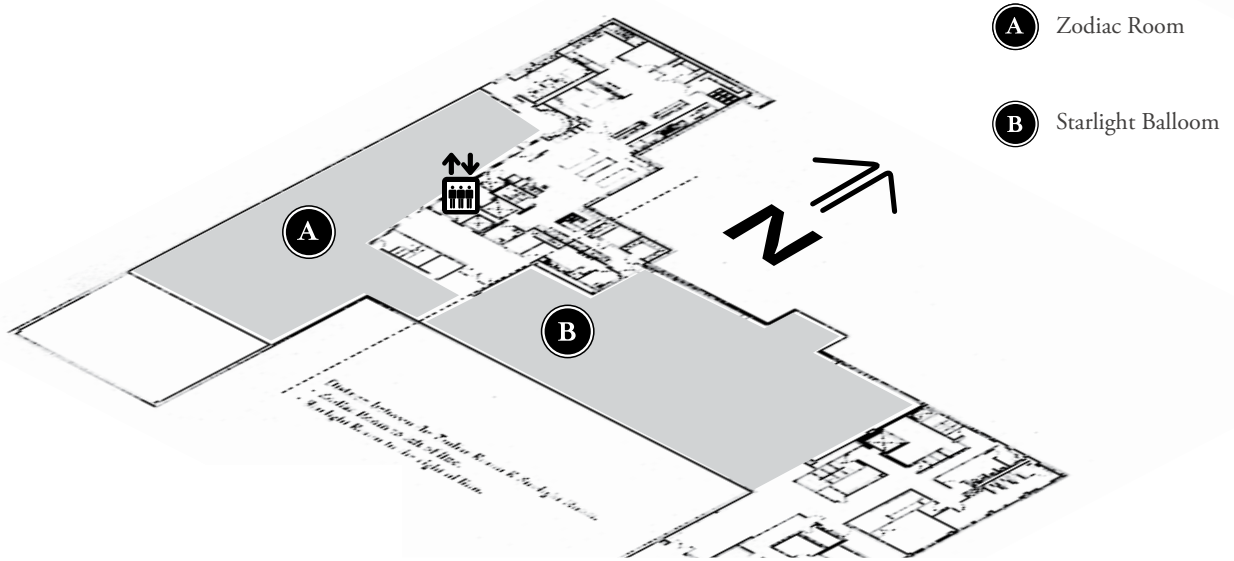


AME CONFERENCE MEETING SPACE Ground Level The Chase Park Plaza

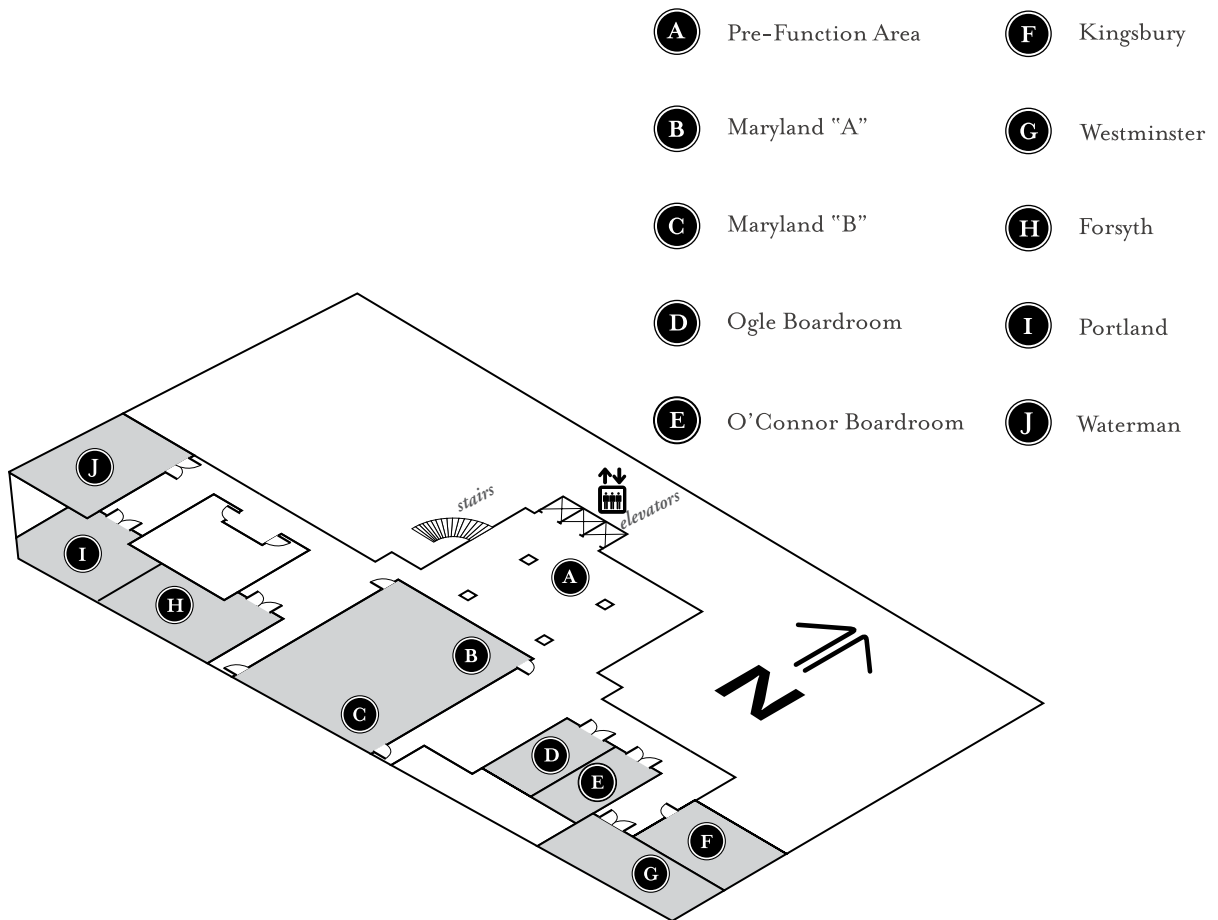
- A** Khorassan Ballroom
- B** Empire Room
- C** Plaza Room
- D** Lenox Room



Top Level The Chase Park Plaza AME CONFERENCE MEETING SPACE



Lower Level The Chase Park Plaza AME CONFERENCE MEETING SPACE



Program Overview

Thursday, November 4

- 8:00 a.m.–5:00 p.m.** **Registration // Lenox Room**

- 8:30 a.m.–12:30 p.m.** **Pre-Conference Workshop // Plaza Room**

Exemplary Practices in Character Education

- 1:30–2:00 p.m.** **Opening Remarks // Empire Room**

- 2:00–3:00 p.m.** **Plenary Speaker // Empire Room**

Bill Puka, Rensselaer Polytechnic Institute, Troy, NY
The Cult of Civility

- 3:00–3:15 p.m.** **Coffee Break**

3:15–4:30 p.m. Symposia and Paper Sessions I			
<p>SYMPOSIUM 1.1 Contributions of Psychology, Sociology and Philosophy to the Study of Morality and Moral Development EMPIRE ROOM</p>	<p>PAPER SESSION 1.1 Addressing Privilege, Difference and Diversity WATERMAN ROOM</p>	<p>PAPER SESSION 1.3 Teaching With and for Integrity FORSYTH ROOM</p>	<p>PAPER SESSION 1.5 Moral Development: Judgment and Motivation WESTMINSTER ROOM</p>
<p>THEMATIC PANEL 1.1 Moral and Citizenship Education in Latin America PLAZA ROOM</p>	<p>PAPER SESSION 1.2 Social-Emotional Learning and Behavior MARYLAND ROOM</p>	<p>PAPER SESSION 1.4 The Moral Challenges of Health Care Professionals PORTLAND ROOM</p>	

4:30–4:45 p.m. **Break**

4:45–6:00 p.m. Symposia and Paper Sessions II			
<p>SYMPOSIUM 2.1 The Reconciliation Model: Accounting for the Mature Moral Self EMPIRE ROOM</p>	<p>SYMPOSIUM 2.2 The Love Paradigm: A Theory of Moral Development WATERMAN ROOM</p>	<p>PAPER SESSION 2.2 The Moral Educator: Competencies and Perspectives FORSYTH ROOM</p>	<p>PAPER SESSION 2.4 Women, Leadership, and Culture WESTMINSTER ROOM</p>
<p>THEMATIC SESSION 2.1 Latin American Open Forum: Concerns and Opportunities in the Bicentennial Context PLAZA ROOM</p>	<p>PAPER SESSION 2.1 Cognitive Antecedents of Social Action MARYLAND ROOM</p>	<p>PAPER SESSION 2.3 College Students' Moral Cognition PORTLAND ROOM</p>	

6:00–7:00 p.m. **Welcome Reception // Zodiac Room**

Friday, November 5

8:00–9:00 a.m.

Young Scholars' Session: Getting Published in Academic Journals // Plaza Room

Graham Hobbs, Editorial Director, Education Journals, Routledge Publishers

9:00–10:00 a.m.

Invited Speakers

Sidney Watson, *Saint Louis University*
Racial and Ethnic Disparities in Health Care
Access: Equity in a Time of Health Reform
EMPIRE ROOM

Lutz H. Eckensberger, *German Institute for
International Educational Research (DIPF, BBF),
Frankfurt/Berlin*
Gateway to Justice—and Beyond?
MARYLAND ROOM

Four Arrows, *aka Don Jacobs, Fielding
Graduate University*
Questioning Anthropocentrism:
An Indigenous Perspective on Authentic
"Moral" Education
STARLIGHT ROOM

10:00–10:30 p.m.

Coffee Break

10:30–11:45 a.m.

Symposia and Paper Sessions III

SYMPOSIUM 3.1

Examining Chinese Moral
Education: Critical Perspectives
EMPIRE ROOM

SYMPOSIUM 3.3

Remembering Ben Spiecker—
the Man and the Scholar
WATERMAN ROOM

PAPER SESSION 3.2

Moral Education in an Age of
High-Stakes Testing
PORTLAND ROOM

PAPER SESSION 3.4

How Youth Understand Virtues,
Values, and Actions
WESTMINSTER ROOM

SYMPOSIUM 3.2

Early Life Experience and Social
and Moral Development
PLAZA ROOM

PAPER SESSION 3.1

New Paths in Studying
Moral Functioning I
MARYLAND ROOM

PAPER SESSION 3.3

The School and Society
FORSYTH ROOM

11:45 a.m.–1:30 p.m.

Lunch (not provided) (12:15–1:15 Young Scholars' Lunch, Room: TBA)

1:30–2:45 p.m.

Symposia and Paper Sessions IV

SYMPOSIUM 4.1

The Internet and the Moral:
Fostering Cyber-kindness in a
World of Cyber-bullying
EMPIRE ROOM

SYMPOSIUM 4.3

Understanding 'Otherness':
Developmental Research and
Best Practices vs. Prejudiced
and Bullying
MARYLAND ROOM

PAPER SESSION 4.2

Philosophical Perspectives
on the Human Condition
FORSYTH ROOM

PAPER SESSION 4.4

Morality and Religiosity
WESTMINSTER ROOM

SYMPOSIUM 4.2

Developing Character Educators:
Integrating Character
Education Into Pre-service
Teacher Education
PLAZA ROOM

PAPER SESSION 4.1

New Paths in Studying
Moral Functioning II
WATERMAN ROOM

PAPER SESSION 4.3

Moral Issues in Higher Education
PORTLAND ROOM

PAPER SESSION 4.5

Moral Education
and Societal Demands
KINGSBURY ROOM

2:45–3:00 p.m.

Coffee Break

3:00–4:30 p.m.

Invited Symposia

Social Justice and Responsible
Citizenship
EMPIRE ROOM

Discursive Lines in the Sand:
Literacy Educators Frame
Moral Dilemmas
MARYLAND ROOM

Disparities of Power
in Health Care:
Exploring the Ethical Implications
STARLIGHT ROOM

Allies and Advocates:
Teaching Toward Social Justice
FORSYTH ROOM

4:30–4:45 p.m.

Break

4:45–6:00 p.m.

Symposia and Paper Sessions V



SYMPOSIUM 5.1
Film, Social Inequality,
and Education
EMPIRE ROOM

SYMPOSIUM 5.3
Through the Looking Glass:
Critical Reflection on
Interventions Targeting Children's
Socio-emotional Growth
and Character MARYLAND ROOM

PAPER SESSION 5.2
Covariates of Self and Identity
FORSYTH ROOM

PAPER SESSION 5.4
Peace, Justice, and the Progress
of Nations
WESTMINSTER ROOM

SYMPOSIUM 5.2
Dimensions of Financial Morality
PLAZA ROOM

PAPER SESSION 5.1
Studies in Moral Cognition
WATERMAN ROOM

PAPER SESSION 5.3
Facing Crises and Cultivating
Virtues
PORTLAND ROOM

PAPER SESSION 5.5
Modesty, Love, and Wisdom:
Core Ethical Concepts
KINGSBURY ROOM

6:00–7:00 p.m.

Poster Session // Starlight and Zodiac Rooms

6:30–7:30 p.m.

President's Reception // Starlight and Zodiac Rooms

Saturday, November 6

8:00–9:00 a.m.

AME—Now and Then // Plaza Room

Session for New Members and First-time Attendants:
Meet AME Officers and "Veterans" in the Field of Moral Development
and Education

9:00–10:15 a.m.

Symposia and Paper Sessions VI



SYMPOSIUM 6.1
Reframing Sex Education as
Citizenship Education
PLAZA ROOM

SYMPOSIUM 6.3
Youth Purpose and
its Civic Expressions
WATERMAN ROOM

PAPER SESSION 6.1
Teaching for Social Justice
FORSYTH ROOM

PAPER SESSION 6.3
The Politics of Faith
and Education
WESTMINSTER ROOM

SYMPOSIUM 6.2
Say What You Mean! Do what
you say you would!
EMPIRE ROOM

THEMATIC PANEL 6.1
"Praxis, not Pontification"
—Just Community Schools
MARYLAND ROOM

PAPER SESSION 6.2
Learning and Teaching Within
and Between Cultures
PORTLAND ROOM

10:15–10:30 a.m.

Coffee Break

10:30–11:45 a.m.

Kohlberg Memorial Lecture // Starlight Room

James Comer, Yale University, New Haven, CT
Morality and Social Justice: The Strategic Location and Function of School

11:45 a.m.–1:30 p.m.

Lunch (not provided)

1:30–2:45 p.m.

Symposia and Paper Sessions VII



SYMPOSIUM 7.1

Reclaiming Competition for
Character Education and Social
Justice

EMPIRE ROOM

PAPER SESSION 7.1

Experiencing Schools as
Communities

PLAZA ROOM

PAPER SESSION 7.3

Technology, Moral Development,
and Democracy

FORSYTH ROOM

PAPER SESSION 7.5

Studies in Leadership

WESTMINSTER ROOM

SYMPOSIUM 7.2

Racism, Multiculturalism,
and Education

MARYLAND ROOM

PAPER SESSION 7.2

Language and Literacy

WATERMAN ROOM

PAPER SESSION 7.4

Preparing for Democracy
and Civic Engagement

PORTLAND ROOM

2:45–3:00 p.m.

Coffee Break

3:00–4:00 p.m.

Invited Speakers

Sheldon H. Berman, *Superintendent, Jefferson*

County (KY) Public Schools

Educating for Social Responsibility

MARYLAND ROOM

Richard Wright, *University of Missouri–St. Louis*

How Street Violence Spreads

and What We Might Do to Stop It

EMPIRE ROOM

John Chasnoff, *Organizer*

Invited Panel: Examining the
School-to-Prison Pipeline

FORSYTH ROOM

4:00–4:15 p.m.

Break

4:15–5:45 p.m.

AME Community Meeting // Empire Room

followed by

Information Session

Joint Conference of the Association of Moral Education,
the Journal for Moral Education and the Asia Pacific Network for Moral Education
Nanjing, China, October 24-28, 2011

7:00–10:00 p.m.

Banquet and Awards Ceremony // Khorassan Ballroom

Thursday, November 4

8:30 a.m.–12:30 p.m. // Pre-Conference Workshop // Plaza Room

EXEMPLARY PRACTICES IN CHARACTER EDUCATION

This half day workshop will focus on cases studies of exemplary implementation of comprehensive school-wide character education. Co-hosted by the Center for Character and Citizenship at the University of Missouri–St. Louis and CHARACTERplus of the Cooperating School Districts of St. Louis, the principals (head teachers) of three award-winning schools in the St. Louis region will describe their schools' journeys to excellence in promoting the development of moral character (and academic achievement) in their students. These compelling case studies will be followed by a panel discussion with the three principals and two experts in the psychology of moral education. Participants will be able to engage in reflection, small group discussion, whole group discussion, and interaction with the closing panel.

Details of Workshop:

- Opening comments: Liz Gibbons, Executive Director, CHARACTERplus
- Overview of case studies: Marvin W. Berkowitz
- Ridgewood Middle School, 2006 National School of Character; featured in article in USA Today (February 2007): Principal Kristen Pelster
- Mark Twain Elementary School, 2008 Missouri School of Character; 2009 Honorable Mention National School of Character; 2010 Profiles in Character Award, National Blue Ribbon School: Principal Karen Smith
- Francis Howell Middle School, 2008 National School of Character; 2009 Partnership School Award: Principal Amy Johnston

Discussants:

- Marvin W. Berkowitz, Sanford N. McDonnell Professor of Character Education and Co-Director of the Center for Character and Citizenship at the University of Missouri–St. Louis
- Sigrun Adalbjarnardottir, Professor of Social Sciences, University of Iceland, Reykjavik



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THURSDAY

1:30–2:00 p.m. Opening Remarks // Empire Room

JIM CONROY, *AME President*
BRYAN SOKOL, *Conference Co-Chair*

2:00–3:00 p.m. Plenary Speaker // Empire Room

BILL PUKA, *Rensselaer Polytechnic Institute, Troy, NY*

THE CULT OF CIVILITY.

**HYPOCRISY, RATIONALIZATION, EGO-ABSORPTION/DELUSION/IDENTIFICATION,
LIBERALISM, DO-NOTHING-BUT-TALK-UP-A-STORMISM AND OTHER
FATAL OVERSIGHTS IN MORAL THEORY, RESEARCH AND EDUCATION**

ABSTRACT: The most realistic moral point of view we could take views the world as in a dire moral emergency. Thousands of people are dying, being abused (raped, sex-trafficked, tortured and beaten), preventably, every minute. Thousands are suffering with horrible deprivation illness and oppression. Where we once knew little of it, and were separated from helping due to distance, it is now a mouse-click away. Those who view each other as 'nice guys,' people of integrity or conscience, are doing relatively nothing about it. Those dedicating our careers to moral education are probably doing less since we supplant this realistic view with a moral perspective of trivial conflicts among friends and parents (even 'druggists') where breaking promises, being dishonest, or unfair in daily life top the moral cake. "The problems of two little people don't amount to a hill of beans in this crazy world, someday you'll understand that." We have not understood it. A little more democracy in the classroom isn't going to save dying children—DYING children—or keep them from having to watch their parents butchered and served to them as hot soup when being kidnapped into guerilla armies. AME engaged in prolonged debate about whether it could publicly come out as a moral-education organization against naked and fraudulent military aggression, courtesy of Bush-Cheney. Some AME factions ultimately refused on "professional" grounds. I suggest alternatives.

3:00–3:15 p.m. Coffee Break

3:15–4:30 p.m. Symposia and Paper Sessions I

Symposium 1.1 // Empire Room

**Contributions of Psychology, Sociology and Philosophy to the Study
of Morality and Moral Development**

Lawrence Blum, Organizer

SYMPOSIUM ABSTRACT: The symposium will be a discussion of the distinctive and overlapping contributions that the three disciplines of psychology, sociology, and philosophy make to the study of morality, moral development, and moral education.

PHILOSOPHY'S ROLE IN THE STUDY OF MORALITY

Lawrence Blum, University of Massachusetts, Boston, MA

ABSTRACT: Recently in the AME, and very much in the world of moral philosophy, a debate rages about the distinctive methodology of philosophy, with "experimental philosophers" arguing for a turn toward empirical psychology. Focusing on Shaun Nichols, a leading exponent of this view, I argue that a trilogue between philosophy, psychology, and sociology is required in order to interpret empirical findings in those empirical fields, for example about the alleged manifestations of altruism in children, and more generally, that moral and political philosophy's distinctive mission to articulate, characterize, and distinguish different values is indispensable to the interdisciplinary study of morality and moral development.

WHAT DOES PSYCHOLOGY KNOW ABOUT MORAL DEVELOPMENT? A QUICK REVIEW AND INTEGRATION

Darcia Narváez, University of Notre Dame, Notre Dame, IN

ABSTRACT: Psychology has examined morality and moral development for some time. The focus here will be primarily on the 20th and 21st century contributions. Developments have shifted in emphasis from reasoning (Piaget, Kohlberg), emotion (Eisenberg), communal practice (Hart), intuition (Haidt), grammar (Hauser; Mikhail), motivation and identity (Blasi), exemplars (Colby & Damon, Walker). In this presentation, the nuggets from each of these psychological approaches are extracted and integrated.

SOCIAL THEORY, MORALITY AND MORAL DEVELOPMENT

Victor J. Seidler, *University of London, London, UK*

ABSTRACT: Through exploring the ways that feminism and sexual politics challenged classical forms of sociology and social theory framed, through an Enlightenment modernity so allowing for a recognition of bodies, power, culture, emotions and feelings, this paper opens up a disciplinary dialogue. It shows that a new vision of moral education becomes possible as we also engage 'working through' the moral significance of traumatic histories and cultures.

Thematic Panel 1.1 // Plaza Room

Moral and Citizenship Education in Latin America: Toward Reconciliation, Community Development, and Democracy

Maria Cristina Moreno Gutierrez, *Organizer*

ABSTRACT: The panel discusses the challenges to providing attention to populations with diverse needs in contexts of extreme inequality of access to work, education, health, and a safe environment in Latin America. Illustrations of educational curriculum, participation of civil society, teacher development, and the role of research in public policy making in Brazil, Colombia, Chile, and Mexico are presented in a cross-national perspective. The participants will also share their views about virtual cooperation and an agenda for collective projects of research and development in the areas of civic and moral education.

Panelists:

- Maria Cristina Moreno Gutierrez, *Instituto de Investigación, Innovación y Estudios de Posgrado para la Educación (IIIEPE), Monterrey, N.L., México*
- Ulisses Araujo, *Universidade de São Paulo, Brazil*
- Benilde Garcia-Cabrero, *Universidad Nacional Autónoma de México, México, D.F.*
- Abraham Magendzo, *Universidad Academia de Humanismo Cristiano, Fundación IDEAS, Santiago, Chile*
- José Alberto Mesa, *Colegio San José, Barranquilla, Colombia*

Paper Session 1.1 // Waterman Room

Addressing Privilege, Difference and Diversity

STATING ONLY AN OPINION AND/OR PERFORMING A 'DISTANCING STRATEGY': ON BEING STUCK ON THE CUP

Barbara Applebaum, *Syracuse University, Syracuse, NY*

ABSTRACT: After a rich discussion of the 'distancing strategies' that white women pre-service teachers used to avoid being positioned as implicated in racial injustice, one of my white students asked, "But how can you say these were 'distancing strategies'? It sounds to me like they were just expressing their opinions?" In this paper, I argue that because such discursive moves are authorized by dominant worldviews, white students will require a conceptual shift in their understanding of language and subjectivity before they can understand how discursive strategies are more than just personal opinions. To understand the complexities of white privilege, social justice educators must help white students understand the limitations of representational language and that language has effects other than what the student intended.

A HISTORICAL INVESTIGATION OF TOLERANCE AS A CONCEPT

Jonathan E. Skalski, *University of West Georgia, Carrollton, GA*

ABSTRACT: Meaningful concepts, like tolerance, have an intellectual pedigree. Tolerance has a rich historical, social-political background. "As with all great ideas, tolerance has had its martyrs, its colorful provocateurs, its systematic theorists and its demagogues who glibly waving its banner; have promulgated caricatures of it" (Stetson & Conti, 2005, p. 13). The current banner and caricature of tolerance essentially implies "a fair, objective, and permissive attitude" toward difference. This paper is an effort to illuminate contemporary conceptions of tolerance by critically examining the historical evolution of tolerance as a meaningful idea.

MORAL RECOGNITION AS A NECESSARY CONDITION FOR INFORMED MORAL FUNCTIONING

Michael J. Richardson¹ & Joseph E. Richardson²

¹Brigham Young University, Provo, UT; ²Confidence to Learn, Winston, MO

ABSTRACT: Contemporary moral education approaches, which tend to emphasize valuing processes, have been contrasted with traditional approaches (Nucci & Narváez, 2008), which often emphasize specific values (see also, Kohlberg 1976). However, contemporary approaches themselves are based on values that often remain hidden behind an assumed 'value-neutral' science. In this paper we argue that such an assumption may inadvertently hamper a fair consideration of diverse moral perspectives. Moral education—to be truly educational—should facilitate recognition of values underlying its own assumptions as well as those underlying specific moral actions. In this presentation, we explore what this "moral recognition" approach might entail.

Paper Session 1.2 // Maryland Room Social-Emotional Learning and Behavior

VARIETIES OF SHAMEFUL EXPERIENCE: IMPLICATIONS FOR MORAL EDUCATION

Roger Bergman, Creighton University, Omaha, NE

ABSTRACT: Moral education programs oriented to social justice, such as community-based service-learning and cross-cultural immersion pedagogies, place privileged students in contexts where encounters with marginalized persons often produce painful emotions. One of those emotions, shame, has been described by Aristotle as a 'semi-virtue in the young.' Developmental psychologist Martin Hoffman analyzes such encounters as exemplifying 'guilt over affluence.' Psychologist/theologian James Fowler provides an incisive typology of six varieties of shame, under the two main headings of healthy and unhealthy. This paper will explore the implications for moral education programs of several varieties of the painful emotions of shame and guilt.

ADOLESCENT GIRLS' MORAL EMOTIONS AND ACTIONS IN RELATIONAL AGGRESSION SITUATIONS

Jess Matthews & Dawn E. Schrader, Cornell University, Ithaca, NY

ABSTRACT: Our paper examines how adolescent girls' moral emotions affect their responses to relational aggression situations, using data collected as a part of a larger study on relational aggression (Schrader, 2005). We consider how girls express and reflect on their moral emotions when deciding what to do when dealing with relational aggression. This analysis is important because few qualitative studies exist looking at relational aggression, and even fewer studies exist that look at moral emotions in a qualitative way. If girls are aware of their emotions, they can better control the effects of them. Rather than just reacting, girls may become more mindful. This awareness and reflection on emotions may lead to more moral behavior, as girls stand up for each other and develop more productive solutions to their conflicts.

EMPATHY AND SOCIAL-EMOTIONAL LEARNING: PITFALLS AND TOUCHSTONES FOR SCHOOL-BASED PROGRAMS

Bruce Maxwell¹ & Sarah DesRoches²

¹Université du Québec à Trois-Rivières, ²McGill University, Montreal (Quebec)

ABSTRACT: This paper identifies three common pitfalls in the use of the concept of empathy in formal social-emotional learning interventions: 1) not distinguishing between affective and cognitive empathy ('equivocation'); 2) overestimating the role of the imagination in empathizing ('Piaget's fallacy'); and 3) not accommodating the developmental and psychological independence of affective and cognitive empathizing ('the fallacy of the Golden Rule'). Using case studies of existing programs, the paper offers guidance on how to avoid these errors in program design.

Paper Session 1.3 // Forsyth Room Teaching With and for Integrity

THE "ACHIEVING WITH INTEGRITY" PROJECT: CENTRAL COMPONENTS AND RESULTS FROM A THREE-YEAR INTERVENTION STUDY

Jason M. Stephens¹ & David B. Wangaard²

¹University of Connecticut, Storrs, CT, ²The School for Ethical Education, Milford, CT

ABSTRACT: Academic dishonesty among high school students has reached epidemic proportions. It is an epidemic that affects nearly every student, compromising not only their intellectual growth but also their moral development. This paper offers an overview of a novel character education program that uses the epidemic of academic dishonesty as an opportunity to promote students' moral judgment and behavior. More specifically, the presentation describes the conceptual model of the Achieving with Integrity program as well as results from a quasi-experimental study of its effects on high school students' perceptions, beliefs and behaviors related to academic dishonesty.

NEUTRALITY OR ADVOCACY OF ETHICAL THEORIES IN AN UNDERGRADUATE PHILOSOPHY COURSE?

Heidi Giebel, Tonia Bock, Leigh Ann Thul & Joe Grundtner; University of St. Thomas, St. Paul, MN

ABSTRACT: The question of whether a teacher of philosophical ethics should explicitly endorse any theory or position in his or her classes has been a topic of debate. Largely absent from the debate is empirical analysis of the effects of instructor advocacy or neutrality on students' moral development. Our study represents a step toward closing that gap. Using pre-post data, we found differences between students' moral self-perceptions and endorsements of ethical theories, depending on whether the instructor strongly advocated a theory/position or was more neutral. The results will be discussed in light of relevant pedagogical positions of college-level ethics instructors as well as the broader moral education literature.

Paper Session 1.4 // Portland Room **The Moral Challenges of Health Care Professionals**

SETTING BOUNDARIES TO HELPING: A CARE WORKER'S ACCOUNT OF WANTING TO SAY NO

Julie Wintrup, University of Southampton, UK

ABSTRACT: This paper examines a personal account of a dilemma faced in community care work which, at the time of discussion, was still of concern to the narrator. The situation she describes serves to illuminate the inherent moral strain of caring work and the singular responsibility felt when working with vulnerable people. The experience was compounded by self-doubt, causing the care worker to question her future role in caring work. Her deliberations illustrate the circular and contingent nature of moral identity work which is discussed in relation to theories of moral development.

INTEGRATING THE MORAL CONVERSATION INTO THE FAMILY THERAPY CONTEXT: RESULTS OF A PROGRAM OF FAMILY THERAPY, PARENT EDUCATION AND GROUP COUNSELING FOR AGGRESSIVE YOUTH

Victoria Foster¹, Rip McAdams¹, Karena Heyward¹ & Christopher Schmidt²

¹College of William & Mary, Williamsburg, VA, ²Villanova University, Villanova, PA

ABSTRACT: This presentation describes the process and outcome of an intensive program of family therapy, parent education, and youth therapy groups specialized for children displaying externalizing behaviors, including aggression and violence, that incorporated moral reasoning. This framework seems consistent with Lapsley and Narváez's (2009) model of social cognitive development, which suggests that "the most important forms of moral character formation ... are grounded by the prosaic transactions in daily family and social life of the young child." The therapy model was designed to evolve interactively with the adult and child clients as participants in constructing interpretations, choices and actions in their lives.

GETTING THE MOST OUT OF LITTLE: A CASE-STUDY OF PROFESSIONAL-MORAL EDUCATION

J.J. (Jos) Kole & Mariëtte van den Hoven, Ethics Institute—Utrecht University, The Netherlands

ABSTRACT: Suppose you take part in a project to improve detection and report of child abuse by health care professionals working at ERs of hospitals. E-learning courses have already been developed, focusing on detection, action and communication. Critical awareness of its moral dimension may assist professionals to develop their work. Now, the moral-educational issue arises how to cultivate these professionals' awareness through the already available E-learning course environment. Your possibilities are restricted and you will have to integrate your teaching in the courses already available. We discuss and evaluate the options how to get the most out of little.

Paper Session 1.5 // Westminster Room **Moral Development: Judgment and Motivation**

ON MORAL SITUATIONISM—WHY DOES MORAL JUDGMENT DEVELOP HETEROGENEOUSLY?

Thomas Bienengräber, University Duisburg-Essen, Duisburg, Germany

ABSTRACT: Contrary to Kohlberg, moral judgment does not develop homogeneously, but heterogeneously. This heterogeneity comes out in two shapes, as segmentation or as situationism. That means that individual judgments vary over different stages. Segmented, the person orientates his or her judgment on aspects referring to the social domain the moral problem is located in. Situated, the person orientates the judgment on situational aspects, going far beyond the social domain. Based on empirical data the author will point out the reasons for each of both types of heterogeneous moral development.

MORAL MOTIVATION THROUGH MULTIPLE DEVELOPMENTAL STAGES: A REFORMULATION OF KOHLEBERG'S MODEL TO ACCOUNT FOR THE COMPLEXITY OF MORAL JUDGMENT

Ulas Kaplan, James Madison University, Harrisonburg, VA

ABSTRACT: This empirical study represents a reformulation of Kohlberg's model of moral judgment based on the operation of multiple developmental stages. In this context, individuals are hypothesized to use a range of stage structures, not only across contexts, but within a single context of moral meaning making. Quantitative findings from 321 college students provided support for this notion through dilemmas involving moral judgments regarding death penalty, abortion, and war. Implications are discussed in terms of a shift of understanding moral experience and development from reasoning based on a single stage to multiple stages of motivation operating intuitively.

PERSPECTIVES FOR A RECONSTRUCTIVE APPROACH TO MORAL DEVELOPMENT IN ADOLESCENCE –
THE TRANSITION FROM CONVENTIONAL TO POST-CONVENTIONAL MORAL JUDGMENT

Detlef Garz¹, Boris Zizek¹ & Hyo Seon Lee²

¹Johannes Gutenberg-University Mainz, Germany; ²Kangnam University, Yongin, South Korea

ABSTRACT: The transition from adolescence to adulthood is a crucial step in human development. In the words of Lawrence Kohlberg, it is the shift from a conventional to a postconventional moral judgment. You can find similar ideas both in the theories of Erik H. Erikson and Ulrich Oevermann. These authors describe the transition as one of crisis, of a conflict that has to be mastered in order to become an autonomous person. The special problem related with this transition means that you can no longer rely on the society that surrounds you, but you have to rely on yourself as an autonomous person. In our paper, we will tackle this question both from a theoretical and empirical point of view.

4:30–4:45 p.m.

Break

4:45–6:00 p.m.

Symposia and Paper Sessions II

Symposium 2.1 // Empire Room

The Reconciliation Model: Accounting for the Mature Moral Self

Jeremy A. Frimer, Organizer

SYMPOSIUM ABSTRACT: This symposium advances the Reconciliation Model of moral development, which incorporates insights from personality psychology to explain the development of the mature moral self. The model proposes that the mature moral self is evidenced when the relationship between the self and concerns for the welfare of others becomes synergistic, wherein the self's interests are realized through the fulfillment of communal concerns. The first paper in this symposium introduces the conceptual framing of the Reconciliation Model and unpacks some empirical predictions. The remaining two papers empirically test aspects of the model's endpoint goal for development in a group of moral exemplars.

A THEORETICAL EXPO OF THE RECONCILIATION MODEL

Jeremy A. Frimer, University of British Columbia, Vancouver, BC

INTEGRATED MOTIVES OF AGENCY AND COMMUNION IN MORAL IDENTITY DEVELOPMENT

Lawrence J. Walker, University of British Columbia, Vancouver, BC

STRIVING FOR RECONCILIATION: EXPLORING THE GOAL MOTIVATION OF MORAL EXEMPLARS

William L. Dunlop, University of British Columbia, Vancouver, BC

Thematic Session 2.1 // Plaza Room

Latin American Open Forum: Concerns and Opportunities in the Bicentennial Context

Maria Cristina Moreno Gutierrez, Organizer

ABSTRACT: This open forum will provide an opportunity for sharing particular concerns and explore possibilities for joint research projects. All conference attendants with an interest in the region, not only Latin Americans, are invited to join the conversation.

Host and Moderator: Maria Cristina Moreno Gutierrez, Instituto de Investigación, Innovación y Estudios de Posgrado para la Educación (IIIEPE), Monterrey, N.L., México

Symposium 2.2 // Waterman Room **The Love Paradigm: A theory of Moral Development**

Stephen A. Sherblom, Organizer

SYMPOSIUM ABSTRACT: This presentation connects ancient insights (Buddha, Confucius, Jesus) regarding the role of Love in human experience, growth, and morality with current research and theory regarding various manifestations of love and moral development. It is argued that love, broadly conceived, can illuminate moral development in new ways and provide a productive discourse through which we can resolve the seeming impasse in integrating the concerns of the ethic of justice with the concerns of the ethic of care. This project explores eight manifestations of love that collectively allows an understanding of love and loving as moral being that transcends the usual criticisms of sentimentality and partisanship.

This presentation will not be the traditional three sequential and largely separate papers, but rather a blending of three presenters taking turns presenting segments of an over-all argument & explication. A written paper will be provided that expands on the arguments merely touched on in our presentation.

LOVE IN OUR NATURE

Stephen A. Sherblom, Lindenwood University, St. Charles, MO

IDEAL MORAL STANCE: MORAL BEING AS GROUNDING FOR MORAL ENGAGEMENT

Kate O'Neill, University of New Mexico, Taos–El Prado, NM

CONFUCIANISM: JEN (仁) AS LOVE

Hyun Chang Lee, University of Missouri–St. Louis, St. Louis, MO

MORAL GROWTH

Stephen A. Sherblom, Lindenwood University, St. Charles, MO

Paper Session 2.1 // Maryland Room **Cognitive Antecedents of Social Action**

ADULT DEVELOPMENTAL CONCEPTIONS OF GENEROSITY WITH ONE'S TALENTS

Albert Erdynast, Amanda Donenfeld, Craig Finley, Jennifer Thornton & Bahram Ghabaei, Antioch University Los Angeles, Culver City, CA

ABSTRACT: This presentation reports on an ongoing cross-sectional empirical study, with 180 subjects in the age range of 18 to over 80, regarding developmental conceptions of distinct types of generosity in the use of one's talents for the benefit of others.

TESTING THE UTILITY OF SOCIAL DOMAIN INFORMATION IN PREDICTIONS OF FUTURE SOCIAL ACTIONS

Stephen J. Thoma¹, Jason Scofield¹, Stephanie Casterline¹ & Travis Hartin²

¹University of Alabama, Tuscaloosa, AL; ²Kent State University, Kent, OH

ABSTRACT: Research on Social Domain theory finds that children and adults distinguish between moral and conventional domains. Extending these findings, the current studies test whether domain information is maintained when preschoolers and adults predict future behavior based on the actor's previous actions within the moral and conventional domains. Findings indicate that children consistently fail to distinguish domain information in their predictions relying instead on actors' past moral actions whereas adults consistently use domain information in predicting rule-following but, like children, focus on past moral actions in rule-breaking situations regardless of domain. These findings raise questions about the utility of domain distinctions in predicting future social actions.

MORAL JUDGMENT DEVELOPMENT, CIVIC ENGAGEMENT, NARCISSISM, AND SELF-RELIANCE: EXAMINING THE ORIGINS OF GENERATIONAL SHIFTS

Heather Mechler¹, Stephen J. Thoma¹ & Brian Bourke²

¹University of Alabama, Tuscaloosa, AL; ²Louisiana State University, Baton Rouge, LA

ABSTRACT: Researchers over the past decade have noted a significant shift in moral developmental indices and measures of self-focused thinking. Simultaneously, youth volunteerism has increased, although some believe that this is due to factors other than altruism, given that other measures of civic engagement have declined sharply. Some point to "helicopter parents" to explain this recent rise in narcissism and overall

disengagement. In this paper, the authors describe a study of moral judgment development, civic engagement, narcissism, and self-reliance in college students that examines the relationship between these constructs and offers some possible explanations for these recent societal changes.

Paper Session 2.2 // Forsyth Room
The Moral Educator: Competencies and Perspectives

TEACHING COMPETENCES FOR MORAL LEARNING

Fritz Oser & Catherine Nöpflin, University of Fribourg, Switzerland

ABSTRACT: On the basis a) of the research on teacher competence profiles, and b) of new research grounds for moral learning, we developed 10 competence profiles for training teachers. These 10 competences are related to moral sensitivity research, to cognitive moral development, to the discourse approach, to moral knowledge transfer, to research on moral intuition, to the domain research and to the Just Community Approach. The training of the competences is based on the advocacy approach for teacher trainers, a technique stimulating teacher's sensitivity by using film vignettes.

A CASE STUDY ON TEACHERS' ETHICAL KNOWLEDGE OF CHARACTER EDUCATION

Hui-Mei Chen & Pei-I Chou, National Sun Yat-sen University, Siaying, Taiwan, R.O.C.

ABSTRACT: The demands on teachers to devote themselves to character education have recently increased. The present study was to explore teachers' ethical knowledge of character education. Qualitative research method was used for case study. The subjects were two elementary-school, experienced teachers in Taiwan. Data were collected by semi-structured in-depth interviews and classroom observations. Through data analyses, it was revealed that teachers' ethical knowledge of character education comprised of professional moral identity, religious experience and teaching belief.

AN EXPLORATORY STUDY: DO ISRAELI MENTORS PERCEIVE THAT THEY NEED A CODE OF ETHICS?

Orly Shapira-Lishchinsky, University of Haifa, Israel

ABSTRACT: This study attempts to describe mentors' ethical dilemmas and to investigate whether or not mentors perceive a need for a code of ethics unique to their discipline. Twenty mentors participated in a two phase study: study website and focus groups. The findings indicate five main categories: discretion, caring, accountability, autonomy and distributive justice. Several suggestions for ethical standards were: respecting the mentee's privacy, entering the classroom only with the agreement of the mentee, and finding a suitable equilibrium between relevant factors. The results may help in the design of education programs that will focus on ethics.

Paper Session 2.3 // Portland Room
College Students' Moral Cognition

FORGIVENESS AS A POLITICAL IDEOLOGY AMONG RELIGIOUS AMERICAN COLLEGE STUDENTS

Alesha D. Seroczynski¹, F. Clark Power¹ & Brooke Hull²

¹University of Notre Dame, Notre Dame, IN; ²Bethel College, Mishawaka, IN

ABSTRACT: Andrews (2000) distinguishes between two types of forgiveness: negotiated and unilateral. Affouneh (2007) claims that only negotiated forgiveness is politically appropriate, and that unilateral forgiveness is not only unrealistic, but perhaps even dangerous. We wondered the extent to which American college students with a religious identity would believe that the values of individual rights, peace, and forgiveness could, and should, be applied internationally. At the 2008 Association for Moral Education, we explored our findings with a sample of Catholic and Evangelical Protestant college students. In this paper we expand our Catholic sample and report on continued similarities and differences.

**A STUDY OF THE ETHICAL PROFILE OF SPANISH UNIVERSITY STUDENTS
IN THE EUROPEAN HIGHER EDUCATION AREA (EHEA)**

Maria Rosa Buxarrais Estrada & Francisco Esteban Bara, University of Barcelona, Spain

ABSTRACT: This study is to present the ethical profile of Spanish university students in the recently created EHEA. The profile was composed of three stages: the construction of the self, co-existence, and the reflection of social morals. These established stages have created in different moral dimensions and ethics such as self-awareness, autonomy, dialogue, the capacity to transform ones surroundings, the understanding of criticism, empathy, social abilities and moral reasoning. Six universities participated in the study, which included 22 different university degrees and a sample of 2296 university students.

COMPARING UNDERGRADUATE AND GRADUATE STUDENTS' PERCEPTIONS OF FINANCIAL MORALITY

Alan Bates & Thomas A. Lucey, Illinois State University, Normal, IL

ABSTRACT: This paper examines undergraduate and graduate students' interpretations of financial morality. As part of a focus group, participants were asked five questions to clarify their conceptions and applications of financial morality. Eight undergraduate teacher education majors and twelve graduate students from a Midwestern institution of higher learning took part in the focus group. The study found that both groups of students lack a strong conceptual understanding of financial morality. However, graduate students were better able to explain the concept and apply it to their own lives. Undergraduate students displayed a more individualistic view of financial morality.

Paper Session 2.4 // Westminster Room Women, Leadership and Culture

NATIONAL ASSOCIATION OF COLORED WOMEN'S CLUBS, INC.: SELF-HELP INITIATIVES OF LIFTING AND CLIMBING IN THE COMMUNITY

Arthelda M. Busch, President, St. Louis Association of Colored Women's Clubs, St. Louis, MO

ABSTRACT: The content of this presentation is based on dissertation research on the adult educational activities of the National Association of Colored Women's Clubs, Inc., in the community. In this paper, the presenter will highlight some of the strategies used by this self-help organization to address challenges facing the community since its founding in 1896, as the first, national, secular organization of African-American women. Participants will take a journey backward into the legacy of this forward-thinking organization that was privileged to experience the collective wisdom and knowledge of visionary women who discovered and developed resources that heretofore had not been realized by an organization such as this one. Activities across eight eras in United States history will be highlighted. Possibilities for addressing current challenges will be explored.

GENDER, CULTURE AND LEADERSHIP: FEMALE PRINCIPALS' MORAL ORIENTATIONS AND THEIR STRATEGIES FOR FOSTERING MORAL ATMOSPHERE OF SCHOOLS

Chi-Ming (Angela) Lee, National Taiwan Normal University, Taipei, Taiwan

ABSTRACT: There is little gender-related study regarding school leaders conducted by the Taiwanese scholars. Therefore, it is important to visualize the leadership research in a more expansive way and to reveal the increased diversity, which exists in schools today, particularly through the moral experiences of female principals in a Taiwanese socio-cultural context. This study focused on an inquiry into female principals' moral orientations and their visions and strategies for fostering school moral atmosphere in Taiwanese elementary, junior high and senior high schools. The purposes were: 1) to analyze female principals' moral orientations, including moral judgment, moral decision making, and moral values; 2) to understand female principals' visions of their school atmosphere and their strategies for improving their school moral atmosphere; 3) to examine which factors influence female principals' moral experience, as well as to interpret the similarities and differences. The researcher mainly applied a method of qualitative research interviews. Particularly, being a Taiwanese female, the scholar paid attention to the similarities and differences of feminine, cultural and their interrelated issues concerning leadership. The results displayed the interrelationship between gender, culture and leadership.

6:00-7:00 p.m. Welcome Reception // Zodiac Room

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FRIDAY

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8:00–9:00 a.m. Young Scholars' Session // Plaza Room

GETTING PUBLISHED IN ACADEMIC JOURNALS

GRAHAM HOBBS, *Editorial Director, Education Journals, Routledge Publishers*

9:00–10:00 a.m. Invited Speakers

Racial and Ethnic Disparities in Health Care Access: Equity in a Time of Health Reform

Sidney D. Watson, Saint Louis University, Center for Health Law Studies

ABSTRACT: Minority Americans have less access to medical care and receive poorer quality care than do white Americans. The causes are complex with interlocking roots in history, poverty, geography, culture and stereotyping, and they operate on multiple levels — societal, institutional and individual. This talk will examine the research on inequality and the health equity initiatives that are included in new health reform legislation.

EMPIRE ROOM

Gateway to Justice—and Beyond?

Lutz H. Eckensberger, German Institute for International Educational Research (DIPF, BBF), Frankfurt/Berlin, Germany

ABSTRACT: The frame of this conference's global theme follows the ethical core of justice in Kohlberg's theory. But whether justice is in fact the only and most adequate one in the present globalized world is an open question. Therefore, a trans-cultural perspective on ethics may be productive. Examples from other cultures of ethical principles will be discussed. Also, the relation between different prescriptive cognitive domains and their interrelationship (ethics/morality, religion and law) will be considered. It is claimed that their knowledge and recognition is a precondition for meeting the moral challenges of social inequality globally.

MARYLAND ROOM

Questioning Anthropocentrism:

An Indigenous Perspective on Authentic “Moral” Education

Four Arrows, aka Don Jacobs, Fielding Graduate University, Santa Barbara, CA, and Sequim, WA

ABSTRACT: For traditional indigenous cultures, the phrase, “moral education,” represents a redundancy. Living a virtuous life is ultimately the purpose of all education. Moreover, the essential concepts of a “good and balanced” life stem from the nonhuman world, which being first prior to humans serves as teacher to us. Such ideas are significantly different than most assumptions about education in Western culture, but in this presentation, Four Arrows will attempt to show why they may be vital and how we can shed our anthropocentric beliefs.

STARLIGHT ROOM

10:00–10:30 a.m. Coffee Break

10:30–11:45 a.m. Symposia and Paper Sessions III

Symposium 3.1 // Empire Room

Examining Chinese Moral Education: Critical Perspectives

Tianlong Yu, Organizer

Chair: Tianlong Yu, Southern Illinois University Edwardsville, USA, and Shandong Normal University, China

SYMPOSIUM ABSTRACT: A group of international scholars from China, UK, and USA share their observations and ideas about Chinese moral education. They examine moral education in Chinese schools from a historical perspective and in contemporary context, and explore the significant changes and transformations in the theorizing and practice of moral education. The symposium focuses on major ideological/ethical forces in China such as Confucianism, Taoism, socialism, liberalism, and their conflicting influences on today's moral education.

“SUPERIOR MAN” VS. “INFERIOR MAN”:
THE SEPARATION OF DUTY AND RIGHT IN CHINESE MORAL EDUCATION
Hongbo Yu, Shandong Normal University, China

THE SUBTRACTION PRINCIPLE IN MORAL EDUCATION: A TAOIST APPROACH
Weizhi Tan, Shandong Normal University, China

MORAL EDUCATION IN CHINA: CONFLICTS IN THE MELTING POT
Shenghong Jin, Nanjing Normal University, China
Discussant: Monica Taylor, Editor, Journal of Moral Education, and University of London, UK

Symposium 3.2 // Plaza Room

Early Life Experience and Social and Moral Development

Bruce Maxwell, Organizer

SYMPOSIUM ABSTRACT: Neuroscience research suggests that the development of brain systems involved in social and emotional functioning depends on specific experiences in early childhood, including prompt response to infant distress, prolonged breastfeeding, co-sleeping and frequent caregiver-infant contact. The fact that children living in Western countries often lack these experiences raises disconcerting questions about the risk of a negative impact on their social, emotional and moral development. The three papers in this symposium present results from studies on early childhood experiences and developmental outcomes, and examine the theoretical underpinnings of this important new area of inquiry into social and moral development.

EARLY LIFE EXPERIENCE AND SOCIAL AND MORAL DEVELOPMENT

Darcia Narváez, Lijuan Wang, Alison Cheng, Jennifer Burke & Tracy Gleason, University of Notre Dame, Notre Dame, IN

CAN AN INFANT BE A CATALYST FOR SOCIAL AND MORAL DEVELOPMENT IN SCHOOL-AGED CHILDREN? EXPLORING MECHANISMS AND PROCESSES IN A CLASSROOM-BASED INTERVENTION

Kimberly A. Schonert-Reich¹ & Veronica Smith²

¹University of British Columbia, Vancouver, BC, ²University of Alberta, Edmonton, AB

SOCIAL NEUROSCIENCE, ATTACHMENT THEORY AND PARENTAL ETHICS: THEORETICAL ISSUES

Bruce Maxwell¹ & Eric Racine²

¹Université du Québec à Trois-Rivières; ²Institut de recherches cliniques de Montréal (IRCM)

Symposium 3.3 // Waterman Room

Remembering Ben Spiecker—the Man and the Scholar

Barbara Applebaum, Organizer

SYMPOSIUM ABSTRACT: This symposium remembers the academic life and work of Ben Spiecker who passed away last year. An active member of AME for more than 15 years, Ben was internationally renowned for his work in moral education, civic education, sex education, moral emotions and indoctrination. Panelists will discuss different aspects of Ben's scholarship and their engagement with his ideas. Dwight Boyd will discuss Ben's work on Rawls, Barbara Applebaum will provide an overview of Ben's contributions to the debates around indoctrination and education, and Jim Conroy will address Ben's approach to public, and private morality. After the panelists' presentations, the audience will be invited to offer their memories of Ben. Please come and join us in remembering Ben Spiecker, the man and the scholar.

Panelists:

- *Dwight Boyd, Ontario Institute for Studies in Education (OISE)/University of Toronto; Toronto, ON, Canada*
- *James Conroy, University of Glasgow, Scotland, UK*
- *Barbara Applebaum, Syracuse University, Syracuse, NY*
- *Fritz Oser, University of Fribourg, Switzerland*

Paper Session 3.1 // Maryland Room
New Paths in Studying Moral Functioning I

**THE MORAL HUMAN AS A SOCIO-BIOLOGICAL, NATURAL SCIENTIFIC BEING:
HOW IT CAN BE HELPFUL TO OUR STUDY OF MORAL FUNCTIONING AND MORAL EDUCATION**

Changwoo Jeong¹, Hye Min Han²

¹Seoul National University, South Korea, ²Korea Advanced Institute of Science and Technology, Daejeon, South Korea

ABSTRACT: From Darwin's study of evolution of every species, studies in evolution, especially sociobiology, that tries to find mechanism of social behaviors of species has started to influence every discipline including philosophy and psychology. In this situation, the origin of human moral functioning is also being an important object of sociobiology. This study will review the current studies in sociobiology and its related fields that deal with human morality, and try to find implication of those studies for moral psychology. And then, with results in sociobiology and various evolutionary studies, this study will find a way to implement those studies into moral education.

**APPLYING RECENT FINDINGS FROM COGNITIVE NEUROSCIENCE TO TRADITIONAL CONCEPTIONS OF
MORAL THINKING AND MORAL IDENTITY**

Matthew W. Keefer & Ying Liu, University of Missouri–St. Louis, St. Louis, MO

ABSTRACT: This paper will review recent empirical findings in the psychology of moral reasoning that challenge traditional conceptions of moral reasoning and moral identity (e.g., Jonathan Haidt's Social Intuitionist Model). This paper will then discuss Daniel Dennett's theory of consciousness and, in particular, his idea that minds are comprised of tools for thinking (i.e., "mind-tools"). This will be accomplished by incorporating some of Andy Clark's work on the "Extended Mind" thesis. This characterization of the mind and the moral self/moral identity that this framework renders will challenge our common sense conceptions. However, it will be argued that this theoretical approach not only accommodates recent findings in the psychology of moral thinking, it also provides a conception of the moral self/moral identity that is powerful enough to underwrite our moral responsibility.

HOW METHOD CHANGES MORALITY: THE CHALLENGE OF NEW TECHNIQUES

Helen Haste, Visiting Professor, Harvard Graduate School of Education, Cambridge, MA

ABSTRACT: Recent dominant paradigms of moral psychology have been based primarily either on the development of moral cognition, or on 'character' which is mainly about virtues and ego processes. In each, the three domains of action, affect and judgment play out with different assumptions about causality and sequence. On this basis alone, the two paradigms are incompatible. Attempts to fuse the two leads at best to a 'moral Lego.' New developments, especially in neuroscience and evolutionary psychology, tempt us to create a more complex Lego. I argue that this is fruitless because these approaches rest on profoundly different implicit models both of morality and the relationship between domains. The future should lie in confronting these underlying assumptions and recognizing the need for rethinking how we define the terrain of 'morality.'

Paper Session 3.2 // Portland Room
Moral Education in an Age of High-Stakes Testing. (Interactive Session)

D. Kay Johnston, Colgate University, Hamilton, NY

ABSTRACT: This paper presents an argument that in this age of high-stakes testing, classroom teachers must continue to develop the moral imagination; the presentation also provides examples of ways it might be done. Because of pressures to prepare students for tests, moral education is often an afterthought in today's schools. It is the author's intention to involve the audience in the process of further developing both the argument for why it is crucial for teachers to "teach against the grain" and resist teaching to the tests and in the development of further examples of opportunities to build students' moral imagination.

Paper Session 3.3 // Forsyth Room
The School and Society

PRIVATE INVESTMENT TO DIVERSIFY SCHOOLING AND PROMOTE EQUALITY?

Mark A. Pike, University of Leeds, UK

ABSTRACT: Private sector involvement and competition between schooling providers has been seen as a means of eradicating poor performance so that children in socially and economically disadvantaged areas have a good school to attend. In this paper, I do not advocate 'for-profit' contracts for schools or indeed a whole-sale privatization of schooling. Drawing upon recent research I do, however, take seriously the well-known

assessment of state education as 'a mere contrivance for moulding people to be exactly like one another,' the freedom of state schools to provide 'diversity of education' (J.S. Mill) and the importance of the values of educational providers.

RIGHTS, CARING AND GENDER IN NORWEGIAN AND SWEDISH PRESCHOOL CONTEXTS

Eva Johansson¹ & Anette Emilson²

¹University of Stavanger, Norway; ²Linnaeus University, Kalmar, Sweden

ABSTRACT: The aim of this study is to investigate how values for rights and caring are communicated in relation to gender, as expressed in everyday interactions between teachers and children in preschool. In order to interpret the communication between teachers and children, Habermas' (1995) concepts of strategic and communicative actions are used; and to understand how ideas about gender manifest themselves in the communication, we use Davies' (2003) idea of duality, the bipolarity, between femininity and masculinity. Results will be discussed in terms of patterns for communication according to gender and the actual values.

REMOVING "THE DARK SIDE" FOR LAWYER(ING): THE IMPORTANCE OF LAW-RELATED EDUCATION IN SCHOOLS

Karen Brown & Wanda Cassidy, Simon Fraser University, Burnaby, BC, Canada

ABSTRACT: In a research study conducted of lawyers in British Columbia, Canada, a survey sample of 1,152 respondents revealed that 683 lawyers reported receiving some types of work-related abuse since they began practicing law. Lawyers emphasized the urgency for public education through such initiatives as law-related education in the school system. Implementing law-related education should begin in the early years and be embedded in the curriculum from kindergarten through to Grade 12, not only in mainstream education but also for children with diverse educational needs such as ESL, mental health and delinquency. The advancement of legal education initiatives in schools will move a long way toward encouraging social responsibility and supporting moral challenges, certainly for both the public and lawyers.

Paper Session 3.4 // Westminster Room How Youth Understand Virtues, Values, and Actions

DEVELOPMENTAL LEVELS OF CONCEPTIONS OF COMPASSION

Albert Erdynast & Craig Finley, Antioch University Los Angeles, Culver City, CA

ABSTRACT: This presentation reports on a completed empirical study of developmental conceptions of compassion and how individuals made ethical decisions. The study with 140 subjects identified five structural-developmental levels of conceptions of compassion along with a level of pre-compassionate thinking.

THE ATTITUDE OF ISRAELI ARAB AND JEWISH ADOLESCENTS TO VALUES

Zehavit Gross, Bar-Ilan University, Ramat-Gan, Israel

ABSTRACT: The aim of this research is to investigate which values are considered more important to Arab and Jewish students (N=503) in state schools in Israel and how these choices differ by nationality, gender and religion. The findings show that whereas Jews endorse more auto-centric intrinsic values, the Arab students endorse nomo-centric extrinsic values. However, differences in gender and religiosity are apparent. As a minority group that belongs to a traditional society that strives to adapt to neo-liberal Israeli society, Arab students endorse the extrinsic values, which are functional and have the potential to help them to achieve, succeed and survive.

READER, SHE MARRIED HIM: YOUNG ADULTS' MORAL PERSPECTIVES OF THE TWILIGHT SAGA

Rebecca J. Glover¹, Lance C. Garmon² & Elizabeth C. Vozzola³

¹University of North Texas, Denton, TX; ²Salisbury University, Salisbury, MD; ³Saint Joseph College, West Hartford, CT

ABSTRACT: Developmental differences in young adults' moral understanding of the themes and characters of the Twilight Saga books and films were explored using a measure adapted from Whitney, Vozzola, & Hoffman's (2005) modification of the Rating Ethical Content Scale (Narváez, 2001) and the Experiences in Close Relationships-Revised-Questionnaire. Researchers hypothesized that perceptions of moral complexity presented in the series' themes — as well as interpretations of the moral sensitivity, action, motivation and judgment of the major characters — would be related to age/education, gender, attachment style, and expertise/novice differences among readers/viewers.

11:45 a.m.–1:30 p.m.	Lunch (not provided)
12:15–1:15 p.m.	Young Scholars Lunch // Room: TBA
1:30–2:45 p.m.	Symposia and Paper Sessions IV

Symposium 4.1 // Empire Room

The Internet and the Moral: Fostering Cyber-kindness in a World of Cyber-bullying

Wanda Cassidy, Organizer

SYMPOSIUM ABSTRACT: Cyber-bullying has increasingly become a problem in elementary and secondary schools and most recently has begun to surface at the university level. While peers are typically the victims, teachers and professors have also been subject to cyber-bullying from their students. At the opposite end of the spectrum, as researchers, we were also interested in the extent to which kind, caring and respectful online interchanges occur among youth, or what we have termed, ‘cyber-kindness.’ We were also interested in how cyber-kindness might be fostered in schools and universities as opposed to reactive stances, which aim to curtail or control cyber-bullying behaviors. This symposium reports on three interrelated studies: educators’ experiences and perceptions of cyber-bullying and cyber-kindness in their schools; parents’ experiences and perceptions (comparing these to an earlier study of their children’s experiences); and an exploratory study of university students, particularly aimed at determining whether those who cyber-bully at a younger age in public school, continue this practice while at university. The findings from these studies influence how policy makers and practitioners might positively impact the moral development of youth and help foster a kinder, more respectful online world.

**FROM CYBER-BULLYING TO CYBER-KINDNESS:
WHAT CAN EDUCATORS DO TO FOSTER A KINDER ONLINE WORLD?**

Wanda Cassidy, Simon Fraser University, Burnaby, BC, Canada,

PARENTS’ VIEWS ON CYBER-BULLYING AND CYBER-KINDNESS

Karen Brown, Simon Fraser University, Burnaby, BC, Canada

UNDERGRADUATES AND CYBER-BULLYING—AN EXPLORATORY STUDY

Margaret Jackson, Simon Fraser University, Burnaby, BC, Canada

Symposium 4.2 // Plaza Room

Developing Character Educators: Integrating Character Education Into Pre-service Teacher Education

David Light Shields, Organizer

SYMPOSIUM ABSTRACT: This symposium will summarize our College of Education’s initiative to prepare its candidates in teacher education to be effective character and citizenship educators. The initiative is guided by a conceptual framework that identifies the knowledge, skills, and dispositions required to be an effective character/citizenship educator. These competencies have been mapped into the core curriculum of the teacher education programs, ensuring that preparation of students in character/citizenship education is a shared responsibility across the faculty, and that character/citizenship themes are integrated into the curriculum at all levels. Presenters will discuss the challenges and opportunities that the initiative has provided.

INTRODUCTORY REMARKS

Marvin Berkowitz, University of Missouri–St. Louis, Session Chair

INTEGRATING CHARACTER EDUCATION INTO TEACHER EDUCATION

David Shields, University of Missouri–St. Louis, St. Louis, MO

ABSTRACT: This paper will summarize the evolution and conceptual framework of the UMSL initiative to integrate moral, character, and citizenship education into its teacher education programs. Focus will be on the



conceptual model that has guided the effort (a model that identifies the knowledge, skills, and dispositions needed to be an effective character educator), as well as the mapping of that model into the core courses in our teacher education programs.

THE DESIGN AND IMPLEMENTATION OF AN EXPERIENTIAL APPROACH TO CHARACTER EDUCATION

Virginia Navarro, University of Missouri–St. Louis, St. Louis, MO

ABSTRACT: Character Adventure Day (CAD) was developed as an experiential team-building experience for student teachers to model a set of activities to foster character development. The goal was to improve classroom climate for K–12 students by providing student teachers with the knowledge and skills about character education to incorporate hands-on experiential learning challenges using basic materials, and then to reflect on the process to build strong community. Evaluations over seven years confirm that CAD does contribute to an increased value for character education, but they also indicate that more needs to be done to prepare future teachers as character educators.

CONTENT TEACHERS' MORAL ATTITUDES TOWARD ENGLISH LANGUAGE LEARNERS

Kim H. Song, University of Missouri–St. Louis, St. Louis, MO

ABSTRACT: English language learners (ELLs) often do not receive appropriate support from mainstream content teachers because they don't fully understand teachers' moral roles to promote ELLs' socio-cultural competence. The main objective of the paper is to examine teacher attitudes toward ELLs using a positioning theory (Davies & Harre, 1990). The positioning theory is a study of moral orders with ever-shifting patterns of mutual obligations of speaking and acting. A survey and the interviews are used to collect the data from the content teachers (6–12th grades) who have ELLs in their classes. Mirriam's (1998) two-stage analysis is adopted for data analysis.

Symposium 4.3 // Maryland Room

Understanding 'Otherness':

Developmental Research and Best Practices for Combating Prejudice and Bullying

Bryan W. Sokol, Organizer

SYMPOSIUM ABSTRACT: The contributors to this symposium explore the psychological and social complexities associated with negative, or prejudicial, attitudes toward others who are perceived as different and the antisocial conduct that often results from such perceptions. The symposium papers focus, in particular, on the topic of bullying. The first paper reviews developmental research that suggests there is no easy solution to bullying. Bullying situations involve many different social roles, a variety of socio-cognitive processes, and multiple contextual influences. The second paper presents a series of empirical studies that illustrate some of these psycho-social processes, particularly as they relate to gender stereotype violations. Finally, the third paper describes best practices for selecting, implementing, and evaluating programs designed to combat negative stereotypes, prejudice, and bullying. By highlighting best practices, educators and researchers can be better equipped to effectively influence children's prosocial development and decrease antisocial attitudes and behavior.

DECONSTRUCTING THE BULLY: THE SOCIO-COGNITIVE COMPLEXITIES OF ANTISOCIAL SITUATIONS

Accalia R. Kusto, Challis Kinnucan, Megan McCall, Janet Kuebli & Bryan W. Sokol, Saint Louis University, St. Louis, MO

ABSTRACT: The developmental research literature on child bullies contains many complexities. This paper will critically examine these complexities and shed light on the phenomenon of bullying. By focusing on the socio-cognitive abilities of bullies and the social context in which bullying takes place, we deconstruct common preconceptions about child bullies. One such preconception is the familiar view of the bully as socially inept.

PREJUDICE, STEREOTYPING, AND NAME-CALLING AMONG CHILDREN: THE CASE OF GENDER

Ursula A. Sanborn, Eric S. Watterson & Kimberly K. Powlishta, Saint Louis University, St. Louis, MO

ABSTRACT: Several studies illustrating how gender-based social categorization can lead to prejudice, stereotyping, and negative reactions to stereotype violations are described. For example, children favor their own sex when rating unfamiliar individuals on evaluative traits, trust-related features, likeability, and overall trustworthiness, when evaluating group products, and when playing a "trust game" with unfamiliar boys and girls. Furthermore, both children and adults react negatively when traditional gender stereotypes are violated. Finally, teachers rate name-calling incidents among children as less harmful, less worthy of intervention, and as requiring a less severe reprimand when the name-calling is motivated by gender-role violations vs. other norm-violations.

THEORY AND RESEARCH IN PRACTICE:

BEST PRACTICES FOR SELECTING AND IMPLEMENTING ANTI-BULLYING PROGRAMS IN SCHOOLS

Natalie Horna, Jill Campo & Carrie M. Brown, Saint Louis University, St. Louis, MO

ABSTRACT: Hundreds of school interventions have been established over the past few decades to address a myriad of issues, including bullying and prejudice. In our paper, we will highlight some existing anti-bullying programs (for elementary and middle school children) and focus on how they incorporate theory and research not only into their program design, but also into their implementation and evaluation of the program. From these evaluations, we will discuss best practices for selecting, implementing, and evaluating programs designed to combat bullying and prejudice. By highlighting best practices, educators and researchers can be better equipped to effectively influence youths' prosocial development.

Discussant: Judith L. Gibbons, Saint Louis University, St. Louis, MO

Paper Session 4.1 // Waterman Room New Paths in Studying Moral Functioning II

FROM HABERMAS TO HAIDT

Jan Boom, Utrecht University, The Netherlands

ABSTRACT: Some decades ago it seemed that the study of moral development might become more and more under the influence of social philosophy (Habermas). However, this line of thinking never got established well in English/American dominated developmental psychology. Due to increasing influence of post-modernism in philosophy, and critical discussions of Kohlberg's theory of moral development, this line of work lost its momentum. More recently, a renewed interest in moral development has emerged outside the field. Under the banner of Moral Psychology, evolutionary, biological, and neuroscience theories now dominate the scene. Will this new influence be more successful and help advance the study of moral development? I reflect upon this difficult question by contrasting the divergent conceptualizations of moral development involved.

AN INTUITIVE TURN: UNDERSTANDING THE ROLES OF INTUITIVE AND RATIONAL PROCESSES IN REAL-LIFE MORAL FUNCTIONING

Christopher S. Newitt, Okanagan College, Kelowna, BC, Canada

ABSTRACT: The relative contribution of reason and intuition to everyday moral decision-making is an issue that predates psychology as a distinct academic discipline. In the past several years this debate has become one of the most contentious issues in the social sciences. Although most researchers now accept that intuition plays some role in everyday moral decision making, there is little conceptual agreement on what processes shape moral intuition. To date there have been no attempts to demonstrate convergent validity between competing measures of moral intuition. This project examines the convergent validity demonstrated by measures of moral intuition and to examine whether the concept of moral autonomy is a useful framework for understanding individual differences in the propensity to rely on intuition or reason when making moral decisions.

NOTE: Since this session has only two presenters, there will be an opportunity for a summary discussion of both paper sessions on "New Paths in Studying Moral Functioning."

Paper Session 4.2 // Forsyth Room Philosophical Perspectives on the Human Condition

INJUSTICE AND THE HUMAN CONDITION

Catherine Foos, Indiana University East, Richmond, IN

ABSTRACT: A puzzle as old as the Genesis story of the Garden of Eden — namely why a being with an innate capacity for moral goodness is prone to acting unjustly — cries out for philosophical, as well as empirical, analyses. This paper will examine a set of interrelated concepts that create conflict at the heart of the human condition and that, in the context of moral development, make injustice nearly inevitable: power, desire, freedom, obligation, immanence, and transcendence. The analysis reveals that how we frame knowledge, democracy, and justice, in education and public discourse, may influence people's tendencies toward justice or injustice.

VINDICATING HETERONOMY: A LEVINASIAN APPROACH TO MORAL REFLECTION

Susana Patiño-González, Tecnológico de Monterrey, Monterrey, NL, México

ABSTRACT: The paper presents a theoretical discussion around Levinas' notion of heteronomy and its significance for today's moral reflection. The argument begins with a deliberation that puts into question the

idea of the self as the initiator of the ethical response in order to present a different understanding of moral identity and moral obligation. The second part defends the levinasian notion of heteronomy alleging that responsibility for others represents a fundamental aspect of morality. The last section suggests that ethical commitment might be grounded in a particular form of sensitivity and responsiveness to the other, so these attitudes should be constituent of moral development.

STAGE 7, THE PHILOSOPHY OF EVIL, AND GOD

G. Jorgensen, Royse, Norway

ABSTRACT: In Kohlberg's treatment of what he called Stage 7, much focus is on evil in some form of the other: injustice, abuse, and despair.

Paper Session 4.3 // Portland Room Moral Issues in Higher Education

TRANSFORMING DISABILITY SERVICES IN POSTSECONDARY EDUCATION THROUGH CARING, COMPASSION, AND JUSTICE

Carol Strax¹ & Marshall Strax²

¹Dominican College, Orangeburg, NY; ²College of Saint Elizabeth, Morristown, NJ

ABSTRACT: Students with disabilities often do not have their learning and psycho-social needs met at the college and university level. Past the legal mandates for and administrative issues involved in educating post-secondary students with disabilities there are moral issues which, when properly addressed, enhance the education of students with disabilities, the college experience for all stakeholders involved, and the college through improved enrollment and retention. This paper will discuss the history and current status of services and ideas to assist in developing ideal services for students with disabilities in higher education.

SWISS EDUCATION POLICY AND AGRICULTURAL BIOTECHNOLOGY: THE CHALLENGES OF ENABLING STUDENTS TO MAKE THEIR OWN MORAL JUDGMENTS

Fritz Oser & Catherine Näpflin, University of Fribourg, Switzerland

ABSTRACT: Last year in Utrecht, the frame of this intervention study was presented. This time the analysis of the hypothesis, the results, the pedagogical impact and the consequences for teachers and schools can be discussed. The study would like first to elicit how Swiss students discuss gene transformation of food plants, a moral issue with respect to a very controversial societal content, and how they use ethical models for solving such controversial issues. Preliminary results show high changes in the moral attitudes, in moral stage and ethical sensitivity. Students also can represent the ethical models of Rawls, Jonas and Spinoza, but have difficulties in applying them.

HUMAN DIGNITY, TEACHER EDUCATION AND LIFE-SCIENCE RESEARCH

Anna M. Tapola, Linnaeus University, Sweden

ABSTRACT: The study aims to analyze if, how, and why, the notion of human dignity in life-science research practice is related to Discourse of Human Dignity within Teacher Education (DHDTE). Previous studies show that DHDTE to a large degree is permeated with themes and arguments that are associated with life-science research practice, for example, issues related to anatomy, physiology, and 'the perfect body.' The data consisted of students' theses, life-science articles, and regulatory documents. The findings show that the thematic patterns of DHDTE reappear in the life-science articles. However, the findings also show a significant portion of reduced Critical Socio-Historical Literacy.

Paper Session 4.4 // Westminster Room Morality and Religiosity

EFFECTS OF RELIGIOSITY ON MORAL APPRAISAL

Jennifer Cole Wright¹ & Ryan Nichols²

¹College of Charleston, Charleston, SC; ²Cal State Fullerton, Fullerton, CA

ABSTRACT: Of the many forms of prejudice that have been studied by contemporary psychologists, one that has received the least attention is prejudice against the non-religious population. A popular justification provided in support of prejudicial beliefs and practices against the non-religious is the claim that non-religious people have no reasons (internal or external) to be moral. Our goal is to conduct a series of studies to investigate this judgment systematically. This study, the first in the series, investigates the extent to which a person's religious/non-religious beliefs influence others' internal and external judgments about the morality of that person's actions.

THE RELIGIOUS FABRIC OF MORALITY: USING THE ETHIC OF DIVINITY IN MORAL REASONING

Jessica McKenzie & Lene Arnett Jensen, *Clark University, Worcester, MA*

ABSTRACT: This research utilizes a cultural-developmental approach to examine moral reasoning. By offering a qualitative analysis of participants' divinity reasoning when discussing personal moral issues across age and religious groups, the role that religion can play in moral reasoning is highlighted. Several trends emerged, which concerned: (a) the variation of divinity reasoning across age and religious groups, (b) wrongness of the issue discussed and the tendency to temporally distance oneself from a wrong act, (c) divinity subcode use, of which scriptural authority and God's authority were the most common, and (d) at what point in the interview God is referenced.

THE RELATIONSHIP BETWEEN MORAL AND RELIGIOUS THINKING

Michael Lampion Commons¹ & Lucas Alexander Haley Commons-Miller²

¹Harvard Medical School, Cambridge, MA; ²Dare Institute, Cambridge, MA

ABSTRACT: Day and Fowler, among others, have compared religious and moral thinking. In these comparisons, they either used interviews or different instruments. Here, we use the same form of instruments to measure both. The first type is of the isolation of variables type and the second type is vignettes based on Rodriguez and Commons' moral issues surrounding informed consent. Two forms of each type were created, containing either religious or moral content. Direct measures of religious fundamentalism and phenomenological versus empirical sources of knowledge were also obtained. The relationships between the two types of instruments in the two content areas will be described.

Paper Session 4.5 // Kingsbury Room Moral Education and Societal Demands

DIRECTIVE COMPULSORY EDUCATION OF MORAL IDEALS?

Doret J. de Ruyter & Jan W. Steutel, *VU University Amsterdam, Amsterdam, The Netherlands*

ABSTRACT: The content and boundaries of moral education the state may require schools to offer is a matter of contention. This contribution will defend the position that all schools should teach moral ideals, but that they should be explicit in the fact that they are teaching ideals. We first elucidate the distinctions between the deontic and aspirational dimension of morality, directive vs. non-directive teaching and compulsory vs. non-compulsory education and our premise that justificatory liberalism provides the best defensible criterion for deciding what schools may (not) and should (not) teach their pupils in moral matters. We will show that there are moral ideals that all reasonable citizens regard as ideals and therefore that they will accept that these moral ideals are part of compulsory directive teaching.

THE ELEPHANT IN THE ROOM:

CAN A LIBERAL EDUCATION TALK ABOUT RECOGNITION WITHOUT REDISTRIBUTION?

Quentin Wheeler-Bell, *University of Wisconsin-Madison, Madison, WI*

ABSTRACT: Liberal educational philosophers, especially Rawlsian liberals, have written countless articles and books on the 'problem of diversity' and multiculturalism, and for the most part their insights are invaluable. Nevertheless, liberal philosophers have avoided the elephant in the room — class. For the most part, class (the politics of distribution) is treated as empirically separate from issues of recognition. Liberals have failed to analyze class as a social process that intersects with the politics of recognition. As a result, they have failed to address capitalism's cultural impact within the classroom. As will be explained, the liberal framework, in and of itself, is not problematic; rather, the problem stems from liberal's failure to adequately theorize about class and its impact within the classroom. As will be argued, the cultural implications of class have to be seriously considered in order to address the problems associated with recognition. Ultimately, this paper proposes that in order to create a well-ordered democratic society, liberals must be more radical and advance an educational framework that addresses both the politics of recognition and redistribution.

JUSTICE IN MORAL EDUCATION OF CHINA RURAL AREAS

Caiping Sun, *Northeast Normal University, P.R. China*

ABSTRACT: Justice is a core moral term which claims universal importance and features centrally in education. Though it is put forward as the prime destination of current reformation of Chinese education, it is still a very sensitive and difficult topic, especially in moral education. The justification of moral education seems problematic when justice is applied in the analysis of the situation of moral education practice. It is necessary that some basic questions should be answered when justice is concerned, such as whose morality to be taught in school, and etc. As moral education is in centralized system, policy-making in moral education is

based on city life and elite group. Moral education in China is going on in an educational ideology neglecting and despising the people in rural areas. Their ways of lives and their cultures in countryside are regarded as outdated and unenlightened so that rural moral culture is rejected in education.

2:45–3:00 p.m. Coffee Break

3:00–4:30 p.m. Invited Symposia

**Invited Symposium 1 // Empire Room
Social Justice and Responsible Citizenship**

Daniel Hart, Organizer

SYMPOSIUM ABSTRACT: Achieving social justice often requires the responsible participation of citizens within communities and societies. Some of the great accomplishments of the past two centuries — women’s suffrage, the end of apartheid, to name but two — resulted from the determined efforts of thousands working in organized groups bound by common moral and civic goals. While the need for responsible citizenship is evident, how to prepare children and adolescents for this kind of participation in their societies is not. There is enormous diversity in views about how children are best educated in order to prepare them for civic life. /// The goal of this symposium is to provide contexts within which the challenges of preparing youth for responsible citizenship can be understood. The participants provide new perspectives on the development of civic understanding, the relation of cultural values to political views, and the social and demographic qualities that spawn effective youth activism. By providing frames — developmental, cultural, and historical — for the development of responsible citizenship, the presentations contribute to theory development and intervention design.

MARRIED WITH CHILDREN: THE MEANING AND MEASUREMENT OF INFORMED CIVIC REFLECTION

Robert Selman, Harvard University, Cambridge, MA

ABSTRACT: In the early 1970s, two seminal essays on the relation of theory building and measurement validation were written for publication in the series of Heinz Werner Lectures at Clark University. One, by Jane Loevinger, demonstrated how the iteration of measurement construction done quantitatively could generate a “grounded” theory of ego development. The other, by Lawrence Kohlberg, demonstrated how iterative revisions in assessment and measurement of moral judgment development could reshape an already existing theory. In this paper, I will share some reflections on why assessments of psychological development are themselves like children growing up, always needing care and support by their parents as they evolve and change over time. In fact, they are always changing, and are always our children, even if they are no longer young. As an example, I will share the birth of a new member of our own measurement brood, “informed civic reflection,” which is taking its place along the other evolving measures we have worked on over the years, including interpersonal understanding, social negotiation strategies, and the awareness of how social relationships relate to the personal meaning of risks. Why another ‘child’? Programs that purport to promote students who are engaged citizens need measures that can tell them if they are doing what they purport. By developing theory-driven methods to assess how young people understand their civic and societal choices within their own classrooms and communities, we can see ways in which students’ civic, historical, and ethical interpretations of the social world interweave and enrich (or encumber) each other.

SOCIAL RESPONSIBILITY AND THE COMMON GOOD

Connie Flanagan, University of Wisconsin–Madison, Madison, WI

ABSTRACT: Values are standards we use to define who we are and to assess whether our behaviors reflect our moral selves. Values also are a basis on which political positions and public policies are formulated. Drawing from several data sources (time trends, vignettes, and surveys of youth in the United States and comparative data on youth from seven nations) this presentation will make the case that there are consistent associations between personal values and political views. Contrasts will be made between the implications for democracy and the common good of self-enhancing (materialist) vs. self-transcending values (with a focus on social responsibility).



ADOLESCENT POLITICAL ACTIVISM IN URBAN COMMUNITIES

Daniel Hart, Rutgers University, Camden, NJ

ABSTRACT: Some of the most important political and social movements in the United States have drawn upon the skills, efforts, and energy of American adolescents and youth. The effectiveness of these movements has contributed to the emergence of interventions intended to create youth political activists, with many of these initiatives occurring in urban communities deeply in need of political mobilization. Drawing upon historical records, national surveys, and analyses of neighborhoods, I identify the characteristics of youth and communities that lead to effective political movements, and discuss the implications of these findings for interventions aimed at mobilizing American youth.

Invited Symposium 2 // Maryland Room

Discursive Lines in the Sand: Literacy Educators Frame Moral Dilemmas

Wendy Saul and Rebecca Rogers, Organizers and Chairs

SYMPOSIUM ABSTRACT: The ways in which social goods and services, including literacy education, are distributed across social, economic, cultural, and even national boundaries is represented through talk and texts. These three panelists will take up different sorts of discourses — education policies in post-Katrina New Orleans, fourth grade classroom talk about the relationships among race, place, identity, and belonging in Midwestern U.S. metropolis, and North American literacy evaluation practices transplanted to the developing world — in order to explore how moral discourse can seep into education both explicitly and implicitly, directly and indirectly. How can particular tools and methods of social science research, particularly those in the field of New Literacies, expose the ways in which moral questions are framed (or hidden) both in and out of classrooms? Who gets to talk about the right and wrong of particular decisions, plans, policies, and programs?

Presenters:

Charles Temple, Hobart and William Smith Colleges, Geneva, NY

Michelle S. Perez, Southern Illinois University Carbondale, Carbondale, IL

Inda Schaenen, University of Missouri–St. Louis, St. Louis, MO

Discussants: Rebecca Rogers and Wendy Saul, University of Missouri–St. Louis, St. Louis, MO

Invited Symposium 3 // Starlight Room

Disparities of Power in Health Care: Exploring the Ethical Implications

James DuBois, Organizer

SYMPOSIUM ABSTRACT: This symposium will explore a variety of ethical issues that arise from disparities in power that exist in medicine. While some disparities of power are appropriate and intrinsic to the practice of medicine (e.g., physicians generally know more about medicine than their patients), others are not and that can contribute to moral distress among co-workers and to physician misbehavior. The first paper in this symposium will explore physician-nurse relationships and institutional barriers that can present challenges to nurses' moral integrity and contribute to moral distress. The second paper will examine 50 published cases of misbehavior in health sciences research and medical practice. It will explore how being in a position of power among peers and being in relationship to vulnerable patients can contribute to misbehavior. The paper will share statistical results from a meta-analysis of cases and will engage in a root cause analysis of several published cases to illustrate how these variables can contribute to misbehavior. Each presentation will be followed by discussion with symposium participants.

MORAL INTEGRITY, MORAL DISTRESS, AND DISPARITIES OF POWER IN PHYSICIAN-NURSE RELATIONSHIPS

Amy Haddad, Creighton University, Omaha, NE

PHYSICIAN POWER VIS-À-VIS COLLEAGUES AND PATIENTS: UNDERSTANDING ITS ROLE IN FACILITATING MISBEHAVIOR THROUGH A META-ANALYSIS AND ROOT CAUSE ANALYSIS OF PUBLISHED CASES

James DuBois, Saint Louis University, on behalf of the Professional Misbehavior Research Group

Invited Symposium 4 // Forsyth Room
Allies and Advocates: Teaching Toward Social Justice

Brenda L. Bredemeier, Organizer

"...a genuine concern about the growth of justice in the child implies a similar concern for the growth of justice in society." – "...teaching of justice in the schools requires just schools..." (Lawrence Kohlberg)

SYMPOSIUM ABSTRACT: We all know that schools and teachers are not morally or politically neutral. Reflection on the reality of social and economic forces is essential if educators are to recognize the ways cultural forces oppress and repress their students. But critical analyses of troubled and troubling schools and students are not enough. Educators need practical strategies to empower their students to become, not victims of the more powerful, but victors over injustice, people who help transform their lives and communities. This interactive session features multicultural and anti-oppressive educational strategies designed promote healthy dialogue, encourage an appreciation of cultural difference, and create safe and respectful school and classroom environments for K–12 students. We will discuss how to be an ally to disadvantaged individuals and groups, and to advocate for the rights of every person. Finally, we will identify and share resources that can be used to address issues related to bullying, prejudice, and discrimination.

Participants:

Dennis Nicely, School Psychologist, retired from Special School District of St. Louis County, MO

Brenda Bredemeier, University of Missouri–St. Louis, St. Louis, MO

4:30–4:45 p.m. Break

4:45–6:00 p.m. Symposia and Paper Sessions V

Symposium 5.1 // Empire Room
Film, Social Inequality, and Education

Lawrence Blum, Organizer

SYMPOSIUM ABSTRACT: The symposium discusses and exemplifies the need for and possibility of bringing a critical social justice perspective to film and the teaching of film. *Far From Heaven* (2002), *Mr. Smith Goes to Washington* (1939), and *Crash* (2005) will be discussed.

FALSE RACIAL SYMMETRIES IN "FAR FROM HEAVEN" AND OTHER HOLLYWOOD FILMS

Lawrence Blum, University of Massachusetts, Boston, MA

ABSTRACT: A familiar trope in many Hollywood films that deal with race is a false or misleading symmetry between white and black with respect to some aspect of racism. Students are also often confused about racial asymmetries, and teaching how to differentiate true and false symmetries is an important educational challenge in teaching about racism. The acclaimed 2002 film *Far From Heaven*, set in the 1950s, portrays an upper middle class housewife in a romantically-charged friendship with her black gardener. The film misleadingly implies that the black community would disapprove of this relationship equally to the white community, and that both are equally bigoted.

CLASSIC CINEMA IN POST-9/11 CURRICULUM:
"MR. SMITH GOES TO WASHINGTON" AND RACIAL IDENTITY/IES

Stephanie Troutman, Pennsylvania State University, University Park, PA

ABSTRACT: This work engages with the Film Foundation's 2006 interdisciplinary curriculum: *The Story of Movies*. Specifically, this paper focuses on the film *Mr. Smith Goes to Washington* (1939) and its corresponding curriculum materials to show how race and gender, within this curriculum, are appropriated to construct and promote an ideal, patriotic citizen. Due to growing diversity within (U.S.) schools, my research indicates the need for critical assessment of the subtle and dismissive ways in which "apolitical" curriculum materials (media and text-based) can perpetuate ideology by signaling a properly gendered, sexed, and (d)e/raced citizen, reflective of 'post 9/11' cultural relations.

“CRASH”: THE CONSTRUCTION OF POSITIONING

Helen Haste, Harvard Graduate School of Education, Cambridge, MA

ABSTRACT: The film *Crash* is rich in intergroup encounters which enact intersections of social class, gender, ethnicity and race. These interactions, and their social meaning, are reflected upon by the characters in their dialogue. We, the audience, 'witness' the explicit negotiation of often contested meanings between two or more characters but we are engaged with them, being challenged by the positions expressed by the actors. These discursive processes take place within cultural resources, narratives and repertoires that are invoked as allusions, metaphors and implicit explanations, so building a moral and political agora into which we the audience are drawn, positioned as co-constructors of meaning.

Symposium 5.2 // Plaza Room

Dimensions of Financial Morality: Abstract and Concrete, Individual and Corporate

Thomas A. Lucey, Organizer

SYMPOSIUM ABSTRACT: This session presents an opportunity for scholarly dialogue about the concept of financial morality, its meanings, and its relevance. The contributions to this session provide the audience with works that offer a broad conception of financial morality, its importance to individual and corporate identity, behavior, and education. Through presentations of these papers and subsequent conversations, the contributors invite a synthesis of theory and research that concerns interpretations and applications of the concept.

CONCEPTUALIZING AND EDUCATING ABOUT FINANCIAL MORALITY WITH A BROAD BRUSH

Thomas A. Lucey, Illinois State University, Normal, IL

MORAL RESPONSIBILITY AND LEADERSHIP

— HOW MANAGERS DEAL WITH PRACTICAL MORAL CONFLICTS

Jennifer Loew, RWTH Aachen University, Germany

MYTHICAL DICHOTOMIES: INTERSECTIONS OF EMOTION AND RATIONAL DECISION-MAKING IN PERSONAL FINANCE

Valerie Farnsworth & Pauline Davis, University of Manchester, England, UK

Symposium 5.3 // Maryland Room

Through the Looking Glass:

Critical Reflection on Interventions Targeting Children's Socio-emotional Growth and Character

Snjezana Huerta & Bryan W. Sokol, Organizers

SYMPOSIUM ABSTRACT: Approaches to fostering children's socio-emotional growth and character are examined from multiple perspectives within the disciplines of developmental psychology, educational policy, and philosophy. Presenters will provide a critical analysis of character- and climate-oriented approaches to fostering such growth, the philosophical and policy implications of evaluative frameworks for gauging children's responses to character education programs, and the broader connections to educational philosophy, policy, and practices. The symposium is intended to serve as a vehicle for closer integration between these disciplines, with an eye to developing interventions that are driven by developmental and educational theory, as well as the realities of educational practice.

EDUCATING FOR CHARACTER AND DEMOCRATIC CITIZENSHIP IN THE AGE OF HIGH-STAKES TESTING

Wolfgang Althof, University of Missouri–St. Louis, St. Louis, MO

STANDARDIZING CHARACTER THROUGH SCHOOL CURRICULA

Emily Rydel Ackman, Arizona State University, Tempe, AZ

CHARACTER OR CLIMATE? BRIDGING COMPLEMENTARY APPROACHES TO PROMOTING CHILDREN'S MORAL GROWTH

Snjezana Huerta¹, Stuart I. Hammond² & Bryan W. Sokol³

¹Arizona State University, Tempe, AZ; ²Simon Fraser University, Burnaby, BC, Canada; ³Saint Louis Univ., St. Louis, MO

**Paper Session 5.1 // Waterman Room
Studies in Moral Cognition**

DEONTIC AND RESPONSIBILITY JUDGMENTS IN THE CONTEXT OF INFERENCEAL REASONING

Gerhard Minnameier, RWTH Aachen University, Germany

ABSTRACT: Judgments of responsibility are considered a key component of moral functioning beyond mere deontic judgments. Contrary to most of those concerned with moral 'responsibility,' 'motivation,' 'identity' and the like, the present paper argues that these commitment-yielding processes are part and parcel of moral judgment as such, rather than an obscure additional moral component. Apart from conceptual problems in particular with the notion of "moral motivation," moral responsibility can be shown to be part and parcel of the overall process of moral reasoning, if it is analyzed in terms of the Peircean inferential triad of abduction, deduction, and induction.

MORAL DISENGAGEMENT BY SELF-CENTERED COGNITIONS

Daniel Brugman, Utrecht University, The Netherlands

ABSTRACT: Self-serving cognitive distortions (SSCD) may result in moral disengagement. SSCD are viewed as mechanisms to explain the relationship between moral cognition and antisocial behavior. Different types of SSCD are distinguished. Self-centered is viewed as primary SSCD that motivates antisocial behavior. Secondary SSCD are assumed to protect self-esteem. The empirical basis for their functioning has not been established. Results are presented of cross-sectional, multi-trait/multi-method, and quasi-experimental studies in children and adolescents (7–18 years) to investigate whether self-centered distortions can be viewed as drive to antisocial behavior and as mechanism in the relationship between moral cognitions and antisocial behavior:

**'MORAL HEART' AND 'LIVING IN HARMONY WITH OTHERS':
KOREANS' NATURALISTIC CONCEPTIONS OF 'A MORAL PERSON'**

Sunghun Kim, University of Texas at Austin, Austin, TX

ABSTRACT: The purpose of this dissertation research was to explore naturalistic conceptions of 'a moral person' and to develop a theoretical model of moral exemplars for Koreans. In-depth interviews were conducted with 22 Koreans and the data was analyzed using the grounded theory approach. Koreans' moral person conceptions were comprehensive in that they contain behaviors, personality traits, and psychological functions from interpersonal and intrapersonal aspects of morality. The main theme emerged as a person who has 'moral heart' (i.e., a strong connection between moral behaviors, personality traits, and psychological functions) and tends to 'live in harmony with other people' is moral for Koreans.

**Paper Session 5.2 // Forsyth Room
Covariates of Self and Identity**

"DESTRUCTION IS PRETTY COOL SOMETIMES": NARRATIVE AND MORAL NEGOTIATION IN A CHRISTIAN YOUTH GROUP

Annice Irene Barber, Visiting Researcher, University of Notre Dame, Notre Dame, IN

ABSTRACT: This ethnographic study analyzes the negotiation of moral identity for urban adolescents through an examination of the talk and other communicative practices employed in a religious community youth organization. More specifically, through participant observation, conversation analysis and study of cultural practices, I investigate how teens and adult leaders communicate in small group discussions to apply a framework for judging the morality of thoughts and actions. I restrict my analysis by focusing on the collated narratives used in the negotiation of moral identity and in the socialization of teens into a moral framework. I analyze both imaginative and recounted collated narratives.

MORAL IDENTITY, ATTACHMENT, AND RELIGIOSITY: PRELIMINARY TEST OF A POTENTIAL MODEL

Kaye V. Cook¹, Kathleen C. Leonard² & Cynthia N. Kimball³

¹Gordon College, Wenham, MA; ²University of Massachusetts-Lowell, Lowell, MA; ³Wheaton College, Wheaton, IL

ABSTRACT: Believing that everyday conceptualizations of morality deserve further attention, we conducted the current study to examine Teo & Cook's (2008) hypothesis that parental attachments provide the substrate for religious and moral identity development. Everyday morality, religiosity, and attachment are closely related, and attachment predicts to both morality and religiosity. We believe that, when strong religiosity is present, it is not uncommon for individuals to structure their identity around religiosity and its often attendant moral messages. We propose this developmental synergy between attachment and religiosity as one of several models for the emergence of moral identity.

**ON THE VARIOUS MEANINGS OF THE MORAL SELF CONCEPT:
FROM MORAL PERSONALITY TO IDENTITY**

Tobias Krettenauer, Wilfrid Laurier University, Waterloo, ON, Canada

ABSTRACT: Research on the moral self commonly starts from the assumption that self and morality are two developmental systems that are largely separated at the onset of development and become gradually integrated later on. This notion of an integration of self and morality has spawned important empirical research but has been rarely investigated from a conceptual point of view. In the present paper it is argued that it is highly ambiguous and refers to three different concepts: a) moral centrality, b) internal moral motivation and c) moral identity. These three conceptions of the moral self have vastly different theoretical, methodological and developmental implications. It is argued that a diversified but no less integrated approach to the moral self needs to clearly differentiate between different conceptions of the moral self while studying their empirical links.

**Paper Session 5.3 // Portland Room
Facing Crises and Cultivating Virtues**

CULTIVATING MORAL AGENCY: ON MAKING ETHICAL CHOICES THROUGH ADVERSITY

Rosa Hong Chen, Simon Fraser University, Burnaby, BC, Canada

ABSTRACT: Human beings necessarily make choices, especially in facing trying circumstances, such as natural difficulties, social inequality, and adversities of life. In this paper, I explore how moral agency can be cultivated by an effort of choice to achieve a mean state — the “highest virtue” (Confucius, 2006a). I focus especially on the ways in which such choices as self-discipline and courageous acts can be made by empowered agency gained through trying experiences. I hope to show that a person can make a moral effort to cultivate virtue — a state of character of the person concerned with choice (Aristotle, 1998).

WAYS OF BEING AND THE “VIRTUE VARIABLES”

Terrance D. Olson & Lloyd D. Newell, Brigham Young University, Provo, UT

ABSTRACT: Marriage Educators have begun to focus on ‘Virtue Variables’ — those qualities that imply a moral or ethical dimension in relationships. But by reifying such qualities as patience, forgiveness, equality, gratitude and humility, for example, we teach as if they were material things we can possess, rather than symptoms of our way of being. We actually may experience them, not because we are skillful, but only when we are moral. When our ethical way of being is seen as the prerequisite to experiencing these qualities, then we transform the ways we teach about them, demonstrate them and suggest what we can become.

AUTONOMY DEVELOPMENT IN AN EXISTENTIAL CRISIS

Lutz H. Eckensberger, University of Frankfurt and German Institute for International Education, Berlin, Germany

ABSTRACT: The diagnosis of cancer is a life threatening and life-changing event. To understand the related coping processes requires: a) a comprehensive theory, which includes cognition, affects, evaluations and dynamic processes as well as developmental principles; and b) a methodology, which is as unobtrusive and contextualized as possible. Therefore, counseling sessions were taped and (theory oriented) analyzed. It is assumed that particularly the autonomy of the agency is affected by the experience of cancer. Two case studies are referred to who takes different ‘developmental pathways’ during cancer.

**Paper Session 5.4 // Westminster Room
Peace, Justice, and the Progress of Nations**

THE BURDEN OF MEMORY

Aine Donovan, Dartmouth College, Hanover, NH

ABSTRACT: The politics of memory loom large in the world today. Nations with dubious historical events are often opting to eliminate those references in textbooks, citing the need for patriotism among their youth as a justification. How can a society expect full inclusion into the political mainstream if it does not offer a developmentally appropriate version of history? This paper will explore the ethical, social, psychological and pedagogical issues associated with memory.

EDUCATING FOR JUST SOCIETIES: WAR, VIOLENCE AND PEACE IN THE TWENTY-FIRST CENTURY

Rosalinda Ballesteros-Valdes, Tecnológico de Monterrey, Monterrey, NL, México

ABSTRACT: The paper presents the theoretical positions on peace and a review of two main ideas: peace and social order; and peace as a synonym of justice. The essay shows the relationship between international

relations, political philosophy and the morals of societies. The basis for the treatment of peace is the idea that peace is the absence of social violence, the respect for differences and the eradication of inequalities. The presentation ends with the role of education to allow the existence of just societies.

Paper Session 5.5 // Kingsbury Room
Modesty, Love, and Wisdom: Core Ethical Concepts

A COSMIC MODESTY AS THE BASIS FOR MORAL EDUCATION

Nobumichi Iwasa, Reitaku University, Kashiwa, Chiba, Japan

ABSTRACT: The earth is the only planet in the solar system on which water exists in liquid form. This very rare condition of the earth makes it possible for all kinds of living beings to exist and flourish. We human beings are nothing but one phenomenon on this earth, living together with other animate beings in an interdependent relationship. This global network of interdependence, in which we are just one member of the whole system, requires us to have a sense of cosmic modesty — an understanding that our life is made possible by the very special condition of the earth in this universe — and to have respect for all other living beings. This can be the fundamental basis for moral education.

A MORAL LOVE: AGAPE, PRAGMATISM AND MORAL DEVELOPMENT THEORY

Ashley E. Coleman, Emory University, Atlanta, GA

ABSTRACT: This preliminary paper will reopen the conversation of the higher, hypothetical stages in moral development and faith development theories. It seeks to inspire consideration of moral action and religious notions in the theories while including the voices and views from a marginalized population. As William James notes that moral action shall be the indicator of authentic religious experience, moral action should be the indicator of moral judgment. Further, religion should be included in the discussions on moral development as a valid source for moral understanding. By incorporating the story of Afro-Latinos, I seek to offer a more divergent, broader lens through which to discuss moral development.

**THE WISDOM THEORY OF THE INTEGRATION OF GOODNESS AND CLEVERNESS:
BACKGROUNDS AND MAIN POINTS**

Wang Fengyan & Zheng Hong, Nanjing Normal University, P.R. China

ABSTRACT: On the base of many backgrounds, we advocate "the wisdom theory of the integration of goodness and cleverness." This paper mainly proposes the theory of two interrelated viewpoints: a) we define wisdom as a kind of psychological quality obtained by practicing on the basis of individuals' intelligence and knowledge and guided by his/her conscience, which helps individuals solve complex problems in a novel, efficient, smart and moral way. b) according to different characterizations of complex problems (or nature of cleverness), we classify wisdom into "moral wisdom" and "natural wisdom," and make elaborations of these two types of wisdom.

**THE PLACE OF MORAL DEVELOPMENT IN SUFI EDUCATIONAL CIRCLES
IN THE INDO-PAKISTAN SUB-CONTINENT**

Muhammad Nasir Khan, International Islamic University, Islamabad, Pakistan

ABSTRACT: This is the age of science and technology. Scientific and technological achievements have unfortunately been detrimental to moral and spiritual consciousness. Human identities and characteristics are totally converted into machines of consumption, feeding the desires of our bodies, but always to the detriment of the true desires of our souls and hearts. This has led us to a "moral and spiritual void," resulting in a state of human disequilibrium. Islamic Sufism is a complete system of education where the process of teaching and learning is always in moral perspectives. Objectives of the study were to analyze the place of moral development in the objectives and contents of education in the Sufi System of Education in the Indo-Pak Sub-Continent.

6:00–7:00 p.m. Poster Session // Starlight and Zodiac Rooms

Poster session titles are listed below. Abstracts can be found on pages 60–65

- #1 MORAL REACTIVITY: TRIUNE ETHICS THEORY
- #2 FROM GLOBAL TO LOCAL: THE ROLE OF CULTURAL CONTEXT IN PERSONALITY DEVELOPMENT AND RECONSTRUCTION OF MORAL VALUES IN BACCALAUREATE STUDENTS IN MEXICO
- #3 TRIUNE ETHICS IDENTITIES: RELATION TO PERSONALITY AND ACTION
- #4 IMPACT OF MORAL JUDGMENT AND MORAL DISENGAGEMENT ON RAPE-SUPPORTIVE ATTITUDES IN COLLEGE MALES
- #5 RELIGIOUS VERSUS ATHEIST THOUGHT
- #6 “GIVING VOICE”: 9TH GRADE GIRLS’ GROUPS
- #7 GOOD WORK: TOWARD AN ETHICAL ENVIRONMENTAL PRACTICE
- #8 UTILIZING THE HERO’S JOURNEY TO PROMOTE MORAL DEVELOPMENT IN COUNSELING TRAINEES: FROM MICRO-MORALITY TO MACRO-MORALITY
- #9 MORAL PSYCHOLOGY AND THE CONDITIONS AND TERMS OF INFIDELITY AND FIDELITY
- #10 THE EQUIP PROGRAM: AN UPDATE
- #11 AGGRESSION AND MORAL PERCEPTIONS—
COMPARISON OF TRANSGRESSIONS OF MORALITY VS. SOCIAL VIRTUES
- #12 MORAL AND EMPATHETIC IMPACT ON VIEWING FACEBOOK PROFILES
- #13 EXPLORING THE RELATIONS BETWEEN CHILDREN’S EMOTION ATTRIBUTIONS, GENEROSITY, AND DISTRIBUTIVE JUSTICE REASONING
- #14 ASSESSMENT BY ASSOCIATION METHOD OF MORAL EDUCATION LESSON IN A MIXED-AGE CLASS — TOWARD A CLINICAL MORAL EDUCATION
- #15 ELEMENTARY STUDENTS’ INFORMATIONAL ETHICS SENSITIVITY IN THE REPUBLIC OF KOREA AND CHINA
- #16 PLATO’S ACCOUNT OF EROS AND ITS IMPLICATIONS FOR SOCIAL INEQUALITY QUESTIONS
- #17 MORMON WOMEN AND PARENTAL DIVORCE: A QUALITATIVE ANALYSIS OF PERCEPTIONS OF FAITH IN RELATION TO DIVORCE AND ADULT DEVELOPMENT
- #18 THREE PROBLEMS IN THE STUDY OF PURPOSE AND CHARACTER FOR COLLEGE STUDENT DEVELOPMENT
- #19 INTERVENTIONS FOR VALUE DEVELOPMENT:
RESTRUCTURING THE TEACHER EDUCATION PROGRAMME
- #20 ASSESSING STUDENT OUTCOMES OF A VALUE-BASED EDUCATION
- #21 PERSPECTIVE-TAKING AND SCHOOL CLIMATE:
A SERVICE PROJECT COMPARING TWO ST. LOUIS ELEMENTARY SCHOOLS
- #22 CONFIRMATORY ANALYSIS OF THE ENRIGHT FORGIVENESS INVENTORY—EFI
- #23 TELL THE TEACHER OR TELL THE BULLY OFF: DEVELOPMENTAL CHANGES IN THE STRATEGIES CHILDREN PROPOSE FOR BYSTANDERS TO HYPOTHETICAL BULLYING SITUATIONS
- #24 MORAL SCHEMA, ETHNICITY, AND NEED TO DISENTANGLE COGNITION
- #25 MORAL REASONING AND EMPATHY WITH HIGHER-FUNCTIONING AUTISTIC SPECTRUM DISORDERS: IMPLICATIONS FOR MORAL EDUCATION
- #26 CURRICULUM OF TRAINING TEACHERS AT A BRAZILIAN UNIVERSITY AND MORAL EDUCATION
- #27 CREATING A MORE JUST, EQUITABLE AND DIVERSE EDUCATION SYSTEM THROUGH TEACHER EDUCATION
- #28 BLACK, WHITE AND OTHER: TEEN PREGNANCY, SCHOOLING AND REPRESENTATION
- #29 COGNITIVE, AFFECTIVE, AND PERSONALITY PREDICTORS OF VARIOUS TYPES OF AGGRESSION
- #30 THE INFLUENCE OF IMAGINATIVE ROLE-PLAYING IN A FANTASY GAME FORMAT ON THE MORAL DEVELOPMENT OF YOUNG ADULTS

6:30–7:30 p.m. President’s Reception // Starlight and Zodiac Rooms

SATURDAY



8:00–9:00 a.m. AME—Now and Then // Plaza Room

Session for New Members and First-time Attendants:
Meet AME Officers and 'Veterans' in the Field of Moral Development and Education!

9:00–10:15 p.m. Symposia and Paper Sessions VI

Symposium 6.1 // Plaza Room
Reframing Sex Education as Citizenship Education

Sharon Lamb, Organizer

SYMPOSIUM ABSTRACT: This symposium examines sexuality and sexuality education as it is practiced today in the U.S. and as represented in the media. The three speakers examine the representation of adolescent sexuality (as a 'problem,' as focused on selfcare, and as pornographic) and attempt to integrate a historical and discourse analysis to explore the contexts in which issues about democratic sex education, social justice issues, and sexual freedom are defined, ignored, or developed.

**SEXUALITY EDUCATION AND SOCIAL JUSTICE:
RE-FRAMING THE "PROBLEM" OF ADOLESCENT SEXUALITY**

Dennis Carlson, Miami University, Oxford, OH

INFUSING AN ETHIC OF CARE IN COMPREHENSIVE SEXUALITY EDUCATION

Sharon Lamb, University of Massachusetts Boston, Boston, MA

**RAINBOW PARTIES, PREGNANCY PACTS, AND THE JELLY BRACELET GAME: MASS MEDIA AND THE
PORTRAYAL OF ADOLESCENTS AS HYPERSEXUAL AMORALISTS**

Joshua Garrison, University of Wisconsin-Oshkosh, Oshkosh, WI

Symposium 6.2 // Empire Room

**Say What You Mean! Do what you say you would!: Studies of What It Takes to Stand Tall Under
Pressure in Middle School, High School, and College**

Robert L. Selman and Dawn E. Schrader, Organizers and Co-Chairs

SYMPOSIUM ABSTRACT: The relationship between what one says and what one does in challenging social situations continues to be a fundamental research question in the study of moral development. These three papers present alternative ways to understand the connections and disconnections among espoused and actual moral choices. This symposium also introduces new concepts and new methodologies to study this relationship at three developmental phases, early adolescence, high school, and college.

**STUDIES OF EARLY ADOLESCENTS' PERSPECTIVES ON SOCIAL RELATIONSHIPS IN MIDDLE SCHOOL
CONTEXTS: INTEGRATING DEVELOPMENTAL, CULTURAL, AND CONTEXTUAL ANALYSES**

Sylvia Diazgranados Ferrans², Maria D. LaRusso¹, Kianna Jannesari² & Luba Falk Feigenberg³

¹New York University; ²Harvard University, Cambridge, MA; ³Children's Hospital, Boston, MA

**STUDIES OF THE ASSESSMENT OF HIGH SCHOOL AGED ADOLESCENTS'
INFORMED SOCIAL REFLECTION**

Dennis Barr¹, Andres Molano², Michelle Bellino² & Robert L. Selman²

¹Facing History and Ourselves, Brookline, MA; ²Harvard University, Cambridge, MA

**A STUDY OF COPING AND SELF-COMPASSION IN COLLEGE-AGED GIRLS'
RELATIONAL AGGRESSION**

Emily Weinstein, Dawn E. Schrader & Jess Matthews, Cornell University, Ithaca, NY

Discussant: Sigrun Adalbjarnardottir, University of Iceland, Reykjavik

Symposium 6.3 // Waterman Room
Youth Purpose and its Civic Expressions

Jennifer Menon Mariano, Organizer and Chair

SYMPOSIUM ABSTRACT: This symposium presents research that examines youth purpose, or intentions to contribute to self and other (see Damon, Menon, & Bronk, 2003) from a civic perspective. Mariano examines the social supports of purpose among minority girls, including three young civic purpose exemplars. Dorner employs ethnographic methods to explore how language brokering is associated with the development of civic purpose in a longitudinal sample of adolescent and young adult children of Hispanic immigrants. Barber draws upon data from the National Longitudinal Study of Adolescent Health to study personal, experiential, and contextual predictors of civic purpose. Implications of these studies are discussed.

**PERCEIVED SOCIAL SUPPORTS OF CIVIC AND OTHER EXPRESSIONS
OF PURPOSE AMONG MINORITY ADOLESCENT GIRLS**

Jennifer Menon Mariano, University of South Florida, Sarasota, FL

THE ADOLESCENT CHILDREN OF IMMIGRANTS, LANGUAGE BROKERING, AND CIVIC PURPOSE

Lisa Dorner, University of Missouri–St. Louis, St. Louis, MO

VOLUNTEERISM AS PURPOSE: EXAMINING PREDICTORS OF LONG-TERM SERVICE INVOLVEMENT

Carolyn Barber, University of Missouri–Kansas City, Kansas City, MO

Thematic Panel 6.1 // Maryland Room

**“Praxis, not Pontification. Moral actions speak louder than words”
—Theory into Practice within the Just Community School**

David Rowse, Organizer

ABSTRACT: This panel will bring together a number of themes relating to the notion of justice within a school setting and how these related themes might provide a stimulus for a better understanding of ‘community’ and the importance of mutual cooperation. In this sense the participants will present case studies of how such theory might be introduced into the school setting in practical ways, which will empower and reinforce the notion that collective action, underwritten by socio-moral principles, will enable all to benefit from their educative experience.

Panelists:

- *David Rowse, Chairman of the Collegiate Centre for Values Education for Life, Birmingham, UK*
- *Val Russell, Trustee of the Collegiate Centre for Values Education for Life and Director of the “Safe School,” Birmingham, UK*
- *Ann Higgins-D’Alessandro, Fordham University, Bronx, NY*
- *Howard Rodstein, Director, Scarsdale Alternative School, Scarsdale, NY*

Paper Session 6.1 // Forsyth Room
Teaching for Social Justice

**TEACHERS EDUCATING FOR SOCIAL JUSTICE:
PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES ON WHAT IT TAKES**

Mary Louise Arnold & Dwight Boyd, Ontario Institute for Studies in Education (OISE)/University of Toronto, Toronto, ON, Canada

ABSTRACT: Premised on the belief that effective social justice education is an imperative for moral education in pluralistic societies, this paper reports on an interdisciplinary study of teachers’ awareness of social justice problems and their interpretations of these problems in educational practice. We begin with a philosophical argument for the conceptual framework needed for credible studies of teachers’ capacity to educate for social justice, and we then present findings of an empirical study of 83 teachers designed to examine differing characteristics of thought about these problems and some of the psychological factors that help to explain these differences.

USING ART AND COMMUNITY INVESTIGATION TO MOTIVATE PRE-SERVICE TEACHERS' LEARNING AND TEACHING OF SOCIAL JUSTICE ISSUES

Thomas A. Lucey¹ & James D. Laney²

¹Illinois State University, Normal, IL; ²University of North Texas, Denton, TX

ABSTRACT: This paper presents the results of a study that interpreted how students from two institutions responded to an art-based project that stimulated their interest and knowledge of social justice issues. The project exposed students to a lesson that used art-based experiences to orient them to the concept of social justice, required their community investigation into social justice issues, and expected their development and performance of lessons that demonstrated investigation findings and facilitated art-based activities for their peers.

CULTIVATING TEACHERS' WISE PROFESSIONAL JUDGMENT: TEACHER EDUCATION THAT PROMOTES JUSTICE, CARING AND SUSTAINABLE WAYS OF LIFE

Daniel Vokey & Jeannie Kerr, University of British Columbia, Vancouver, BC, Canada

ABSTRACT: A key consideration in teacher education is how to prepare teachers to address modern day complexities in ways that promote justice, caring and sustainable ways of life. An appropriate goal in teacher education is thus cultivating teacher candidates' wise professional judgment. In this presentation we share our perspective on the importance of developing practical wisdom as an approach that underlines the importance of cultivating emotional and intuitive as well as intellectual capacities in teacher candidates. We also share our ideas on the foundational significance of discernment to practical wisdom and wise judgment and how this may be developed in teacher education.

Paper Session 6.2 // Portland Room Learning and Teaching Within and Between Cultures

INTERCULTURAL EDUCATION: EDUCATING STUDENTS TOWARD A UNIVERSAL MORALITY

Liana Konstantinidou, University of Fribourg, Switzerland

ABSTRACT: The main aim of this work is to develop an integration model that is based on the concept of justice and moral values and to investigate whether moral framing of migration issues leads to openness and positive attitudes toward immigrants. To achieve this objective, the author discusses Aristotle's and Rawls's concepts of justice in a multicultural context and reports on results of a quantitative study with Swiss students as to making the link between intercultural and moral education.

MAKINGS OF A TRANSNATIONAL IDENTITY FOR COLOMBIAN YOUTH IN BOSTON

Claudia G. Pineda, University of California-Irvine, Irvine, CA

ABSTRACT: This paper discusses findings from a case study of young Colombian immigrant participants of a culturally based youth program in Boston. It presents developmental analyses of responses to a multicultural dilemma and an interview on the meaning of the program for these youth. These analyses help illuminate the ways in which perspective coordination abilities are important for understanding and resolving multicultural dilemmas. Ethnic identity analyses help explain contradictory responses to the dilemma and the ways in which youth negotiate their identity. Findings will be discussed in the context of current theories of transnationalism that challenge nation-state conceptions of citizenship.

THE IMPACT OF PARENTAL SUPPORT ON THE SERVICE-LEARNING EXPERIENCES OF COLLEGE STUDENTS

Scott Seider, Samantha Rabinowicz & Susan Gillmor, Boston University, Boston, MA

ABSTRACT: This mixed-methods study considered the relationship between the civic development of college students participating in the SERVE Program and the influence of these students' parents. The SERVE Program is a service-learning program that combines coursework in philosophy and theology with a yearlong community service project. Analyses of pre-post survey data revealed a significant relationship between participants' shifts on a number of measures of civic development and parental support for their children's participation in the SERVE Program. Qualitative interviews with SERVE participants revealed that the college students whose parents were enthusiastic about their participation in the program were able to engage in meaningful conversations with their parents about their learning. In contrast, the students whose parents were displeased by their participation in the SERVE Program lacked these opportunities for additional and powerful reflection.

**Paper Session 6.3 // Westminster Room
The Politics of Faith and Education**

**THE EMERGING IMPORTANCE OF FAITH BASED SCHOOLS IN AMERICA TODAY:
DEFENDING THE EDUCATION OF THE WHOLE CHILD**

Avi I. Mintz¹ & Graham P. McDonough²

¹University of Tulsa, Tulsa, OK; ²University of Victoria, Victoria, BC, Canada

ABSTRACT: Faith-based schools often face charges that, among other things, they are detrimental to autonomy and social cohesion. Common schools, by contrast, are often thought to enhance autonomy and cohesion by providing sustained interaction among diverse social groups. An argument in favor of religious schooling has emerged in light of recent trends in public schooling leading to the narrowing of its educational aims. As religious schools are based upon 1) broader aims than competency in literacy and mathematics, 2) sensitivity to group-based socio-moral ontologies, and 3) commitments to serving the common good, the scholarly conversations surrounding them should be reconsidered.

**UNLOCKING SOME DOORS WHILE HOLDING OTHERS SHUT:
FAITH SCHOOL PEDAGOGY AS A SELECTIVE KEY TO JUSTICE**

Graham P. McDonough, University of Victoria, Victoria, BC, Canada

ABSTRACT: Catholic schools face competing pressures with respect to justice. They are regarded to exceed secular common schools on measures of the common good and social justice, but also uphold teachings about contraception, female ordination, and same-sex relationships that clash with liberal norms. How can encouragement to think critically with the Church in ways which are largely counter-cultural to liberal ideology be reconciled with submitting one's will on controversial issues within the Church? This presentation argues that a new conception of students' ecclesial agency must be developed in order to enhance the meaning of studying moral questions in Catholic schools.

10:15–10:30 a.m. Coffee Break

10:30–11:45 a.m. Kohlberg Memorial Lecture // Starlight Room

James Comer, Yale University, New Haven, CT
Morality and Social Justice: The Strategic Location and Function of School

11:45 a.m.–1:30 p.m. Lunch (not provided)

1:30–2:45 p.m. Symposia and Paper Sessions VII

Symposium 7.1 // Empire Room
Reclaiming Competition for Character Education and Social Justice

David Light Shields, Organizer

SYMPOSIUM ABSTRACT: Competition is often perceived as problematic for moral and character education. A long tradition of social science research supports this negative evaluation. In contrast, we suggest that competition is a positive social practice that can support prosocial values and positive relationships. But competition is often misunderstood, and much of what goes on under the banner of 'competition' is a distortion of it. This symposium will examine the nature of competition, and how it can be taught and practiced in a way that supports the goals of moral and character education.

CONTEST, COMPETITION, AND METAPHOR

David Light Shields, University of Missouri–St. Louis, St. Louis, MO

ABSTRACT: This paper will summarize the conceptual foundation on which our work to reclaim competition is based. Rather than equating 'contesting' and 'competition,' we suggest that there are two distinct forms of contesting, based on two different metaphorical interpretations of the meaning and significance of contesting. Contests are sometimes interpreted through a metaphor of battle or war. When the 'contest-as-war' metaphor is used, contesting can lead to the negative outcomes often reported in the literature. However, contests also can be interpreted through a partnership metaphor, highlighting how the "mutual challenge" of the contest can provide mutual benefit. The 'contest-as-partnership' approach transforms the contest into a moral enterprise that fosters excellence, ethics, and enjoyment.

SPORT AND THE ETHIC OF TRUE COMPETITION

Christopher D. Funk, Associate Director, TrueCompetition.Org, St. Louis, MO

ABSTRACT: Sport is one of our first introductions to sanctioned inequality — the contests on which sports are based can have only one ostensible ‘winner.’ Alfie Kohn has described competition as “mutually-exclusive goal attainment.” His case against competition rests on the social and psychological dynamics created by such a goal structure. The “I win; you lose” nature of competitive goal attainment can activate egocentric reasoning, leading to stereotyping, poor communication, heightened interpersonal aggression, and a host of other problematic outcomes. This paper will draw on the work of Shields and Bredemeier (2009) to suggest that Kohn’s analysis is flawed and that genuine competition is actually an advanced form of cooperation that supports the common good of the contesting community. The presentation will describe our own work with coaches and how training in true competition assists in developing vital moral competencies, such as dealing with outgroups, managing emotions, handling conflict, and focusing on shared goals.

COMPETING METAPHORS AND SOCIAL JUSTICE

Brenda Light Bredemeier, University of Missouri–St. Louis, St. Louis, MO

ABSTRACT: Sport is often interpreted through a metaphor of war, a view which tends to encourage dehumanization, ‘othering,’ and aggression. In turn, sport is frequently used metaphorically to interpret other cultural phenomena such as business practices, political campaigns, and military operations. Since contesting is central to these other domains, it is not surprising that sport is used to metaphorically map dimensions of these activities. The result is a web of metaphorical interpretations that share the underlying “contest is war” framework and its constituent values. Social justice efforts to address the deep divisions and striking inequities in our culture must challenge this distorted form of competition, replacing it with one that draws from a “contest as partnership” metaphor. True competition is rooted in mutual respect and can help us teach democratic values, develop positive character, and build caring communities.

Discussant: F. Clark Power, University of Notre Dame, Notre Dame, IN

Symposium 7.2 // Maryland Room Racism, Multiculturalism, and Education

Lawrence Blum, Organizer

SYMPOSIUM ABSTRACT: This symposium deals with moral challenges involved in teaching about race, racism, and multiculturalism, focusing variously on community building, opening up dialogue between the UK and the U.S. situation with respect to Muslims and immigration, and discussing how student interchange across racial divides builds moral understanding.

HIGH SCHOOL STUDENTS EXPLORE RACIAL INSULTS AND RACIAL SYMMETRIES

Lawrence Blum, University of Massachusetts, Boston, MA

ABSTRACT: Describing a course I taught (4 times) on racism to a racially-mixed class of high school seniors, I draw moral lessons from their discussion of a racial incident of a white couple ridiculed at a Latino-themed dance for their “stiff white hips.” As the discussion proceeds, the students progressively come to see what is wrong with this ridiculing, and also, but not immediately, how race affects the morality of the situation. Finally, the students surface the vital question of racial asymmetry — is it more wrong for whites to make fun of Latinos than for Latinos to make fun of whites.

THE EMPEROR HAS NO CLOTHES: TEACHING ABOUT RACE AND RACISM TO PEOPLE WHO DON’T WANT TO KNOW

Terna Okun, Wake Forest University, Durham, NC

ABSTRACT: Bringing theory and practice from work with community leaders and activists to classroom teaching, this presentation offers one effective process for teaching about race and racism within any curriculum. The process outlines the community-building coupled with the critical and compassionate thinking necessary to challenge dominant discourses about power and privilege. The process described is loosely prescriptive, offering a framework that can be adapted by teachers based on their particular subject and age group. Participants will leave with concrete information about how to structure their approach to teaching race and racism, as well as the applicability of this approach to other topics.

MULTICULTURAL IMAGINATIONS AND MORAL EDUCATION

Victor J. Seidler, University of London, England, UK

ABSTRACT: Drawing on the challenges to multiculturalism that followed in the wake of the London bombings of 2004, this paper explores the possibilities of renewing multiculturalism and its relationship to moral education through exploring the experiences of second generation British Muslims and some of the moral issues they face as they form their complex identities. It also hopes to open up a dialogue between the UK and U.S. histories and their different experiences of immigration and Empire.

Paper Session 7.1 // Plaza Room Experiencing Schools as Communities

INFUSING VALUES IN EDUCATION: THE CCVA MODEL

Jeremy Leeds, Director, Center for Community Values and Action, Horace Mann School, Bronx, NY

ABSTRACT: Models of N-12 values education stress the importance of avoiding isolation from the mainstream curriculum and school life. But which moral concerns are most important, and how can they be best connected to student experience? The Center for Community Values and Action (CCVA) at Horace Mann School has the mission of "connecting education, ethics and action." Strategically, rather than beginning with a top-down path to integration, the Center seeks first to create connections through the power of ideas. The central value promoted by the CCVA in school and beyond is: "Living together is a fact. How we live together is up to all of us."

TO HAVE A SAY: YOUNG PEOPLE'S EXPERIENCES OF DEMOCRATIC CLASSROOM CLIMATE AND THEIR CIVIC AWARENESS AND ENGAGEMENT

Sigrún Adalbjarnardóttir, University of Iceland, Reykjavík

ABSTRACT: Interest is growing in better understanding young peoples' views on democratic values and civic engagement and how such understanding can contribute to effective and responsible civic education. The focus of this mixed-method study is on young people's civic understanding, values, and engagement in relation to their experiences of democratic classroom climate. The participants are about 1000 Icelandic young people, age 14 and 18. Both quantitative (questionnaires) and qualitative (interviews) methods are used in data collection and analysis. Results from both data sets will be integrated and discussed with regard to possible implications for civic education.

THE IMPACT OF A SCHOOL-WIDE DISCIPLINE PROGRAM ON SCHOOL CULTURE AND SCHOOL CLIMATE

Randa A. Suleiman, Franklin, WI

ABSTRACT: This mixed-method survey research measured the impact of a school-wide discipline program entitled the 'Honor Level System' supported by a primary prevention measure entitled 'The Wildcat Way' on school culture and school climate. School's culture is defined as "how things are done in an organization" and school's climate is defined as "how people 'feel' in an organization." This study utilizes a non-experimental design to establish causality. The researcher used a longitudinal research design. There was a strong direct correlation between the discipline program and school culture and climate. Overall, students had higher academic achievement, higher attendance rate, and lower discipline issues in the 2008–2009 school year compared to the past year.

Paper Session 7.2 // Waterman Room
Language and Literacy

DEVELOPING A SHARED VISION IN A DIVERSE, LANGUAGE IMMERSION SCHOOL

Alina Slapac & Lisa M. Dorner, University of Missouri–St. Louis, St. Louis, MO

ABSTRACT: Research demonstrates that creating a shared vision — or school culture — is critical for successful and effective schools, but creating that vision is challenging, perhaps especially for new, diverse, urban schools. This paper presents the first step of an action-research project designed to assist a network of language immersion schools with the development of a positive climate and effective classroom management strategies. We begin with an analysis of school culture, focusing on parents' and staff members' perspectives on and actions regarding classroom management. Using this analysis, we consider how moral/character education programs might assist the schools in addressing all stakeholders' concerns.

**TRANSACTIONAL READING AS MORAL INVESTMENT:
LITERATURE AND LITERACY IN CHARACTER EDUCATION**

Mark A. Pike, University of Leeds, England, UK

ABSTRACT: I focus here on reading as a transaction (Rosenblatt, 2005) and demonstrate that the moral educator's focus cannot rightly be on either the text or the reader but has to be on what happens when both come together. To suggest, however, that the reader 'determines' the morality of the text seems foolhardy and for Augustine, "the will is governed by what it loves: love determines will, and will in turn governs interpretation" (Jacobs, 2001, p. 45). The importance of character, will and love in reading is therefore the subject of discussion.

**'READING FOR LIFE': A NARRATIVE CHARACTER EDUCATION INTERVENTION
FOR FIRST-TIME OFFENDING JUVENILES**

Alesha D. Seroczynski & Amber Grundy, University of Notre Dame, Notre Dame, IN

ABSTRACT: Reading for Life (RFL) is an intervention that uses literature to facilitate virtuous character development in first-time offending juveniles. Since August 2007, the staff at Reading for Life have been working with South Bend, Indiana's, Robinson Community Learning Center to provide a 12-week program that teaches the four cardinal and three theological virtues (i.e., justice, prudence, temperance, fortitude, fidelity, hope, and charity), provides an opportunity for community service and affiliation, and promotes restoration and remediation in low-risk offenders. This paper will discuss parent and student changes on the Youth Virtues Scale for 100 participants over the 12-week program.

Paper Session 7.3 // Forsyth Room
Technology, Moral Development, and Democracy

**A PRELIMINARY STEP IN ADDRESSING MORAL JUDGMENT DEVELOPMENT
AND ELECTRONIC MEDIA AND COMMUNICATION DEVICES**

Meghan Saculla & W. Pitt Derryberry, Western Kentucky University, Bowling Green, KY

ABSTRACT: In the last decade, there was a boom in usage of electronic forms of communication and media such as e-mail, social networking websites, cell phones, text messaging, and iPod/mp3 players. Overuse of and increased attention to these devices can increase the likelihood of isolation of the self and can promote increased self presentation. The current study addresses whether increased emphasis of and reliance on these devices has implications for the moral judgment development of college students. Overall, it was found that high usage of these devices was linked to less advanced moral judgment development. Findings support that such devices can influence how college students are prone to communicate and interact with each other, thereby depriving college students of those social mediums that are most conducive to moral judgment growth.

A HIGH-TECH ILLUSION OR A SOLUTION? SOME PERSPECTIVES ON E-DEMOCRACY

Chin-Chueh (Jennifer) Wang, National Taiwan Normal University, Taipei, Taiwan

ABSTRACT: Electronic democracy is an important concept after the creation of the internet; it emphasizes the implementation through information technology to reach the direct democratic purpose. Furthermore, the communication between the public and the government can be done directly through the use of computer and internet, creating a new interaction space, in order to realize the democratic concept. Especially when the traditional representative political system and mass media cannot produce the original effect, electronic democracy seems to be a new enforced democratic way. The purpose of this paper is to clarify the role of the information technology in the modern society, whether it is a precise control of the

government to the information, or a public forum of the democratic society. We take the related politics of Taiwan's 'electronic government' as an analytical object, on one side probing through the theories, on the other side testing the analysis and examination of the electronic policy, internet communication and management situation of Taiwan's related institutions of education, then we provide findings and suggestions.

TECHNOLOGY'S GOT VALUES? NEW MEDIA AS POSSIBLE SITES OF MORAL DEVELOPMENT

S. Aisha Walker, University of Leeds, England, UK

ABSTRACT: This paper asks questions about the impact of new technologies and media on the development of children's values given that parents and other supervising adults may not understand or monitor children's interactions in these spaces. The paper also considers the possible effects that the extended discourses, mediated by new technologies, which surround reality TV shows, might have on children's values and beliefs. In addition, what might be the impact on moral development of exclusion, through socio-economic circumstances, from these extended discourses when reality shows and their stories are so pervasive in popular culture?

Paper Session 7.4 // Portland Room Preparing for Democracy and Civic Engagement

SUSTAINING DEMOCRACY: CONVERSATIONS ABOUT THE VIETNAM WAR IN AN EIGHTH GRADE CLASSROOM

Martha Ritter, Franklin Pierce University, Rindge, NH

ABSTRACT: How do middle school students talk about "underlying moral commitments and visions and fortifications of the soul that have inspired others to a democratic way of living in the world" (West, 2004)? How do students talk about their own moral commitments? These questions guided a study in an eighth grade classroom that documents some of what works against moral conversations with adolescents in schools and how teachers and students find ways to have genuine moral conversation. The presentation focuses a unit on the Vietnam War.

THE MORAL AND THE POLITICAL IN GLOBAL CITIZENSHIP EDUCATION: APPRECIATING DIFFERENCES

Wiel Veugelers, University for Humanistics Utrecht and University of Amsterdam, The Netherlands

ABSTRACT: Schools nowadays are expected to pay attention to citizenship education. More and more frequently, citizenship is now interpreted as a way of being in the world. Citizenship in this sense encroaches deeply in the personal identities of people. This process of connecting citizenship and identity can be seen as a deepening and an intensification of the traditional understanding of citizenship. The development of citizenship and moral development partly coincide here. The meaning of the term citizenship is also being broadened. Global citizenship is often understood as a form of citizenship in which processes of globalization are being connected with human rights and taking responsibility for the global world. This type of citizenship is no longer a formal citizenship, but a moral category. The questions raised in this paper are: What are modern forms of global citizenship in secondary education? In which ways is diversity being expressed in these? Do present views and practices on global citizenship education differ from those in the 1980s?

LA ESCUELA FREIRE: ACADEMY FOR CULTURE, LEADERSHIP, AND CIVIC ENGAGEMENT

Tom Wilson, Chapman University, Orange, CA

ABSTRACT: La Escuela Freire (LEF) is a secondary 9–12 charter school (400 students) under development to be housed in downtown Santa Ana, California. The city is best known for its large and diverse Hispanic population (80%). LEF confronts the oppressing nature of the current No Child Left Behind and Race to the Top machinations by unabashedly recognizing that any moral endeavor requires philosophers and plumbers, for if not, neither our ideas nor pipes will hold water. The presentation paper frames our philosophical moral purpose, locates the school in historical, contemporary, democratic and just contexts, and details the means, the 'plumbing,' necessary to actualize the philosophical principle.

**Paper Session 7.5 // Westminster Room
Studies in Leadership**

MORAL EXEMPLARS AMONG COMMUNITY LEADERS IN PERU

Susana Frisancho & Oscar Pain, Pontificia Universidad Católica del Perú—Lima, Peru

ABSTRACT: Peru is living a deep moral crisis, one of the worst of its history. This crisis has the particularity of having been shown through the mass media, especially television. Images never before seen have reached millions of people who, beyond belief, have witnessed severe acts of dishonesty and power abuse from political representatives whom they supposedly should trust. This has undoubtedly affected the moral climate of the country and the confidence people have in its social and political institutions. However, in this harmful context, there are still moral exemplars who go against this hopeless general climate and go out of their way to help others and to improve the life of people in their communities. Indeed, an ongoing and very important question in the study of moral behavior is when and why people act in the service of human welfare. With this question in mind, this paper presents the result of a qualitative research carried out with community leaders in different cities of Peru. Using in depth interviews, this research explored the construction of moral identities, moral standards and self-sanctions of four different community leaders, men and women, all very committed with their communities' development and well-being.

DECEPTION, LEADERSHIP, AND CITIZEN RESPONSIBILITY

Gerri Perreault, University of Northern Iowa, Cedar Falls, IA

ABSTRACT: Read a newspaper on any given day and you will find multiple examples of deceptions by leaders, deceptions which could not have succeeded without the cooperation of others, consciously or unconsciously. This paper addresses questions such as the following: What is deception? How do leaders deceive themselves and rationalize their deceptions? What role do followers of leaders and citizens in general play in enabling deception? Under what circumstances might deception be justified? The presenter hopes that clarifying concepts and issues surrounding this topic may assist people in becoming more resistant to deception — as either the potential deceiver or the potential deceived.

ROBERT OWEN AND THE ORIGINS OF ANGLO-AMERICAN CHARACTER EDUCATION

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

ABSTRACT: The Welsh industrialist and philanthropist, Robert Owen (1771–1858), won considerable international renown in 19th-century enlightened educational circles for his pioneering work in the creation of two groundbreaking industrial settlements in Scotland and the United States. At the cotton village of New Lanark in Central Scotland, and in the utopian agrarian community of New Harmony in Indiana, Owen sponsored a series of radical experiments in popular schooling of lasting importance to the traditions of progressive learning and teaching on both sides of the Atlantic. Despite widely varying levels of success, and ongoing controversy throughout a long career of educational activism, Owen's innovations helped lay the foundation for major advances across industrial society in the provision of infant education, in pedagogical and curricular reform, and in wider understandings of the relationship of education to citizenship, work and democracy.

2:45–3:00 p.m.

Coffee Break

3:00–4:00 p.m.

Invited Speakers

Educating for Social Responsibility

Sheldon H. Berman, Superintendent, Jefferson County Public Schools, Louisville, KY

ABSTRACT: Social responsibility — that is, a having a personal investment in the well-being of others and of the larger community — doesn't just happen. It takes intention, attention and time. It may even take redesigning schools and classrooms to embrace a culture that values and creates empowerment, cooperation, compassion and respect. When approaching educating for social responsibility systemically, the sense of community and safety that it fosters engages the learner and gives meaning to learning. This presentation will focus on comprehensive pre-K–12 approaches that integrate social responsibility deeply into the curriculum and culture of its schools.

MARYLAND ROOM

How Street Violence Spreads and What We Might Do to Stop It

Richard Wright, University of Missouri–St. Louis, St. Louis, MO

ABSTRACT: Predatory street criminals are much more likely to target drug dealers than law-abiding citizens, partly because they have money and drugs, but also because they cannot report their victimization to the police. But the fact that drug dealers cannot rely on the police to protect them greatly increases the chances that they will take the law into their own hands via direct retaliation. This raises an interesting and important question: Why should predatory street criminals choose to reduce their chances of arrest at the cost of increasing their odds of being killed in the process? This talk will seek to answer that question by addressing it in the context of street offenders' day-to-day lives, focusing on the implications for the spread and prevention of urban violence.

EMPIRE ROOM

Examining the School-to-Prison Pipeline—Invited Panel

John Chasnoff, American Civil Liberties Union of Eastern Missouri, Organizer

ABSTRACT: Are school policies actually pushing students out of school and into the criminal justice system? Have zero tolerance, long suspensions, and police in school succeeded mostly in criminalizing our youth? A nationwide movement has arisen with the goal of "Dismantling the School-to-Prison Pipeline." A four member panel from ACAPP, Advocating for Communities against the Prison Pipeline, will present the issues and lead a discussion on the topic.

Panelists:

- *Dan Underwood, Managing Attorney, Children's Legal Alliance, Legal Services of Eastern Missouri*
- *Bolanle Amboniseye, Tapping Our Parental Power (TOPP)*
- *Redditt Hudson, Program Associate, American Civil Liberties Union of Eastern Missouri*
- *John Chasnoff, Program Director, American Civil Liberties Union of Eastern Missouri*

FORSYTH ROOM

4:00–4:15 p.m.

Break

4:15–5:45 p.m.

AME Community Meeting // Empire Room

followed by
Information Session

Joint Conference of the Association of Moral Education,
the Journal for Moral Education and the Asia Pacific Network
for Moral Education
Nanjing, China, October 24–28, 2011

7:00–10:00 p.m.

Banquet and Awards Ceremony // Khorassan Ballroom

POSTER SESSION

POSTER PRESENTATIONS (in alphabetical order of first presenters)

Poster #1

MORAL REACTIVITY: TRIUNE ETHICS THEORY

Christopher Anthony¹, Bradley Mattan², Jeff Brooks¹, Linsey Laufenberg¹, Lisa Potter¹, Gabrielle Michalak¹ & Darcia Narváez¹

¹University of Notre Dame, Notre Dame, IN; ²Peace Corps

ABSTRACT: Recently, a new approach to moral psychology called the Triune Ethics Theory (TET) has been advanced. This theory postulates three ethics, Security, Engagement, and Imagination, represent neurobiologically based orientations to the moral life. The current study tested aspects of this theory through a measure called the Moral Reactivity Index (MRI). Subjects were given the MRI, measures of attachment, big-5 personality and integrity. Security was positive related to poor attachment and negatively related to agreeableness and integrity whereas the opposite was true for Engagement and Imagination. Hierarchical regressions for predicting the MRI indicated the same general pattern.

Poster #2

FROM GLOBAL TO LOCAL: THE ROLE OF CULTURAL CONTEXT IN PERSONALITY DEVELOPMENT AND RECONSTRUCTION OF MORAL VALUES IN BACCALAUREATE STUDENTS IN MEXICO

Claudia Baeza-Saldívar¹, Sylvia Schmelkes-Del Valle¹, Benilde García-Cabrero²

¹Universidad Iberoamericana, Independencia, México; ²Universidad Nacional Autónoma de México

ABSTRACT: This study had as its main objective to explore the role of culture and context in the development of moral personality and the reconstruction of moral values. Participants were 22 students enrolled in a Catholic school, ranging in the age from 16 to 19, and 23 high school students (10 female and 13 male) of an Intercultural Indigenous school, ranging in age from 16 to 20 years. The results show important differences in average scores of the tests applied, as in the sub-scales and in-depth interviews, making visible the decisive influence of particular cultures.

Poster #3

TRIUNE ETHICS IDENTITIES: RELATION TO PERSONALITY AND ACTION

Jeff Brooks, Darcia Narváez, Kelly Forster, Kayla Delgado, Linsey Laufenberg & Gabrielle Michalak

University of Notre Dame, Notre Dame, IN

ABSTRACT: Triune Ethics Theory (TET) identifies three ethics rooted in the phylogenetic evolution of the human brain: the ethics of security, engagement, and imagination. We report on two studies using measures of identity for each ethic. Agreeableness was a consistent predictor (positive and negative) of all three ethics. In Study 1, Conscientiousness also predicted all three ethical identities. Public moral action for the less fortunate was negatively related to Security Identity but positively related to Engagement and Imagination Identities.

Poster #4

IMPACT OF MORAL JUDGMENT AND MORAL DISENGAGEMENT ON RAPE-SUPPORTIVE ATTITUDES IN COLLEGE MALES

Ashley Carroll Norris, Samford University, Birmingham, AL

ABSTRACT: Non-stranger sexual assault has been documented as a serious problem on college campuses for at least three decades (Fezzani & Benshoff, 2003). This study hypothesized a model in which moral disengagement and moral judgment explained the rape-supportive attitudes of fraternity members. Analysis indicated that fraternity men were significantly higher than non-fraternity men on moral disengagement, lower on measures of moral judgment, and higher on measures of rape-supportive attitudes. The path analysis indicated that there were significant relationships between the variables in the hypothesized model, and a t-test for parallelism indicated that there were significant differences in the paths for fraternity and non-fraternity men.

Poster #5

RELIGIOUS VERSUS ATHEISTIC THOUGHT

Lucas Alexander Haley Commons-Miller¹ & Michael Lamport Commons²

¹Dare Institute, Cambridge, MA; ²Harvard Medical School, Beth Israel Deaconess Medical Center, Cambridge, MA

ABSTRACT: Is there a difference between stage of thinking and arguments about religion versus atheism? Fowler studied stages of development in religious reasoning. He suggested that atheistic reasoning would follow the same developmental sequence. Here, data from two separate studies were examined, first to determine whether development in religious versus atheistic thinking follows the orders of complexity as predicted by the Model of Hierarchical Complexity. Second, data from the two studies on stage of arguments about religious/superstitious/atheistic thought were examined to determine whether reasoning on all supernatural matters form a single domain.

Poster #6

'GIVING VOICE': 9TH GRADE GIRLS' GROUPS

Janet G. Davis, FutureWork Institute, Inc., St. Louis, MO

ABSTRACT: 'Giving Voice' was designed as a one-year program conducted during the school year for 9th-grade girls attending Vashon High School in St. Louis, MO. Twenty-one girls were interviewed to determine their willingness to participate in the groups. The major focus was to address inter-group conflict and violence among high school girls, to develop better communication and decision-making skills, and to discuss the impact of current behavior on future aspirations.

Poster #7

GOOD WORK: TOWARD AN ETHICAL ENVIRONMENTAL PRACTICE

Deborah K. Deemer & Philip Fass, University of Northern Iowa, Cedar Falls, Iowa

ABSTRACT: This interactive poster session aspires to evoke dialogue concerning our relationship to earth and its inhabitants. Our sense of being within nature and our collective responsibility to enact sustainable relationships within it are focal. To spark dialogue, ethical quandaries experienced by the authors in nurturing five acres of land will be intertwined with the voices of relevant philosophers. Sensitivity to the importance of addressing environmental issues in moral education is a desired outcome of this session. The potential ethical development of participants, as we reflect together on the meaning of a "good" life, provides a more personal rationale for dialogue.

Poster #8

UTILIZING THE HERO'S JOURNEY TO PROMOTE MORAL DEVELOPMENT IN COUNSELING TRAINEES: FROM MICRO-MORALITY TO MACRO-MORALITY

Christopher Lawrence & John A. Dewell, College of William & Mary, Williamsburg, VA

ABSTRACT: Higher stages of moral development are linked to necessary traits and improved performance of competent and ethical counselors. Unfortunately, a moral component is often left out of a vital piece of counselor development, the supervision process. The authors propose utilizing the concepts of Joseph Campbell's "Hero's Journey" as a framework for incorporating neo-Kohlbergian theories of moral development into the supervision experience. It is proposed that the Hero's Journey provides a useful method of assessing the supervisee's moral developmental level and subsequently matching interventions that promote moral judgment, motivation, sensitivity, and character.

Poster #9

MORAL PSYCHOLOGY AND THE CONDITIONS AND TERMS OF INFIDELITY AND FIDELITY

Albert Erdynast, Monica Dremann, Craig Finley, Luminita Docan & Carol Gustafson

Antioch University Los Angeles, Culver City, CA

ABSTRACT: This presentation reports on an ongoing empirical study of developmental conceptions of fidelity and infidelity based on data collected from a cross-section of 185 adults in the age range of 22-65 that responded to structured questions and moral dilemmas.

Poster #10

THE EQUIP PROGRAM: AN UPDATE

John C. Gibbs¹, Granville Bud Potter², Ann-Marie DiBiase³ & Matthew Blount¹

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ABSTRACT: Since its introduction in the 1990s, the EQUIP program for treating antisocial behavior has been implemented, adapted, and evaluated at various institutions in North America and Europe. An adaptation for adult offenders is Responsible Adult Culture (RAC). A prevention version is EQUIP for Educators. EQUIP emphasizes social perspective-taking and correction of cognitive distortion throughout its cognitive behavioral (skills, maturity) and mutual help components. High-fidelity implementations yield substantial effectiveness, in contrast to weaker results for low-fidelity programs. Perspective-taking supplementations to EQUIP include victim awareness programs, as well as role-play reenactment of a crime first as perpetrator and then as victim.

Poster #11

AGGRESSION AND MORAL PERCEPTIONS — COMPARISON OF TRANSGRESSIONS OF MORALITY VS. SOCIAL VIRTUES

Yuki Hasebe¹ & Nadia Sorkhabi²

¹Western Illinois University, Macomb, IL; ²San Jose State University, San José, CA

ABSTRACT: This study examined how peer-bullies and victims perceived a person's discretion and the derogatoriness of 'Absolute' vs. 'Ambiguous' moral transgressions. The study derives from domain theory

which distinguishes two social regulations, morality and conventions. Morality pertains to fairness affecting others' welfare. Conventions involve prototypical regulations (e.g., table manners) and virtuous characters (e.g., honesty). Bullies perceived the transgression of absolute moral acts (e.g., stealing) as more personal; therefore, the decision would be up to the transgressor. They also viewed violating absolute moral acts more affirmatively than victims. Bullies, however, displayed uncertainties in their judgments over ambiguous moral transgressions eventually benefitting the well-being of others (e.g., morally-directed lie).

Poster #12

MORAL AND EMPATHETIC IMPACT ON VIEWING FACEBOOK PROFILES

Mary Elizabeth Herbst and Sanita Saengvilay, Saint Louis University, St. Louis, MO

ABSTRACT: The expansion of online social networking sites has grown beyond use of connecting friends and family, but since all information on the sites are universally accessible, there has been a huge surge on user privacy. The purpose of this study was to examine the effects of personality on viewing anonymous Facebook profiles. A student population (N = 100) was surveyed on personality factors including extraversion/introversion and viewed either a "socialite" or "reserved" Facebook profile. They were then given a hypothetical situation regarding the student presented in the fabricated profile and asked whether the outcome of the situation was fair or not (i.e., empathy). Introverted participants were predicted to be more empathetic, overall, than extroverted participants. This effect was expected to be qualified by an extraversion x profile interaction, with introverts empathizing more for reserved profiles and extroverts empathizing more for socialite profiles.

Poster #13

EXPLORING THE RELATIONS BETWEEN CHILDREN'S EMOTION ATTRIBUTIONS, GENEROSITY, AND DISTRIBUTIVE JUSTICE REASONING

Natalie Homa¹, Megan McCall¹, Bryan Sokol¹, Emily Price¹, Mary E. Herbst¹, Lauren Zwickelmaier¹, & Jen Yan²

¹Saint Louis University, St. Louis, MO; ²Simon Fraser University, Burnaby, BC, Canada

ABSTRACT: The current study examines the relationship between children's distributive justice reasoning, attributions of altruistic or egoistic emotions to others, and prosocial conduct. Approximately forty 5- to 8-year olds participated in a study designed to elucidate the socio-cognitive processes that mediate the tension between children's desire to equally distribute limited resources within a group and the desire to protect their self-interest. It is expected that those who are more altruistically oriented (i.e., more willing to share and more often attributing altruistic emotions to others) will also demonstrate more sophisticated distributive justice reasoning.

Poster #14

ASSESSMENT BY ASSOCIATION METHOD OF A MORAL EDUCATION LESSON IN A MIXED-AGE CLASS — TOWARD A CLINICAL MORAL EDUCATION

Kohtaro Kamizono¹, Kenji Morinaga²

¹Nagasaki University, Nagasaki-city, Japan; ²Principal, Aikawa-elementary school, Kurume-city, Japan

ABSTRACT: The moral education lesson corresponding to a task carried out by children, which we may call a clinical moral lesson, is a valuable one. The method of such a lesson, combining children of various ages, was productive. The association method to assess a lesson is effective in revealing what has happened in the consciousness of people in a group. As a result of the lesson, the first graders could arrive at a variety of reasons regarding the importance of life, and the sixth graders could find an affirmative view of themselves during the process of caring for the first graders.

Poster #15

ELEMENTARY STUDENTS' INFORMATIONAL ETHICS SENSITIVITY IN THE REPUBLIC OF KOREA AND CHINA

Hang-In Kim, Gyeongin National University of Education, Republic of Korea

ABSTRACT: The purpose of this study was to investigate the Korean and the Chinese elementary students information ethics sensitivity. In the world, especially in South Korea, ethical problems as internet addiction, infringement on copyright and privacy, and anonymous insult, and so forth, become serious with rapid development of information communication technology. Recently, the researcher has developed the Information Ethics Sensitivity Test (IEST) applying Rest's Four Components Model to the information ethics. Additionally, the Chinese Information Ethics Sensitivity Test (CIEST) was developed using translation of the IEST. Using IEST and CIEST, the researcher surveyed elementary students' information ethics in the Republic of Korea and China. Korean students were 223 third, fourth, fifth, and sixth graders. The Chinese participants were 309 third, fourth, fifth, and sixth graders from two elementary schools in Beijing.

Poster #16

PLATO'S ACCOUNT OF EROS AND ITS IMPLICATIONS FOR SOCIAL INEQUALITY QUESTIONS

Karina Kleiman, Hebrew University of Jerusalem, Israel

ABSTRACT: Although Plato's account of Eros in the Symposium supports a successful argument for the desire to possess the form of the good, it presents an unsuccessful argument for the desire to love the individual, and to wish for his or her betterment. Thus, through a systematic study, I suggest an underestimated aspect of today's scholarly interpretation of Plato's Symposium, an altruistic notion of Eros. With this analysis as a starting point, I explore how a teacher-student relationship founded on a teaching practice of an altruistic Eros provides a model of moral reflection for students in the form of a dialogical relationship, and offers a valuable angle from which to approach social inequality questions raised in contemporary education.

Poster #17

MORMON WOMEN AND PARENTAL DIVORCE: A QUALITATIVE ANALYSIS OF PERCEPTIONS OF FAITH IN RELATION TO DIVORCE AND ADULT DEVELOPMENT

Sara McPhee Lafkas, Harvard Graduate School of Education, Cambridge, MA

ABSTRACT: The presentation discusses dissertation research related to Mormon women from divorced families. The research explores these women's perceptions of religious doctrines for which divorce is problematic, including the nature of family relationships, eternal marriage and gender roles. The study further probes whether and how women at different adult development junctures perceive these matters in distinct ways. The presentation will address findings from the study, including identification of adult development levels and analysis processes leading to development of categories and emergent themes. Implications for moral education will be discussed, as well as potential applications to members from other conservative religious faiths.

Poster #18

THREE PROBLEMS IN THE STUDY OF PURPOSE AND CHARACTER FOR COLLEGE STUDENT DEVELOPMENT

Jennifer Menon Mariano, University of South Florida, Sarasota, FL

ABSTRACT: Youth purpose is of interest to educators who recognize it as a potential motivator of students' goals. This study surveyed 500 college students to address three questions: What life areas are sources of meaning and purpose? Do character strengths predict purpose? Do gender, ethnicity, and academic achievement variables predict purpose? Agency, pathways, optimism, self-control, vitality, and grade point average (GPA) predicted a high sense of purpose. However, when purpose was assessed as both behavior and intentions to contribute to the world beyond the self, agency, self-control and vitality were the only significant predictors. Purpose exemplars showed significantly higher mean ratings on all strengths than non-exemplars.

Poster #19

INTERVENTIONS FOR VALUE DEVELOPMENT: RESTRUCTURING THE TEACHER EDUCATION PROGRAMME

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

ABSTRACT: The presentation examines the need for value education in the classroom. It presents some methods by which teachers can create an environment using various learning resources to build a strong value system in the school children. Recommendations of government commissions and policy documents have been highlighted which emphasize the need for value-based education, particularly in pluralistic, secular and democratic societies like India. The presentation focuses on inculcating the value education component in the teacher training curriculum, adopting various paradigms for capacity building of school teachers so that they can foster development of moral and other desirable values in pupils.

Poster #20

ASSESSING STUDENT OUTCOMES OF A VALUES-BASED EDUCATION

Neil H. Penny & Di You, Alvernia University, Reading, PA

ABSTRACT: A gain in the moral reasoning of graduating students is one outcome that many colleges promote as a component of their values-based education. Using the DIT-2, we evaluated student outcomes of a values-based education in 2007 and again in 2009. The results indicated that for freshman in 2007, compared with when they were juniors in 2009, there were statistically significant differences between their personal interest schema scores, postconventional schema scores as well as their N2 scores. Similar results were found comparing personal interest schema scores as well as postconventional schema scores between sophomores in 2007 and seniors in 2009.

Poster #21

PERSPECTIVE-TAKING AND SCHOOL CLIMATE: A SERVICE PROJECT COMPARING TWO ST. LOUIS ELEMENTARY SCHOOLS

Emily Price, Laura Rundell & Bryan Sokol, Saint Louis University, St. Louis, MO

ABSTRACT: We explored the psychological constructs of perspective-taking and school climate through a service project at two St. Louis schools: a low-income parochial school and a language immersion charter school. We drew from Selman's (2003) model of perspective-taking and Cohen's (2009) dimensions of school climate to inform our comparison of students' conduct. According to Selman, perspective-taking skills are related to social context, especially the kind of interpersonal relationships contributing to a positive school climate. Cohen identifies a variety of dimensions of school climate — safety, interpersonal relationships, teaching and learning practices, and external environments — that could be related to the development of perspective-taking. We focused particularly on the dimensions dealing with navigating peer interactions, building a sense of community, and implementing effective discipline.

Poster #22

CONFIRMATORY ANALYSIS OF THE ENRIGHT FORGIVENESS INVENTORY—EFI

Júlio Rique, Cleonice Camino, Walberto Santos & Valdiney Gouveia, Universidade Federal da Paraíba / Federal University of Paraíba, João Pessoa, Brazil

ABSTRACT: This work presents a study to verify the factorial structure of the Enright Forgiveness Inventory (EFI) in Brazilian-Portuguese version. A sample of 271 adolescents, 15 years old in average, males and females, participated in the study. Results showed that a model with six-first-order-factors for forgiveness (positive affect, negative affect, positive behavior, negative behavior, positive cognition, negative cognition) was the best fit of the data. Findings supported Enright's theory of interpersonal forgiveness and a multidimensional structure for the EFI. Implications of this finding for research and the moral education for forgiveness will be presented.

Poster #23

TELL THE TEACHER OR TELL THE BULLY OFF: DEVELOPMENTAL CHANGES IN THE STRATEGIES CHILDREN PROPOSE FOR BYSTANDERS TO HYPOTHETICAL BULLYING SITUATIONS

Patrick Rock & Jodie Baird, Swarthmore College, Swarthmore, PA

ABSTRACT: We examined whether children (N=104, aged 6–11 years) judge that bystanders are obligated to intervene in bullying situations. Further, we tested whether children of all ages are equally capable of generating responses to bullying, or whether that skill develops substantially over this period. A majority of children at all ages judged bystanders obligated to intervene. Children most often suggested that the bystander confront the bully directly, followed by the suggestions that the bystander find a teacher or comfort the victim. Older children generated more strategies overall than younger children. Cognitive and socio-emotional explanations for this development are discussed.

Poster #24

MORAL SCHEMA, ETHNICITY, AND NEED TO DISENTANGLE COGNITION

Glen Rogers & Kathleen Schwan Minik, Alverno College, Milwaukee, WI

ABSTRACT: Growth in moral judgment during the first year of college as measured by the Defining Issues Test was found to be similar for a sample of Caucasian and minority students (primarily Hispanic and African American). Minorities with a principled moral judgment schema were retained at a lower rate (60%) in the college than Caucasian students (98%), while for students with either a personal interest or maintaining norms schema, ethnicity was unrelated to retention. Findings illustrate overlap in cognitive and moral development — and associated effects — reinforcing an ongoing need to disentangle theoretical and empirical overlap.

Poster #25

MORAL REASONING AND EMPATHY IN ADOLESCENTS WITH HIGHER-FUNCTIONING AUTISTIC SPECTRUM DISORDERS: IMPLICATIONS FOR MORAL EDUCATION

Amie Senland & Ann Higgins-D'Alessandro, Fordham University, Bronx, NY

ABSTRACT: This study sought to understand moral thinking and empathy in adolescents with higher-functioning autistic spectrum disorders (HF-ASD's). Participants, aged 12–18, in HF-ASD and typically developing (TD) groups completed measures assessing autistic symptoms, empathy, and moral reasoning. Quantitative and qualitative results suggest that compared to TD adolescents, adolescents with HF-ASD's have lower moral reasoning and perspective-taking, but similar empathic concern. Qualitative results suggest that these groups learn how to function morally through different pathways; HF-ASD adolescents learn through concrete evidence and TD adolescents do so through social interactions. Results will discuss adaptation of moral education programs for adolescents with HF-ASD's.

Poster #26

CURRICULUM OF TRAINING TEACHERS COURSES AT A BRAZILIAN UNIVERSITY AND MORAL EDUCATION

Maria Judith Sucupira da Costa Lins & Monique Marques Longo, Universidade Federal do Rio de Janeiro, Brazil

ABSTRACT: This poster focuses on training teachers' courses concerning moral education. Besides training for specific subjects, these students need to study ethics at the university. The objective was to analyze the role of ethics as a subject in training teachers' courses. Methodology was based upon Laurence Bardin's analysis of contents. With this purpose, we selected 10 curricula of courses in a Brazilian university and observed how ethics is taught. Thirty students from these courses were interviewed. Theoretical foundation was Aristotle's Ethics and Freud's ideas. Data show the importance of ethics as a subject in teachers' training courses curricula at the university.

Poster #27

CREATING A MORE JUST, EQUITABLE AND DIVERSE EDUCATION SYSTEM THROUGH TEACHER EDUCATION

Michelle Tichy, St. Norbert College, De Pere, WI

ABSTRACT: Public education in the United States strives to be a great equalizer in society and yet in the past two decades this goal has become increasingly obscured by the calls for "increased accountability and testing." This research project examines what is needed in teacher education and public education institutions to reclaim the role of public education in creating a society that is just, equitable, and hopefully peaceful. This study examines the use of moral dilemma discussions in the form of academic controversies to infuse moral development opportunities into the existing curriculum of teacher education.

Poster #28

BLACK, WHITE AND OTHER: TEEN PREGNANCY, SCHOOLING AND REPRESENTATION

Stephanie Troutman, Pennsylvania State University, University Park, PA

ABSTRACT: This poster uses feminist methodology in the development of new theoretical domains that assist in the understanding of how constructs of adolescence and girlhood intersect with the racialization and stigmatization of teen pregnancy in two films: *Juno* (2007) and *Just Another Girl on the I.R.T.* (1992). By problematizing the discursive construction of the adolescent (Lesko, 2004) and joining it with the monstrous feminine (pregnant) body, it becomes clear that girlhood sexuality is a contested domain, which is further complicated by race and class. This 'complicated space' becomes a focal point for research toward a social justice ethics of care.

Poster #29

COGNITIVE, AFFECTIVE, AND PERSONALITY PREDICTORS OF VARIOUS TYPES OF AGGRESSION

Jenny L. Vaydich & Darcia Narváez, University of Notre Dame, Notre Dame, IN

ABSTRACT: Various cognitive, affective, and personality factors have been associated with lower levels of aggression. Several studies have demonstrated that perspective-taking, empathic concern, and agreeableness are related to decreased aggressive responses. The current study explored how cognitive, affective, and personality factors predict different types of aggression. Agreeableness significantly negatively predicted four types of aggression (physical aggression, verbal aggression, anger, and hostility). Perspective-taking significantly predicted verbal aggression, anger, and hostility, whereas empathic concern significantly predicted anger. Findings suggest personality factors such as agreeableness should be further explored in relation to emotion regulation and aggressive responding.

Poster #30

THE INFLUENCE OF IMAGINATIVE ROLE-PLAYING IN A FANTASY GAME FORMAT ON THE MORAL DEVELOPMENT OF YOUNG ADULTS

Jennifer Cole Wright¹, Daniel Weissglass¹ & Vanessa Sorenson²

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ABSTRACT: What influence does encountering moral considerations in the context of imaginative role-playing have on adolescents/young adults' moral development? Though previous research has documented the effectiveness of active discussion of ethical dilemmas, perspective taking, and role-playing in facilitating moral development, much less is known about the influence of imaginative role-playing on moral development. Our yearlong project explored this question, focusing our attention on the domain of imaginative role-playing games with young adults. Specifically, we investigated the effect that active, extended (semester-long) engagement in an imaginative role-playing game had on participants' moral reasoning, imagination, identity, empathic perspective taking, and creative/divergent thinking.

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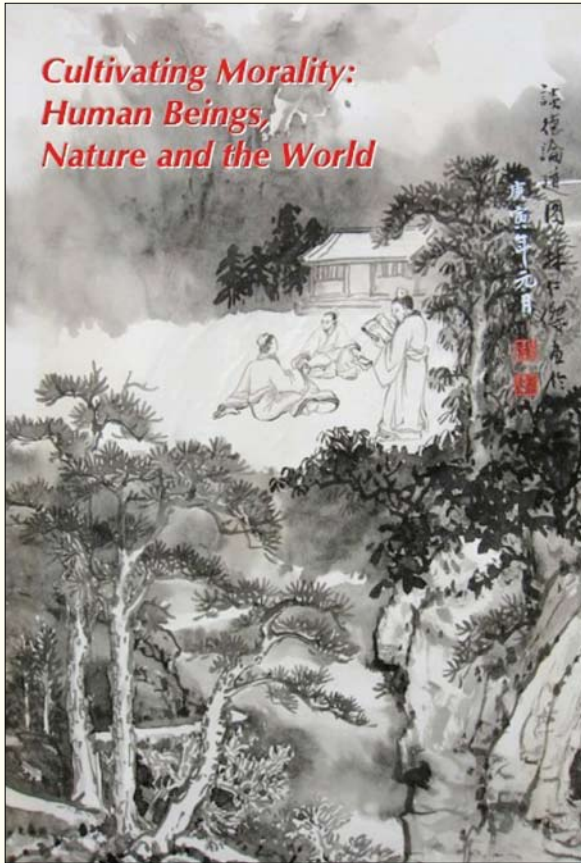
About Nanjing

Nanjing is a pleasant city with over 2,400 years of history and was at various times the capital city of China. Despite its ongoing modernization it has retained many traditional features, historic monuments and sites, such as the Ming Tombs, Sun Yat-sen's Mausoleum, Linggu Temple, the city walls, and the Confucius Temple where the Imperial examinations were held for those aspiring to become Mandarins.

The Kohlberg Memorial Lecture 2011 will be delivered by Professor Tu Weiming.

Tu Weiming is the Harvard-Yenching Professor of Chinese History and Philosophy and of Confucian Studies at Harvard University, USA, and Senior Professor of Philosophy at Beijing University, China. He has been a fellow of the American Academy of Arts and Sciences since 1988. Professor Tu has been instrumental in developing discourse on dialogue among civilizations, being a proponent of the idea of 'Cultural China' (which attempts to understand what it means to be Chinese within a world context), and by reflection on the Enlightenment mentality of the modern West, and theories of multiple modernity. He has authored two monographs and several collections of essays in English. Tu Weiming's five-volume collected work in Chinese was published in 2001. He is currently studying the modern transformation of Confucian humanism in East Asia and tapping its spiritual resources for human flourishing in the global community.

Your participation in this interdisciplinary, intercultural, academic moral education landmark event is warmly welcomed!



***Cultivating Morality:
Human Beings,
Nature and the World***

International Conference on Moral Education

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Association for Moral Education – 37th Annual Conference
Journal of Education – 40th Anniversary Conference
Asia Pacific Network for Moral Education – 6th Annual Conference

October 24-28, 2011
Nanjing International Conference Centre
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