

47th Annual Conference of the Association for Moral Education

Event Schedule

Wed, Nov 03, 2021

7:00am

Test Your Connection (Available Now!)

🕒 7:00am - 7:30am, Nov 3

Please use this session (**at any time** before the synchronous sessions begin) as a trial for connecting to a live stream! This is a wonderful opportunity for you to become familiar with the Whova platform (and Zoom).

-The Conference Organizing Team

9:30am

Welcome with AME President Doret De Ruyter! (Read Remarks, attached)!

🕒 9:30am - 9:45am, Nov 3

Community Meeting

This was a live streaming Welcome session with AME president Doret de Ruyter!

If you missed the streaming event, please feel free to read the attached document containing President Doret De Ruyter's Welcome to the Conference Attendees!

🗣️ Speaker



Doret De Ruyter Professor of (Philosophy of) Education, University of Humanistic Studies

10:00am

Teacher Ethos I: Status quo of an emerging field – In Memoriam Fritz Oser

🕒 10:00am - 10:45am, Nov 3

Fritz Oser Session

If you are interested to join our session, you find an introduction video as well as documents or videos belonging to each subsession as well as to the symposium uploaded in the resources.

🗣️ Speakers



Karin Heinrichs Professor for Vocational Education and Training, University of Teacher Education Upper Austria



Ann Higgins-D'Alessandro Professor of Psychology, Fordham University



Wiel Veugelers Professor Emeritus, University of Humanistic Studies



Terence Lovat Professor, University of Newcastle



Clark Power Executive Director, Play Like a Champion Today Educational Series

4 Subsessions

- **What Youth Sport Coaching Can Contribute to a Professional Ethos of Teaching - Toward Just Community Ethos for Youth Sports**
🕒 10:00am - 10:45am, Nov 3
- **Research as a Window on School and Teacher Ethos**
🕒 10:00am - 10:45am, Nov 3
- **Teachers' Ethos in Moral Learning**
🕒 10:00am - 10:45am, Nov 3
- **Teacher Ethos in Islam and the pre-Islamic East**
🕒 10:00am - 10:45am, Nov 3

Paper Session 1.1

🕒 10:00am - 10:45am, Nov 3

Paper Session

🗣️ Speakers



Dr. Paige Fournier Special Educator, RSU5



Lori Simpson



Evan Dutmer Instructor in Latin, Ancient Mediterranean Cultures, and Ethics, Culver Academies



Andreia Magliano-Parra PhD Candidate, University of São Paulo



Valéria Arantes



Cameron Potter Sr. Consultant, Learning & Development, Texas Christian University

4 Subsessions

- **Ethics in Education: Carving out a Place for Moral Capital in Schools**
🕒 10:00am - 10:45am, Nov 3
- **Teaching Practiced Liberatory Virtue Ethics**
🕒 10:00am - 10:45am, Nov 3
- **Teachers Ethical Identity: intuition, self-consciousness and purpose in life**
🕒 10:00am - 10:45am, Nov 3
- **Ethical & Moral Meaning-Making through Intercultural Initiatives: A Critical Constructive-Developmental Approach**
🕒 10:00am - 10:45am, Nov 3

Paper Session 1.2

🕒 10:00am - 10:45am, Nov 3

Paper Session

S

🗣️ Speakers



Ana Romero-Iribas Assistant Professor, Rey Juan Carlos University (Spain)



Consuelo Martínez-Priego Associate Professor, Universidad Villanueva



Koon Lin Wong Assistant Professor, The Education University of Hong Kong



Chong Eric King-man



Leung Wing Tat



Leung Yan Wing



Danila Di Pietro Estudante de doutorado, UNICAMP

3 Subsessions

- **Recognizing the other as “another self” through the emotional underpinnings of habits: education in civic social responsibility**
🕒 10:00am - 10:45am, Nov 3
- **Experiential learning for civic education: Typologies and learning outcomes**
🕒 10:00am - 10:45am, Nov 3
- **The contribution of the socio-emotional competencies in the education to the construction of social justice**
🕒 10:00am - 10:45am, Nov 3

Moral Emotional Learning in Shifting Cultural Landscapes

🕒 10:00am - 10:45am, Nov 3

Symposia Session

This presentation discusses the context and the purpose of a wider program of research which includes multiple related studies with children, parents and teachers, carried out in Kazakhstan in 2020. I discuss some of the affordances of blending different and related methodological approaches in the interest of gaining a deeper and more comprehensive understanding of the full ecology of children's moral and emotional reasoning and development. I also present some findings from one of the research studies focused on moral reasoning and emotional competencies of children aged 6-18. This study, based clinical interviews, provides insight into how children's moral decision making develops and how it differs within different context and different social challenges they are asked to navigate.

*Note: In the context of this 4 presentation symposium, this one is best viewed as #2 in the order of presentations.

🗣️ Speakers



Zina Besirevic Research Director | Co-founder, San Francisco Human Rights Commission | MindREDy LLC.



Altynay Abdrakhmanova Director, Research Center for Applied Psychology SANA



Melike Acar Assistant Professor, MEF University



Zuhra Teja Certified School Psychologist | Vice-Principal | International Consultant, UBC | Provincial Outreach Program for Autism | mindREDy

4 Subsessions

- **Symposia Subsession**

🕒 10:00am - 10:45am, Nov 3

● **Symposia Subsession 1**

🕒 10:00am - 10:45am, Nov 3

● **Symposia Subsession 2**

🕒 10:00am - 10:45am, Nov 3

● **Symposia Subsession 3**

🕒 10:00am - 10:45am, Nov 3

11:00am

Establishing the Necessity of Social Justice in Moral Education

🕒 11:00am - 12:30pm, Nov 3

Keynote Session

🗣️ Speaker



Winston C. Thompson Associate Professor of Educational Studies; Associate Professor of Philosophy (by courtesy), The Ohio State University

1:00pm

In pursuit of collective well-being through educational equity and excellence

🕒 1:00pm - 1:45pm, Nov 3

Invited Symposia

🗣️ Speakers



Robert Jagers Vice President of Research, CASEL



Jessica Marshall Predoctoral Fellow, Collaborative for Academic, Social and Emotional Learning (CASEL)/Northwestern University



Rashmita Mistry Professor, UCLA, Department of Education



Alisa Pykett Action Researcher and Evaluator, University of Wisconsin, Population Health Institute

4 Subsessions

● **Work notes on transformative social and emotional learning**

🕒 1:00pm - 1:45pm, Nov 3

- **Insights from the Reparations Won curriculum initiative**
🕒 1:00pm - 1:45pm, Nov 3
- **Economic Inequality and Young People's Views About Self and Society**
🕒 1:00pm - 1:45pm, Nov 3
- **A place-based, civic-science model for adolescents at the intersection of environmental justice and civic development**
🕒 1:00pm - 1:45pm, Nov 3

Intention and Impact: Interrogating our Responsibility to Vulnerable Others (Part 1)

🕒 1:00pm - 1:45pm, Nov 3

Symposia Session

This is Part 1 which is a series of 3 papers. Tomorrow you can come to Part 2 which is a discussion of intention and impact as it relates to the Smith College battle over race, power, and class.

"It's not about intent. It's about impact." This is a line that is repeated in academia and social media with regard to harms from microaggressions. The ideas afloat in what is sometimes called the "blogosphere" have to do with whether it is empathy commands a wrongdoer to focus on impact, whether it is privilege that permits a wrongdoer to focus on intent rather than impact, and whether it is studied or privileged ignorance that excuses impact. Many have argued that it isn't accidental when a microaggression is committed but an expression of deeply held racist, sexist, ableist, antisemitic, or other beliefs. In many cases intent and impact are presented in an either/or manner, as if the one can't influence the other at all, as if the discussion is not about where the focus should lie but about accountability, even absolution. That there is differential impact on people based on individual or group vulnerabilities is an important consideration with regard to how much intention should count and how great the focus on impact might be. On the one hand, as Jamie Utt writes, "in the end, what does the intent of our action really matter if our actions have the impact of furthering the marginalization or oppression of those around us." On the other hand, as Koehle (2017) writes, "the postmodernist practice of hearing only the worst possible meaning of a statement, regardless of context, lends itself to bad-faith holdings (Koehle, 2017).

🗣️ Speakers



Sharon Lamb (she/her) Professor, University of Massachusetts, Boston



Phyllis Curtis-Tweed Vice President, Academic and Student Affairs, Bermuda College



Michelle Forrest Professor of Education, Mount Saint Vincent University, Halifax NS Canada

3 Subsessions

- **Symposia Subsession**
🕒 1:00pm - 1:45pm, Nov 3
- **Symposia Subsession 2**
🕒 1:00pm - 1:45pm, Nov 3
- **Symposia Subsession 3**
🕒 1:00pm - 1:45pm, Nov 3

Program Review of Moral and Ethical Education for Pre-service Teachers

🕒 1:00pm - 1:45pm, Nov 3

Symposia Session

🗣️ Speakers



Timothy Barczak Graduate Student, The Ohio State University



Ivy Leibner Student, The Ohio State University



Sam Schafer Student, The Ohio State University



Jacob Fay Postdoctoral Fellow, Edmond J. Safra Center for Ethics at Harvard University, Harvard University

4 Subsessions

- **Symposia Subsession**

🕒 1:00pm - 1:45pm, Nov 3

- **Symposia Subsession 2**

🕒 1:00pm - 1:45pm, Nov 3

- **Symposia Subsession 3**

🕒 1:00pm - 1:45pm, Nov 3

- **Symposia Subsession 4**

🕒 1:00pm - 1:45pm, Nov 3

The Role of Teachers in Social Exclusion in the Class Room

🕒 1:00pm - 1:45pm, Nov 3

Symposia Session

Teachers can have a great impact on their students. In different ways, they directly and indirectly impact their students' attitudes and behavior (Blazar & Kraft, 2017; Duong et al., 2019). This can also be assumed in the context of exclusion. Teachers' interactions with their students are of considerable importance, because teachers are significant role models for their students, especially when it comes to moral issues such as social exclusion (Evans, 1992; Lumpkin, 2008). With their reactions and responses to conflicts and exclusive behaviors teachers transmit explicit and implicit messages about their attitudes related to the role of inclusion in schools and with that shape their students' attitudes and behavior (Cooley et al., 2016; Muntoni & Retelsdorf, 2020). Additionally, with the rules that teachers introduce in class, they define which behavior is acceptable or unacceptable and with that they can establish norms of inclusion. In direct conversations, they can help their students reflect the interplay of aspects of morality, group functioning and personal autonomy in the context of social exclusion.

Given the important role that teachers play in their class's social system it is surprising that there has been so little research on teachers' reactions to exclusion so far. In this symposium, we bring together three studies that examine the role of teachers for social exclusion in class.

Paper 1: "Teachers' Evaluations of and Reactions to Social Exclusion Scenarios – The Role of Situational Information and Student's Ethnic Origin" (Beißert, Staat, & Bonefeld)

Using hypothetical scenarios, this experimental research revealed that teachers in Germany have a strong tendency to condemn social exclusion and to intervene in exclusion situations when they do not know much about the reasons for the exclusion. In contrast, in cases in that teachers know about prior norm violating behavior of the excluded student, they accept social exclusion much more and are less likely to intervene. Encouragingly, the ethnic origin of the excluded student plays only a minor role for teachers' reactions and not in a discriminatory way.

Paper 2: "Teachers' Emotional Reactions and Reasoning about Social Exclusion based on Learning Difficulties and Hyperactive Behavior" (Grütter, Barth, Tschopp, & Buholzer)

This study conducted in Switzerland revealed that teachers react and reason differently regarding the exclusion of children with hyperactive behavior compared to children with learning difficulties and that this can impede the application of adequate intervention strategies. Encouragingly, results also indicate that a specific intervention can prepare teachers to deal with exclusion based on group membership.

Paper 3: "Shaping Inclusive School Contexts: The Role of Teacher and School Factors" (Mulvey & Gönültaş)

In this study with students from middle-schools in the US, the authors investigated school and teacher factors that promote adolescents' bystander responses to social exclusion. The study demonstrated that the quality of teacher-student-relationships can shape adolescents' attitudes toward inclusion. Further, results indicate the importance of school climate, teacher rejection sensitivity and perceptions of discrimination for promoting inclusive tendencies.

Together, these papers provide implications for the prevention of exclusion and demonstrate the importance of considering the role of teachers when investigating social exclusion in schools.

Discussant: The papers will be discussed by Larry Nucci.

🗣️ Speakers



Hanna Beißert DIPP | Leibniz Institute of Research and Information in Education



Jeanine Grütter Professor of Education, University of Konstanz



Kelly Lynn Mulvey Associate Professor, North Carolina State University

3 Subsessions

- Teachers' Evaluations of and Reactions to Social Exclusion Scenarios – The Role of Situational Information and Student's Ethnic Origin

🕒 1:00pm - 1:45pm, Nov 3

● **Symposia Subsession 2**

🕒 1:00pm - 1:45pm, Nov 3

● **Shaping Inclusive School Contexts: The Role of Teacher and School Factors**

🕒 1:00pm - 1:45pm, Nov 3

2:00pm

Paper Session 1.3

🕒 2:00pm - 2:45pm, Nov 3

Paper Session

🗣️ Speakers



Robert A. Davis Professor of Religious and Cultural Education, University Of Glasgow



Alex Nikolaidis The Ohio State University



Peter Hart Research Fellow, University of Leeds

3 Subsessions

● **Education, Social Justice and the Statues Question**

🕒 2:00pm - 2:45pm, Nov 3

● **Deinstitutionalizing moral education: Social justice, educational responsibility, and formative moral criticism and approbation**

🕒 2:00pm - 2:45pm, Nov 3

● **A MacIntyrian understanding of character education: A foundation for social justice as necessary for moral education**

🕒 2:00pm - 2:45pm, Nov 3

Paper Session 1.4

🕒 2:00pm - 2:45pm, Nov 3

Paper Session

🗣️ Speakers



Paul Watts Lecturer, MA Character Education, Jubilee Centre for Character and Virtues, University of Birmingham



Danielle Hatchimonji Assistant Research Scientist, Nemours Children's Health



Edward Brooks Executive Director, Oxford Character Project, University of Oxford



Samson Tse



Jessie Yue Wright



Emily Burdett



Yang Chao Associate Professor, South China University of Technology

4 Subsessions

- **Character Education through Stories: An Examination of Story-Based Character Education in the Primary School**
🕒 2:00pm - 2:45pm, Nov 3
- **Anti-oppressive social-emotional and character development: A vision for multi-systems implementation**
🕒 2:00pm - 2:45pm, Nov 3
- **Character and Leadership Development at a Time of Crisis in Hong Kong: An Evaluation of a Blended Learning Programme at the University of Hong Kong**
🕒 2:00pm - 2:45pm, Nov 3
- **Socialization or universal social justice: A critical review of character education movement based on Kohlberg's legacy**
🕒 2:00pm - 2:45pm, Nov 3

Paper Session 1.5

🕒 2:00pm - 2:45pm, Nov 3

Paper Session

🗣️ Speakers



Bruce Maxwell Associate Professor, University of Montreal



Dr Daniella J Forster Senior Lecturer, School of Education in the College of Human and Social Futures, University of Newcastle (Australia)



Michael Klenk University College London



Oliver Bridge Researcher, Institute of Ethical AI, Oxford Brookes University



Rebecca Raper PhD Candidate, Oxford Brookes University



Tobias Eichinger Senior Assistant, Institute of Biomedical Ethics and History of Medicine, University of Zurich



Markus Christen



Johannes Katsarov Coordinating Director (Chairman), NICE Foundation (Network for Innovation in Career Guidance and Counselling in Europe)

4 Subsessions

- **Using codes of professional ethics and conduct in teacher education: pitfalls and best practice**
🕒 2:00pm - 2:45pm, Nov 3
- **Assessing student progress in engineering ethics**
🕒 2:00pm - 2:45pm, Nov 3
- **Machine Ethics: What can computer scientists learn from the Moral Education Community - A Call for Interdisciplinary Crossover**
🕒 2:00pm - 2:45pm, Nov 3
- **UMED: YOUR CHOICE | A Serious Game for Medical Ethics Education**
🕒 2:00pm - 2:45pm, Nov 3

Paper Session 1.6

🕒 2:00pm - 2:45pm, Nov 3

Paper Session

🗣️ **Speakers**



John Tillson Senior Lecturer in Philosophy of Education, Liverpool Hope University



Alison Body Senior Lecturer Philanthropic Studies & Director of Studies, University of Kent



Idan Zak-Doron PhD candidate, University of Haifa



Lotem Perry-Hazan

3 Subsessions

- **Free Speech, Cartoons and Anti-Racism**
🕒 2:00pm - 2:45pm, Nov 3
- **Cultivating Children's Philanthropic Citizenship**
🕒 2:00pm - 2:45pm, Nov 3
- **On participation rights and their limits in schools with high-level student participation: The case of participatory disciplinary committees in democratic (free) schools**
🕒 2:00pm - 2:45pm, Nov 3

Thu, Nov 04, 2021

10:00am

Teacher Ethos II: Status quo of an emerging field – In Memoriam Fritz Oser

🕒 10:00am - 10:45am, Nov 4

📍 Room 1

Fritz Oser Session

If you are interested to join our session, you find an introduction video as well as documents or videos belonging to each sub-session as well as to the symposium uploaded in the resources.

📣 Speakers



Karin Heinrichs Professor for Vocational Education and Training, University of Teacher Education Upper Austria



Horst Biedermann Rektor, St.Gallen University of Teacher Education



Doris Ittner Division manager (Educational and Social Sciences); senior researcher and lecturer, University of Teacher Education Bern, Switzerland



Sarah Forster-Heinzer Program director of teacher education on secondary level II, University of Teacher Education

3 Subsessions

- **Teachers' Professional Information and Communications Technology Responsibility: Further Development of a Scale to Measure the ICT Ethos of Teachers**
🕒 10:00am - 10:45am, Nov 4
- **Towards a Model of Teachers' Moral Health: Professional Satisfaction, Moral Emotions and Teacher Ethos**
🕒 10:00am - 10:45am, Nov 4
- **The Pedagogical Ethos of Vocational Trainers: An Active Commitment to Pedagogical Responsibility**
🕒 10:00am - 10:45am, Nov 4

Paper Session 2.1

🕒 10:00am - 10:45am, Nov 4

📍 Room 2

Paper Session

Despite the myriad calls for reforms to create a more equitable society, many scholars and educators remain uncertain about how to promote substantive changes to address systemic issues of injustice. Focusing on developing character in young adults may be one effective approach to foster the individual strengths needed to generate structural shifts and subsequent action that will bring justice for all. Given the potential positive effects that individual character development may have on supporting structural change, determining the means to encourage character growth, specifically in relation to social justice, is crucial. One promising approach may involve the use of positive moral exemplars, or role models whose character allows others to ascertain which actions are good and how to achieve them.

The present study examines student reflections from an intervention designed to use historical and peer exemplars to promote character growth among college students and build multicultural understanding between disparate student populations, with the goal of promoting mindsets and behaviors related to social justice. The intervention brought together a total group of 34 students from two universities, including one HBCU, in a mid-size southeastern city to celebrate the 60th anniversary of that city's sit-in movement in which students from the two universities originally participated. During the intervention, the students toured a civil rights museum, participated in a group discussion and then formed groups consisting of students from each university to create some type of artwork (e.g. song, sculpture, video) that would identify, and attempt to solve, an existing social issue facing people in or around their campus communities. Importance was placed on the students reflecting and continuing to (re)imagine what civil rights and social justice look like in the 21st century. A few days after the museum visit, many of the same students took part in a commemoration vigil hosted jointly by both universities to honor the

original members of the sit-in movement and celebrate advances in civil rights won through it.

Analyses of qualitative interviews of intervention participants revealed that both peer exemplars (i.e., students from the other school) and historical exemplars (i.e. from the original movement) had a significant impact on students' development through their ability to inspire student admiration, deepen students' cognitive understanding, demonstrate the possibility of attaining ideals, and helping students see different perspectives. Based on the determined themes identified in the data, Seider and colleagues' (2017) work examining critical consciousness development through a character lens provided a framework for themes around the intersection of character education and critical consciousness. Critical consciousness is perceiving and understanding social, political, and economic contradictions, and actively working against injustice (Freire, 2000). Through participant testimonials, peer and moral exemplars in this intervention were connected to growth demonstrated in moral (e.g., courage), intellectual (e.g. open-mindedness), performance (e.g., social intelligence), and civic (e.g., social responsibility and commitment to activism) character. These results are discussed in relation to social justice activism experienced by the students as part of the intervention and the function of exemplars in promoting character and positive attitudes toward such activism.

Speakers



Ellen Rodrigues Assistant Professor of Education, Adventist University of Sao Paulo (UNASP)



Allegra Midgett Visiting Assistant Professor & ACES Fellow, Texas A&M University



Ilya Zrudlo McGill University



Aayah Amir PhD Student, Ontario Institute for Studies in Education (University of Toronto)



Sara Etz Mendonca Postdoctoral Fellow, Wake Forest University



Kate Allman Research Scholar, Wake Forest University



Michael Lamb



Elise Dykhuis Assistant Professor, United States Military Academy

4 Subsessions

- **Social Justice and the Moral Concepts of Love, Hope, and Solidarity in Paulo Freire's Theory**
🕒 10:00am - 10:45am, Nov 4
- **White American College Students' Reasoning about Racial Microaggressions**
🕒 10:00am - 10:45am, Nov 4
- **Keeping in view a dialectic between love and justice in social justice education**
🕒 10:00am - 10:45am, Nov 4
- **Character Education for Social Justice: An Exemplar Intervention to Develop Virtue, Critical Consciousness, and Social Activism**
🕒 10:00am - 10:45am, Nov 4

Paper Session 2.2

🕒 10:00am - 10:45am, Nov 4

📍 Room 3

Paper Session

Dear all,

unfortunatley our video link does not work (see e-mail by conference orgnaizers on Sunday) and we are not able to fix it. I do not have the video on my computer and my two colleagues, Sarah and Christin, who have recorded the video, are not available this week since it is vacation time here in Germany.

To still give you the opportunity to prepare, I have uploaded our paper abstract and the power point slides that were supposed to be shown to you in the video (see below). I hope the slides are self explanatory to a sufficient degree and will help you to prepare our session. Sorry again and thanks for your understanding!

I am looking forward to our discussions,

Elisabeth

👤 Speakers



Dr. des. Elisabeth Does Post Doc at ARRTI, Karlsruhe Institute of Technology, Karlsruhe Institute of Technology



Elisabeth Does Post Doc, Karlsruhe Institute of Technology (KIT)



Michael Kühler



Christin Eckerle



Orestis Terzidis



Dr. Abiola Makinwa Principal Lecturer, The Hague University of Applied Sciences



Elise Dykhuis Assistant Professor, United States Military Academy



Kate Allman Research Scholar, Wake Forest University



Heesun Chang Assistant Professor, Hyejeon College

4 Subsessions

- **Responsible innovation in university entrepreneurship education: Towards an integrative teaching framework**
🕒 10:00am - 10:45am, Nov 4
- **Developing 'Moral Awareness' and 'Moral Intentionality' in Young Professionals using an Integrity Digital Learning Module (IntegrityDLM) based on the 'Giving Voice to Values' (GVV) pedagogy.**
🕒 10:00am - 10:45am, Nov 4
- **Educating for Growth: Increasing Moral Growth Mindset Among College Students**
🕒 10:00am - 10:45am, Nov 4
- **A difference analysis on in learning styles, deviations from learning, and academic dishonesty according to the latent profile of self-determination motivation for undergraduate students.**
🕒 10:00am - 10:45am, Nov 4

Graphic societies: The potential role of comics and graphic novels in the relationship between education and citizenship

🕒 10:00am - 10:45am, Nov 4

📍 Room 4

Symposia Session

Recently, comics and graphic novels have increasingly been utilized in both K-12 and college classrooms (Burger, 2018; Duncan, Smith & Levitz, 2015; Eckard, 2017, 2019). Likewise, these mediums have received increased scholarly attention in the recent years, with analyses of their core themes—and what these themes “say” about the human condition—coming from disciplines ranging from communication (Miczo, 2016), social studies education (Letizia, 2020), political philosophy (Smith, 2018), and theology (Stevenson, 2020). Lastly, storylines that have originated from these mediums have been retold and reimagined across multiple platforms (e.g., film, live-action series, animated series) and films existing within the same shared universe (e.g., sequels, the Marvel Cinematic Universe, etc.), trends that do not appear to be slowing down any time soon. What is it about comics and graphic novels—and the stories they communicate—that make them so appealing? And how might this appeal inform the relationship between education and citizenship?

The chief aim of this roundtable discussion is to attempt to address these and related questions. The discussion will address these questions by focusing the medium's distinct, but interrelated features. Many excellent comics and graphic novels (fiction and non-fiction) exist which can spurn questions about related to our understandings of persons, citizenship, justice, and human rights, such as *Maus* and Marvel's *Civil War* to name a few. However, educators should also pay close attention to the form of the graphic novel—the art, facial expressions, shading, symbolism and even font to name a few components of form. This roundtable will thus explore how form, alongside content, can help to generate discussions related to citizenship by use of specific examples.

🗣️ Speakers



Justin Martin Assistant Professor of Psychology, Whitworth University



Mark Killian Associate Professor of Sociology, Whitworth University



Angelo Letizia Assistant Professor, Notre Dame of Maryland University

3 Subsessions

- **Symposia Subsession**
🕒 10:00am - 10:45am, Nov 4
- **Symposia Subsession 2**
🕒 10:00am - 10:45am, Nov 4
- **Symposia Subsession 3**
🕒 10:00am - 10:45am, Nov 4

11:00am

Why Social Justice Matters for Education: A Developmental Approach

🕒 11:00am - 12:30pm, Nov 4

Keynote Session **Kohlberg Memorial Lecture**

🗣️ Speaker



Melanie Killen University of Maryland

1:00pm

Civic Education and Social Justice: Model Approaches and Visions for the Field

🕒 1:00pm - 1:45pm, Nov 4

📍 Room 1

Invited Symposia

 Speakers



Robyn Ilten-Gee Assistant Professor of Education, Simon Fraser University



Jason Fitzgerald Assistant Professor, Monmouth University



Nicole Mirra Assistant Professor of Urban Teacher Education, Rutgers University



Elan Hope Associate Professor, North Carolina State University



Laura Wray-Lake UCLA



Dominique Mikell



Jason A. Plummer



Elena Maker Castro



Sara Wilf



Victoria Millet



Mariah Bonilla



Laura S. Abrams

4 Subsessions

- **Integrating Moral Reasoning into the Cycle of Praxis: Grade 2 Unit on Chicano Blowout Protests**
🕒 1:00pm - 1:45pm, Nov 4
- **Actions Civics as a Model approach for Critical Consciousness Development**
🕒 1:00pm - 1:45pm, Nov 4
- **Empathy to What End? Dreaming of Alternate Futures through Speculative Civic Literacies**
🕒 1:00pm - 1:45pm, Nov 4
- **Black Youth as De-Facto Racial Justice Educators: The Burdens of Anti-Blackness and Implications for Civic Education**
🕒 1:00pm - 1:45pm, Nov 4

Intention and Impact (Part 2): Examining Race, Class and Power through an incident at Smith College

🕒 1:00pm - 1:45pm, Nov 4

📍 Room 2

Symposia Session

This is Part 2 of two sessions examining Intention and Impact.

Intention and Impact (Part 2): Examining Race, Class and Power through an incident at Smith College

Chair: Phyllis Curtis-Tweed

This symposium follows and builds on the three paper symposium on Intention and Impact. Instead of presenting papers, the panelists here **Larry Blum, Rakhshanda Saleem, Ann Higgins-D'Alessandro, and Victoria Foster**, will discuss an incident that happened at Smith College that was reported in the New York Times February, 24, 2021.

<https://www.nytimes.com/2021/02/24/us/smith-college-race.html>

This incident involved an interaction between a Black student and a White security guard, called in by a White janitor to check out a person (man or woman) who was eating lunch in a dorm lounge that was closed off. According to the student, Oumou Kanoute, who wrote on Facebook, "All I did was be Black," and "It's outrageous that some people question my being at Smith College, and my existence overall as a woman of color." She wrote that the officer could have been carrying a "lethal weapon" and that the impact of that encounter left her near "meltdown." Ms. Kanoute also wrote that after she posted about this incident she was continually harassed in relation to it while attending Smith. College President Kathleen McCartney apologized and put the janitor on paid leave writing, according to the NYT, "This painful incident reminds us of the ongoing legacy of racism and bias in which people of color are targeted while simply going about the business of their ordinary lives." She announced anti-bias training for all staff, revamping the campus police force, and the creation of dormitories set aside for Black students and other students of color. Later, the Times indicates, Smith hired a law firm to investigate. They reported back that they saw no bias and simply described the incident thus: "Ms. Kanoute was determined to have eaten in a deserted dorm that had been closed for the summer; the janitor had been encouraged to notify security if he saw unauthorized people there. The officer, like all campus police, was unarmed." What makes this encounter also about class is that the people who were targeted in particular, the security officer, the janitor who called security, and the head of food services that set the rule about not eating in that closed off space were distinctly older, White workers with working class or lower middle-class salaries and lives. They suffered also with regard to being called a racist and reading posts about their acts and one receiving a phone call saying "You don't deserve to live."

This panel discussion will respond to and explore the college campus today with regard to incidents like the one presented in this article and discuss the moral obligations of participants, administrations, and onlookers. As this is a panel discussion, no individual abstracts, descriptions follow. (There was no format in the submission system for submitting a panel discussion and so we are using this symposium format and hope the conference organizers will see the value of a panel discussion – where individuals have considered in advance the ideas they want to express as opposed to a roundtable discussion.)

📣 Speakers



Sharon Lamb (she/her) Professor, University of Massachusetts, Boston



Phyllis Curtis-Tweed Vice President, Academic and Student Affairs, Bermuda College



Rakhshanda Saleem Lesley University



Larry Blum (Emeritus) Distinguished Professor of Liberal Arts and Education, University of Massachusetts Boston



Ann Higgins-D'Alessandro Professor of Psychology, Fordham University



Victoria Ann Foster

6 Subsessions

- **Symposia Subsession**
🕒 1:00pm - 1:45pm, Nov 4
- **Symposia Subsession 2**
🕒 1:00pm - 1:45pm, Nov 4
- **Symposia Subsession 3**
🕒 1:00pm - 1:45pm, Nov 4
- **Symposia Subsession 4**
🕒 1:00pm - 1:45pm, Nov 4
- **Symposia Subsession 5**
🕒 1:00pm - 1:45pm, Nov 4
- **Symposia Subsession 6**
🕒 1:00pm - 1:45pm, Nov 4

Moral self-regulation: Philosophical and psychological perspectives

🕒 1:00pm - 1:45pm, Nov 4

📍 Room 3

Symposia Session

When pondering issues of ethics and morality, philosophy and psychology share many points of interest, even though the relationship between the two disciplines has not always been collaborative. In virtue theory various efforts have been made to achieve a deep integration of philosophical and psychological perspectives. Yet, these efforts mostly focused on the controversy

between trait-theorists vs. situationists and on attempts to reconcile these conflicting views (e.g., the cognitive-affective personality system, CAPS), while other theoretical options have been mostly sidelined. In this symposium, we want to highlight an alternative conceptual framework for integrating philosophical and psychological views on morality that has a long history in psychology: self-regulation theory. A self-regulation framework becomes relevant for theory building whenever behavior is considered goal-directed. Goals define desirable end states individuals want to achieve and include moral standards. Goals can be short- or long-term, internal or external, concrete or abstract, etc.. Individuals monitor discrepancies between goals and current states. Engaging in goal-directed behavior requires self-regulatory processes in terms of an ability to initiate, modify and control behavior while monitoring discrepancies between actual and desired states.

All four presentations of this symposium share the premise that self-regulatory processes play an important role for motivating moral action and for moral conduct as a life-long goal. Two presentations (Stichter, Curren) approach the topic from philosophical perspectives and two from a psychological view (Krettenauer, Lefebvre et al.). Three presentations are mostly conceptual (Stichter, Curren, Krettenauer), whereas one is based on empirical data (Lefebvre et al.).

Contributions:

- Moral self-regulation – Goal setting and moral disengagement

Matt Stichter, *Washington State University*

- Moral self-regulation and organismic integration

Randall Curren, *University of Rochester*

- Moral Identity as a Lifelong Goal: A Self-regulation View

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

- Towards a nuanced moral identity: Motivation and goal orientation

Paul Lefebvre, Hailey Goddeeris, & Zachariah Hamzagic, *Wilfrid Laurier University, Waterloo, Canada*

🗣️ Speakers



Tobias Krettenauer Professor, Wilfrid Laurier University



Randall Curren



Matt Stichter Associate Professor of Philosophy, WASHINGTON STATE UNIVERSITY



Jean Paul Lefebvre PhD Candidate, Wilfrid Laurier University



Hailey Goddeeris



Zach Hamzagic

4 Subsessions

- **Moral Identity as Lifelong Goal: A Self-regulation View**
🕒 1:00pm - 1:45pm, Nov 4
- **Symposia Subsession 2**
🕒 1:00pm - 1:45pm, Nov 4
- **Moral self-regulation – Goal setting and moral disengagement**
🕒 1:00pm - 1:45pm, Nov 4
- **Towards a nuanced moral identity: Motivation and goal orientation**
🕒 1:00pm - 1:45pm, Nov 4

Theory of Mind Influences Moral Decision Making across Development

🕒 1:00pm - 1:45pm, Nov 4

📍 Room 4

Symposia Session

Speakers

- Jacquelyn Glidden (Speaker) University of Maryland, Doctoral Student
- Kathryn Yee (Speaker) University of Maryland, Doctoral Student
- Melanie Killen (Speaker) University of Maryland
- Lily Tsoi (Speaker) Princeton University, Postdoctoral Research Fellow
- Katherine McAuliffe (Speaker)
- Emily Herry (Speaker) North Carolina State University, Doctoral Student
- Kelly Lynn Mulvey (Speaker) North Carolina State University, Associate Professor

Subsessions

[Morally-Relevant Theory of Mind is Related to Children's Judgments and Allocation of Resources](#)

November 04, 2021

1:00 PM-1:45 PM

[Individual differences in theory of mind predict inequity aversion in children](#)

November 04, 2021

1:00 PM-1:45 PM

[Exploring the Role of Theory of Mind and Emotional Skills and Competencies in Expected Bystander Responses to Gender-Based Cyberbullying](#)

November 04, 2021

1:00 PM-1:45 PM

🗣️ Speakers



Jacquelyn Glidden Doctoral Student, University of Maryland



Kathryn M. Yee Graduate Student, University of Maryland College Park



Melanie Killen University of Maryland



Lily Tsoi Postdoctoral Research Fellow, Princeton University



Katherine McAuliffe



Emily Herry Doctoral Student, North Carolina State University



Kelly Lynn Mulvey Associate Professor, North Carolina State University

3 Subsessions

- **Morally-Relevant Theory of Mind is Related to Children's Judgments and Allocation of Resources**
🕒 1:00pm - 1:45pm, Nov 4
- **Individual differences in theory of mind predict inequity aversion in children**
🕒 1:00pm - 1:45pm, Nov 4
- **Exploring the Role of Theory of Mind and Emotional Skills and Competencies in Expected Bystander Responses to Gender-Based Cyberbullying**
🕒 1:00pm - 1:45pm, Nov 4

2:00pm

Paper Session 2.3

🕒 2:00pm - 2:45pm, Nov 4

📍 Room 1

Paper Session

🗣️ Speakers



Yan Huo Postdoctoral Research Fellow, Tsinghua University, Center for Youth Moral Education



Tian Wang



Marvin Berkowitz University of Missouri-St. Louis



Hong Zhang



Xiao Han



Yifan WANG research assistant, Center for Youth Moral Education in Tsinghua University in Beijing



Mengxi Zhang

4 Subsessions

- **Bridge the divide: What are the perspectives of Chinese practitioners on the PRIMED model?**
🕒 2:00pm - 2:45pm, Nov 4
- **Research on Public Moral Education in China Middle Schools' Politics Course**
🕒 2:00pm - 2:45pm, Nov 4
- **Justice education in China's high school: An evidence from practice**
🕒 2:00pm - 2:45pm, Nov 4
- **Exploring the inclusive model of school-family partnership regarding moral education in China: a case study on Beijing**
🕒 2:00pm - 2:45pm, Nov 4

Paper Session 2.4

🕒 2:00pm - 2:45pm, Nov 4

📍 Room 2

Paper Session

📣 Speakers



Brandy Quinn Associate Professor, Texas Christian University, College of Education



Kathleen Kyzar



Ying Ma Post-Doctoral Fellow, Lecturer, University of British Columbia



Kwan Yiu Yoyo Wu THE UNIVERSITY OF SYDNEY



Minkang Kim Senior Lecturer, The University of Sydney



Peter Kingori Director, Character Education Programme, NationsUniversity, Centre for Character and Leadership



Mark Liston

4 Subsessions

- **Mindfulness Training Grounded in Self-Compassion: Family Engagement Skills for Pre-Service Teachers of Young Adolescents**
🕒 2:00pm - 2:45pm, Nov 4
- **Educational Evaluation as Hermes**
🕒 2:00pm - 2:45pm, Nov 4
- **Beyond words: The dynamics of moral language development and moral thinking**
🕒 2:00pm - 2:45pm, Nov 4
- **Effects of Virtue Development on Students' Flourishing**
🕒 2:00pm - 2:45pm, Nov 4

Paper Session 2.5

🕒 2:00pm - 2:45pm, Nov 4

📍 Room 3

Paper Session

🗣️ Speakers



Emma Grant PhD Student, University of Ottawa



Stuart Hammond Associate Professor, University of Ottawa



Nurit Basman Mor College lecturer, Head of a research center on issues of intercultural caring, Kaye academic college



Yun Wen Chan Assistant Professor, Texas State University



Ya-Fang Cheng Assistant Professor, Western Oregon University



Birgitta Maria Kopp Professor, University of Munich (LMU)



Michaela Maier

4 Subsessions

- **University Students' Volunteering During the COVID-19 Pandemic: The Role of the Moral and Prudential Domain in Justifying Decisions Surrounding Community Service**
🕒 2:00pm - 2:45pm, Nov 4
- **Talking about values during the Covid-19 period; A process of value clarification with college lecturers**
🕒 2:00pm - 2:45pm, Nov 4
- **Rethinking the American value of freedom in post-Covid-19 social studies curriculum: An altruism perspective**
🕒 2:00pm - 2:45pm, Nov 4
- **Values in the Corona pandemic: Is there a change?**
🕒 2:00pm - 2:45pm, Nov 4

Paper Session 2.6

🕒 2:00pm - 2:45pm, Nov 4

📍 Room 4

Paper Session

🗣️ Speakers



Marvin Berkowitz University of Missouri-St. Louis



Ann Chinnery Associate Professor, Simon Fraser University



Megan Laverty Associate Professor of Philosophy and Education, Teachers College, Columbia University



Maughn Rollins Gregory Professor of Education Foundations, Montclair State University



Stephen Sherblom Complex Emergence Consulting

4 Subsessions

- **Good Moral Education is Inherently Educating for Social Justice**
🕒 2:00pm - 2:45pm, Nov 4
- **Expanding the 'social' in social justice: Educating for trans-species social justice**
🕒 2:00pm - 2:45pm, Nov 4
- **Going Philosophical with Children's Books on Social Justice**
🕒 2:00pm - 2:45pm, Nov 4
- **A Social Justice Argument Against Amoral Conceptions of Flourishing and Wisdom**
🕒 2:00pm - 2:45pm, Nov 4

Fri, Nov 05, 2021

10:00am

Teacher Ethos III: Status quo of an emerging field – In Memoriam Fritz Oser

🕒 10:00am - 10:45am, Nov 5

📍 Room 1

Fritz Oser Session

If you are interested to join our session, you find an introduction video as well as documents or videos belonging to each subsession as well as to the symposium uploaded in the resources.

📣 Speakers



Karin Heinrichs Professor for Vocational Education and Training, University of Teacher Education Upper Austria



Eveline Gutzwiller-Helfenfinger Senior Researcher, University of Fribourg



Niva Dolev Department of Education and Community, Dean of Students, Kinneret College on the Sea of Galilee



Yariv Itzkovich Head Of HRM Department, Kinneret Academic College

3 Subsessions

- **Teacher Ethos as an Intention to Implement Appreciation in Teacher-Student-Relations – A Closer Look at Underlying Values and Behavioural Indicators**
🕒 10:00am - 10:45am, Nov 5
- **Beyond Attitudes and Teaching Methods: The Role of Teacher Professional Ethos in Tackling Bullying**
🕒 10:00am - 10:00am, Nov 5
- **Incorporating the Development of Social-Emotional Skills Into the Ethos of Teachers**

and Schools – Practical and Theoretical Aspects

🕒 10:00am - 10:45am, Nov 5

Paper Session 3.1

🕒 10:00am - 10:45am, Nov 5

📍 Room 2

Paper Session

📣 Speakers



Jess Kingsford Co-Director, Moral Wealth for Mental Health



David Hawes



Fiona DeBernardi University of California, Santa Cruz



Talia Waltzer PhD Student, University of California, Santa Cruz



Audun Dahl Associate Professor, University of California, Santa Cruz



Bryan Sokol Director, Center for Social Action, Saint Louis University



Melissa Apprill Program Coordinator for Campus Kitchen, Center for Social Action, Saint Louis University



Liam John Saint Louis University



Ashlei Peterson



Liisa Myyry Senior lecturer in university pedagogy, University of Helsinki



Veera Kallunki

4 Subsessions

- **Promoting moral identity in elementary school through the early adoption of moral habits.**
🕒 10:00am - 10:45am, Nov 5
- **Cheating Contextualized: How Academic Pressures Lead to Moral Exceptions.**
🕒 10:00am - 10:45am, Nov 5
- **Recipe for Justice: Bridging the Judgment-Action Gap Through Experiential Learning at Campus Kitchen**
🕒 10:00am - 10:45am, Nov 5
- **The moral elements of teaching in the higher education and well-being of students**
🕒 10:00am - 10:45am, Nov 5

Paper Session 3.2

🕒 10:00am - 10:45am, Nov 5

📍 Room 3

Paper Session

Guided by transformative learning, this presentation locates human geography as a prime intersection for moral development and undergraduate students. The means we take is the craft of storytelling and collaboration with local non-profit agencies.

Hilary Logan, Ph.D., is an associate professor in the School of Education at Rockhurst University, Kansas City, MO. Logan is passionate about developing mission-driven classroom teachers who are committed to their students and create learning environments that foster academic excellence and educational innovation.

Brian Frain, S.J., (Ed.D.), is an assistant professor in the School of Education at Rockhurst University, Kansas City, MO. Brian studies the connections between religious education initiatives and religious identity development in adolescents.

🗣️ Speakers



Brian Frain Assistant Professor of Education and Director of Thomas More Center for Catholic Thought and Culture, Rockhurst University



Hilary Logan Associate Professor, School of Education, Rockhurst University



Eric Torres PhD Candidate, Harvard University





4 Subsessions

- **Moral Education in Human Geography: Expanding the Refugee Narrative**
🕒 10:00am - 10:45am, Nov 5
- **Current Frontiers in the Measurement of Political Tolerance**
🕒 10:00am - 10:45am, Nov 5
- **Social Justice and Extremism: A New Paradigm Beyond Securitisation**
🕒 10:00am - 10:45am, Nov 5
- **RETHINKING THE ROLE OF EDUCATION IN PREVENTING VIOLENT RADICALISATION IN THE AGE OF EXTREMISMS: A COMPARATIVE STUDY**
🕒 10:00am - 10:45am, Nov 5

Using Moral and Developmental Approaches to Understand Why Children and Adults Cheat

🕒 10:00am - 10:45am, Nov 5

📍 Room 4

Symposia Session

Despite judging that cheating is generally wrong, most children and adults occasionally cheat, both inside and outside academic contexts. Such apparent “gaps” between moral judgments and acts of cheating have puzzled scholars and educators for decades (e.g., Bandura, 2016; Blake, McAuliffe, & Warneken, 2014; Blasi, 1980). Moreover, understanding why people sometimes make moral exceptions is critical for moral education. To achieve this aim, moral educators need to build on a foundation of moral psychology research. Cheating—violating explicit or implied rules in order to gain an advantage over others—is a consequential instantiation of this issue. Thus, understanding why students cheat, and how to prevent it, is a crucial component for moral education. This international symposium will address the relations among values, emotions, judgments, and actions regarding cheating across the lifespan.

From childhood to adulthood, decisions about cheating develop through non-academic and academic experiences. Lying is common in public and private life, and most students engage in academic dishonesty at some point. Decisions about whether to cheat can be guided by evaluative judgments (e.g., is it wrong to be dishonest?) and social or academic pressures (e.g., is cheating the only way to pass this class?). When youth cheat, their actions can impact their learning, their academic outcomes, and the fairness of academic evaluations. The theoretical and practical significance of dishonesty has prompted researchers to design basic and applied studies to uncover the factors underlying academic and non-academic cheating. Research on cheating calls for a multi-method approach that incorporates insights from research on moral education, moral development, and moral psychology.

This symposium brings together cutting-edge research with children, adolescents, and emerging adults, yielding new insights about the causes, motivations, and developments of cheating. The first presentation examines the role of contextual cues in children’s decisions to cheat on a math test. The second presentation employs new measures of evaluations of, and engagement in, rule-breaking behavior in middle childhood. The third presentation draws on data about moral identity and emotion to explain cheating among high schoolers. The fourth presentation introduces a new experimental approach to examine the link between college students’ judgments and decisions about plagiarizing. The discussant, an expert on moral development across the lifespan, will integrate insights from all four talks about the psychology of cheating and discuss implications for the future.



Talia Waltzer PhD Student, University of California, Santa Cruz



Haiying Mao graduate student, Hangzhou Normal University



Marriam Khan Researcher, University of Toronto



Elizabeth Lynn Gerhardt



Tz-yu Duan University of British Columbia



Jason Stephens Associate Professor, The University of Auckland



Audun Dahl Associate Professor, University of California, Santa Cruz

5 Subsessions

- **Using Environmental Nudges to Reduce Academic Cheating in Young Children**
🕒 10:00am - 10:45am, Nov 5
- **Academic Rule-Breaking in Young Children**
🕒 10:00am - 10:45am, Nov 5
- **Academic Misconduct and Emotional Responses: Examining Subgroups of High School Students Based on Moral Functioning**
🕒 10:00am - 10:45am, Nov 5
- **Resistance and Conflict in College Students' Decisions About Plagiarizing**
🕒 10:00am - 10:45am, Nov 5
- **Discussant Remarks**
🕒 10:00am - 10:00am, Nov 5

11:00am

Sexual Orientation, Gender Identity/Expression and Schooling: Ensuring the Human Rights of All Students

🕒 11:00am - 12:30pm, Nov 5

Keynote Session

🗣️ **Speaker**



Stacey Horn Professor; Head of the Department of Family Social Science, University of Minnesota

1:00pm

Book Session: Integrations: The Struggle for Racial Equality and Civic Renewal in Public Education

🕒 1:00pm - 1:45pm, Nov 5

📍 Room 1

Symposia Session

The session is an author-meets-critics session on Blum's 2021 *Integrations: The Struggle for Racial Equality and Civic Renewal in Public Education*. The critics are Robyn Ilten-Gee, Quentin Wheeler-Bell, and Michael Merry.

🗣️ Speakers



Larry Blum (Emeritus) Distinguished Professor of Liberal Arts and Education, University of Massachusetts Boston



Quentin Wheeler-Bell Assistant Professor, Indiana University, Bloomington



Robyn Ilten-Gee Assistant Professor of Education, Simon Fraser University



Michael Merry Professor, University of Amsterdam

4 Subsessions

- **Symposia Subsession**

🕒 1:00pm - 1:45pm, Nov 5

- **Symposia Subsession 2**

🕒 1:00pm - 1:45pm, Nov 5

- **Symposia Subsession 3**

🕒 1:00pm - 1:45pm, Nov 5

- **Symposia Subsession 4**

🕒 1:00pm - 1:45pm, Nov 5

Justice and the Value of Teachers and Education

🕒 1:00pm - 1:45pm, Nov 5

📍 Room 2

Symposia Session

Paper 1, Dr. Patricia Bataglia: What is Social Justice? Revisiting Socrates, Searching Paths.

Paper 2, Dr. Rita Melissa Lepre: Teacher Training in Brazil and the Moral Value of Justice.

Paper 3, Dr. Luciana de Souza: Moral Competence and Well-Being in Teachers and Teaching.

How valuable are education and teachers for a society? Where is the social justice on having thousands of public schools without means to support teaching online? And is it fair and compassionate that teachers work without being vaccinated against the new coronavirus? These are pandemic times. Yet, the problem is old: Brazil has a very hard time showing how teachers and education are important to our society. The COVID-19 pandemic had just made clear how social justice in Brazil urgently needs to include education and its professionals. This symposium will discuss teachers and education guided by the value of justice. We start with the discussion What is Social Justice? Revisiting Socrates, Searching Paths. Bataglia and Menin begin asking how it is possible to see justice when public schools and low-income families do not have access to the means needed to support their children and adolescents on online education. Taking Socrates' definition of justice as a good to be aimed for its consequences, they argue that following conventional norms is not enough to understand all perspectives involved in a complex context, such as educating during pandemic times. With examples gathered with parents and educators, the authors highlight that social justice requires going beyond conventional practices, personal advantage, and the avoidance of punishment. Social justice needs rules, but the principle of equity should illuminate the path toward social justice, with health and education side by side, not only during this pandemic. The second study, Teacher Training in Brazil and the Moral Value of Justice, presents an investigation on justice, morals, and ethics from the perspective of elementary school teachers. Lepre and Arruda point out that teacher training in Brazil still does not properly address ethics, stressing the relevance of this topic for educators. Results showed a fragile understanding of ethics, morals, and justice. Some teachers declared that schools are not the proper context for discussing ethics and moral values; half admitted to include the value of justice in their classes. In a country tormented by social injustice, especially during this pandemic, should teacher training and continuing education for school teachers keep neglecting the study of ethics and the practice of democratic moral discussions? The third paper, Moral Competence and Well-Being in Teachers and Teaching, by Souza and collaborators, describes an empirical study with 100 teachers. They answered scales on moral competence via Moral Competence Test, subjective well-being, self-esteem, self-efficacy, self-compassion, social support, positive feelings for a good colleague, and work engagement. After creating two groups (high/low moral competence), comparisons showed teachers in the low moral competence group scored higher on self-efficacy than teachers in the high moral competence group. Do teachers that believe they can achieve their personal goals have a harder time facing moral situations, i. e., situations that require facing conflicting goals? How would this apply to school situations and teacher-student, teacher-teacher, and teacher-family relationships in moral conflicts? We intend to discuss data and intervention ideas and exchange theoretical and methodological knowledge and experiences with the AME community.

Speakers



Patricia Bataglia Doctor, UNESP - Brazil



Rita Melissa Lepre TEACHER, UNESP - BRAZIL



Luciana Karine de Souza Adjunct Professor, Universidade Federal do Rio Grande do Sul, Porto Alegre-RS, Brazil

3 Subsessions

- **What is Social Justice? Revisiting Socrates, Searching Paths**
🕒 1:00pm - 1:45pm, Nov 5
- **Teacher Training in Brazil and the Moral Value of Justice**
🕒 1:00pm - 1:45pm, Nov 5
- **Moral Competence and Well-Being in Teachers and Teaching**
🕒 1:00pm - 1:45pm, Nov 5

Who Decides? Power, Disability, Justice and Educational Leadership

🕒 1:00pm - 1:45pm, Nov 5

📍 Room 3

Symposia Session

This session will introduce a new volume, *Who Decides? Power, Disability and Educational Leadership*. The book editors will discuss the volume as well as their introductory and concluding chapters. In addition, Jones and Jones will discuss and present one chapter of the book, which takes a critical policy analysis lens to early childhood education voucher programs and disability. Implications for equity and democratic process will be discussed.

The password for the linked recorded video is [qg@Taf7\\$](#)

🗣️ Speakers



William Black Professor of Educational Leadership and Policy Studies, University of South Florida



Roderick Jones Assistant Professor, University of Wisconsin-Eau Claire



Angela Passero Jones



Catherine A. O'Brien, PhD Gallaudet University



Arnold Danzig Professor, Education Leadership and Policy Studies, San Jose State University; Emeritus Professor, Arizona State University

5 Subsessions

- **Re(imagining) Educational Markets: A Critical Disability Case Study of a Preschool Marketplacemosia Subsession**
🕒 1:00pm - 1:45pm, Nov 5
- **Symposia Subsession 2**
🕒 1:00pm - 1:45pm, Nov 5

- **Symposia Subsession 3**
🕒 1:00pm - 1:45pm, Nov 5
- **Symposia Subsession 8**
🕒 1:00pm - 1:45pm, Nov 5
- **Symposia Subsession 9**
🕒 1:00pm - 1:45pm, Nov 5

2:00pm

Paper Session 3.3

🕒 2:00pm - 2:45pm, Nov 5

📍 Room 1

Paper Session

🗣️ Speakers



Yuzo Hirose Associate Professor, Kyoto University



Viviane Pinheiro University of São Paulo



Valéria Arantes



Ulisses Araujo Professor, University of Sao Paulo



Dawn Schrader Assoc Professor of Communication Ethics and Moral Psychology, Cornell University



Sarah Barry Cornell Student, Cornell University

4 Subsessions

- **Moral Trust for Cosmopolitan Education**
🕒 2:00pm - 2:45pm, Nov 5
- **Life purposes and socioemotional skills in initial teacher education in Brazil: a case study**
🕒 2:00pm - 2:45pm, Nov 5
- **Re-evaluating Ethical Leadership for the New Workplace**
🕒 2:00pm - 2:45pm, Nov 5
- **The Covid-19 Pandemic's Impact on Moral Education: Toward a Future of Technology**

in Moral Education

🕒 2:00pm - 2:45pm, Nov 5

Paper Session 3.4

🕒 2:00pm - 2:45pm, Nov 5

📍 Room 2

Paper Session

📣 Speakers



Dinesh Sharma Director; Chief Research Officer, Steam Works Studio, LLC



Bob Eng Founder, Advisors for Good



Amartya Sharma Student, Politics & Values Honors Program, George Washington University



Jonathan Brownlow



Jing YU PhD candidate, The Education University of Hong Kong



Vishalache Balakrishnan Associate Professor, Universiti Malaya



Hyemin Han Associate Professor, University of Alabama



Brian Riches



Kelsie J Dawson



Kendall Cotton Bronk

4 Subsessions

- **STEAM and Sustainability: A Moral Education Challenge**
🕒 2:00pm - 2:45pm, Nov 5
- **An exploring study of Chinese university students' perceptions and practices of digital citizenship in the Internet age**
🕒 2:00pm - 2:45pm, Nov 5
- **Service Learning@SULAM in IPTA towards a Proactive Multicultural Society for the 21st Century**
🕒 2:00pm - 2:45pm, Nov 5
- **Testing the Bifactor Model and Measurement Invariance of the Claremont Purpose Scale**
🕒 2:00pm - 2:45pm, Nov 5

Paper Session 3.5

🕒 2:00pm - 2:45pm, Nov 5

📍 Room 3

Paper Session

Abstract

Čehajić-Clancy and Bilewicz (2020) posit a moral exemplars model of intergroup reconciliation, with the built-in assumption that *morality judgement is a fundamental dimension determining evaluations and behavioral tendencies towards others*. What implications does this model have for moral education? What challenges would educators face when attempting to teach students moral exemplars for intergroup reconciliation? This paper addresses these questions, drawing on U.S. high school students' responses to the story of James Reeb, a White man beaten to death after participating in a march for African Americans' voting rights during the Civil Rights movement. The data presented in this paper came from a study conducted in the Southeastern part of the U.S. with 27 high school students. Photo elicitation interviews were conducted for data collection. When encountering Reeb's story, students demonstrated positive affect through cognitive re-appraisal of shared morality. The students' responses imply that violation of expectation is a potential underlying mechanism of learning about an out-group's morality. However, the tension between being inclusive and not whitewashing Civil Rights history was detected in some students' responses. Also, the students of color were concerned about the potential challenge of attempting to present a photo of Reeb in the school lobby. Because he was beaten to death by members of his own racial group, they feared the display might cause feelings of discomfort among their White peers. Based on these findings, the author discusses the hopes and tensions of teaching about moral exemplars for reconciliation, particularly when the exemplars are members of historical perpetrator groups.

🗣️ Speakers



Marlon Goering Graduate Student, University of Alabama at Birmingham



Carlos Espinoza Graduate Student, University of Alabama at Birmingham



Sylvie Mrug



Jennifer Bleazby Senior Lecturer, Monash University



Aeri Song Research Professor, Ewha Womans University



Brandon L. Bretl Assistant Professor, University of Texas - Tyler

4 Subsessions

- **The Effects of Exposure to Violence and Mother-Child Communication about Violence on Empathy Development in Early Adolescence**
🕒 2:00pm - 2:45pm, Nov 5
- **A Complete Theory of Moral Education: Integrating Moral Reasoning, Moral Habits, Moral Imagination and Moral Emotions through Philosophy in Schools**
🕒 2:00pm - 2:45pm, Nov 5
- **Learning about moral exemplars for intergroup reconciliation: hopes and tensions**
🕒 2:00pm - 2:45pm, Nov 5
- **Assessing the Structure of Moral Intuitions in Early Adolescence: Moral Foundations and Category Membership**
🕒 2:00pm - 2:45pm, Nov 5

Paper Session 3.6

🕒 2:00pm - 2:45pm, Nov 5

📍 Room 4

Paper Session

🗣️ Speakers



Diana Oliva University of São Paulo (USP) - Brazil



Betania Alves Veiga Dell'Agli



Darcia Narvaez Professor of Psychology Emerita, University of Notre Dame



Rubén Andrés Miranda Rodríguez Professor, National Autonomous University of Mexico



Iwin Leenen



Hyemin Han Associate Professor, University of Alabama



Germán Palafox-Palafox



Georgina García-Rodríguez



Kênia Vieira University of São Paulo (USP) - Brazil



Laura Aparecida Martins Albino



Luciana Maria Caetano University of São Paulo

4 Subsessions

- **Social and emotional learning and moral education of students in Brazil: the development of a school-based universal intervention.**
🕒 2:00pm - 2:45pm, Nov 5
- **Wellness-Informed Nurturing Promotes Heart-Minded Virtue: Contrasting Western and First Nation Moral Development**
🕒 2:00pm - 2:45pm, Nov 5
- **A translation and validation study for the Defining Issues Test (DIT-2) in a Mexican student population**
🕒 2:00pm - 2:45pm, Nov 5
- **Students' Emotional, Racial, and Social Experiences with Affirmative Action Policies in Brazilian Universities**
🕒 2:00pm - 2:45pm, Nov 5

3:00pm

AME Awards Session

🕒 3:00pm - 3:30pm, Nov 5

📍 Room 1

Community Meeting

Join us for a live session within which AME Awards will be presented!

Featuring:

The Good Work Award

The Kuhmerker Dissertation Award

The Kuhmerker Career Award: William "Bill" Puka

Poster Award

📣 Speakers



John Snarey Professor of Human Development and Ethics, Emory University



Jan Boom Senior researcher, Utrecht University



MariaRosa Buxarrais Group Leader (IP) GREM Grup de Recerca en Educació Moral, University of Barcelona



Jenni Menon Mariano Professor, University of South Florida

1 Subsessions

- **Kuhmerker Career Award**
🕒 3:00pm - 3:30pm, Nov 5

3:30pm

AME Movie Night: The School That Tried to End Racism

🕒 3:30pm - 4:30pm, Nov 5

📍 Room 2

Movie Night

Join us for a discussion of the documentary film series "The School That Tried to End Racism". This is a BAFTA-winning documentary series that follows a British school as it helps its students uncover and eradicate hidden racial biases. We will watch Episodes 1 + 2 (each episode is 47 minutes long).

How it works: Watch the series sometime before the AME conference. Join us on Friday, Nov. 5 (3:30-4:30pm ET) for a discussion of the film facilitated by members of the [Race / Multiculturalism SIG](#). [You are welcome to join the discussion even if you have not seen both episodes!]

After you watch: Jot down any notes / thoughts / ideas so you don't forget! You are welcome to use this [collaborative brainstorming page](#) if it is helpful.

Where to find the film: <https://www.channel4.com/programmes/the-school-that-tried-to-end-racism> [*Note: We realize that this film is only publicly available to folks in the UK. The film for movie night Round 2 (on Sat. Nov 6) is available on other streaming platforms and may be more accessible to folks in other locations.]

Sat, Nov 06, 2021

10:00am

Teacher Ethos IV: Status quo of an emerging field – In Memoriam Fritz Oser

🕒 10:00am - 10:45am, Nov 6

📍 Room 1

Fritz Oser Session

If you are interested to join our session, you find an introduction video as well as documents or videos belonging to each subsession as well as to the symposium uploaded in the resources.

📣 Speakers



Karin Heinrichs Professor for Vocational Education and Training, University of Teacher Education Upper Austria



Boris Zizek Professor, Leibniz University Hannover



Ulisses Araujo Professor, University of Sao Paulo



Melinda C. Bier Co-Director, Center for Character and Citizenship, College of Education, University of Missouri (St. Louis)



Robert Selman

4 Subsessions

- **Process, Stages, and Methodical Simulation of the Development of a Professional Attitude — A Reconstructive, Structure-Theoretical Approach to Teacher Ethos**
🕒 10:00am - 10:45am, Nov 6
- **A complexity and constructivist program to develop teachers' and educational ethos**
🕒 10:00am - 10:00am, Nov 6
- **How a Servant Leader's Ethos of Service and Stewardship can Support Teachers' Professional Ethos in 21st Century Schools**
🕒 10:00am - 10:45am, Nov 6
- **The Role of Cross- Media in the Promotion of Teacher Ethos**
🕒 10:00am - 10:45am, Nov 6

Paper Session 4.1

🕒 10:00am - 10:45am, Nov 6

📍 Room 2

Paper Session

📣 Speakers



Richelle Joe Associate Professor, University of Central Florida



Sheldon Aaron Counselor Education Doctorate Student, University of Central Florida



Tianka Pharaoh Doctoral Student, University of Central Florida



Meg Warren Associate Professor of Management, Western Washington University



Michael T. Warren



Samit D. Bordoloi



Jay Brandenberger Notre Dame University



Clark Power Executive Director, Play Like a Champion Today Educational Series



Isolde de Groot Assistant Professor, University of Humanistic Studies



Monique Leijgraaf



Ada van Dalen

4 Subsessions

- **Critical Pedagogy for the Development of Antiracist and Abolitionist School Counseling**
🕒 10:00am - 10:45am, Nov 6
- **How do Ordinary People Leverage their Virtues to Become Effective Allies for Social Justice in the Workplace? Life Story Interviews with 25 Exemplary Allies in the United States**
🕒 10:00am - 10:45am, Nov 6
- **Opening Campus Doors: Moving from Privilege to Justice in Reimagining the Moral Good of Higher Education**
🕒 10:00am - 10:45am, Nov 6
- **Cultural responsive and bonding oriented teacher education: an empirical**

exploration

🕒 10:00am - 10:45am, Nov 6

Descriptive Inquiry in Teacher Practice: Cultivating Practical Wisdom to Advance Social Justice

🕒 10:00am - 10:45am, Nov 6

📍 Room 3

Symposia Session

Cara E. Furman, PhD, is an assistant professor of literacy education at the University of Maine at Farmington. Prior to this, she was an urban public elementary school teacher. She is the co-author of *Descriptive Inquiry in Teacher Practice: Cultivating Practical Wisdom to Create Democratic Schools*. Published in journals such as *Curriculum Inquiry*, *Education and Culture*, *Educational Theory*, *International Journal of Inclusive Education*, *Studies in Philosophy and Education*, and *Teachers College Record*, her research focuses on teacher development as it intersects with Descriptive Inquiry, inquiry, asset based inclusive teaching, and progressive literacy practices. Having studied both philosophy and education, she integrates qualitative research on classroom practice, teacher research, and philosophy. She is the co-director of the Summer Institute on Descriptive Inquiry, president of the North East Philosophy of Education Society, and co-leads inquiry groups for local teachers. She can be reached at cara.furman@maine.edu

Cecelia Traugh is dean of the Graduate School of Education at Bank Street College. Prior to coming to Bank Street, September 2015, Dr. Traugh was dean of the School of Education at Long Island University, Brooklyn and the director of its Center for Urban Educators (CUE). Throughout her career, she has combined her roles as a teacher, administrator and researcher in pursuit of the kind of education that grows out of a valuing of the capacities of children, parents and teachers. She has worked collaboratively with parents, teachers and administrators to make classrooms and schools more supportive of children's and teachers' growth, thinking and learning. Some of Traugh's areas of concentration are descriptive school-based inquiry, curriculum development and evaluation, including qualitative evaluation, and the preparation of teachers for urban schools. Her current work in schools includes school-wide inquiry groups in small schools across Manhattan and Brooklyn. These inquiry groups use the Descriptive Processes developed at the Prospect Center in North Bennington, Vermont to investigate issues important to the inclusive education of all children and to the ongoing development of the schools themselves. She recently published a book with TC Press titled: *Descriptive Inquiry in Teacher Practice: Cultivating Practical Wisdom to create Democratic Schools*.

🗣️ Speakers



Cara Furman Associate Professor of Literacy, University of Maine at Farmington



Cecelia Traugh Dean, Bank Street College of Education

2 Subsessions

- **Symposia Subsession**
🕒 10:00am - 10:45am, Nov 6
- **Symposia Subsession 2**
🕒 10:00am - 10:45am, Nov 6

Paper Session 4.2

🕒 10:00am - 10:45am, Nov 6

📍 Room 4

📣 Speakers



Shaun Miller Adjunct Professor, Salt Lake Community College



Sharon Lamb (she/her) Professor, University of Massachusetts, Boston



Marta Pagán-Ortiz



Sara Bonilla



Karolina Napiwodzka MA, Adam Mickiewicz University



Kinga Cierieszko



Kay Hemmerling



Ewa Nowak Full Professor Ph.D., Adam Mickiewicz University in Poznan, Poland



Allegra Midgette Visiting Assistant Professor & ACES Fellow, Texas A&M University



Grace Anderson Social Development Lab: Research Assistant, North Carolina State University



Sara Geiger NC State University



Rogerlyne Slawon North Carolina State University

4 Subsessions

- **The Seeming Paradox of Values in Sex Education**
🕒 10:00am - 10:45am, Nov 6
- **How to Provide Sexual Education: Lessons from a Pandemic on Masculinity, Individualism, and the Neoliberal Agenda**
🕒 10:00am - 10:45am, Nov 6
- **Moral Competence to Respect 'A Reasonable Dissensus' On Principle Plurality (Reproductive and Sexual Human Rights vs. A Right to Conscience Clause of Health and Pharmacy Professions)**
🕒 10:00am - 10:45am, Nov 6
- **How American Young Adults' Make Sense of Gender Microaggressions**
🕒 10:00am - 10:45am, Nov 6

11:00am

Coming to Terms With History

🕒 11:00am - 12:30pm, Nov 6

Keynote Session

It is clear that we have an epistemic interest in history, in that historical understanding is a critical component of the information we need to flourish as rational agents. This paper argues that we also have a moral interest in history, in that historical understanding is an essential element of the information we need to be responsible moral agents. This interest generates a duty, in James Baldwin's phrase, to face "as much of the truth as one can bear" and moral education should help us meet this duty's demands. We must learn to accept that there is often a porous boundary between morally necessary historical truth and potentially traumatizing detail, to transcend difficult emotions and reactions that may be produced when we confront discomfiting historical facts, and to resist the temptation to shield individuals and eras whose accomplishments we venerate from any efforts to criticize their moral failings. Ultimately, our moral interest in history demands a middle path between uncritical reverence for the past and unforgiving rejection.

Speaker



Michele Moody-Adams Joseph Straus Professor of Political Philosophy and Legal Theory, Chair Philosophy Department, Columbia University

1:00pm

If you need a Leader, let them be a Servant-Leader.

🕒 1:00pm - 1:45pm, Nov 6

📍 Room 1

Symposia Session

In this symposium, we follow up on our 2019 AME presentation in Seattle, "Can Leadership Virtues be taught to emerging educational leaders". Here we present our detailed empirical findings from the implementation of the professional development program called "Cultivating Virtue in Leaders" (CViL). The conceptual framework of CViL promotes Servant Leadership via the intentional cultivation of a specific set of virtues, including but are not limited to, noble purpose, humility, courage, forgiveness, and gratitude. The program involved school leaders, namely Assistant Principals (APs) and new Principals recruited in 3 separate cohorts, where each cohort participated in a slightly different version of the CViL program but with similar content. The first cohort was recruited to participate in the CViL pilot, which was an abbreviated version of the program for a duration of 4 months. The latter cohorts' participated in a yearlong professional development

experience intended to prepare school leaders for implementing school wide Character Education. Qualitative and quantitative data were collected. Additionally, we would also like to add our unique observations and narrations from school leaders on the effect of the covid-19 pandemic and the reckoning of racial justice issues that the country has witnessed this past year. Our findings indicate that Servant Leadership, a virtue-ethic based leadership model, is the only widely explicated leadership style consonant with both the means and the ends of social justice movements. The project findings and outcomes are all part of our overall project, "Can leadership virtues be taught? Developing virtuous school leaders for character building schools" and is supported by the John Templeton Foundation (Project ID # 61178) and Kern Family Foundation.

Speakers



Satabdi Samtani Research Scientist, Center for Character & Citizenship, University of Missouri -St.Louis



Melinda C. Bier Co-Director, Center for Character and Citizenship, College of Education, University of Missouri (St. Louis)



Christopher Funk Research Consultant, Center for Character & Citizenship, UMSL



Tamala Stallings Graduate Research Assistant, Center for Character & Citizenship, UMSL



Eboni Sterling Graduate Research Assistant, Center For Character & Citizenship

3 Subsessions

- **Did CViL impact emerging leaders to cultivate virtuous and ethical leadership attitudes and Practices?**
🕒 1:00pm - 1:45pm, Nov 6
- **Concerns among emerging leaders in implementing servant leadership practices in their school**
🕒 1:00pm - 1:45pm, Nov 6
- **The Case for a Servant Leader**
🕒 1:00pm - 1:45pm, Nov 6

Socially Just Education for Students with Visual Impairments: The HUMAN Approach

🕒 1:00pm - 1:45pm, Nov 6

📍 Room 2

Symposia Session

THE VIDEO: The Americans with Disabilities Act became law 30+ years ago. Yet, court cases have rebuked universities' slow progress toward educational justice for students with visual impairments. This audio program immerses you in college course experiences through a series of first-person stories (downloadable text transcript available on session page). Student Accessibility Services Offices tend to lead accommodations, but professors and teaching assistants also play crucial roles in making courses

socially just, so they are our focus here. We introduce the HUMAN Approach to course implementation that recognizes students who happen to have a disability as individuals who contribute unique perspectives to course dynamics. The HUMAN Approach helps educators think about course elements related to Hearing, Unpredictability, Materials, Assignments, and Narration.

THE ROUNDTABLE: On Saturday, November 6th at 1PM US eastern time (please check WHOVA for the time in your location), a follow-up collaborative session considers how educators can strengthen forethought, detail orientation, and perspective-taking so we all can create more educationally just courses by practicing the HUMAN Approach to equalize course experience. We will apply the HUMAN Approach to common course challenges as well as participants' specific opportunities to make their courses more educationally just for students with visual impairments.

🗣️ Speakers



Jack McPadden Clark University



Seana Moran ImagiNations, USA; Catholic University Silva Henriquez, Chile

2 Subsessions

- **Collaborative Session: Socially Just Education for Students with Disabilities: The HUMAN Approach**
🕒 1:00pm - 1:45pm, Nov 6
- **Collaborative Session: Socially Just Education for Students with Visual Impairments: The HUMAN Approach.**
🕒 1:00pm - 1:45pm, Nov 6

Views of Childhood in Moral Education for Social Justice

🕒 1:00pm - 1:45pm, Nov 6

📍 Room 3

Symposia Session

Welcome to the Symposium

Views of Childhood in Moral Education for Social Justice

Invited speakers:

Jonathan Wurtz (University of Memphis)

Florian Franken Figueiredo (NOVA University of Lisbon)

Claire Cassidy (University of Strathclyde)

Joanna Haynes (Plymouth University)

Moderation:

Dina Mendonça (NOVA University of Lisbon)

▲ Above you can **stream the complete video** of the presentations.

▼ Below you can **download the exposé with all abstracts**.

The workshop is part of a series of events organised by the FCT-project "P4C-AIM: Filosofia para Crianças e a Aurora da Intuição Moral: Valores e Razões na Racionalidade e Razoabilidade" (PTDC/FER-FIL/29906/2017) funded by FCT at the ArgLab of the Nova Institute of Philosophy

<https://ifilnova.pt/en/research-projects/pc4-aim/>

New Publication:

Book

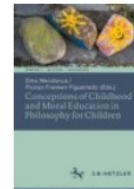
[Conceptions of Childhood and Moral Education in Philosophy for Children](#)

Mendonça, D. (Ed), Franken Figueiredo, F. (Ed) (2021)

Philosophy for Children (P4C) has long been considered as crucial for children's ethical and moral education and a decisive contribution for education for the democratic life. The ...

Available Formats: Softcover | eBook

from **53,49 €**



[Get more information here](#)

🗣️ Speakers



Dina Mendonca Postdoctoral Research Fellow, Instituto de Filosofia da Nova (IFLNOVA) Universidade Nova de Lisboa



Florian Figueiredo Postdoctoral Research Assistant, Universidade Nova de Lisboa

Supporting youth in navigating contestable issues: Philosophical dialogues as a means away from epistemic rigidity toward a social justice mindset

🕒 1:00pm - 1:45pm, Nov 6

📍 Room 4

Symposia Session

In their daily lives, youth are inevitably confronted with perspectives that clash with their own and with knowledge processes that go against their preferred beliefs and ways of learning. In such cases, possible reactions can vary from defensiveness and withdrawal to a willingness to engage with curious receptivity. Since the latter is a more desirable response given the potential individual and societal benefits, it becomes a worthy pedagogical goal to cultivate reflective dispositions that sensitize youth to social justice considerations. By extension, pedagogical approaches that support youth in navigating contestable issues with their peers may be a promising avenue not only toward more adaptive social-, cognitive- and moral-developmental outcomes, but also to more democratic, unprejudiced public discourse.

Youth face a variety of threats to their epistemic and moral agency, whether through untrustworthy knowledge sources, dogmatic thinking, cognitive biases, or discomfort with disagreement. Philosophical pedagogies inspired by the Philosophy for/with Children method and its Community of Philosophical Inquiry model are specifically designed to help youth overcome these threats via adult facilitation of thoughtful dialogues on issues that matter to children and youth. While the theoretical arguments and practice-driven findings are compelling, there is a lack of empirical data on the nuanced ways in which youth can develop reflective dispositions through philosophical dialogues.

This symposium therefore has two overarching aims: 1) to demonstrate the potential of philosophical practices to equip youth with the reflective dispositions necessary to recognize and overcome epistemic rigidity; and 2) to highlight the significant ways in which children and adolescents are already demonstrating they care deeply about a variety of morally charged issues and can engage in meaningful exchanges about them when afforded the opportunity to do so through careful educational

interventions. Taken together, the four presentations in this symposium will reveal how such a dialogical process is possible though difficult, notably when dialogues involve tough ethical problems and contentious societal issues, and requires children and adolescents to develop intellectual humility, comfort with disagreement, awareness of cognitive bias, and an overall epistemic flexibility; presentations also collectively address how these dispositions can be supported via strong and deliberate philosophical facilitation strategies. As such, the symposium connects to the conference theme: first, by bringing to light the ways that youth can be supported in fostering such reflective dispositions and the challenges involved (empirical dimension); second, by underscoring the implications of such findings for understandings of youth as emerging agents capable of engaging with issues of social justice and thus fostering their potential for responsible citizenship (theoretical and practical dimensions).

Further, the presentations in this symposium represent a wide range of contexts and youth populations, from classroom-based dialogues in multicultural schools to community outreach programs with at-risk youth, and from primary through secondary levels. The symposium thus offers a unique look at why and how such philosophical practices are significant across various educational settings pertaining to social justice, while also building bridges between the analysis of philosophical engagements in youth and theories of child development and education more broadly.

- **Navigating problematic conceptions and normative claims: A theoretical and practice-informed account of facilitation challenges in philosophical dialogues** by Natalie M. Fletcher, Université de Montréal
- **Navigating diverse perspectives: The longitudinal development of children's intellectual humility in philosophical dialogue** by Miranda Reid, Holly Recchia and Aliyah Mahon, Concordia University
- **Navigating political disagreements: A qualitative exploration of young people's philosophical dialogues on social issues** by Baptiste Roucau, Victoria University of Wellington
- **Navigating misinformation: A practice-based exploration of nuanced thinking in youth around socio-scientific issues** by Léa Cossette Brillant, Université de Sherbrooke

🗣️ Speakers



Holly Recchia Associate Professor, Concordia University



Natalie M. Fletcher Affiliate Professor / Founding Director, University of Montreal / Brila.org



Miranda Reid Graduate Student, Concordia University



Aliyah Mahon



Baptiste Roucau PhD researcher, Victoria University of Wellington



Léa Cossette Brillant Philosophical practitioner, Brila

4 Subsessions

- **Navigating problematic conceptions and normative claims: A theoretical and practice-informed account of facilitation challenges in philosophical dialogues**
🕒 1:00pm - 1:45pm, Nov 6
- **Navigating diverse perspectives: The longitudinal development of children's intellectual humility in philosophical dialogue**
🕒 1:00pm - 1:45pm, Nov 6
- **Navigating political disagreements: A qualitative exploration of young people's philosophical dialogues on social issues**
🕒 1:00pm - 1:45pm, Nov 6
- **Navigating misinformation: A practice-based exploration of nuanced thinking in youth around socio-scientific issues**
🕒 1:00pm - 1:45pm, Nov 6

2:00pm

Paper Session 4.3

🕒 2:00pm - 2:45pm, Nov 6

📍 Room 1

Paper Session

🗣️ Speakers



Kaye Cook Professor, Psychology, Gordon College



Abigail Williams



Agnes Brown



Christiany Suwartono



Taganing Kurniati



Nilam Widyarini



Wakana Kawakami Kansai Gaidai University



Marta Ballarini PhD student, University of Verona



Luigina Mortari



Kelly Regina Conde Assistente de Cabeleireiro, Salão de Beleza | Márcia Padilha



Luciana Aparecida Nogueira da Cruz

4 Subsessions

- **Forgiveness Violations Indicate the Values of Indonesian Youth**
🕒 2:00pm - 2:45pm, Nov 6
- **Moral Education in Physical Education in Japan and France: Focusing on the Three Values of Olympism**
🕒 2:00pm - 2:45pm, Nov 6
- **Project MelArete: the virtue of justice in children's thoughts**
🕒 2:00pm - 2:45pm, Nov 6
- **Values and School Climate**
🕒 2:00pm - 2:45pm, Nov 6

Paper Session 4.4

🕒 2:00pm - 2:45pm, Nov 6

📍 Room 2

Paper Session

🗣️ Speakers



Manuel Joaquín Fernández González Senior researcher, Scientific Institute of Pedagogy, University of Latvia



CHEUNG Wai Lok PhD candidate, The Chinese University of Hong Kong



David Civil Research Fellow, Jubilee Centre for Character & Virtues, University of Birmingham





Tian Wang

4 Subsessions

- **Fit and feasibility study of a virtue education curriculum for 5 to 15 years-old students in Latvia.**
🕒 2:00pm - 2:45pm, Nov 6
- **Citizenship: civility through self-liability**
🕒 2:00pm - 2:45pm, Nov 6
- **Schools of Civic Character: Service, Civic Virtues and Social Justice**
🕒 2:00pm - 2:45pm, Nov 6
- **Exploring the Structure and Level of Virtue in the Chinese “Code” for Moral Education: Bifactor Model and Item Response Theory Analysis**
🕒 2:00pm - 2:45pm, Nov 6

Paper Session 4.5

🕒 2:00pm - 2:45pm, Nov 6

📍 Room 3

Paper Session

“They Were Savagely Intellectually Curious”: Evaluating Rigor and Equity in a College-in-Prison Program

Lindsay Paturalski & Alesha D. Seroczynski

From 1985 to 2015, the United States more than doubled its prison population to almost 7 million, and it currently holds 22% of all incarcerated persons despite having just 4.4% of the world’s population. The U.S. also incarcerates disproportionately more ethnic minorities, poor and under-educated people. Each year more than 650,000 people re-enter society from prison, many without the necessary skills to find gainful employment. As we begin to imagine a robust and just educational system for returning citizens, we must ask some important questions: What kind of education has the most value for incarcerated people? What sort of education decreases recidivism? Beyond recidivism, what is the goal of education for incarcerated men and women? At a time when cash-strapped colleges are trying to expand their mission to include more marginalized students, is it fair to expend resources on those who have broken the law?

Equity has been a consistent and long-standing theme in higher education, particularly racial equity, although class equity has been addressed less frequently. We proceed on the assumption that rigor and equity are related when it comes to discussing college-in-prison programs. The idea of rigor has rightly been questioned by some as a negative attribute of class-biased higher education. This challenge is based on the notion that colleges and universities are of more value if they have a high bar for admission and a challenging work load regardless of the academic result for students. This kind of rigor is damaging for students and has led to calls to jettison this idea of rigor (Keller, 2018). We contend, however, that rigor is actually necessary in the college-in-prison environment. For college-in-prison programs, equity in rigor is important because there are some concerns that higher education is somehow ‘watered-down’ for incarcerated students. Instead, we believe that education for incarcerated students must be provided at the same high standard as that of their on-campus peers. Rigor is not a function of exclusion, nor is it a product of a punitive curriculum. Rather, rigor is the outcome of a curriculum that challenges students to grow intellectually and engage their communities regardless of the class content. Incarcerated students must have access to an education that is comparable to their on-campus peers or the education of both is devalued.

The ramifications for failure are clear. Not holding incarcerated students to a high level of educational expectations damages the reputation of the college or university offering the education; it also fleeces tax-payers and philanthropists. Moreover, offering a sub-standard education to incarcerated students is unethical. This paper will evaluate one program, the Moreau College Initiative, through a number of metrics as well as faculty interviews. We will show the possibilities for providing a rigorous, equitable education to incarcerated student.

We will discuss possible ways for colleges to think about evaluating their CIP programs, why more colleges and universities should consider incarcerated students as part of their mission and mandate, and include some recommendations for future research.

📣 Speakers



Lindsay Paturalski Project Coordinator, University of Notre Dame



Alesha Seroczynski Director, Moreau College Initiative, Holy Cross College



Jordyn Laird MSc Candidate, Birmingham City University



Philip Laird Vice President, Innovation, Global and Academic Partnerships, Trinity Western University



Holly Recchia Associate Professor, Concordia University



Julie Guindon



Melanie Dirks



Cecilia Wainryb

3 Subsessions

- **“They Were Savagely Intellectually Curious”:** Evaluating Rigor and Equity in a College-in-Prison Program
🕒 2:00pm - 2:45pm, Nov 6
- **Crime, Race, and Justice: The Effects of Perpetrator Race, Victim Race, and Moral Reasoning On Judgments About Perpetrators**
🕒 2:00pm - 2:45pm, Nov 6
- **How are children’s and adolescents’ attributions linked to their judgments of perpetrators’ and victims’ culpability in peer conflict?**
🕒 2:00pm - 2:45pm, Nov 6

3:00pm

Kuhmerker Dissertation Award Session

🕒 3:00pm - 3:30pm, Nov 6

Dissertation Award Session

In this symposium the three finalists of the Kuhmerker Dissertation award will present (in the uploaded videos) and discuss (live) their work and give you the audience the opportunity to ask questions and make comments.

Starting this year, the Dissertation award is no longer a single winner affair. Recognizing the broad variety of fields represented in the AME it felt not inclusive to give the impression that we honor one field above another. So, if there are outstanding dissertations that are impossible to compare given different backgrounds, the committee has been entitled by the board to select up to 3 finalists. This year we had indeed 3 such outstanding dissertations, and we declared them all winner.

Congratulations to Rodrigo Riveros, Matthew Hastings, and Allegra Joie Midgette

Honors were extended to them yesterday in the award ceremony.

I hope you have viewed in advance their respective presentations (if not, please do). This session itself will give the opportunity to ask questions and see and hear the winners again.

Each will have 9 minutes: 3 minutes to introduce themselves and 6 for questions. In the order of the program-app.

See their abstracts below please

Jan Boom

Chair of the Kuhmerker Dissertation Award.

🗣️ Speakers



Jan Boom Senior researcher, Utrecht University



Rodrigo Riveros Miranda Postdoctoral Researcher, Candle USC



Matthew Hastings Instructor, Colorado School of Mines



Allegra Midgette Visiting Assistant Professor & ACES Fellow, Texas A&M University

3 Subsessions

- **A neuropsychological exploration of low-ses adolescents' life goals and their motives.**

🕒 3:00pm - 3:30pm, Nov 6

- **Left to Our Own Devices: Education and Attention for a Digital Age**

🕒 3:00pm - 3:30pm, Nov 6

- **Gendered Household Labor Distribution & Morality: Social & Moral Reasoning about Household Chores in Chinese & South Korean Families**

🕒 3:00pm - 3:30pm, Nov 6

3:30pm

AME Movie Night: The Hate U Give

🕒 3:30pm - 4:30pm, Nov 6

📍 Room 2

Movie Night

Join us for a discussion of the film "The Hate U Give". This feature film is based on the award-winning young adult novel by Angie Thomas, and inspired by the Black Lives Matter movement.

How it works: Watch the film sometime before the AME conference. Join us on Saturday, Nov. 6 (3:30-4:30pm ET) for a discussion of the film facilitated by members of the [Race / Multiculturalism SIG](#).

After you watch: Jot down any notes / thoughts / ideas so you don't forget! You are welcome to use this [collaborative brainstorming page](#) if it is helpful.

Where to find the film: This film is available to rent on YouTube, Amazon Prime, Hulu, and other streaming platforms.

*Note: *If you are not able to find the film, we recommend **reading the book!***

Sun, Nov 07, 2021

10:00am

Paper Session 5.1

🕒 10:00am - 10:45am, Nov 7

📍 Room 1

Paper Session

🗣️ Speakers



Sula You Korean Language Teacher, Independent Scholar



Janet Orchard Director of Postgraduate Research, School of Education, Bristol University



Amanda Williams



Brandy Quinn Associate Professor, Texas Christian University, College of Education

3 Subsessions

- **Faculty Development and Learning for Diversity, Equity, and Inclusion: Early Data and Considerations**

🕒 10:00am - 10:45am, Nov 7

- **Incorporating Moral Education for Social Justice into the World Language Classroom**

🕒 10:00am - 10:45am, Nov 7

● Shared space: promising practices in knowledge mobilization to promote social justice in classrooms

🕒 10:00am - 10:45am, Nov 7

Intercultural Education Towards Social Justice? Critical Perspectives, Pedagogical Challenges and Promising Practices

🕒 10:00am - 10:45am, Nov 7

📍 Room 2

Symposia Session

Symposium Abstract:

Interculturalism, and its pedagogical extension, intercultural education, are being proposed in Europe and across the globe as best government policies and educational practices for increasingly multicultural, multiethnic, multiracial, and religiously diverse societies. Through the goals of intergroup dialogue, fostering of social cohesion and building shared values, interculturalists believe we may be able to shape a truly socially just society. In this symposium we propose four papers which will explore, contextualize and critically analyze the theoretical frameworks, provide examples of how intercultural education is being conceptualized and practiced, problematize the framework as it is being adopted in several educational contexts and explore "pedagogical possibilities," practices that move the framework towards the goals of social justice education. The first paper, *Interculturalism and Intercultural Education: Theoretical Perspectives* (by Contini, Pica-Smith, Veloria) lays the foundation for the symposium by providing a historical and sociopolitical context for intercultural education analyzing whether and how it addresses the goals of social justice education. Ultimately, we argue that both as government policies and in educational contexts interculturalism and I.E. are tied to neoliberal ideologies and governmentality, which are more connected to maintaining social order than pursuing social justice. The second paper, *Representation of Political Violence in American History Textbooks* will engage us in an examination of the possibilities and limitations of intercultural education as a framework for teaching history, particularly the history of violent pasts. The third paper, *The Struggle for Creole Education in Mauritius: Towards a Decolonial Interculturality*, highlights the issue of linguistic oppression and positions two frameworks, interculturalidad and Mauritian Interculturality, in dialogue with each other ultimately addressing the possibilities and promises of decolonial politics and education towards liberation. The fourth and final paper, *Intergroup Dialogue: A Promising Pedagogy for Critical Engagement across Race and Sexuality*, will discuss intergroup dialogue (IGD) as a pedagogy to address the goals of social justice education connecting the learning outcomes of IGD to the goals of intercultural education. In the end, we hope to engage in a complex discussion of intercultural education and its stated goals of educating towards social justice thorough a critical analysis of the theoretical framework and its application and offer meaningful possibilities for building upon the framework.

🗣️ Speakers



Cinzia Pica-Smith Associate Professor, Assumption University



Rina Manuela Contini Expert in Welfare Theories, Department of Management and Business Administration, University of Chieti-Pescara, Italy



Carmen N. Veloria Senior Community Impact Officer, Hartford Foundation for Public Giving



Angela Bermudez Researcher, Center for Applied Ethics, University of Deusto



Elsa Wiehe K-16 Education Program Outreach Manager, African Studies Center, Boston University



Nina M. Tissi-Gassoway Lecturer- Social Justice Education & Higher Education, University of Massachusetts Amherst

4 Subsessions

- **Interculturalism and Intercultural Education: Theoretical Perspectives**
🕒 10:00am - 10:45am, Nov 7
- **Representation of Political Violence in American History Textbooks**
🕒 10:00am - 10:45am, Nov 7
- **The Struggle for Creole Education in Mauritius: Towards a Decolonial Interculturality in Language Policy and Practice**
🕒 10:00am - 10:45am, Nov 7
- **Intergroup Dialogue: A Promising Pedagogy for Critical Engagement across Race and Sexuality**
🕒 10:00am - 10:45am, Nov 7

Paper Session 5.2

🕒 10:00am - 10:45am, Nov 7

📍 Room 3

Paper Session

Abstract

In the literature, there are different theories and arguments about what moral education is and what is the role of schools in moral education. Briefly, morality and its education seem in relation to values, virtues and character development, the codes of the society, flourishing of the good and development of autonomy. Therefore, it can be said that moral education is used as an umbrella term for spiritual, moral, character and values education. However, although there are many theories about moral education and the role of teachers, there is a lack of empirical works asking teachers' views and practices in relation to it. This research aims to contribute to the literature from an empirical perspective by asking secondary school teachers' perceptions and experiences in teaching moral education.

In this research, within the theoretical constructions, I focus on a form of moral education provided by government policy in English schools that includes Spiritual Moral Social and Cultural Education (SMSC), Personal Social Health Education (PSHE) and Relationships and Sex Education (RSE), Citizenship Education (CE), Fundamental British Values (FBV), and Character education. I aim to find out how teachers see their responsibilities in teaching moral education and how teachers from across the curriculum subjects teach moral education in their practices. For this aim, I conducted 18 online semi-structured interviews with secondary school teachers in England from a variety of subject areas, including core subjects, humanities, languages and more. In order to open up discussions and make the data collection process more effective, I have implemented stimulus material showing current English policy requirements, which could be another contribution to the literature as a new online interview method during the period of epidemic.

Although the analysis session has not been completed yet, the initial findings show that teachers see themselves as responsible adults to teach about right and wrong or good and bad, to pass on the values their community holds dear, and to bring up autonomous individuals who can make judgements about their decisions. Most of the teachers mentioned that all teachers have a responsibility to cover moral education, more or less, depending on their subject areas. They mentioned that Religious Education and other humanities subjects are the most suitable places for moral education. Also, PSHE, which is a separate lesson in most of the schools, is seen as the main place to cover all those policies and so moral education. Furthermore, depending on the school types, including Mainstream, Grammar, and Faith schools and Academies, the emphasis on moral education is changing.

🗣️ Speakers



Luciana Maria Caetano University of São Paulo



Alba Regina Ferreira de Camargo



Betania Alves Veiga Dell'Agli



Mukaddes Zikra Tanriverdi Gokceli Doctoral Researchers, Brunel University London



Johann Ducharme Postdoctoral Fellow, Program for Leadership & Character, Wake Forest University



Elise Dykhuis Assistant Professor, United States Military Academy



Beatriz Guedes de Seixas Scholarship holder, University of São Paulo

4 Subsessions

- **INFORMATIONAL ASSUMPTIONS OF TEACHERS ON TEACHING PERFORMANCE IN SCHOOL CONFLICTS**
🕒 10:00am - 10:45am, Nov 7
- **An investigation of teachers' perceptions and experiences of moral education in secondary schools in England**
🕒 10:00am - 10:45am, Nov 7
- **Intellectual Humility as a Process for Unlearning: Tenured Faculty Perspectives on Undergraduate Education**
🕒 10:00am - 10:45am, Nov 7
- **Purpose of teachers: A study from the perspective of Theory of Organizing Models of Thought**
🕒 10:00am - 10:45am, Nov 7

11:00am

Paper Session 5.3

🕒 11:00am - 11:45am, Nov 7

📍 Room 1

Paper Session

🗣️ Speakers



Marília Amando de Barros Masters Student - Excellence, Ethics and Engagement in the Early Years, University of Sao Paulo



Tz-yu Duan University of British Columbia



Yingxi Li



Kaitlyn Monica Wilson



John Corbit



Catherine Ann Cameron HONORARY PROFESSOR OF PSYCHOLOGY, UBC

2 Subsessions

- **Building up Self-Esteem and Excellence in Early Years Education**
🕒 11:00am - 11:45am, Nov 7
- **Supporting collaborative pro-sociality interventions with displaced children**
🕒 11:00am - 11:45am, Nov 7

Paper Session 5.4

🕒 11:00am - 11:45am, Nov 7

📍 Room 2

Paper Session

🗣️ Speakers



Nasim Tavassoli PhD Candidate, Concordia University



Chiara Lier



Holly Recchia Associate Professor, Concordia University



Niina Manninen Senior Lecturer in Social Work, Kingston University London



Kaylee Seddio Assistant Professor of Psychology, Utica College



Mercedez Birnie Student, Utica College



Tyler Yates



Jacqueline Lewis Research Assistant, Utica College



John Zaleski



Russell W. Dalton Professor of Religious Education, Brite Divinity School

4 Subsessions

- **To help or not to help: Reflections on Past Prosocial Experiences Are Influential in Motivating Future Intentions to Act Prosocially**
🕒 11:00am - 11:45am, Nov 7
- **Social services students' ethical, religious, and societal beliefs – A case study from Finland**
🕒 11:00am - 11:45am, Nov 7
- **When Bad Does Good: Expanding Human Rights Education through Empathy with Atrocity Survivors**
🕒 11:00am - 11:45am, Nov 7
- **The Education and Training of the Freedom Riders as a Model for Moral Education for Social Justice Today**
🕒 11:00am - 11:45am, Nov 7

Paper Session 5.5

🕒 11:00am - 11:45am, Nov 7

📍 Room 3

Paper Session

See abstract.

🗣️ Speakers



Maureen Spelman Visiting Professor of Education, North Central College



Matthew Hastings Instructor, Colorado School of Mines



William Derryberry Professor of Psychology, Western Kentucky University



Anna Simpson



Niclas Lindström Associate Professor, Umeå University



Mimmi Norgren Hansson Doctoral student, Umeå University

4 Subsessions

- **From Theory to Practice: Approaching Moral Leadership Through the Lens of Bronfenbrenner's Ecological Systems Theory**
🕒 11:00am - 11:45am, Nov 7
- **Betting on Morality, Not Mobility**
🕒 11:00am - 11:45am, Nov 7
- **Further Exploration of the Moral Judgment Development and Critical Thinking Relationship**
🕒 11:00am - 11:45am, Nov 7
- **Two Educational Approaches to Moral Psychology – Exploring the Possibilities of an Adaptive Attitude**
🕒 11:00am - 11:45am, Nov 7

Paper Session 5.6

🕒 11:00am - 11:45am, Nov 7

📍 Room 4

Paper Session

🗣️ Speakers



Andrew Peterson Professor of Character and Citizenship Education, Jubilee Centre for Character & Virtues, University of Birmingham



Albert Erdynast Distinguished Professor, Antioch University Los Angeles



T.J. Payne



Michelle Conn



Esmé Erdynast



Sean Bahry



Elizabeth Whiting Pierce Assistant Director of Leadership and Character in the Professional Schools, Wake Forest University, Program for Leadership and Character



Dilian Martin Sandro de Oliveira

4 Subsessions

- **Education for citizenship, character, and the fracturing of the civic and moral in English educational policy**
🕒 11:00am - 11:45am, Nov 7
- **A Rawlsian Conception of Adulthood Moral Development**
🕒 11:00am - 11:45am, Nov 7
- **Encouraging the Motivated: A Practitioner's Reflection on the use of Exemplars in Graduate Environmental Justice Education**
🕒 11:00am - 11:45am, Nov 7
- **Interpersonal conflicts: a study with members from different cultures**
🕒 11:00am - 11:45am, Nov 7

12:00pm

Talking to Children about Injustice: The "How", Not the "What"

🕒 12:00pm - 12:45pm, Nov 7

📍 Room 2

Symposia Session

Participants:

Hannah Read, "Empathy Education for Social Justice"

Laura Elenbaas, "How Do Children Think About Social Inequalities?"

Rosa Terlazzo, "Hope, Injustice, and Education"

Overview: For parents and teachers who want to talk to children about injustice, the most obvious question is "What". That is, what should they say? Which things are injustices? What does justice require us to change? But an equally important, if less obvious question, is "How". That is, once we have a sense of what justice might require and what injustice might amount to, *how* should we go about talking to children about those ideas? In this symposium, we look at three dimensions of the how question. In Paper 1, Hannah Read investigates the role that empathy and its development should play. In Paper 2, Laura Elenbaas takes a developmental science approach to investigating how children think about social inequalities and the implications for productive conversations about social justice early in development. And in Paper 3, Rosa Terlazzo discusses our obligation to talk to children about injustice in a way that allows them to maintain hope – for a better world, for their own futures, and for themselves as morally worthy agents despite their structural complicity in injustice.

🗣️ Speakers



Rosa Terlazzo Associate Professor of Philosophy, University of Rochester



Laura Elenbaas University of Rochester



Hannah Read Postdoctoral Fellow, Wake Forest University

3 Subsessions

- **Symposia Subsession**
🕒 12:00pm - 12:45pm, Nov 7
- **How do children think about social inequalities?**
🕒 12:00pm - 12:45pm, Nov 7
- **Empathy Education for Social Justice**
🕒 12:00pm - 12:45pm, Nov 7

Identity and the Development of Civic Engagement

🕒 12:00pm - 12:45pm, Nov 7

📍 Room 3

Symposia Session

🗣️ Speakers



Laronnda Thompson Penn GSE



Jasmine Blanks Jones Postdoctoral Fellow, Program in Racism, Immigration, and Citizenship at Johns Hopkins University



Irteza Binte-Farid PhD Candidate UPenn

3 Subsessions

- **Between the Poor People's Campaign, Achievement & America**
🕒 12:00pm - 12:45pm, Nov 7
- **Strategic Navigations: The Ethics of 'Coming Up' as a Relational Praxis in Youth Citizenship Development**
🕒 12:00pm - 12:45pm, Nov 7
- **Ethical Self-Cultivation among Black Muslim youth**
🕒 12:00pm - 12:45pm, Nov 7

Moral Education for Social Justice in Amazonian indigenous communities

🕒 12:00pm - 12:45pm, Nov 7

📍 Room 4

Symposia Session

Brujas ardientes: los dilemas morales de los líderes asháninka y la educación moral

En esta presentación analizaremos el razonamiento moral de los pueblos indígenas, enfocándonos en su búsqueda de justicia. Tomaremos como caso de estudio el razonamiento moral de los líderes asháninka sobre la quema de brujas, una práctica cultural que ha recibido escasa atención por parte de los estudiosos interculturales. Primero contextualizamos la quema de brujas como una práctica cultural del pueblo asháninka. Luego, con base en entrevistas cualitativas, presentamos la experiencia de seis líderes Asháninka con acusaciones de brujería y brujería, así como su razonamiento moral sobre los mecanismos sociales que el pueblo Ashaninka ha utilizado tradicionalmente para controlar la brujería maligna. Los participantes son tres hombres y tres mujeres de las regiones de Ucayali y Junín en la cuenca del Amazonas peruano. Finalmente,

🗣️ Speakers



Susana Frisancho Profesora Principal, Pontificia Universidad Católica del Perú



Enrique Delgado Professor of Psychology, Pontifical Catholic University of Peru

2 Subsessions

- **The representation of indigenous subjectivity and Intercultural moral education**
🕒 12:00pm - 12:45pm, Nov 7
- **Capitalism, Amazonian indigenous peoples and intercultural moral education**
🕒 12:00pm - 12:45pm, Nov 7

High-risk advocacy: Shaping institutionalism toward progressivism

🕒 12:00pm - 12:45pm, Nov 7

📍 Room 1

Symposia Session

🗣️ Speaker



Brooke Moreland Associate Director, Digital Education Hub, Indiana University School of Education-Indianapolis

1:00pm

Community Meeting

🕒 1:00pm - 2:30pm, Nov 7

Community Meeting

Dear members of AME,

I hope to see you all at the community meeting in which officers of AME will briefly give their reports and where we will look back on the conference with the conference organisers.

For your convenience, the agenda of the meeting is uploaded.

Doret de Ruyter

🗣️ Speaker



Doret De Ruyter Professor of (Philosophy of) Education, University of Humanistic Studies

3:00pm

Poster Gallery

🕒 3:00pm - 3:00pm, Nov 7

Posters (Viewable Anytime)

Please peruse the poster gallery at your leisure. Attendees are invited to leave comments so that poster presenters might answer questions or otherwise engage attendee interest in their work.

31 Subsessions

● First- and Third-Person Moral Evaluations About Real Cases of Cheating

🕒 3:00pm - 3:00pm, Nov 7

● Examination of “thinking and deliberating” moral lessons tailored to student moral development: For general and support classes

🕒 3:00pm - 3:00pm, Nov 7

● Character Education for Social Justice

🕒 3:00pm - 3:00pm, Nov 7

● Civility for Social Justice

🕒 3:00pm - 3:00pm, Nov 7

- **Children's Perceptions About Teachers' Ethnic Biases Regarding Status Hierarchies in School**
🕒 3:00pm - 3:00pm, Nov 7
- **Intellectual Humility Moderates relationship between Political Essentialism and Affective Polarization**
🕒 3:00pm - 3:00pm, Nov 7
- **Intellectual Humility Moderates the Relationship Between Political Essentialism and Affective Polarization**
🕒 3:00pm - 3:00pm, Nov 7
- **Moral encounters in peer-groups**
🕒 3:00pm - 3:00pm, Nov 7
- **Empathy in early childhood: perspectives of neuroscience, moral psychology and the theory of personality**
🕒 3:00pm - 3:00pm, Nov 7
- **Differences between tight and loose cultures: The effect of moral identity and empathy on prosocial behavior**
🕒 3:00pm - 3:00pm, Nov 7
- **Prosocial behavior promotion and violence prevention in preschool: a needs assessment in Brazil**
🕒 3:00pm - 3:00pm, Nov 7
- **"Because it should be equal": Children's and young adults' reasoning about science resource inequalities**
🕒 3:00pm - 3:00pm, Nov 7
- **Experiencing Gender Bias is Related to Children's Moral Reasoning about Resource Allocation**
🕒 3:00pm - 3:00pm, Nov 7
- **Children's Evaluations and Reasoning About Wealth Inequalities**
🕒 3:00pm - 3:00pm, Nov 7
- **Black Adolescent Girls' Perceptions of School Discipline Across Social Domains**
🕒 3:00pm - 3:00pm, Nov 7
- **From Ideals to Reality: Character Pathways between a Sense of Purpose and Action**
🕒 3:00pm - 3:00pm, Nov 7
- **The indirect effects of divine and victim forgiveness on physical symptoms via reduced stress**
🕒 3:00pm - 3:00pm, Nov 7
- **Opportunities for Moral Education Researchers to Use Archived Civic Education Data with a Social Justice Emphasis**
🕒 3:00pm - 3:00pm, Nov 7
- **Counselor Social Justice Identity Development Through the Lens of Social Comparison Processes**
🕒 3:00pm - 3:00pm, Nov 7
- **My Perceptions of Schools' Principals Leadership and Self-care Practices**
🕒 3:00pm - 3:00pm, Nov 7
- **Full-time education: childhood, family and moral development**
🕒 3:00pm - 3:00pm, Nov 7
- **Active and passive bystander behavior effects on peer exclusion judgments and**

emotions

🕒 3:00pm - 3:00pm, Nov 7

- **Evolved Developmental Niche Out Performs Multicultural Experience in Predicting Antisocial but Not Prosocial Behavior**
🕒 3:00pm - 3:00pm, Nov 7
- **Comparing Adverse Childhood Experiences and the Evolved Developmental Niche on Adult Sociomortality**
🕒 3:00pm - 3:00pm, Nov 7
- **“Child Transgressors, Authority Figures, and the Fulfillment of Social Justice in Young Adult Speculative Fiction**
🕒 3:00pm - 3:00pm, Nov 7
- **independent learning by each individual student within moral education**
🕒 3:00pm - 3:00pm, Nov 7
- **Promoting integrity or policing cheating? An analysis of a nationwide sample of academic integrity policies**
🕒 3:00pm - 3:00pm, Nov 7
- **Limits and Moral Autonomy in Childhood: A Study on Perception of Parents**
🕒 3:00pm - 3:00pm, Nov 7
- **Types of Moral Transgressions in Gen Z Youth: A Retrospective Analysis**
🕒 3:00pm - 3:00pm, Nov 7
- **Here I Am: The Stories of University Women Learning and Growing during COVID-19**
🕒 3:00pm - 3:00pm, Nov 7
- **The role of group norms on children’s expectations about wealth and popularity status**
🕒 3:00pm - 3:00pm, Nov 7