



ASSOCIATION FOR  
MORAL EDUCATION

45TH ANNUAL CONFERENCE 2019

# MORALITY AND ETHICS FOR THE DIGITAL WORLD

November 7-9, 2019  
Seattle, Washington

Organizers: Tatyana Tsyrlina-Spady, Dawn E. Schrader, Kimberly Schonert-Reichl

[amenetwork.org/2019](http://amenetwork.org/2019)



# WELCOME TO THE 45TH CONFERENCE ASSOCIATION FOR MORAL EDUCATION

## *Welcome!*

We have an excellent intellectual program, and we encourage all of you to attend as many sessions as you possibly can! One amazing thing about AME is that it creates opportunities to share innovative ideas and participate in captivating conversations, and to present completed as well as new research projects — all in an atmosphere of mutual respect and collaboration, rather than criticism and judgment. We, as an organization, and especially as Conference Organizers, seek to continue in the spirit of a moral atmosphere for intellectual and personal growth, learning, and development.

In this Program brochure you will find details of all conference events, information about AME and its Executive Board and Committees, and a listing of all symposia, sessions and posters, and registered presenters with their email addresses. Additional information and program updates may be found at [amenetwork.org/2019](http://amenetwork.org/2019) and on social media sites, #ameseattle2019. Hotel Motif provides Wi-Fi access in the guest rooms and the public hotel space. In all sessions, please have a timekeeper so that each presentation gets its fair share and the audience has some time for discussion. Please bring your PowerPoint presentation *on a USB flash drive* to upload into a conference laptop. When you complete your session, please leave the computer and the podium ready for the next presenters.

For Poster sessions, please bring paper copies of your poster and/or collect email addresses and send papers and posters to interested individuals.

*Kindest regards,*

*Tatyana Tsyrlina-Spady*

*Dawn Schrader*

*Kim Schonert-Reichl*





# TABLE OF CONTENTS

Conference Schedule at-a-Glance .....	p. 4
The Association for Moral Education.....	p. 7
Welcome from the AME President.....	p. 8
Welcome from the Conference Chairs .....	p. 9
Message from the Editor of the Journal of Moral Education .....	p. 12
Invited Speakers .....	p. 13
Conference Team.....	p. 14
Special Events .....	p. 15
Kuhmerker Career Award.....	p. 16
Dissertation Award.....	p. 17
Finding Your Way Around the Conference Venue .....	p. 18
Conference Schedule:	
Wednesday, November 6, Pre-Conference Events .....	p. 19
Thursday, November 7.....	p. 20
Friday, November 8.....	p. 56
Saturday, November 9.....	p. 87
Our Sponsors .....	p. 104
Local Dining information .....	p. 105
Local Transportation .....	p. 107
AME Executive Board and Committee Members.....	p. 109
Index of Conference Presenters.....	p. 112
AME Conference 2020.....	p. 126
Social Media and Contacts .....	p. 127

# CONFERENCE SCHEDULE

WEDNESDAY NOV 6

TIME	EVENT	LOCATION
1:30pm-5:30pm	Bus Tour (prepaid, surcharge)	Motif Lobby @1:15pm
1:00pm-8:00pm	Conference Registration	Conference Foyer
3:00pm-6:00pm	Pre-Conference Workshop	Pioneer
6:30pm-10:00pm	AME Executive Board Meeting	Blue Mouse

THURSDAY NOV 7

TIME	EVENT	LOCATION			
8:00am-8:30pm	Conference Registration	Conference Foyer			
9:00am-9:45am	Welcome & Kuhmerker Career Award	Ballroom			
10:00am-11:15am	Keynote Lecture 1, Prof. Jabari Mahiri	Ballroom			
<b>TIME</b>	<b>BELLTOWN</b>	<b>BALLROOM 1</b>	<b>BALLROOM 2</b>	<b>BALLROOM 3</b>	
11:30am-12:45pm	Concurrent Sessions	Symposium	Symposium	Symposium	
11:30am-12:45pm	<b>PIONEER</b> Concurrent Sessions	<b>FIRST HILL</b> Concurrent Sessions Lunch Break	<b>CAPITOL HILL</b>	Concurrent Sessions	
12:45pm-2:00pm	YOUNG SCHOLARS & STUDENTS MENTORING LUNCH		PREPAID LUNCHESES, 4TH FLOOR		
	JME EDITORIAL BOARD MEETING		BLUE MOUSE		
2:00pm-3:15pm	<b>PIONEER</b> Concurrent Sessions <b>BELLTOWN</b> Concurrent Sessions	<b>FIRST HILL</b> Concurrent Sessions <b>BALLROOM 1</b> Symposium	<b>CAPITOL HILL</b> Concurrent Sessions <b>BALLROOM 2</b> Symposium		
3:30pm-4:45pm	<b>PIONEER</b> Concurrent Sessions <b>BELLTOWN</b> Concurrent Sessions	<b>FIRST HILL</b> Concurrent Sessions <b>BALLROOM 1</b> Symposium	<b>CAPITOL HILL</b> Symposium <b>BALLROOM 2</b> Symposium	<b>BALLROOM 3</b> Symposium	
4:45pm-5:00pm	Coffee and Tea Break		Conference Foyer		
5:00pm-6:15pm	<b>PIONEER</b> Concurrent Sessions	<b>FIRST HILL</b> Concurrent Sessions	<b>BELLTOWN</b> Concurrent Sessions	<b>BALLROOM 1</b> Symposium	<b>BALLROOM 3</b> Symposium
6:30pm-7:30pm	Poster Session. JME invites for a light reception			Foyer & Ballroom	



# CONFERENCE SCHEDULE

All conference activities will be held on the 4th Conference floor, Hotel Motif, 1415 5th Ave  
Seattle, WA 98101

FRIDAY NOV 8

<b>TIME</b>				
7:30am-8:00pm	Conference Registration			Conference Foyer
8:30am-9:45am	Kohlberg Memorial Lecture, Prof. Lawrence J. Walker			Ballroom
<b>TIME</b>	<b>BELLTOWN</b>	<b>BALLROOM 1</b>	<b>BALLROOM 2</b>	<b>BALLROOM 3</b>
10:00am-11:15am	Concurrent Sessions	Symposium	Symposium	Symposium
10:00am-11:15am	<b>PIONEER</b> Concurrent Sessions	<b>FIRST HILL</b> Concurrent Sessions	<b>CAPITOL HILL</b> Concurrent Sessions	
11:15am-11:30am	Coffee and Tea Break		Conference Foyer	
11:30am-12:45pm	<b>PIONEER</b> Concurrent Sessions	<b>FIRST HILL</b> Concurrent Sessions	<b>CAPITOL HILL</b> Concurrent Sessions	<b>BELLTOWN</b> Concurrent Sessions
11:30am-12:45pm	<b>BALLROOM 1</b> Symposium	<b>BALLROOM 2</b> Symposium	<b>BALLROOM 3</b> Symposium	PREPAID LUNCHES 4TH FLOOR
12:45pm-2:00pm	Seattle Pacific University Lunch (at the invitation)			Ballroom 3
1:00 pm-2:00 pm	How to get published in JME			Belltown
2:00pm-3:15pm	Keynote Lecture 2, Dr. Dipayan Ghosh			Ballroom
3:30pm-4:45pm	<b>BELLTOWN</b> Concurrent Sessions	<b>FIRST HILL</b> Concurrent Sessions	<b>BALLROOM 1</b> Symposium	
3:30pm-4:45pm	<b>BALLROOM 2</b> Symposium	<b>BALLROOM 3</b> Symposium	<b>CAPITOL HILL</b> Concurrent Sessions	<b>PIONEER</b> Concurrent Sessions
5:00pm-6:00pm	Poster Session			Foyer & Ballroom 3
6:15pm-7:30pm	AME Award Ceremony and Light Reception			Ballroom



# CONFERENCE SCHEDULE

All conference activities will be held on the 4th Conference floor, Hotel Motif 1415 5th Avenue, Seattle, WA 98101

SATURDAY NOV 9

<b>TIME</b>				
7:30am-11:30am	Conference Registration			Conference Foyer
8:30am-9:45am	Keynote Lecture 3, Prof. Jennifer Shapka			Ballroom
<b>TIME</b>	<b>BELLTOWN</b>	<b>PIONEER</b>	<b>FIRST HILL</b>	<b>CAPITOL HILL</b>
10:00am-11:15am	Concurrent Sessions	Concurrent Sessions	Concurrent Sessions	Concurrent Sessions
11:15am-11:30am	Coffee and Tea Break			Conference Foyer
11:30am-12:45pm	Panel Presentation and discussion with UHill Secondary School students (Vancouver, BC, Canada)			Ballroom
12:45pm-1:45pm	Prepaid lunches			Ballroom 3
12:45pm-1:45pm	Race/Multiculturalism SIG meeting			Belltown
12:45pm-1:45pm	Peace SIG Meeting			Ballroom3
2:00pm-3:15pm	<b>BALLROOM 1</b> Symposium	<b>BALLROOM 2</b> Symposium		
2:00pm-3:15pm	<b>BELLTOWN</b> Concurrent Sessions	<b>FIRST HILL</b> Concurrent Sessions	<b>CAPITOL HILL</b> Concurrent Sessions	<b>PIONEER</b> Concurrent Sessions
3:15pm-3:30pm	Coffee and Tea Break			
3:30pm-4:45pm	<b>FIRST HILL</b> Concurrent Sessions	<b>BELLTOWN</b> Concurrent Sessions	<b>PIONEER</b> Concurrent Sessions	
5:00pm-6:15pm	AME Community Business Meeting			Ballroom
6:30pm-10:00pm	Post Conference AME Board Meeting			Blue Mouse

TIME	EVENT	LOCATION
Sunday, Nov'10 9:00 am- 12:00 pm	Prepaid Seattle Tour	Motif Lobby @8:45am



# THE ASSOCIATION FOR MORAL EDUCATION

Founded in 1976, the Association for Moral Education (AME) provides an international forum for those engaged in the interdisciplinary study and practice of the moral and ethical dimensions of human development and education. AME is dedicated to fostering communication and cooperation among scholars and practitioners considering all aspects of moral learning, development and action across the life-span in multiple roles and contexts, including the school, family, workplace, communities, congregations of all types, the larger society, and globally. AME conferences tend to emphasize moral development, moral understanding and moral action from interdisciplinary perspectives, including psychology, sociology, philosophy, education and communication, to name a few. Moral development requires opportunities for engagement in moral dialogue, self-reflective educational practices that value the worth and dignity of people as moral agents and opportunities for ethical engagement and moral dialogue, and our annual conferences endeavor to reflect these principles and processes.

The AME is governed by an Executive Board, elected by and drawn from its membership, and Officers. Active participation of all members is encouraged. Members include academics, researchers, school-teachers and administrators, counselors and psychologists, philosophers, sociologists, teacher educators, religious educators, life coaches and graduate students interested in advancing the study of moral education, moral psychology, and morality more generally. Scholars and practitioners from many countries around the globe meet at the Association annual conference. Since 1990, these annual conferences follow a three-year cycle: two years in North America and the third year in other countries.

Initially, international conferences took place in Europe. In 2011, AME partnered with the Journal of Moral Education and the Asia-Pacific Network for Moral Education to hold the conference in Nanjing, China, on the occasion of the journal's 40th anniversary, and a subsequent conference was held in San Paulo, Brazil. In 2020, the AME conference will be in Ottawa, Canada. In 2021, the AME will partner with the Journal of Moral Education and JME Trust to host the Journal's 50th year Jubilee celebration in England. Highlights of our annual conference are keynote plenary sessions that include the distinguished Kohlberg Memorial Lecture. The KML is named in honor of Lawrence Kohlberg for his groundbreaking contributions to the theory and practice of moral education and AME. This year the KML is delivered by Lawrence J. Walker, the University of British Columbia. AME members make significant contributions to the world, ranging from improving educational practices to advancing theoretical understanding of morality, to doing hands-on work for the good of people and society. To recognize these important advances toward creating a more moral world, AME introduced a number of awards: The Good Work Award is to recognize those who "do good" in their practice — whether in living and developing moral practices in education, the 'real world' of life and living, theory building, or academic understanding. The Kuhmerker Career Award recognizes individuals who have made outstanding contributions to AME and to the field of morality and moral education. AME also presents the Kuhmerker Dissertation Award for the best dissertation in any aspect of morality.





## WELCOME FROM THE AME PRESIDENT, KAYE COOK

Dear Conference Participants,

Welcome to the 45th Annual Association for Moral Education Conference in Seattle!

I am delighted to see you here in this friendly and fast-growing city that is full of art (e.g., the Chihuly Garden and Glass Museum) and surrounded by natural beauty. In perhaps odd juxtaposition to its beauty, the city holds within its environs two of the largest tech companies in the world: Amazon and Microsoft, along with many other tech and biotech companies, as well as the home of Starbucks. In such a complex yet welcoming context, the theme of "Morality and Ethics for the Digital World" is sure to trigger challenging conversations that mirror the complexities of the world around us.

We are truly "internationalizing" the organization, as our mission statement proclaims. The conference promises to be intriguing, with representatives from 27 countries. Seattle was chosen in part because it is potentially more accessible to our Pacific Rim members and a peek at the list of proposals shows that we will benefit from many good ideas from members representing the Pacific Rim and elsewhere. I encourage you to seek out at least one workshop you would not normally attend. Having attended meetings in Bali in June that were sponsored by our sister organization APNME (Asia-Pacific Network of Moral Education), I assure you that your thinking about moral education will be broadened.

Thank you to the 2019 conference team: Tatyana Tsyrlina-Spady, Dawn Schrader, and Kim Schonert-Reichl, for their hard work and thoughtfulness in planning this conference. Despite working in three locations, including across the country, they established infrastructure, maintained regular contact, and generally did a great job of managing the many demands that conferences entail. Please give them your thanks. Thanks also to our generous co-sponsors: Taylor & Francis for their contribution to the awards reception, Seattle Pacific University for their financial contribution, and the JME Trust for underwriting half of the Travel Grants.

While at the conference, I hope that you will bring new ideas and share them, leaving with your research transformed and relationships deepened.

Welcome!

Kaye Cook, PhD,  
Gordon College, Wenham MA,  
President, AME



# WELCOME FROM THE CONFERENCE CHAIRS

Dear AME colleagues and friends,

Welcome to the 45th Annual Conference of the Association for Moral Education in Seattle, Washington. The theme—Morality and Ethics for the Digital World—is not only timely but is also locally relevant, since we are in Seattle—a major hub of the technology industry! So many opportunities abound for collaboration about morality and ethics in terms of theory development, professional practice, and education. We welcome all to this timely conference! Many of our delegates and presenters traveled long distances and from other countries, and we are delighted to host national and international attendees from all six continents. Such global representation is the wave of the digital future that allows our program to reflect diversity in viewpoints and worldviews. Let us try to follow the tech industry this year and help our conference serve as an incubator for new global projects and new friendships!

Our rich intellectual program features three keynote speakers: Dipayan Ghosh, PhD, Harvard Kennedy School; Jabari Mahiri, PhD, University of California, Berkeley, and Jennifer Shapka, PhD, the University of British Columbia. In addition to our other keynote speakers, this annual conference highlights the career of one of AME's most beloved and dedicated members, Lawrence J. Walker, PhD, Senior Associate Dean and Professor at the University of British Columbia, as AME's coveted Kohlberg Memorial Lecturer. AME is honored with so many exemplary members, and we will have the opportunity to present other awards: Dissertation Award, Kuhmerker Career Award, Good Work Award, and Best Poster Awards. Please, join us at the Opening Welcome Session and the Awards Reception to congratulate the winners.

Our Program would not be complete without numerous paper and poster sessions, and symposia submitted by many people working in this field. Our theme this year, *Ethics and Morality for the Digital World*, focuses on responsible technological innovations and their effects on morality, education, democracy, and sociality. Sessions include a track that examines ethical considerations and consequences of artificial intelligence, new technologies, new media, machine learning, and related topics. A second track focuses on moral education and the challenges and opportunities our current digital era presents. The sessions in the third track focus on civics, democracy, and global society in the context of digitality. Current practices, research studies, and speculations about future ethical issues and challenges will be discussed. Our location at Hotel Motif and the structure of the conference program are designed to provide plenty of opportunities for collaboration and discourse.



The program is arranged in 27 symposia and 39 paper sessions. Two poster sessions with 42 posters provide further opportunities to introduce new and emerging research projects, reports of educational programs and/or emerging ideas. See the subsequent pages for sessions that will be sure to spark your interest. Attend as many as you can, and talk with presenters and each other.

A new aspect of this annual conference—our 45th—recognizes the changing demographics of the founding and original members of AME. Some have already passed, and others are retiring or moving to a different phase of their careers. This year, and we hope this will become a tradition in future years, there will be a "Memory & Honor Corner." We announced in advance this new installation and invited people to feel free to bring a name, photo, small expression of something to place at the dedicated conference table to commemorate those who have been part of AME and passed away, moved on by retirement, or otherwise transitioned out of AME. We also invited anyone to bring memories of AME, and in this way to let colleagues know who is retiring, or has retired. We hope that this sharing of memories of life, career, colleagues and friends, and/or reflections on relationships to and within AME will bring the community even closer as a caring community of scholars.

Another novel installment at this conference is a Hospitality Room for those arriving before a regular check-in time at 3:00 PM and leaving after checkout time at 11:00 am, or also for those who are staying elsewhere and need a bit of a break during the conference. This room will be available starting from early Wednesday afternoon until Friday afternoon with a welcoming volunteer onsite and fresh coffee. You can leave your luggage before check-in at the hotel front desk if you are staying at the Motif.

We are confident you will enjoy a rich and vibrant conference atmosphere. Take advantage of our location in downtown Seattle—a five-minute walk to some of the most interesting and tourist-friendly parts of town. While you are here, we hope you will find a little time to explore the beautiful city, its people and its many enterprises. In addition, take the time to introduce yourselves to students, staff and faculty of our sponsor, Seattle Pacific University, who are eager to learn about your work and share their own.

Before closing this Welcome letter, we pause to thank the many people who helped make this conference possible. The Organizers have spent the better part of their year with you virtually, and we appreciate all that you have done to make this conference successful—from submitting proposals, to checking names, titles and abstracts for your current and best version, to helping out with missing email addresses of colleagues and coauthors, and overall, for contributing to the program while you are here! One of the most enjoyable parts of AME is the sense of supportive community our delegates have, and their engagement in real collaboration and intellectual discourse. Heartfelt thanks go to our President Kaye Cook, who kept referring us—who are novice conference organizers—to the "Policy Manual" for the AME conferences, and again, to her and to AME Treasurer, Phyllis Curtis-Tweed, for assistance with budget and banking and travel awards, and to both of them for their experience and expertise on past conferences.



We extend our appreciation to Larry Nucci and Jan Boom for their advice and counsel, and experience with organizing conferences for the Jean Piaget Society—which helped us tremendously! And thanks to Larry Nucci, again, Winston Thompson and Larry Blum as SIG leaders for their work with nominating, consulting with the SIG members, and the AME leadership on plenary speakers. And to all others not named who have contributed in significant ways. Review of Proposals was headed up by Eric Marx. Reviewers included, along with Eric: Ulisses Araujo, Angela Bermudez, Kaye Cook, Mariarosa Buxarrais Estrada, Silvia Diazgranados, Jenni Mariano, Bruce Maxwell, Larry Nucci, Brandy Quinn, Winston Thompson, Wiel Veugelers, and Olivia Williams. They really came through with turning around their reviews quickly and with great expertise! Many thanks to Jenni Mariano for organizing Poster Sessions. Due to their hard work and your contributions, we have an amazing program.

We are grateful to Seattle Pacific University School of Education and its Dean Nyaradzo Mvududu for the generous donation, participation, and understanding of our multiple needs, and also to Michael Paulus, SPU Librarian and Assistant Provost for Educational Technology for support and funds. Each conference organizer thanks their home universities for the time considerations given for this significant project. As always, we highly appreciate the moral and financial support provided by the Journal of Moral Education Trust, and Brian Gates who has been in close contact with AME and the JMETS leadership, and for sponsoring both travel awards and the reception during the Awards Ceremony.

Last, but not least, we extend our thanks to all of you for participating in our conference!

We look forward to meeting and greeting you while you are here, and then, next year in Ottawa, Canada, and in Manchester, UK, in 2021.

Best regards,

Tatyana Tsyrlina-Spady, Seattle Pacific University, Co-Chair  
Dawn E. Schrader, Cornell University, Co-Chair  
Kim Schonert-Reichl, University of British Columbia, Co-Chair





## MESSAGE FROM THE EDITOR OF THE JOURNAL OF MORAL EDUCATION

On behalf of the Journal of Moral Education I and my associate editors (Susana Frisancho, Tobias Krettenauer and Wiel Veugelers), and our editorial assistant Gemma Banks, welcome you to this AME Conference in Seattle and hope you will all have a great time here.

I am pleased to announce that our journal is thriving. Our Impact Factor has gone up from 0.825 to 1.015 in the last year, which makes it an even more appealing outlet for both rookie academics and the more seasoned ones. We now have a very healthy backlog of accepted papers awaiting publication, and we may well be tempted to reduce the number of special issues per year from two to one to allow for the publication of more free-standing papers. As some of you may know, the JME will celebrate its 50th anniversary in 2021, so the time has come already to prepare for that date and consider how the journal's achievements can best be celebrated and its profile raised even further at the 2021 conference.

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

Please do not hesitate to contact me, personally at this conference, or through email, if you have got any publication idea that you want to run past me, about individual papers, research projects or special issues. I am always happy to offer any advice that I can. Let us hope the Journal of Moral Education continues to prosper and to offer an outlet for some of the best work published in our area.

Kindest regards to all of you,

Professor Kristján Kristjánsson, University of Birmingham, UK.  
Editor, Journal of Moral Education  
Email: [k.kristjansson@bham.ac.uk](mailto:k.kristjansson@bham.ac.uk)



# INVITED SPEAKERS



**LAWRENCE J. WALKER, PH.D.,  
KOHLBERG  
MEMORIAL  
LECTURER**

Dr. Walker is a Professor in the Department of Psychology at UBC and Senior Associate Dean in the Faculty of Graduate and Postdoctoral Studies. His research on the psychology of moral development—moral reasoning, personality, motivation, identity and the psychological dynamics of exemplary moral action—has been transformative to the field of psychology and moral development. Among his many honors and affiliations, Walker won the Killam Research Prize, the Knox Master Teaching Award and the AME Kuhmerker Career Award. He is a Fellow of the Canadian and the American Psychological Associations and a long-term member and Former President of the Association for Moral Education. Walker earned his Ph.D. at the University of Toronto, then dedicated most of his career to UBC and to mentoring many of the current leaders in moral psychology.



**DIPAYAN GHOSH,  
PH.D.,  
INVITED PLENARY  
SPEAKER**

Dipayan Ghosh is Co-Director of the Technology & Democracy Project and Joan Shorenstein Fellow at the Shorenstein Center on Media, Politics and Public Policy at the Harvard Kennedy School, where he works on digital privacy, artificial intelligence, and civil rights. Ghosh previously worked on global privacy and public policy issues at Facebook, where he led strategic efforts to address privacy and security. Prior, Ghosh was a technology and economic policy advisor in the Obama White House. He served across the Office of Science & Technology Policy and the National Economic Council, where he worked on issues concerning big data's impact on consumer privacy and the digital economy. Ghosh has served as a Public Interest Technology fellow at New America, the Washington-based public policy think tank. He received a Ph.D. in electrical engineering & computer science at Cornell University and completed postdoctoral study in the same field at the University of California, Berkeley.



**JABARI MAHIRI,  
PH.D.,  
INVITED PLENARY  
SPEAKER**

Dr. Mahiri is a Professor in the Graduate School of Education at UC Berkeley, the inaugural holder of the Brinton Family Endowed Chair in Urban Teaching, the faculty director of the Multicultural Urban Secondary English Masters and Credential, the P.I. and faculty advisor for the Bay Area Writing Project, a board member of the National Writing Project, and a faculty fellow of Berkeley's HAAS Institute for a Fair and Inclusive Society. Among his recognitions are the Chancellor's Award for Advancing Institutional Excellence. He is the author of seven academic books including *Digital Tools in Urban Schools: Mediating a Remix of Learning* (2011), *Deconstructing Race: Multicultural Education Beyond the Color-bind* (2017); and forthcoming, *Digital Teaching and Learning in Multicultural Classrooms* (2020).



**JENNIFER SHAPKA, PH.D.,  
INVITED PLENARY  
SPEAKER**

Dr. Shapka is a Professor in Human Development, Learning and Culture at the University of British Columbia in Vancouver, Canada. Shapka heads the Developmental Change and Technology Lab (DCTech Lab), which is engaged in research about children and adolescents' development as it occurs within an increasingly technological world. Dr. Shapka is interested in identifying how contextual factors contribute to developmental wellbeing of children and adolescents, particularly in regard to social-emotional and cognitive outcomes. She is a pioneering researcher in Canada on youth who are growing up in the digital age. Dr. Shapka publishes and presents on topics such as parenting around technology, cyberbullying, adolescent's understanding of privacy online and self-regulation around technology. Dr. Shapka holds a Killam Award for mentoring and teaching.





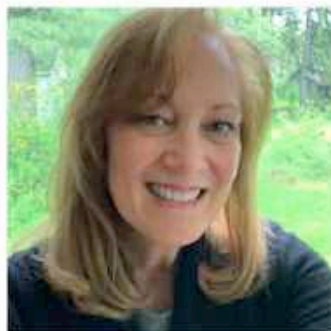
# MEET OUR TEAM

## ORGANIZING AND PLANNING COMMITTEE



**TATYANA V. TSYRLINA-SPADY, PH.D., CO-CHAIR**

Professor Emerita  
at Kursk State University,  
Kursk, Russia  
Adjunct Professor, Seattle Pacific  
University, Seattle, WA  
Visiting Professor,  
The University of British Columbia,  
AME member since 1990



**DAWN E. SCHRADER, ED.D., CO-CHAIR**

Associate Professor  
of Communication Ethics  
and Moral Psychology, Cornell University  
AME member since 1982  
AME Board Member (several terms)  
AME Presidential Appointee to the Board



**KIMBERLY SCHONERT-REICHL, PH.D., CO-CHAIR**

Professor and Director,  
Human Early Learning Partnership,  
School of Population and Public Health,  
Faculty of Medicine; Professor,  
Department of Educational & Counselling  
Psychology, and Special Education,  
Faculty of Education  
The University of British Columbia,  
AME member since 1988,  
Co-Chair of the AME 2001 conference

## CONFERENCE VOLUNTEERS

GIOIA STOKOVAC  
OLGA YURKSHAT  
JOHN SPADY  
ALEXIS SHORE  
KRISTIN YAO

SALLY ELHENNAWY, VLADA KOZACHOK, CLAIRE CHOU, PATRICIA HO  
KATHRYN EVERETT, NICHOLAS SURDEL, EVA ORLOWSKA EMADI, ROXANNE RASHEDI  
LARA YAO, GEORGE WANG, RICHARD YANG, KEVIN YANG, KATHERINE CHANG,  
EVELYN LI, LAURENT MAN, SHAOQI WANG, NEHA DUBHASHI, ANGELA LI,  
KEN & SANDY SCHWARTZ





## SPECIAL EVENTS

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

THURSDAY, 12:45-2:00 PM

Young Scholars Mentoring Lunch

---

FRIDAY, 1:00-2:00 PM

How to get published in JME. All invited

---

SATURDAY, LUNCH 12:45-1:45 PM

Peace SIG (Special Interest Group Meeting). All invited

---

SATURDAY, LUNCH 12:45-1:45 PM

Race/Multiculturalism SIG (Special Interest Group Meeting). All invited

---

THURSDAY, 6:30-7:30 PM

Welcome Reception sponsored by JMET and Taylor & Francis

---

FRIDAY, 6:15-7:30 PM

AME Award Ceremony & Light Reception. Music Performance

---

SATURDAY, 5:00-6:15 PM

AME Community Business Meeting. All invited.

---

We invite all to the community meeting, not just to reflect on the conference, but to learn more about the organization operations and to contribute some ideas about the future of the organization and your goals for it.

---



# 2019 KUHMERKER CAREER AWARDEE



## LAWRENCE BLUM, PH.D.,

Emeritus Professor of Philosophy and  
Distinguished Professor of Liberal Arts and Education  
(Race, Education and Moral Philosophy)  
at the University of Massachusetts Boston

Larry's scholarly and service work may be embodied in the title of his recent chapter "A Moral Account of Empathy and Fellow Feeling." At the beginning of his career he wrote beautifully on moral particularity, care for others, and friendship. But he will be best known for many decades to come and may have had the greatest impact because of his work on the value of multicultural communities and anti-racism philosophy, developed in his two books, *I am not a Racist, but*, and most recently, *High School, Race, and America's Future: What Students Have to Teach Us about Morality, Diversity, and Community*. His scholarship is broad and integrative moving between empathy, multiculturalism, solidarity, white privilege, stereotype-threat, and racial identity in philosophical and always educational ways.

### **From the Kuhmerker Career Award Plaque to Larry Blum:**

Because of your outstanding record of scholarship at the intersection of moral philosophy, philosophy of education, and philosophy of race;

Because of your service on the AME Board, inviting new members to the organization, and founding of the Race and Multicultural SIG;

Because at AME you welcome and treat junior colleagues as if their well-being and success are primary interests of yours;

Because you build bridges between North America, Europe, and Africa in work that is designed to make a difference in the field and the world;

Because you have stretched and challenged both AME members and the organization itself;

Because you are not only a scholar, but a philosopher-friend, networker-facilitator, and giver-mensch;

Because of your contributions to the field, your outstanding service, and your standard-bearing excellence in mentoring;

AME takes pleasure in honoring you for distinguished contributions to research and for service to the AME and the field of moral development by presenting you with the Kuhmerker Career Award.



# AME KUHMERKER DISSERTATION AWARD



## ANDREW SCOTT CONNING, ED.D.,

Human Development and Education,  
Harvard Graduate School of Education.  
Began the program in September 2009 and was  
awarded Ed.D. in May 2018

The Dissertation Award Committee headed by Jan Boom announced a 2019 winner, Andrew Scott Conning for the dissertation, *How People Learn to Think Globally: Mapping and Measuring the Development of Internormative Cognition*.

Conning's Presentation is on Thursday, 11:30 AM-12:45 PM, in Ballroom 3.

In his letter to the **AME Kuhmerker Dissertation Award Committee** Andrew wrote:

Managing the global organization of human activity requires the cognitive capacity to generate what I refer to as internormative frameworks of judgment—normative frame-works that transcend the boundaries between cultural communities. My dissertation lays the philosophical, psychological, and methodological foundations for a new program of research aimed at clarifying how individuals develop this distinct intellectual capacity. It claims to identify a new domain of cognitive growth previously unexplored by Kohlber-gian methods ("internormative cognition"), and proposes a structural-developmental model to describe how learning in this domain proceeds. It seeks to make contributions in the areas of psychological theory, in the philosophy of morality and moral growth, in research methodologies, and in our cross-cultural understanding of moral development. The central reason such contributions are possible is that Kohlbergian methods have not previously been systematically applied to this area.



# LOCATION

## Finding your way around the hotel

For your convenience all conference sessions, keynote presentations, poster sessions, receptions and coffee breaks are held on the same conference floor, 4th floor.

You can easily get there from your room using hotel elevators. All you need to know is the name of your room indicated on the program above your session number, check it, and go there.

Each room is equipped with a PowerPoint projector, laptop, and a screen.

Keynote presentations and receptions will be held in the Ballroom on the same floor.

During the breaks the Ballroom will be split into three smaller rooms. On the program they are indicated as Ballroom 1, 2, 3.

### MOTIF HOTEL, SEATTLE

Seattle Ballroom 1



Seattle Ballroom 2



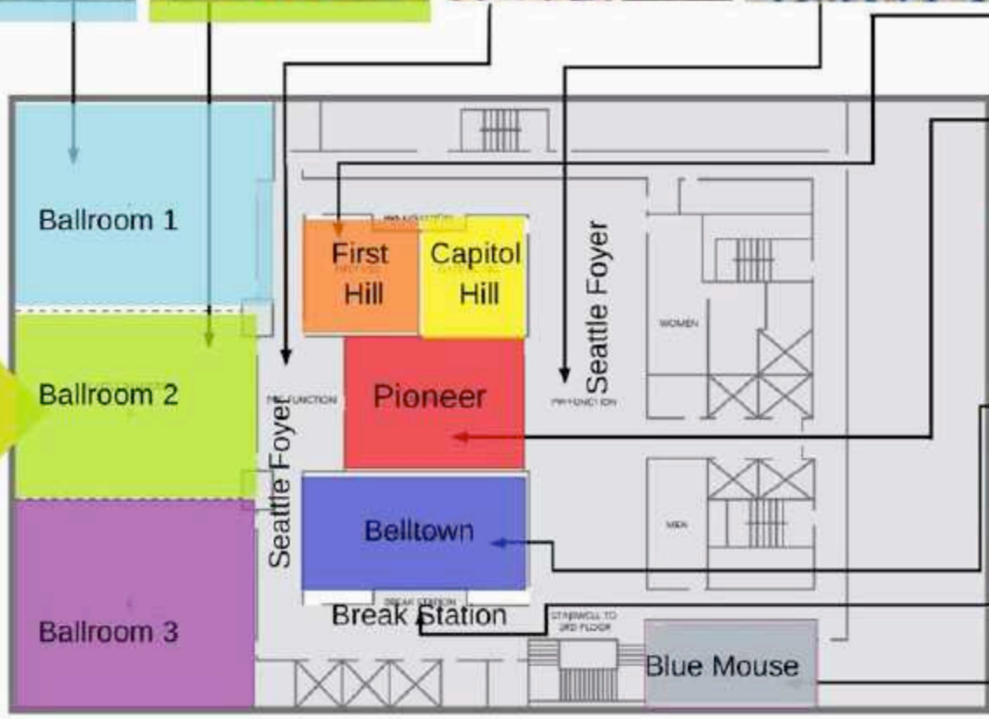
Seattle Foyer



4th Floor Foyer



First Hill Meeting Room



Pioneer Meeting Room



Belltown Meeting Room



4th Floor Break Station



Blue Mouse Boardroom





# PRE-CONFERENCE WORKSHOP

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

WEDNESDAY, NOV'6  
3:00 - 6:00 PM  
PIONEER

## INTEGRATING MORAL DEVELOPMENT, MINDFULNESS, AND SOCIAL-EMOTIONAL LEARNING: A RECIPE FOR CHARACTER

EMILY J. CAMPBELL, AMY L. EVA AND VICKI ZAKRZEWSKI, GREATER GOOD SCIENCE CENTER AT UNIVERSITY OF CALIFORNIA, BERKELEY

**Abstract:** How can moral development, mindfulness, and social-emotional learning work together to cultivate students' development as people of character, able and motivated to behave ethically? In this practical, interactive workshop, we will integrate insights from research in these three fields of study—which are often treated as separate, but are actually deeply interconnected and complementary—in order to answer this question.

Participants will explore moral reasoning, moral critical social engagement, moral identity, moral disengagement, and other aspects of character development through role plays, hands-on activities, and large- and small-group discussions. Ultimately, participants will leave empowered with cutting-edge, research-based knowledge, strategies, and tools to adapt and share with students and adults in schools.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV 7

ALL CONFERENCE ACTIVITIES WILL BE HELD ON THE 4TH CONFERENCE FLOOR AT THE HOTEL MOTIF. CONFERENCE MEETINGS ROOMS ARE: BELLTOWN, PIONEER, FIRST HILL, AND CAPITOL HILL, AND BALLROOMS 1-3

8:00 am – 8:30 pm

4th Floor Foyer

Conference Registration

9:00 am - 9:45 am

Ballroom

Welcome and Kuhmerker Career Award

Tatyana Tsyrlina-Spady, Dawn Schrader, Kimberly Schonert-Reichl, Co-Chairs  
Kaye Cook, AME President

10:00 am - 11:15 am

Ballroom

KEYNOTE LECTURE 1. DIGITAL EQUITY: OXYMORON OR MORAL IMPERATIVE  
DR. JABARI MAHIRI, UNIVERSITY OF CALIFORNIA, BERKELEY

Abstract: Teaching and learning about and through uses of digital technology to provide perspectives and skills for navigating a digital world are often seen as important innovations in education, particularly for facilitating higher levels of equity for marginalized groups. Traditional acceptance of these possibilities obscures the socio-cultural, political/economic, and historical/material structures and consequences of digital technologies that actually work to exacerbate equity. Essential conceptions of digital literacy based mainly on increasing skills in the use of digital texts and tools ultimately makes “digital equity” oxymoronic. A moral imperative for digital equity is building emancipatory, alternative technology perspectives and practices while simultaneously revealing embedded and hidden inequities of digital production and consumption. In making the case for a moral imperative, this talk describes two research projects guided by the presenter that focus on African American youth. The “Engineering Equity” study revealed shifts in perception and reasoning about emancipatory roles for technology as well as social justice rationales for developing digital and STEM expertise. The “Digital Drum Talk” study explores culturally grounded and embodied alternative technology for digital communication that dynamically breaks traditional codes. Both studies connect moral imperative to achieving digital equity.

11:15 am - 11:30 am

Coffee and Tea Break

4th Floor Foyer



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## SESSION 1

THURSDAY, NOV 7 11:30 AM-12:45 PM  
BELLTOWN

### 1. The Moral Self Construct: A spot where virtue ethics and deontology meet and collide

Yi Zhou, University of California, Berkeley

**Abstract:** The moral self construct has been an influential one which has contributed to "crossing the fence" between moral philosophy and moral psychology studies. Unlike the traditional Piaget and Kohlberg's cognitive-developmental approach to moral development, which is largely based on Kantian ethics, the moral self theory enlarged its scope by including central features of virtue ethics, and is seen as a contemporary alternative to the old notions such as moral character, moral virtues and moral personality. Thus, the moral self construct must attempt to coordinate or reconcile two ethical theories: deontology and virtue ethics. The difficulty has been around three central issues that divide virtue ethics and deontology. This study intends to provide an initial conceptual solution to this problem.

### 2. Examining the Relationship Between Implicit and Explicit Moral Orientations

Kelly McEnerney, Emporia State University

**Abstract:** In recent decades, researchers have shifted their focus from explicit forms of moral understanding (Kohlberg, 1976b; Gilligan, 1977) to more implicit forms of moral understanding (Haidt, et al. 1997) as well as to how these understandings become integrated with self-understanding (Blasi, 1983). The present research contributes to this work by introducing an implicit association test (Greenwald, McGhee, & Schwartz, 1998) that measures implicit moral-self associations and investigates how they relate to an explicit measure of moral orientations. The prediction was that an explicit measure of moral identity (i.e., Measure of Moral Orientations; Liddell, 1990) would predict implicit moral identity. This presentation will focus on the development of the implicit association test and its implications for the assessment of moral education.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## SESSION 1

THURSDAY, NOV 7 11:30 AM-12:45 PM  
BELLTOWN

### 3. Farewell to the Boasting of Posting: Encouraging Modesty on Social Media

Debra Comer, Hofstra University; Michael Schwartz, Royal Melbourne Institute of Technology

**Abstract:** We agree with Miravalle (2017) that "communications technology has brought with it a radical challenge to the virtue of modesty" (p. 173). Online boasting is rampant (e.g., Matley, 2018; Moses, 2018) and troubling. Routine exposure to posts depicting the curated lives and accomplishments of friends, colleagues, and acquaintances has been linked to lower emotional well-being (Chae, 2018; Hunt et al., 2018). Additionally, the growing normalization of online immodesty could eventually contribute to increased immodesty in face-to-face interactions. Students need to understand the implications of posting their activities and achievements on social media. We aim to raise their awareness that modesty matters, clarify for them what this virtue is, and give them techniques to help them work toward it.

## SESSION 2

THURSDAY, NOV 7 11:30 AM -12:45 PM  
PIONEER

### 1. Chinese Youth's Transgressions and Shortcomings, and Strategies for Self-Correction

Allegra Midgette, University of California, Berkeley, and Jianjin Liu, Guangdong University of Foreign Studies

**Abstract:** Recent research on children's moral transgressions has pointed out the importance of redefining moral agency to include children's active role in attempting to change their behavior to prevent future transgressions. However, the majority of research on children's moral transgressions and developing moral agency has been limited to Western contexts. Therefore, the present study investigated Chinese children's self-identified social "mistakes" and their strategies for self-correction. This study found that Chinese children are more likely to report social conventional transgressions and that children reported developing self-correcting strategies in 79.2% of the events in which they reported transgressing. Developmental differences were also found in the use of different strategies for self-correction. Implications for reconceptualizing moral agency are discussed.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## SESSION 2

THURSDAY, NOV 7 11:30 AM -12:45 PM

### PIONEER

#### 2. Can Virtual Reality Foster Global Citizenship Education?

Ke Lin, Beijing Normal University; Yining Shi, The High School Affiliated to Renmin University; Xiaoyi Shi, Beijing Normal University

**Abstract:** This paper draws on Connected Learning Theories to discuss about the creative pedagogical ways to boost global citizenship education (GCED) in the digital age. Based on a qualitative case study undertaken in a Chinese high school, the research explores an interdisciplinary course combining virtual reality (VR) and moral education that encourages students to link their VR scenario proposals with global issues. The study shows that the VR-connected learning approach has successfully inspired students' awareness and interest in the field of GCED, helping them to reflect 'a good usage of a new technology'. The paper concludes that such learning approach improves young people's characters of passion, caring, empathy and respect, especially in the aspect of "caring for strangers and distant others", empathetic global imagination and digitally problem-solving for global challenges.

#### 3. Approach to respect as educational principle: The example of Fontan Relational Education

Laura Fontan de Bedout, University of Barcelona

**Abstract:** Respect is a value that has been object of ethical reflection during the past years. To understand the pedagogical consequences that the ethics of respect has is relevant to consider an education that is eminently moral. In the light of the diverse comprehension of respect (Esquirol, 2006 & Sennett, 2003), the theory of education (Moore, 1980) and the conception of moral education as the construction of a moral personality (Puig, 1996), this paper aims to establish some vertices (autonomy, personalization, and relation) for pedagogical understanding. These vertices are situated, at the same time, as a frame for a pedagogy of respect and are illustrated in the practice and reflections made in the Fontan Relational Education.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV 7 11:30 AM -12:45 PM  
PIONEER

## 4. Great Books Program and the Virtual Learning Experience: A case from the East-Asian context Cheuk-Hang Leung, The Chinese University of Hong Kong

**Abstract:** Teaching classics might portray an image of retrieving traditional model of education and be at odds with virtual learning experience in the 21st century. Nonetheless, learning classics and virtual learning experience could coexist in a value education curriculum nowadays. The Chinese University of Hong Kong launched a mandatory Great Books Programme in 2012 targeting all undergraduate students. Recently, it has also launched a mobile apps game which is tailor-made for the Programme to construct a virtual experiential learning environment (Jarmon et al., 2009) for students to reflect on issues about human existence in hypothetical scenarios. This paper examines the effectiveness of virtual learning experience of learning classics from the perspective of values education.

SESSION 3  
THURSDAY, NOV 7 11:30 AM -12:45 PM  
FIRST HILL

## 1. Digital Wisdom for Digital Education Michael Paulus and David Wicks, Seattle Pacific University

**Abstract:** The present digital transformation of our lives requires us to reflect on how we may wisely shape new and emerging technologies as they shape us. The wisdom needed for our digital age involves more than mastering digital competencies: the pursuit of wisdom includes attention to character formation. This paper presents a model, used in an introductory course in a graduate program in digital education leadership, for cultivating digital wisdom by combining personal ethical reflections with professionally relevant ethical audits. In addition to an overview of the courses' design, the authors exhibit examples of student projects, provide a content analysis of ethical issues covered in student work, and share assessment results of this course within the context of the program.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV 7 11:30 AM -12:45 PM  
FIRST HILL

## 2. The role of teachers in morality and ethics of the digital world Leandro Rodrigues, Estácio de Sá University; Sophia Rodrigues, Wilges Bruscato and Amanda Xavier, Federal University of Alfenas

**Abstract:** This paper will present some findings of a theoretical research that deals with training in technologies, as a basis for a pedagogical project in this field. Pondering about how morality and ethics have not been following the accelerated rhythm of the incorporation of technology in people's daily lives, artificially introduced for economic interests, and how such can determine the concentration of knowledge in the hands of the few, we propose the utilization of the formal educational network as an element of correction for such deviation, indicating the adequate training and sensibilization of teachers as an efficient resource to achieve this goal. This training must be permanent at the professional development of teachers, preserving human values on the scenario of technological massification.

## 3. Teachers' Knowledge of a Professional Ethos in the Digital World Anne-Cathrin Paeszler, University of Leipzig

**Abstract:** To teach is teachers' most central task which demands teaching skills (Tenoth, 2006). Yet, what feeds into the later besides psychological, pedagogical as well as subject knowledge? That, on the other hand, leads to the question of which knowledge enables teachers in their day-to-day work to meet the chances and challenges of the digital world so they can prepare students to live in the same? Knowledge on teachers' ethos might hold an answer though defined and conceptualized in various ways (Oser, 1998, 2009). In this presentation, a study on teachers' knowledge on teachers' ethos, analyzed in line with Rosch's prototype theory will be presented. The results of this analysis shall be discussed with regards to the first above question.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## SESSION 4

THURSDAY, NOV 7 11:30 AM - 12:45 PM  
CAPITOL HILL

### 1. Student teachers' values competence when solving dilemma stories Birgitta M. Kopp, Heinz Mandl, and Enrico Jasný, University of Munich

**Abstract:** Our study investigated values competence of student teachers when solving two dilemma stories. We analyzed student teachers' decisions and justifications on these decisions using the three levels of moral development proposed by Kohlberg (1971). We inductively developed a rating scheme and coded all justifications according to it. Results indicate that student teachers mention many decisions, but fewer justifications. These are on a relatively low level of moral development. As values education is a necessary prerequisite of school teachers to transfer values and values education into the classroom, it seems necessary to take this issue into account in university studies of teachers in order to foster a more reflective values competence and to support values education in classroom settings.

### 2. Suffering and Moral Agency: Implications for Robot Ethics and Moral Education

Ann Chinnery, Simon Fraser University

**Abstract:** This paper explores the philosophical question, What capacities does a robot or computer need in order to be considered a moral agent? Most work to date on artificial moral agency has focused on the active side of morality—moral decision making and action—and on creating artificial entities with the capacities of rationality, intentionality, autonomy, and free will. However, some conceptions of moral agency require a kind of passivity and vulnerability to the other, including the capacity for suffering and related emotions. The paper considers the relationship between suffering and moral agency and the implications for future research in robot ethics and moral education.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV 7 11:30 AM -12:45 PM  
CAPITOL HILL

### 3. Neoliberalism in education as undermining the civic potential of school integration

Lawrence Blum, University of Massachusetts Boston

**Abstract:** Neoliberalism is a powerful philosophy of education, advocating market, privatized approaches and economic values in education. It has been adapted in service of racial integration in schools, arguing that disadvantaged racial minority students benefit from being in schools with a predominant number of middle class students and families. This argument is civically damaging, supporting a sense of unwarranted entitlement and superiority in the advantaged students, and deficiency, dependency, and unworthiness in the disadvantaged. Only a civic perspective that assures students a decent education as a matter of right can support a sense of equality in the integrated school and classroom, and foreground the knowledge, competence, and anti-racist practice in school-based multiracial interaction required for civic capability in a multi-racial democracy.

### 4. Photovoice: A Method for Integrating Moral Education and Advocacy Using Digital Tools

Laura Pignato, College of William and Mary; Ramya Avadhanam, George Mason University

**Abstract:** Presenters will provide an overview of photovoice, a participatory action research method influenced by constructivism and feminism (Wang & Burris, 1997). The theoretical tenets of photovoice will be compared to Selman's five developmental levels of social perspective taking (Selman, 2003) for potential theoretical integration and application. Presenters will further describe how photovoice empowers participants through the development of critical consciousness using digital tools that enhance leadership in the community. Attendees will: (a) learn the theoretical foundations of the photovoice and alignment with Selman's five developmental levels; (b) incorporate photovoice into their advocacy efforts to develop civic engagement in different contexts; (c) gain an understanding of how photovoice can enhance moral education through an applied approach fit for a modern era.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV '7 11:30 AM -12:45 PM  
BALLROOM 1

## SYMPOSIUM 1. AI ETHICS: INSIGHTS FROM INDUSTRY INSIDERS BRUCE D. BAKER: ORGANIZER

1. SASKIA DE VRIES, ALLEN INSTITUTE FOR BRAIN SCIENCE
2. BEN OLSEN, AI ETHICS AND EMERGING TECHNOLOGY LEARNING LEADER, MICROSOFT
3. TRIPP PARKER, TECHNICAL PROGRAM MANAGER, AMAZON
4. BRUCE BAKER, SEATTLE PACIFIC UNIVERSITY

**Abstract:** A group of experts from Microsoft, Amazon, and the Allen Institute for Brain Science share their insights into Artificial Intelligence ethics. How are these companies addressing the ethical implications of new developments in AI and machine learning? What are the differences between their approaches? How can educators help prepare the next generation to face the ethical challenges of emerging technologies? What are the lessons learned so far? What are best practices for ethics and moral deliberation? Dr. Bruce Baker, formerly a general manager at Microsoft and now a professor of business ethics, is an organizer and moderator of this discussion.

THURSDAY, NOV '7 11:30 AM -12:45 PM  
BALLROOM 2

## SYMPOSIUM 2. MORAL FORMATION IN EARLY LIFE DARCIA NARVAEZ: ORGANIZER

1. DARCIA NARVAEZ, UNIVERSITY OF NOTRE DAME
2. ANGELA KURTH, ST. THOMAS UNIVERSITY
3. KILEY HAMLIN AND JULIA VAN DE VONDERVOORT, UNIVERSITY OF BRITISH COLUMBIA; LARA AKNIN, SIMON FRASER UNIVERSITY
4. KIMBERLY A. SCHONERT-REICHL, JENNA WHITEHEAD, M. JENNIFER KITIL, MOLLY LAWLOR, JACQUELINE MALONEY, JULIE SAUVE, AND CAITLIN O'BRIEN, UNIVERSITY OF BRITISH COLUMBIA

**Abstract:** This symposium is organized in tribute to Larry Walker whose pioneering research inspired the study of moral exemplarity. Three perspectives draw attention to the conditions of moral formation in early life. Kurth and Narvaez highlight the importance of the "species-typical evolved nest" in facilitating self-regulation and moral sociality. Several studies support the role of sensitive parenting in the evolved nest. Hamlin's team shows that toddlers reap emotional benefits after behaving prosocially, an effect that is moderated in interesting ways by age, temperament, parental prosocial orientation and other variables. Schonert-Reichl's team addresses numerous ways that educators can cultivate children's positive human qualities such as empathy, kindness and altruism; and underscores the need to do so with explicit intentionality.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV 7 11:30 AM -12:45 PM  
BALLROOM 3

SYMPOSIUM 3. AME KUHMERKER DISSERTATION AWARD 2019  
ANDREW SCOTT CONNING, ED.D., HUMAN DEVELOPMENT AND EDUCATION, HARVARD GRADUATE SCHOOL OF EDUCATION (2018)  
HOW PEOPLE LEARN TO THINK GLOBALLY: MAPPING AND MEASURING THE DEVELOPMENT OF INTERNORMATIVE COGNITION

**Abstract:** Managing the global organization of human activity requires the cognitive capacity to generate what I refer to as internormative frameworks of judgment—normative frameworks that transcend the boundaries between cultural communities. My dissertation lays the philosophical, psychological, and methodological foundations for a new program of research aimed at clarifying how individuals develop this distinct intellectual capacity. It claims to identify a new domain of cognitive growth previously unexplored by Kohlbergian methods “internormative cognition”, and proposes a structural-developmental model to describe how learning in this domain proceeds. In the process, it seeks to make contributions in the areas of psychological theory, in the philosophy of morality and moral growth, in research methodologies, and in our cross-cultural understanding of moral development. The central reason such contributions are possible is that Kohlbergian methods have not previously been systematically applied to this area. There has been no Piagetian approach to the problem of finding intersocietal frameworks of moral judgment. To emphasize the significance of this fact, I review in my opening chapter the various academic sub disciplines that have, in one way or another, investigated the resolution of internormative conflicts. In so doing I find that none of these subdisciplines has produced a research strategy capable of elucidating the nature, origin, and growth of reasoning in this domain. I contrast the limitations of these approaches with the special capacity of the Piagetian cognitive-structural research paradigm—particularly the philosophic-developmental mode of inquiry pioneered by Kohlberg—to generate such discoveries. I note that this method has not previously been used to study this domain, and explain why I believe it cannot be viably preempted in this task by the non-developmental approaches currently ascendant in moral psychology.

**Thursday 12:45 pm – 2:00 pm Lunch 4th Floor Foyer, Ballroom 3**  
**(Prepaid only with the ticket received at registration)**

**Thursday 12:45 pm – 2:00 pm Young Scholars Mentoring Lunch Belltown**  
**Kim Stevens: Organizer**



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV '17 12:45 PM-2:00 PM  
BLUE MOUSE

## JME Editorial Board Meeting (and lunch)

**Organizer: Michael J. Reiss, Chair, JME Editorial Board, University College London  
JME Editorial Board Members (Only)**

SESSION 5  
THURSDAY, NOV '17 02:00 PM-03:15 PM  
BELLTOWN

### 1. Am I like Don Quixote? On schools' impact on the fairness of society Doret J. de Ruyter, University of Humanistic Studies

**Abstract:** A society in which all citizens have the opportunity to live a good life is an ideal from which Western countries are still far removed – inhabitants are believed to become more individualistic; there is a widening gap between a powerful elite and marginalised groups; increasing diversity leads to polarisation and nationalism. Is improving society a quixotic venture, and are teachers and academics who believe that schools can make a difference like Don Quixote? I discuss two reasons for remaining tenaciously idealistic – schools are well placed to affect students' individualism and the reification of social identity; progress in adaptive learning programmes may diminish inequality in opportunities. The discussion also aims to keep us realistic to prevent cynicism or fatalism.

### 2. Development and Validation of the English Version of the Moral Growth Mindset Measure

Hyemin Han, Kelsie J. Dawson, YeEun Rachel Choi, University of Alabama

**Abstract:** In the present study, we developed and tested the English version of the moral growth mindset measure. The moral growth mindset refers to one's mindset regarding whether it is possible to improve one's morals and character. We measured the moral growth mindset with an online survey form. In Study 1, we tested the reliability and validity of the measure by administering the survey twice. In Study 2, we examined the correlation between the moral growth mindset and other moral and positive psychological indicators (e.g., empathy, moral identity, purpose, general growth mindset) to test the convergent validity of the measure. Results showed that the developed measure possessed acceptable reliability and validity.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV 7 02:00 PM-03:15 PM  
BELLTOWN

### 3. Wisdom is more than expertise: Missing pieces Stephen A. Sherblom, Lindenwood University

**Abstract:** Wisdom is an age-old concept, with the most ancient teachings in many cultures referred to as wisdom traditions. These traditions sought to accumulate wisdom to help people develop morally / spiritually and they offer a wealth of information regarding perception, delusion, ego, self-deception, and the general pattern of moral development and self-cultivation. The dominant models of wisdom offered by academic researchers, however, generally ignore this literature and offer a truncated view of wisdom in comparison to the more holistic view of the traditions. Two aspects of wisdom development that are generally left out of academic accounts are explored: (i) the need to voluntarily diminish the ego, and (ii) the fuller implications of recognizing the connection of all things, yourself included.

SESSION 6  
THURSDAY, NOV 7 02:00 PM-03:15 PM  
PIONEER

### 1. Can a mobile app help foster resiliency among youth? Melinda Bier, Satabdi Samtani, Christopher D. Funk, and Deborah O'Reilly, University of Missouri-St.Louis

**Abstract:** As the number of children and youth exposed to complex risks and stresses has grown around the world so has interest in resilience – the virtue that enables individuals to do well in spite of exposure to significant adversity. This paper asks whether a low-cost mobile app (APPA) can reliably measure resilience in adolescents. To answer this question we propose to analyze the preliminary data collected from youth in Scotland and the US. The findings will result in a practical tool that can help schools, parents, and teenagers that they can use to overcome adversity and promote the growth of resilience. The paper also plans to document the process and findings for a more robust validation study in the future.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## SESSION 6

THURSDAY, NOV 7 02:00 PM-03:15 PM

PIONEER

### 2. Parenting Digital Media: How Parental Mediation Influences Moral Evaluations of Cyberbullying

Karissa Leduc and Victoria Talwar, McGill University

**Abstract:** The current study examined the influence of active parental mediation on children and adolescents' moral evaluations of cyberbullying events according to bystander responses (to defend a victim, to assist a cyberbully or to abstain from intervention), and the nature of the bystander's relationship to the cyberbully. One hundred and twenty parent-child dyads completed the study. Child participants (Mage =11.50; SD =2.23) read and evaluated a series of stories, and parents completed a questionnaire about their parental mediation strategies. Findings revealed a significant interaction between bystander response and the use of active parental mediation. Regardless of age, children of parents who used active parental mediation gave more negative evaluations of bystanders who assisted cyberbullies or who abstained from intervention when witnessing cyberbullying.

### 3. What kind of help do adolescents find in website-mediated interaction with peers?

Boris Zizek and Hendrik-Zoltan Andermann, Leibniz University Hannover

**Abstract:** In cases of collapsed natural mechanisms of socialisation, artificial therapy comes into operation (Kegan 1982) in the favorable case. Are the countless websites on the internet qualified to give support as a type of artificial therapy? Do juveniles with social problems find experiences in the online space, which are helpful for them and available only there, so that one could speak of self-chosen therapies (Erikson 1974)? This study examines the social media site A Thin Line (ATL), launched by MTV in 2010 (Zizek 2017). We present in-depth analyses of online posts by adolescents. With the help of our theoretical construction we will establish a well-founded basis for a critical examination of online interaction between adolescents.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV '17 02:00 PM-03:15 PM  
PIONEER

## 4. New Technologies, Old Issues Patricia Bataglia and Gelci Zafani, UNESP, Brazil

**Abstract:** The problem of peer violence is not something new. What we find challenging is tackling the new issues of dealing with cyber violence. Every day new technological resources emerge that can be used for cyber violence, while educators think about how to prepare children and adolescents for the construction of moral values that guarantee an ethical and sustainable society in the future. The challenge arises when new technologies are seen as faster and more interesting means of pursuing practices that do not respect the other. Peer support teams appear promising for this task and the research that will be reported here will address a literature and documentary survey of building practices of aid teams to prevent cyberbullying among adolescents.

SESSION 7  
THURSDAY, NOV '17 02:00 PM-03:15 PM  
FIRST HILL

## Moral Competence: Its Nature, Measurement, Relevance, and Education (New Book Discussion) Georg Lind, University of Konstanz

**Abstract:** Moral competence has shown to be a very powerful concept. Moral competence is the ability to solve problems and conflicts on the basis of moral principles through deliberation and discussion instead of through the use of violence and deceit, or by submitting to obscure leaders, problems arising from fast growing digital area. This first English book describes the nature and relevance of moral competence, how it can be validly measured by the Moral Competence Test (MCT), and how it can be fostered by the Konstanz Method of Dilemma Discussion (KMDD).

SESSION 8  
THURSDAY, NOV '17 02:00 PM-03:15 PM  
CAPITOL HILL

## 1. The impact of social media on the development of young people David William Rowse, Values Education for Life

**Abstract:** This paper reviews the evidence of the impact of social media in the UK on young people's personal and social development, together with their emotional well-being. In this context a number of recent UK based reports have identified the latest evidence of the impact of social media on the lives of young people, negative and positive. The paper also examines the importance of ethical considerations when digital and technological innovations are being developed. The requirement for a correlation between the excellence of technical innovation and the importance of ethical consideration is well made by Gardner (2001). Here he posits that the inclusion of both is essential if technology is to successfully contribute to a personally fulfilling and socially rewarding life.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV 7 02:00 PM-03:15 PM  
CAPITOL HILL

## 2. A Discursive Analysis of Moral Positioning in Descriptions of Sexting Mallaigh McGinley, Sara Bonilla, Sharon Lamb, University of Massachusetts Boston

**Abstract:** This paper presents findings from a discourse analysis of sexting experiences as described by participants. Narratives were collected from a diverse group of undergraduate and graduate students ( $n = 247$ ) at a large northeastern university. This study sought to examine and contextualize participants' descriptions of their motivations and experiences with regard to past sexting encounters. Using the discourse analytic strategies suggested by Braun & Clark (2006), as well as Willig (2004), we uncovered discourses relating to consent, autonomy, self-esteem, and power. We also examined how participants positioned themselves vis a vis the overarching disapproving public discourse around sexting

## 3. Make Students Moral Again: A Study of Online and Traditional Students in Three Psychology Courses Marina Klimenko, Nicholas Surdel, Arjun Iyer, and Kathryn Muir, University of Florida; Sofia Fuaad, University of Oslo

**Abstract:** Most educators and scholars would agree that education and morality should go hand in hand. Whether that is true remains unclear, however, psychology courses have shown to promote better moral judgment (King & Mayhew, 2002). This research was aimed to investigate effectiveness of three Psychology courses, taught as online or face-to-face. Study I examined the effectiveness of online group discussions and experiential learning assignments. Study II aimed at comparing effectiveness of the same assignments and in the same courses but offered to traditional students. Results show that no initial differences in the moral competence exist between the online and traditional students at the beginning of the semester. Group discussions in online classroom seem to contribute to higher moral reasoning.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY, NOV '7 02:00 PM -03:15 PM  
BALLROOM 1

## SYMPOSIUM 4. SPEAKING FAITH VALUES INTO ARTIFICIAL INTELLIGENCE ETHICS

1. MICHAEL QUINN, SEATTLE UNIVERSITY
2. ANEELAH AFZALI, AMERICAN MUSLIM EMPOWERMENT NETWORK, SEATTLE
3. JANE COMPSON, UNIVERSITY OF WASHINGTON, TACOMA
4. MARK MARKULY, SEATTLE UNIVERSITY
5. REBEKAH RICE, SEATTLE PACIFIC UNIVERSITY

DISCUSSANT: JANE COMPSON

**Abstract:** Artificial Intelligence raises crucial ethical, moral, and practical questions for faith traditions and the faithful. In this panel, Founding Members of Seattle-based AI and Faith—a Buddhist business coach, Christian philosophy professors, and a Muslim community leader discuss whether and how values derived from the world's major faiths can contribute to the discussion of artificial intelligence and ethics. What ethical approaches currently characterize the debate over the creation of AI-empowered applications, products and services? How do one's deeply ingrained beliefs about the universe, humanity, and the self inform one's attitudes towards morality in a world shaped by AI? How do/should faith leaders engage in moral education of their communities on issues related to AI?

## SYMPOSIUM 5. MORAL EDUCATION FOR SOCIAL JUSTICE LARRY NUCCI: ORGANIZER

THURSDAY, NOV '7 02:00 PM -03:15 PM  
BALLROOM 2

1. WINSTON THOMPSON, THE OHIO STATE UNIVERSITY
  2. ROBYN ILTEN-GEE AND LARRY NUCCI, UNIVERSITY OF CALIFORNIA, BERKELEY
  3. JOHARI HARRIS, NANCY DEUTSCH, DERRICK ALDRIDGE & STEPHANIE VAN HOVER, UNIVERSITY OF VIRGINIA
- DISCUSSANT: LAWRENCE BLUM, UNIVERSITY OF MASSACHUSETTS BOSTON

**Abstract:** One of the goals of developmentally based moral education is the emergence of individuals who will work toward a more moral/just society. At the same time educators with a critical theory orientation aim to infuse social justice as an aspect of the educational experience. Though sharing compatible goals, these two forms of education have not generally been aligned at the level of theory or classroom practice. This symposium seeks to examine these issues through three papers that: a) explore the philosophical basis for attention to social justice; b) the search for commonalities that would afford alignment between critical pedagogy and moral education, and c) an example of the ongoing design of an educational program employing moral education to combat racism.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 9  
THURSDAY, NOVEMBER 7 3:30 PM-4:45 PM  
CAPITOL HILL

© 2016 The American Political Science Association

## 1. Morality and Statistics: Separate worlds are closely connected? Jan Boom, Utrecht University

**Abstract:** Moral development and development in thinking about chance and randomness are usually considered to be very different topics but are more connected than usually recognized. Tossing a coin is about "equal chances and fairness" as are many ethical issues. Defining chance and randomness is difficult: "Phenomena having uncertain individual outcomes but a regular pattern of outcomes in many repetitions are called random. "Random" is not a synonym for "haphazard" but a description of a kind of order different from the deterministic one that is popularly associated with science" (Moore). The same applies to moral reasoning: not based on deterministic and objective thinking, but on possibilities. However, probability considerations only can be helpful in a moral dispute, when participants have enough confidence in them. We must pay more attention to that, but imposing solutions and rules that do not carry convincing back-up in intuitive ideas about probability, will not be helpful.

## 2. A Genealogy of Stupidity: Some preliminary reflections James C. Conroy and Robert A. Davis, University of Glasgow

**Abstract:** Recent, often somewhat febrile, political conflict has frequently descended into a coded invitation to accuse one side or the other of 'stupidity'. Inevitably, in mainstream civic life in advanced democracies protagonists resile from using such apparently pejorative language for fear of being variously accused of elitism, egotism, intellectual snobbery, disdain for the poor, anti-democratic instincts and so forth. In education the fear of the 'S' word is even more pronounced as it is often considered an immoral adjective that reinforces social and moral stereotypes. This paper proposes to rehabilitate 'stupidity' as a reasonable term in a moral universe, arguing that the unwillingness to confront some of its myriad forms leaves those engaged in promoting liberal democratic civility without an important analytic tool. To misunderstand stupidity is to misunderstand its consequences and consequently fail to challenge stupid attitudes and behaviours that are deleterious in the formation of a civil society.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## SESSION 10

THURSDAY, NOVEMBER 7 3:30 PM-4:45 PM

### PIONEER

#### 1. Civics on Social Media: A Framework for Education Eric Torres, Harvard University

**Abstract:** Fed by the dynamics of our lives online, partisanship, mistrust, and negative feelings about members of political outgroups are rising, creating threats to democratic institutions. In this paper, I argue that a responsible civics education will include attention to effective partisanship in digital communities. Drawing on frameworks for deliberative democracy, research into the propagation of political content on social media, and social psychology, I sketch a tentative approach to digital citizenship education built upon the following pillars: familiarization with non-obvious dynamics of social media; skills in evidence gathering and critical consumption of information; reasoning and argumentation; familiarization with relevant psychological and meta-cognitive processes which affect our propensity to (in)civility; and a non-partisan normative framework to tie these things together.

#### 2. A Team for Every Child Clark Power, University of Notre Dame

**Abstract:** Unbeknownst to many moral educators, America's most significant character and civic education program – its publicly funded system of youth sports – is in crisis. This crisis is largely due to widening inequality, which has consigned families into separate and unequal worlds. Children from low income communities are being denied participation in privatized youth sports because the prohibitive fees. This presentation provides a case study of one such community, North Lawndale, Chicago, which has been beset by rising gang related violence. There, coaches and civic leaders have come together to build an innovative collaborative association dedicated to provide a "just community" sport team experience for all of their children.

#### 3. New Teaching and Learning Paradigm Shift in the Digital World Yu-Hui Chen, National Chengchi University

PENDING

**Abstract:** As a result of changing times and rapid technological development, all types of knowledge is easily available to students themselves. The intention to learn is decreasing among students owing to a lack of incentives to spontaneously engage in learning at school. Teachers can encourage the willingness to learn among digital natives only if they maximize the use of innovative teaching methods and engage students. In this study, the mode of self-directed learning, the student-teacher relationship, and methods used by students for obtaining information in the digital era were investigated. The three main aspects of the study are as follows: encouraging enthusiasm for learning among digital natives, the importance of micro-behavior, and building a friendly ecosystem of digital learning.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY - 3:30 PM-4:45 PM  
PIONEER

## 4. Understanding Lifelong Learning with a Life-span Approach: A Longitudinal Model of Intellectual Humility Elise D Murray and Richard M. Lerner, Tufts University

**Abstract:** Intellectual character has recently become part of the character education landscape, and schools have emerged with a central mission to instill intellectual character. One virtue of interest is intellectual humility (IH). In order to best cultivate IH within individuals, it is necessary to investigate how IH develops. This study explores longitudinal data about IH (comprised of arrogance and openness) in cadets from the United States Military Academy. Latent growth curve modeling was used to estimate a growth factor. Results showed that intellectual arrogance increases, whereas intellectual openness remains stagnant over time. Results are discussed in regard to importance for broader educational contexts and pedagogical issues for effective education for promoting intellectual character.

SESSION 11/SYMPOSIUM 6.  
BALLROOM 1

THURSDAY 3:30-4:45 PM

THE CHANGEMAKER PROJECT: EMPOWERING YOUTH TO INNOVATE SOCIAL CHANGE (WORKSHOP)

ANNALISE HOOPES, THE CHANGEMAKER PROJECT, USA: ORGANIZER

Corsen Tallows Builders 2020

Can an online course empower teens to solve social problems? Join this workshop to learn more about The Changemaker Project, a nonprofit which brings together youth from all over the world to innovate social change. Students participate in an online course to learn about social and environmental injustices, design their own innovative solutions to real-world problems using Stanford's Design Thinking methodology, and ultimately pitch their ideas to win funding. In this workshop, participants will explore The Changemaker Project's online curriculum and learn how to implement it with high school and college students.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 12  
THURSDAY 3:30 PM-4:45 PM BELLTOWN

## 1. Transformation of character and moral education from authoritarianism to democracy in Taiwan

Chi-Ming Angela Lee, National Taiwan Normal University

**Abstract:** This study explores the history and transformation of Taiwan's character and moral education (CME), using Taiwan's shift from authoritarianism to democracy as an example and demonstrates its local and global significance. Since 1949, Taiwan's CME has faced several changes and challenges: (1) How can CME be infused into the curriculum organization effectively and democratically? (2) How can dogmatic ideologies, relativism and myths on CME be avoided? (3) What can be learned from the positive impact of the social context on CME in a transitional society? This study is based on theories of neo-Kohlbergian post-conventional thinking, democratic and reflective education, postmodern education and critical pedagogy. Finally, this study provides recommendations for Taiwan's CME as well as that in other countries.

## 2. Resisting neoliberal character through civic virtue

Andrew Peterson, University of Birmingham

**Abstract:** Compared to other subfields of education research, moderately little ink has been spilt to address explicitly the nature/impact of neoliberalism on moral education. This relative lack of attention is surprising given the extent of educational literature which has identified and critiqued the pervasive and divisive effects of neoliberalism within educational and schooling. Focusing on character education in England, this paper argues that recent positive policy trajectories remain blemished through the tendency to neo-liberalise character. It will be argued further that while not the only ideological influence apparent within recent character education policy in England, this neoliberal framing of character is problematic for its radical individualising of character, and should and can be resisted through a focus on civic virtue.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 12 THURSDAY - 3:30 PM-4:45 PM  
BELLTOWN

## 3. Place as Political Entity: Cultivating Environmental Citizens in Place-Based Education

Yun-Wen Chan, Texas State University

**Abstract:** This study argues that researchers and educators should pay special attention to developing students' political sense of place and civic capacities to tackle the complexity of sustainability challenges. Most place-based pedagogies have focused on developing students' non-political sense of place, neglecting the complexity of political identity and political action in civic environmental contexts. I argue that embracing place as political entity helps cultivate environmental citizens to respond to sustainability challenges. Deliberative pedagogies could enrich place-based education in developing students' political sense of place and sophisticated skills in political action. While place is a boundary object that allows deliberation to occur, deliberation serves as a powerful vehicle to cross the boundary, bringing together different values by connecting students' learning to communities.

SYMPOSIUM 7.

THURSDAY 3:30-4:45 PM

BALLROOM 3

CHILDREN AS PROBATION SEEKERS - COMPARATIVE STUDIES OF SOCIAL MOTIVATION IN THE DIGITAL WORLD

BORIS ZIZEK: ORGANIZER

1. BORIS ZIZEK, LEIBNIZ UNIVERSITY, HANNOVER
2. LALENIA ZIZEK, UNIVERSITY OF APPLIED SCIENCES, POTSDAM
3. SOON-WON JUNG, LEIBNIZ UNIVERSITY, HANNOVER
4. HENDRIK-ZOLTAN ANDERMANN, LEIBNIZ UNIVERSITY, HANNOVER
5. BERIVAN BEKTAS, LEIBNIZ UNIVERSITY, HANNOVER

**Abstract:** In the social science context, the term probation refers to the social dimension of identity (Weber 1991, Oevermann 1995), whereby the individual recognizes itself by her/his unique contribution to the community. The forms of probation that the individuals experience as valuable depend on biographical experiences, which in turn are rooted in a collective history of experience (Zizek 2015, 2019). The contributions of the symposium provide an introduction to the concept of probation (B. Zizek) and, based on this, examine the influence of different cultural backgrounds on the development of concepts of probation (B. Zizek, L. Zizek, S. Jung, H. Andermann, B. Bektas), and consider the phenomenon of absorbing media consumption as the search for absent probation possibilities (L. Zizek).



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SYMPOSIUM 8.

THURSDAY 3:30 PM-4:45 PM

BALLROOM 2

MORALITY, RELIGION AND SPIRITUALITY AT THE CROSSROADS  
WILLIAM DUNLOP: ORGANIZER

1. PAMELA EBSTYNE KING, FULLER THEOLOGICAL SEMINARY
2. SAM HARDY, BRIGHAM YOUNG UNIVERSITY
3. DANIEL LAPSLEY AND KATHERYN KELLEY, UNIVERSITY OF NOTRE DAME

**Abstract:** This symposium is organized in tribute to Larry Walker who, in his academic work and personal life, has been interested in the intersections between morality, religion and spirituality. In this symposium, three presentations explore the ways in which these constructs intersect. First, Pam King argues for the importance of understanding people's development, including the moral self, within a religious context given the many resources one's religion provides. Second, Sam Hardy presents evidence of religion as a protective factor against adolescents' engagement in risky behaviors. Finally, Lapsley and Kelley empirically argue that, for some people, the individuation process in emerging adulthood can involve religious and spiritual struggles, which may hamper this process.

SYMPOSIUM 9.

THURSDAY 3:30 PM-4:45 PM

FIRST HILL

BOOKS DISCUSSION

## 1. Exotic Virtue: Secular Consecration Bill Puka, Rensselaer Polytechnic Institute

**Abstract:** Exotic virtues depart from the standard canon. They may not be generalizable enough, relying on special talents. They may seem too tied to temperament to come under voluntary control, or too uniquely adult for moral education. Among these are "reverential virtues," which seculars have denied themselves for an aversion to religion. Among these are awe, majesty, consecration, reverence itself, silence, and serenity. The loss here is an ultimacy of experience and meaning, a transcendence, profundity, inspiring ennoblement of being. When surveyed, many seculars can report states of holiness or sacredness completely unconnected to religious beliefs. We examine these, set out criteria for identifying them, categories for distinguishing them, skills for generating them, and strategies for their development.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## 2. A Pedagogy of Humanist Moral Education-Janusz Korczak's Educational Thought

Marc Silverman, School of Education, Hebrew University, Jerusalem

**Abstract:** "A Pedagogy of Humanist Moral Education - The Educational Thought of Janusz Korczak" is the first book in the English language that offers its readers a comprehensive exposition of the life and work of Janusz Korczak, the 20th century humanist moral educator and path-breaking social-pedagogue of Polish-Jewish origin (Warsaw, 1878; Treblinka, 1942) who is generally unknown in the English speaking world. By offering readers a systematic presentation of Korczak's worldview, educational philosophy and work, and exposing them to a rich selection of his writings, this book seeks to inform the English speaking educated public about an educator who unceasingly sought to make the world a better place for people and to make better people for the world.

SESSION 13

THURSDAY 5:00 PM-6:15 PM

PIONEER

## 1. Words of Woke-dom: The Moral Discourse of Hip-Hop Engaged Youth on Twitter

Kalonji Nzinga, Northwestern University

**Abstract:** This study assesses the impact of rap music on youth values by analyzing moral discourses that originated in the rapper's lyrics and tracing the dispersion of this vernacular into the everyday speech (and digital expression) of post-millennial youth. Focusing on the catchphrase no new friends, coined by rapper Drake, this analysis uses semi-structured interviews to examine how this phrase is employed in the speech of hip-hop engaged youth to make loyalty claims. The study also uses social media analytics to investigate the global spread of the phrase on Twitter. An investigation of the moral vernacular of being down and staying true provides implications for socio-cultural theories of moral development that characterize how the discourses in our milieu shape our moral perspectives.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY - 5:00 PM-6:15 PM  
PIONEER

## 2. Relations between Adolescents' Moral Reasoning and Action Choices Emily J Campbell, University of California, Berkeley

**Abstract:** Why do judgments of right vs. wrong (e.g., about bullying) often fail to predict actions? In this study, 574 high-school students rated potential reasons for intervention in a bullying scenario, then chose which of four actions they would most likely take if they witnessed the situation themselves. Logistic regression was used to determine if endorsement of moral vs. conventional reasoning (as defined in social-cognitive domain theory) predicted the likelihood of each action choice. Moral reasoning positively predicted choosing to intervene directly and negatively predicted choosing indirect intervention, which was marginally positively predicted by conventional reasoning. Males and students who perceived greater bullying prevalence at their schools were more likely to choose bystanding. Implications for bullying prevention will be discussed.

## 3. Educational liminality, digital interface, and the moral encounter Michael Richardson, Rachel Gordon, and Frankie Christianson, Brigham Young University

**Abstract:** The moral encounter is here described as an interaction between self and other in which we are confronted by the "face" (Levinas, 1969) or the humanity of the other. In Buber's (1958) description we engage in either an "I-Thou" relationship, or an "I-It," relationship. The former representing an unmediated encounter with the other as an end in and of herself, the latter often representing viewing the other as a means to our own ends. In this paper, such moral encounters are considered a foundation of moral functioning. We explore the possibility of such moral encounters occurring between teachers and students at the digital interface, that is, in the absence of direct sensation of the face of the other.

## 4. Act Morally or Obey Authority? The Case of Exclusion by Race and Gender among Children Jackeline Maria de Souza, Cecília Onohara da Silva, Kênia Eliber Vieira, and Luciana Maria Caetano, University of São Paulo

**Abstract:** According to the theory of social domain, young children's judgments are based on moral principles. The objective of our research is to investigate the relation between contingency to authority and moral judgment as well as conventional children's judgment in situations of racial and gender exclusion. 46 Brazilian participants (6-10 years old) were asked about a situation of exclusion based on gender and race and what they would do if other children or the teacher reinforced this situation. The results indicated justifications of moral domain and option for inclusion. Justifications for subversion appear faced with oppositions from peers or teachers. Also, there was strong teacher influence. In contrast to other studies, friendship and obedience arise as values.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 14  
THURSDAY - 5:00 PM-6:15 PM  
FIRST HILL

## 1. Indigenous STEAM Education as Moral Endeavor Nikki McDaid-Morgan and Megan Bang, Northwestern University

**Abstract:** Through a case study of an Indigenous youth who participated in a STEAM-focused summer program for urban Indigenous youth for three summers, we will explore axio-onto-epistemological shifts through a focus on the growth of his relationships with plants. Drawing on video and audio data from the program as well as interview data with the youth and his family, we will answer the questions: 1) how does the participant's relationship with Nettle, a plant, change throughout his years at ISTEAM? 2) In what ways does the participant extend the concept of personhood to more-than-human animals and plants, and how does this change over time? 3) How does this extension shape or frame the youth's actions and decision-making over time?

## 2. Anchoring Vignettes in a Self-Assessment Tool for 21st Century Competencies Selvathi Sambasivam, Ministry of Education, Singapore

**Abstract:** Globalisation and technological advancements are some of the key driving forces of the future. To help students thrive in the fast changing world, the Ministry of Education (Singapore) has identified competencies that are important for the 21st century. These competencies are represented in a framework that underpins our holistic education. One emerging competency in the framework is Civic Literacy, Global Awareness and Cross-Cultural (CGC) skills. This study aimed to develop a self-assessment tool to help schools review their processes related to the planning and implementation of learning experiences related to CGC skills. We explored the use of anchoring vignettes in this tool. This presentation includes the challenges encountered and considerations necessary for the use of anchoring vignettes for this purpose.

## 3. Giving up the Gun: Disengaging from terrorism in Northern Ireland Neil Ferguson, Liverpool Hope University and James W. McAuley, University of Huddersfield, UK

**Abstract:** This presentation reports the findings from a high level analysis of two qualitative data sets compiled by Professor Ferguson and Professor McAuley over a period spanning more than 20 years and comprising of approximately 140 anonymised transcriptions of interviews conducted with Northern Irish paramilitaries, ex-prisoners and former Loyalist and Republican combatants. The presentation will explore disengagement from politically motivated violence, or terrorism. The presentation will explore the psychological and physical pressures of being a terrorist and the impact this has on their physical and psychological well-being, interpersonal relationships and their personality. Before examining how former combatants disengaged from violent extremism and their transition back into their community, focusing on drivers and barriers to their disengagement, deradicalisation and reintegration.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY 5:00 PM-6:15 PM  
BELLTOWN

SESSION 15/SYMPOSIUM 10.

PIONEER

GROWING UP ONLINE: SCREENS, SOCIAL MEDIA, AND DEVELOPMENTAL TRAJECTORIES

KELLY D SCHWARTZ, UNIVERSITY OF CALGARY: ORGANIZER

1. MELISSA MUELLER AND KELLY SCHWARTZ, UNIVERSITY OF CALGARY
2. VALERIE WILLAN AND KELLY SCHWARTZ, UNIVERSITY OF CALGARY
3. TAKARA BOND, NATASHA PARENT, AND JENNIFER SHAPKA, UNIVERSITY OF BRITISH COLUMBIA
4. CAMILLE MORI, UNIVERSITY OF CALGARY; JEFF TEMPLE, UNIVERSITY OF TEXAS MEDICAL BRANCH; VICTOR C. STRASBURGER, UNIVERSITY OF NEW MEXICO; HARRY ZIMMERMAN; SHERI MADIGAN, UNIVERSITY OF CALGARY

**Abstract:** As the earliest members of the millennial generation come upon their 25th birthdays, scientists, practitioners, and families are considering the expanse of how children and youth are processing both the amount and content of their online experiences. The current symposium includes four papers that probe the developmental periods of early childhood, adolescence, and emerging adulthood via the following topics: screen time and early childhood behavioral effects; cyber-based dating aggression during adolescence; social media motivations and adjustment to university; and sexting and the law. Papers will be discussed in the context of how technology and social media are changing foundational relationship patterns, social developmental trajectories, and the legal and ethical issues associated with legislation pertaining to child and youth online behavior.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 16 THURSDAY 5:00 PM-6:15 PM  
CAPITOL HILL

## 1. Envy towards a Technologically Innovative Retailer

Michael Schwartz, Royal Melbourne Institute of Technology; Debra R. Comer, Hofstra University

**Abstract:** Amongst others, Forbes's Bryan Rich (2018), claims that "Amazon should be broken up". Those agreeing with Rich contend that Amazon harms America's productivity and economic growth (Speciale, 2018). Others, though, argue that Amazon should be broken up not for those reasons alone, but also because Amazon poses a moral threat to America (Callahan, 2018), and that Amazon is destroying the fabric of American society (Salinas, 2018). In the 1930s envy destroyed Germany's Jewish-owned department stores. Currently, Amazon faces a similar envy and, likewise, particularly from less efficient retailers. Our paper considers all that envy morally constitutes and what Amazon might learn from the fate of those German-Jewish retailers.

## 2. Digital Influencers and Freedom of Choice among Teenagers

Sonia Maria P. Vidigal and Camila M. Souza, Instituto Singularidades

**Abstract:** This work discusses the relationship between the impact of digital influencers and freedom of choice towards consumerism among teenagers. Digital Influencers are Internet celebrities which wield a great impact on their followers. The idea of conscious and critical choices is crucial when talking about citizenship and education for autonomy, which naturally includes consumer choices. On these grounds, we investigated how much Digital Influencers can affect daily choices of a group of 9th graders, especially their shopping habits. Through the use of a questionnaire it became possible to verify the considerable effect of technology and Digital Influencers in these students' lives as well as the educational demand of a systematic work on both areas: consumerism and use of technology.

## 3. Intercultural moral education through cinema: a participatory research with Amazonian indigenous peoples

Susana Frisancho, Pontificia Universidad Católica del Perú

**Abstract:** This presentation will address an intercultural educational program, aimed at Peruvian Amazonian indigenous peoples, to develop moral reasoning, cognitive complexity and intercultural perspective, using cinema. In contexts of great cultural diversity, moral education presents many challenges for researchers and practitioners who want to build a more democratic and fair world for everyone. Our work with Amazonian indigenous peoples has shown us that they lack familiarity with reading and writing. Because of this, cinema is a particularly relevant resource and is used in this study. The presentation will address the program's goal and objectives, and will discuss intercultural moral education and the need to analyze the reasons behind cultural practices in order to understand the rationality and reasonableness of others.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SYMPOSIUM 10.1

THURSDAY - 5:00 PM-6:15 PM

BALLROOM 1

PEDAGOGY OF VULNERABILITY WITHIN HIGHER EDUCATION: ETHICS FOR A (DIS)CONNECTED WORLD  
ALESHA SEROCZYNSKI: ORGANIZER

1. ALESHA SEROCZYNSKI, HOLY CROSS COLLEGE
2. MARIA MCKENNA, UNIVERSITY OF NOTRE DAME
3. EDWARD BRANTMEIER, JAMES MADISON UNIVERSITY
4. CARLOS G. ALEMAN, JAMES MADISON UNIVERSITY

**Abstract:** The purpose of this symposium is to elicit discussion and action based on representative works from an edited, multidisciplinary volume, *Pedagogy of Vulnerability*. Authors from around the globe examine pedagogical vulnerability through case studies, ethnography, and community-engaged scholarship, highlighting pedagogies within higher education where vulnerability acts as a central component of the learning process. Vulnerability involves a dance of morals, emotion, logic, and the body itself. The pedagogy of vulnerability de-centers knowing and knowledge creation from historical power structures repositioning knowing in a co-creative, dialogical, socially and morally grounded process. Themes presented in the book include the dynamics of privilege and oppression, disciplinary spaces as entry points/barriers, intersectional identities, and the importance of context in understanding the pedagogy of vulnerability.

SYMPOSIUM 11.

THURSDAY - 5:00 PM-6:15 PM

BALLROOM 2

LEADERS WHO SERVE: CULTIVATING VIRTUES IN 21ST CENTURY EDUCATIONAL LEADERS  
MELINDA BIER: ORGANIZER

1. MELINDA BIER, SATABDI SAMTANI, CHRISTOPHER D. FUNK, EBONI STERLING, MARVIN BERKOWITZ, CENTER FOR CHARACTER AND CITIZENSHIP, UNIVERSITY OF MISSOURI - ST. LOUIS
2. CHRISTOPHER D. FUNK, SATABDI SAMTANI, BRENDA BREDEMEIER AND EBONI STERLING, CENTER FOR CHARACTER AND CITIZENSHIP, UNIVERSITY OF MISSOURI - ST. LOUIS, AND DAVID L. SHIELDS, ST. LOUIS COMMUNITY COLLEGE
3. MICHAEL HYLEN, LOUISIANA STATE UNIVERSITY

**Abstract:** Servant Leadership (SL) quenches spiritual thirst in humans for leading lives of love and virtue through service to others. Modern research has begun to demonstrate that SL also fulfills the functional need for diverse staff that are highly engaged, productive and resilient. SL incorporates the intentional cultivation of virtues such as compassionate love, humility, gratitude, courage, forgiveness, empowerment, foresight and stewardship. The premise of SL is that one comes to lead because s/he has a desire to serve the community. Cultivating virtue attitudes and behaviors culminate in a Servant Leader who leads wisely. This symposium addresses the various models, empirical support, and alignment of SL with well-identified needs in several education-related endeavors.



# POSTER SESSION

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY - 06:30 PM-07:30 PM  
BALLROOM 3 AND FOYER

## Poster Session 1 and Welcome Reception Sponsored by Taylor and Francis and the Journal of Moral Education Trust

### 1. Contextual Considerations in Adolescents' Moral Judgments and Justifications

Harleen Gill, Yingxi Li, Alessandra Mafra Ribeiro, Catherine Ann Cameron, University of British Columbia

**Abstract:** This study explored how contextual factors affected Canadian adolescents' judgements of others' statements, and their justifications of those judgments, in moral dilemmas involving telling an exposing truth or a protective lie for a best friend or a compatriot. Lying was judged negatively regardless of condition; however, when justifications identified Veracity, lying was judged more negatively. Truth telling against a compatriot was judged more positively than against a friend. However, for exposing truths against a friend, participants who justified their judgements by identifying Veracity rated the protagonist's truth more positively than those who identified Friendship. The adolescents considered veracity very important; however, this value was contested when friendship was involved.

### 2. Measuring forgiveness in Saudi Arabia

Nahlah Mandurah, University of Wisconsin-Madison and Robert Enright, University of Wisconsin-Madison and International Forgiveness Institute

**Abstract:** Empirical research has demonstrated that forgiveness is an effective tool for diminishing anger, anxiety and depression, and help individuals to cope with experienced injustice event (Enright et al., 2016). Most of the forgiveness studies have been applied on western populations. Saudi Arabia has a unique culture that is mainly shaped by the Islamic religion and Arab traditions. The purpose of this study is to measure forgiveness in Saudi Arabia by using the Enright forgiveness inventory (EFI-30). The participants completed an online survey that includes the EFI-30 measure as well as other measures of anxiety, depression and anger. The result of this study will increase our understanding of forgiveness in cultures similar to Saudi Arabia.



# POSTER SESSION

THURSDAY 06:30 PM-07:30 PM  
BALLROOM 3 AND FOYER

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## 3. The Relationship of Worldview and Multiculturalism with Civic Narcissism and Moral Behavior

Juliana Ison, Darcia Narvaez, and Mary Tarsha, University of Notre Dame; Angela Kurth, University of St. Thomas

**Abstract:** Do worldviews developed in childhood and in adulthood predict extreme political attitudes? Using Amazon Mechanical Turk respondents ( $n=252$ ), we tested the relation of worldview developed in childhood and adulthood with an extreme political attitude. We used Tomkins' Polarity Scale (Narvaez & Hardy 2016) to measure world-view developed in childhood, and multicultural desire to measure adult worldview (Narvaez & Hill, 2010). To measure extreme political attitudes we used the Civic Narcissism Scale (Smith & Narvaez, 2016) which has two subscales, Civic Modesty and Civic Intensity. Regression models supported our hypotheses and Civic Intensity was also correlated with civic action and moral action variables. This study lays the foundation for future investigation to work toward mollifying the effects of this attitude.

## 4. A Culture of Character? Virtuous Gratitude in a Montessori Setting

Sara Etz Mendonca, Kevin Navarro, and Jonathan Tudge, The University of North Carolina at Greensboro

**Abstract:** Does school pedagogy influence the development of virtuous gratitude and moral obligation? In two recent studies of young adolescents in a variety of school contexts (Mendonça & Palhares, 2018; Navarro et al., 2018), we examined differences in the types of gratitude and moral obligation expressed. We conceptualized gratitude as a virtue (i.e., gratitude is to a benefactor, rather than for things) (Tudge & Freitas, 2018) and moral obligation in line with Piaget (i.e., heteronomous versus autonomous obligation) (1965). Using these constructs and related measures, we found that 67% of the Montessori students displayed connective gratitude and 79% displayed autonomous moral obligation compared to only 46% and 44% of students in other schools, respectively. Reasons for these differences are explored.

## 5. Profiles of Parental Influence on Social-Emotional Learning in Early Childhood

Gioia Stokovac, Ryan Ji, and Alisa Almas, University of British Columbia

**Abstract:** During conversations with parents about emotions, young children develop a sense of connectedness, as well as the ability to identify and label others' emotions and to react with empathy and prosocial behavior to others' needs (Kochanska, 1993). In this study, we examined profiles of parent-child emotion talk based on a five-item measure of experience frequency. Data was collected using the Childhood Experiences Questionnaire ( $N=1004$ ). A series of latent profile analyses identified two profiles: Group 1 had a high frequency of emotion talk and Group 2 had a low frequency. A decision tree analysis was conducted to determine whether demographic variables were related to profile membership. Findings showed that parental income and education were significantly related to profile membership.



THURSDAY 06:30 PM-07:30 PM  
BALLROOM 3 AND FOYER

## 6. Purposeful lives of adults and elderly people Valéria Arantes, Marilia Barros, Viviane Pinheiro, University of São Paulo

**Abstract:** Studies of purposeful lives deepen the relations between psychological well-being and the goals that shape purposes in people's lives. In the aging process, having personal goals that direct self and social growth, can help older people cope with chronological, biological, social and psychological landmarks with strength and perseverance. This work's aim is to present and discuss the underlying psychological framework of life purpose in elderly people, as well as to identify their mechanisms to overcome challenges, their social roles and well-being promotion. It is a qualitative study of six interviewees, with the main goal of identifying and analyzing values and affective meanings intrinsic to the subjects' purpose.

## 7. Social adjustment to university: The role of attachment dimensions, social media, and smartphone use Natasha Parent, Takara Bond, and Jennifer Shapka, University of British Columbia

**Abstract:** Recent studies found that social media enhances social emotional aspects of university adjustment by facilitating social support and thus may serve as a protective factor. As such, this work examined the roles of attachment dimensions, and smart-phone and social media use in social adjustment to university. Findings indicated that social motivation for social media use was associated with greater social adjustment to university, even when controlling for attachment anxiety and attachment avoidance. This suggests that the use of social media for socialization may mitigate the effects of attachment anxiety and avoidance on social adjustment to university. Accordingly, socialization online might hold important implications for the development of programs aiming to improve the university experience of undergraduate students.

## 8. Children and Adolescent's Moral Evaluations of Cyberbullying: The Influence of Bystander Roles Victoria Talwar, Karissa Leduc, and Erika Carrera-Mayen, McGill University

**Abstract:** The current study examined how children and adolescents morally evaluate cyberbullying events according to the role taken by a bystander (i.e., to assist a cyberbully, to defend a victim or to remain passive), and the bystander's relationship to a cyberbully (i.e., friend or acquaintance). The participants (N = 143; 51% female), aged 7-17 (M=11.89; SD=2.31), read and morally evaluated six stories depicting hypothetical cyberbullying events. Results showed that both children and adolescents were more critical of bystanders who assisted cyberbullies overall. Adolescents gave more neutral evaluations to bystanders who remained passive while children gave more negative evaluations. When bystanders were friends with the cyberbully, adolescents were more critical than children in their evaluations of bystanders who remained passive.



THURSDAY - 06:30 PM-07:30 PM  
BALLROOM 3 AND FOYER

## 9. Developmental Levels of Conceptions of Generosity in Ethical Decision-Making: Three Discrete Types

Albert Erdynast, Maureen Merryman, and Xena Blair, Antioch University Los Angeles

**Abstract:** This research project studied three discrete types of generosity. These are (1) Type I, generosity motivated by beneficence or benevolence, emanating from conceptions of the good, (2) Type II, generosity motivated by the duty of mutual aid, emanating from conceptions of the just and right, and (3) Type III, generosity motivated by supererogatory magnanimity, emanating from a self-chosen ethical duty using a sample of 120 adults in ethical decision-making. Five cognitive-structural levels of conceptions of generosity in adults were empirically identified. The types of generosity are conceptualized within two domains of moral development, conceptions of the good, (Rawls, 1971; Erdynast and Chen, 2016) and conceptions of just and right (Rawls, 1971; Kohlberg, Levine and Hower, 1983; Erdynast and Chen, 2016).

## 10. Student Parents Unveiled: A Photoadvocacy project revealing college student parents experiences

Olivia A. Williams and Sharalle V. Arnold, Grand Valley State University

**Abstract:** The Photoadvocacy project revealing parenting college student experiences project presents photographs and student statements that speak to the various challenges, successes, and needs of parenting college students. The core objective of this project was to provide a platform for students who are parenting while enrolled in college. An additional objective of the project is to elicit public awareness to the needs of this population, particularly for funding, policy and programming in the university. The grounding question for this project is, what are the salient experiences of parenting college students? Employing participatory methodology, based on Dr. Caroline Wang's Photovoice, a three stage process including selecting, codifying and contextualizing photos. Results will be presented at the conference.

## 11. Coordinated Reasoning and the "Written Response Effect"

Michael W. Creane, University of California, Berkeley

**Abstract:** Children's social and moral development have been examined in many studies, showing that by a young age, they distinguish among discrete modes of thought (Smetana, 2013). Social Domain Theory posits that there are three distinct domains of thought (moral, social conventional, and personal) and judgments that individuals engage in and make when evaluating social issues that are weighed and balanced through the process of coordination (Turiel, 2008). This research examines two studies exploring the complexity with which individuals reason across two modes verbal and written interviews. Item Response Theory is used as a means of developing a construct for evaluating and comparing responses to show systematic variations in coordination complexity across the two modes of responses (Wilson, 2008).



# POSTER SESSION

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY - 06:30 PM-07:30 PM  
BALLROOM 3 AND FOYER

## 12. Holocaust Rescuer Interviews: Schwartz Values and Triune Ethics Orientations in Semantic Analysis

Mark Graves, University of Notre Dame; Shaina Smith, Fuller Seminary; Darcia Narvaez, University of Notre Dame

**Abstract:** Moral exemplars contribute significantly to human morality but are often unavailable for direct study. Computational semantic analysis of exemplar interviews and autobiographical text enhances manual coding for longer texts and comparison across multiple theories. We investigated the underlying prevalence of moral values and ethical orientations within transcribed interviews. Using latent semantic analysis (LSA), we develop probe documents based upon the Portrait Value Questionnaire (PVQ; Schwartz, 2012) and triune ethics meta-theory (TEM; Narvaez, 2008) to analyze transcribed interviews of those who rescued Jewish people and others from the Nazi Holocaust (Monroe, 2014). The resulting analysis measures latent presence of moral values (e.g., security, universalism) and moral orientations (e.g., self-protectionism, communal imagination). Preliminary results demonstrate promise for identifying and relating moral constructs.

## 13. The role of moral emotions and coping strategies in adolescent decision-making on cyberbullying

Rose Maghsoudi and Tam Minh To, University of British Columbia

**Abstract:** Moral emotions, often called social emotions, are those reactions or responses that occur when an individual violates a moral rule or standard (Gaudine & Thorne, 2001; Haidt, 2003). Although adolescent decisions about cyberbullying, as considered as violation to individuals' right to feel safe online (Molluzzo & Lawler, 2012), is influenced by moral emotions (Perren & Gutzwiller-Helfenfinger, 2012), little is known about how different coping strategies that adolescents employ in cyberbullying episodes impact the relationship between moral emotions and decision-making on cyberbullying. The current research study investigates (1) how moral emotions are the integral part of an adolescent decision-making on cyberbullying; and (2) how the coping strategies play a role in the relationship between moral emotions and decision-making on cyberbullying.

## 14. The Insight of Confucian Role Ethics and its Implications for Moral Education

Yen-Yi Lee, National Taichung University of Education

**Abstract:** Even in the digital world, the roles we bear and the morality and virtues we display in the mutual interaction in human relationships remain at the core of moral education and of the pursuit of human flourishing. Beyond the prominent trends, including deontological ethics, virtue ethics and care ethics, Confucian role ethics that has been championed by Henry Rosemont and Roger Ames might provide a complementary insight for us to think about our practice of moral education in modern era. This poster will illustrate the main idea of Confucian role ethics with a focus on its educational project of the making of "Junzi" and then discuss the implications for moral education.



THURSDAY - 06:30 PM-07:30 PM  
BALLROOM 3 AND FOYER

## 15. Collectivism and moral authority as predictors of loyalty in adolescents

Rubén Andrés Miranda-Rodríguez and Mirna García-Méndez,  
National Autonomous University of Mexico

**Abstract:** In collectivist societies, it has been shown that loyalty is a moral principle necessary for welfare of groups and for moral development in adolescents. We aimed to test a structural model of loyalty from Moral Foundations Theory. We used Structural Equation Modeling, and we identify that horizontal collectivism, vertical collectivism and moral authority predict loyalty in adolescents. According to the results, the model shows appropriate fit indices to explain the data. We suggest that, for fostering a moral education of loyalty in adolescents, is important to promote beliefs and customs about actions of belonging and appreciating groups, as well as respecting hierarchies in social organization within important groups for their culture, like family.

## 16. Developmental change in social emotional skills related to morality

Aya Fujisawa, Kamakura Women's University

**Abstract:** This study examined behavioral standards (egocentric, peer-standards, regional-standards, care about others, public values) and multidimensional empathy (other-perspective, fantasy, empathic concern, personal distress) in 619 students in Japan. The students were from junior high school (first and third year), high school, and university. The survey employed a cross-section design. An analysis of variance was performed at each grade level for each subscale. The results indicate that not all the variables develop linearly; they develop in a U-shape or rhythmically ascend and descend repeatedly. Further, some variables indicate no difference across students. The results also suggest that educational intervention should be contingent not only on the grade level, but also with respect to the particular social ability.

## 17. Moral emotions: How preadolescents' shame and guilt affect self-perceptions

Liliana Lariccia, Katherine Andrews, McGill University; Sandra Bosacki,  
Brock University; Victoria Talwar, McGill University

**Abstract:** In preadolescence, children begin to assign feelings such as pride and shame to their experiences, which can impact their self-worth. Little research has looked at how this affects the relationship of preadolescents' personal distress (PD) and global self-worth (GSW). This study explores preadolescents' emotions and their reported PD and GSW (N=106, grade six students). A parallel mediation analysis was conducted with shame and guilt as mediators between preadolescents' PD and GSW. A 95% confidence interval indicated that the indirect effect through shame ( $a_1b_1 = -.076$ ) was above zero ( $-.015$  to  $-.012$ ), whereas guilt was not. This suggests that shame impacts how preadolescents perceive their own self-worth when experiencing PD. These effects will be discussed in relation to preadolescents' transition to high school.



# POSTER SESSION

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

THURSDAY - 06:30 PM-07:30 PM  
BALLROOM 3 AND FOYER

## 18. Impact of Changes in Autonomy and Classroom Supportiveness on Early Adolescents' Prosociality

Kimberly A. Schonert-Reichl, Jenna Whitehead Arruda, Julie Sauve, Jennifer M. Kitil, and Caitlin O'Brien, University of British Columbia

**Abstract:** Prosociality plays an important role in adolescents' social competence. Prosocial goals, or an individual's desire to perform prosocial behaviors, have been found to play a critical role in adolescents' prosocial behaviors. Research has shown that students' sense of autonomy and supportiveness in the classroom are important predictors of their social adjustment. This investigation explored the role of changes in students' autonomy and connectedness across one school year in relation to their end of the year prosocial goals, in a sample of 272 4th and 5th graders from 15 classrooms. Using a person-centered approach, analyses revealed that students who reported increases in classroom autonomy and supportiveness had significantly higher prosocial goals compared to students who reported decreases in autonomy and supportiveness.

## 19. Benefits of Reflection on Recollected Social Episodes: From the conflictual to the prosocial

Dasom Lee and John C. Gibbs, The Ohio State University

**Abstract:** This poster will depict benefits derivable from reflection upon recollected social episodes and experiences. Our 2017 AME presentation found that adopting a third-person perspective on a recollected interpersonal conflict led to a constructive reconstrual and reduced emotional reactivity. In our newer work, we are investigating psychological benefits accruing from accounts of having harmed or helped another person (as well as related accounts). Wainryb and colleagues found that reflection upon occasions of prosocial behavior is associated with increased self-related insight during adolescence. We hypothesize that self-related insights in help (and perhaps other) narratives will be associated with higher moral identity (beneficial for moral development). Implications for cognitive therapy and moral education of these social reflection benefits will be discussed.



THURSDAY - 06:30 PM-07:30 PM  
BALLROOM 3 AND FOYER

20. A sword wields no strength unless the hand that holds it has courage  
Gaillot Andre and Marina Klimenko, University of Florida

**Abstract:** Video games have received considerable attention from social scientists. Few studies, however, have systematically analyzed the moral content of video games and any sex differences in moral messaging. Based on past studies, it was predicted that female characters would convey messages that are associated with female gender role in society, e.g., as sexual objects or someone who needs saving. Twenty six games from five most popular video game franchises (Batman: Arkham, Diablo, Fallout, Grand Theft Auto, Uncharted, and Watchdog) were coded for sixteen possible moral message categories and the sex of the moral messenger. The main finding was that more women conveyed messages of social norms; while more men conveyed messages of physical force or other immoral actions.

21. We are the future!

Linda Thompson-Black, UNCF; Sherry E. Williams, Swedish Hospital, Seattle, WA; Braedon Gipson, Raisbeck Aviation High School, Tukwila, WA

**Abstract:** This poster will share the objectives and outcomes of the Portfolio Program of the United Negro College Fund in Washington State which invests in the future allowing school students from diverse backgrounds to receive a better access to higher education and pursue their passion. It also inspires and encourages them to choose any professional path they wish, providing access to modern technology and knowledgeable advisers, creating an emotionally positive atmosphere, and a strong bond with caring adults. Demonstrated from different perspectives of a coordinator, sponsor and a participant, this presentation sets an example of an exceptional community project which is making a difference in the lives of young adults and challenges them to live by the motto, "We are the future!"



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY NOVEMBER 8 8:30 AM - 9:45 AM  
BALLROOM

## Kohlberg Memorial Lecture

### The Character of Character

Lawrence J. Walker, University of British Columbia

**Abstract:** A crisis we face is that moral character seems to be declining in significance in everyday life and is not particularly relevant in evaluations of current political leaders. A case for character, however, can be mounted through the study of moral exemplars; in demonstrating that character is a viable construct and not an artifact of situational factors, that it explains more of moral functioning than cognition alone, and that it is causally operative in moral action. Aspects of the character of exemplary moral character can be found, for example, in the integrated motivation of agency and communion, the positive framing of life events, an expanded worldview, and beneficial early-life experiences. This better-grounded understanding of character can serve to expand the moral domain, enhance intervention efforts, and promote a more civil and caring society.

SESSION 17  
FRIDAY 10:00 AM - 11:15 AM  
BELLTOWN

#### 1. Project on the Good Physician: Examining virtues relevant to medical education

Ross Oakes Mueller and G. Michael Leffel, Point Loma Nazarene University

**Abstract:** The "relationship-centered care" approach (Dobie, 2007) to character education places physician mindfulness, empathy, and compassion at the heart of caring physician-patient interactions. The "Project on the Good Physician" is the first national longitudinal study of the moral and professional formation of physicians over the course of medical training, tracking the course and consequences of physician care-related virtues (mindfulness, empathic compassion, generosity). Participants were 563 medical students in their 3rd and 4th years of medical school. Data suggest that the development of relationship-centered care is best predicted by the "virtues" of mindfulness and empathic compassion, by generous mentors, and by redemptive life narratives. In contrast, such care is attenuated by burnout, neuroticism, experiences of supervisor mistreatment, and "contamination" narratives.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 10:00 AM - 11:15 AM  
BELLTOWN

## 2. Children's Perceptions of Peer Prosocial Behaviour: A domain approach

Georgina Wardle, University of Glasgow

**Abstract:** Stage theories of development (e.g., Kohlberg, 1981; Eisenberg, 1982) have been influential in explaining children's progress through levels of moral understanding. Domain theory (e.g., Turiel, 1998; Nucci, 1981), on the other hand, helps further to explain moral judgments in different contexts. Employing a 'domain', as distinct from a 'stage' approach, this research investigated children's understanding of the motives underlying peers' prosocial behaviours. In total, 473 children (seven to twelve years) participated in several linked studies. Results confirmed perceived motives as being related to 'moral', 'conventional', or 'personal' domains of judgement. Children were then allocated a 'prosocialness' score, based on their own prosocial responding. Results show children with higher scores view 'moral' and 'conventional' motives as more likely than 'personal' motives.

## 3. Can Prosocial Moral Traits and Behaviors Protect Youth from Substance Use?

Zehra Gulseven, University of California, Irvine; Gustavo Carlo, Mansoo Yu, and Sahitya Maiya, University of Missouri, Columbia

**Abstract:** We focus on examining indirect associations among perspective taking, empathic concern, prosocial moral reasoning, prosocial behaviors, and substance use among college students. Participants were 1105 college students (M<sub>age</sub>=19.32, 64% women). Results of structural equation modeling show that perspective taking was positively linked to empathic concern, which, in turn, was positively linked to prosocial moral reasoning, which, then, in turn, was linked positively to altruistic prosocial behaviors, but negatively to public prosocial behaviors. Finally, altruistic prosocial behaviors turned out to be negatively associated with tobacco and marijuana use. However, interestingly, public prosocial behaviors turned out to be positively linked to alcohol use and binge drinking. Protective roles of prosocial moral traits and behaviors on substance use among college students will be discussed.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 10:00 AM - 11:15 AM  
BELLTOWN

## 4. Bystanders' Responsibilities in a Situation of Teasing: A Dual Dynamic Analysis (DDA) for understanding culture, context, and youth moral development

Xu Zhao, University of Calgary, and Robert L. Selman, Harvard University

**Abstract:** When facing challenging social and moral situations, individuals' judgment and choices of action are influenced by the cultural conditions under which they are socialized to function. To better understand the nature of this socialization process in cultural contexts, we used a dual dynamic analysis (DDA) approach to investigate how Chinese youth from 8th and 11th grades and urban and rural settings respond, in the form of peer group discussion, to a hypothetical situation that involves a student being teased by others in school. Using the DDA approach, we examine the dynamic interplay of macro-level cultural discourses and local social communication process in which adolescents interpret concrete moral situations and make moral choices as potential bystanders.

SESSION 18  
FRIDAY 10:00 AM - 11:15 AM  
PIONEER

## 1. Incorporating Conflict Resolution into Tomorrow's Education: What meditation can teach professional students

Jessica Roisen, St. Ambrose University

**Abstract:** Applicants seeking jobs in a variety of sectors need strong communication and interpersonal skills, emotional stability and flexibility, as well as the ability to deal with pressure and criticism. While technical skills deal with matters of proficiency, the unique skills and values that are imparted by the humanities assist these students with the ability to thrive in complex and varied work settings. Whereas moral education has traditionally approached ethical dilemmas as the domain of discordant normative theories these liberal arts-based skills allow the interpretation of moral conflicts as communication mismanagement rather than irreconcilable moral differences. Ethical mediation provides a means for analysis and realistic problem solving superior to impractical and unsatisfying theory and ought to be included in future moral education.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 10:00 AM - 11:15 AM  
PIONEER

## 2. Low-Income Students' Use of Technology to Foster Engagement in Undergraduate Life

Kim Stevens, Harvard Graduate School of Education

**Abstract:** This Interpretative Phenomenological Analysis (IPA) study employs in-depth qualitative interviewing to investigate how nine low-income undergraduates choose to engage in extracurricular and co-curricular activities on campus. Participants were drawn from a federal TRIO program housed within a public university with a large population of successful low-income graduates. Findings suggest that participating in new media affiliated with extracurricular programs may provide low-income students with feelings of belonging and expose them to important resources to foster their engagement on campus.

## 3. Online Positive Psychology Interventions: Strategies to boost need satisfaction in emerging adulthood

Susan Mangan and Kendall Cotton Bronk, Claremont Graduate University

**Abstract:** Online positive psychology interventions were tested on emerging adults (18-30) to determine which best increases well-being as well as each feeling of need satisfaction including competence, autonomy, and relatedness. Emerging adults may be vulnerable to reduced well-being, and need satisfaction represents one promising path to increasing it (Mackenzie et al., 2017). In a pretest-posttest experimental design, participants were randomized to one of four experimental conditions (random acts of kindness, character strengths, self-affirmations, or best possible selves) or a control. Results indicate, participants in the treatment conditions have greater gains in well-being, overall need satisfaction, and competence, autonomy, and relatedness. This study offers a new, exciting battery of online interventions that foster psychological need satisfaction and well-being in emerging adulthood.

## 4. Peer Leadership in the Digital Age

Dave Huston, David Rochester and Youssef Abubaker, United States Air Force Academy (USAFA)

The presentation discusses how social media is impacting loyalty at the United States Air Force Academy. The objective of this thought piece is to explore causes of shifting loyalty among USAFA cadets and the potential impact these shifts may have on USAFA's mission. The research question is to what extent is social media narrowing the work-life/home-life gap (Pillemer and Rothbard, 2018) among USAFA cadets, and how is this narrowing effecting loyalty to friends vs. loyalty to the United States Air Force/Nation. Specifically, how are cadets morally reasoning through dilemmas involving conflicts of loyalty as a result of interrole conflict (O'Driscoll et al., 1992). Examples from cadet's experiences will be presented to explore the phenomenon.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 19  
FRIDAY 10:00 AM - 11:15 AM  
FIRST HILL

1. Measuring ethical sensitivity in Spanish and Portuguese universities  
Maria-Rosa Buxarrais, University of Barcelona; Maria C. Azevedo, Tras dos Montes University, Portugal; Josep M. Ustrell and Marta Burguet, University of Barcelona

**Abstract:** This study examines the ethical sensitivity of Spanish and Portuguese university students that have chosen a variety of degrees for their professional future: social work, business administration, odontology, psychology, physics, and law, in the University of Barcelona and Tras dos Montes University. We measure students' ethical sensitivity to realize how it increases in the degree. We have used the Ethical Sensitive Scale Questionnaire (ESSQ) (Tirri & Nokelaine, 2011). The scale was presented to a sample of 679 Spanish students and 365 Portuguese students, in the first and last year of the degree. Before, we have adapted the scale questionnaire to these two contexts. A quantitative cross-sectional design was utilized. Data were collected twice, in the first and the fourth year.

2. 'We did have classes on it, but I also felt like they were kind of vague sometimes.' An Ethical Education. Curriculum Study at Dutch Universities of Applied Sciences  
Lieke Van Stekelenburg, VU University, Fontys University of Applied Sciences; Doret De Ruyter, University of Humanistic Studies; Wouter Sanderse, University of Humanistic Studies; Chris Smerecnik, Fontys University of Applied Sciences

**Abstract:** This paper reports ethics education by across three different Bachelor programs: Information and Communication Technology (ICT), Initial Teacher Education (ITE), and Business Services (BS) at four Dutch Universities of Applied Sciences (UAS). In addition to an analysis of course documents describing the formal curriculum we conducted interviews with educational managers to map the 'hidden curriculum'. The preliminary results show that no stand-alone courses are offered and that most ethics related courses are integrated in other professionalization programs. In the ICT domain, however, most ethics related courses are optional. In addition, the results of the interviews show that awareness about the 'hidden curriculum' messages that affect the behavior and moral development of UAS students can be increased among managers and lecturers.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 10:00 AM - 11:15 AM  
FIRST HILL

### 3. From a Partial 'Self' to a Total 'Self' PENDING Kong Xiangyuan and Tengting Zhuang, Shenzhen University

**Abstract:** In cyberspace, the adolescent "self" presents a sort of partiality in three ways: firstly, as adolescents lack a comprehensive understanding of the rights to which they are entitled, secondly, as they "perform" their egotism in a covert manner, and thirdly, as they tend to exhibit a kind of apathy towards collectivity. These phenomena derive from three causes. The first cause is the demonstration effect brought by the agenda function of the massive dissemination of information online. The second cause is the isolation state resulting from being exposed to a shifted and imaginary time and space. The third cause is the self-protection mentality arising from the unpredictability of the of their cyberspace future.

### 4. The new trend of moral education in Chinese universities Juan Xiong, Chongqing University

**Abstract:** In the era of new media, college students are in the stage of virtualization of interpersonal relationships and decentralization of information exchange, which makes the traditional moral education in colleges and universities face severe challenges. The traditional central authoritative mode of dissemination and circulation adopted by moral education in colleges and universities has been out of date. Generally, media is not only a medium of communication, but also a microcosm of the living environment and social form, which requires colleges and universities to view problems with the overall perspective when conducting moral education. This paper discusses how colleges and universities spread moral education by using short video, official accounts, live-broadcasting platform and other new media.

SESSION 20  
FRIDAY 10:00 AM - 11:15 AM  
CAPITOL HILL

### 1. A comparative study of moral education in Japan and China Kei Miyamoto, University of Tsukuba

**Abstract:** In the present age of technological innovation, it is required that each nation overcomes the thought that gives priority to its own interests and foster morality to cooperate with people from other countries. The purpose of this research is to examine how to foster morality beyond the nation in national education. In order to consider this theme, we compare school subjects in Japan's "Moral education as a special subject", "Social Studies", and China's "Morality and the rule of law", through analysis on national curriculum guidance and textbooks. This research suggests that the morality each country cherishes is common to a certain extent, however, what morality is considered particularly important and how to foster morality are greatly different.



# CONFERENCE SESSIONS

FRIDAY 10:00 AM - 11:15 AM  
CAPITOL HILL

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## 2. The Internet technology traps and the birth of student subjects of the Internet

Jianwu Ban, Beijing Normal University

**Abstract:**The present study deployed the PPS sampling technique and surveyed 5,300 students from 6 provinces of China. The results revealed: Students in the Internet society have manifested a new sort of personality, which is what we call "subjects of Internet", whose characteristics include a) the blind worship of and an excessive spiritual dependence upon internet technologies, b) the giving up of independent thinking and c) cynicism of the self. In order to go beyond these limitations of the Internet subjects, it's important to help students become more conscious of the ideological nature of Internet technologies, develop students' agency and critical thinking in their use of internet technologies, and make students' social experiences and social relationships more realistically varied and diverse.

## 3. Seeing things whole in the midst of digital disruption

Mary Hess, Luther Seminary

**Abstract:** Communities of faith vary widely in their commitments and practices across the world's disparate religious contexts, but nearly all of the world's major religious traditions have distinctive ways of "seeing things whole," that is, of integrating facts, values, and practices into embodied and whole patterns of engagement. These patterns are being sharply disrupted by shifts in authority, authenticity, and agency that have been provoked by digital media. While these shifts are creating sharp challenges in established religious communities, they are also opening up new opportunities for engagement in civic action. This paper will explore some of those opportunities, using the reception of a recent papal encyclical, "Laudato 'Si,'" as an example.

## 4. An experiment on texting to "nudge" the moral reasoning of preservice teachers

Jed Locquiao, University of Nevada

**Abstract:** The research study tested the use of a texting intervention on the moral reasoning of preservice teachers who started field experiences. The target intervention sent regular text messages of moral scenarios in one of two forms. The first form presented a hypothetical moral dilemma (e.g., Heinz Dilemma) and one type of justified resolution to that moral dilemma. The second form asked a subversive question regarding the limits to moral absolutes alongside a hypothetical scenario (e.g., "When is it okay to lie?" and describing a person who lies to prevent physical harm directed to bystander civilians). The target intervention was delivered every other day for 42 days within a single semester. Results forthcoming.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SYMPOSIUM 13.

FRIDAY - 10:00 AM-11:15 AM

BALLROOM 1

CAN WE ETHICALLY INHABIT OUR TECHNOLOGICAL TIME WITHOUT THE ETHIC OF PAST?

LUIGINA MORTARI: ORGANIZER

1. LUIGINA MORTARI, UNIVERSITY OF VERONA
2. MARCO UBBIALI, UNIVERSITY OF VERONA
3. LARA VANNINI, UNIVERSITY OF VERONA
4. FEDERICA VALBUSA, UNIVERSITY OF VERONA

**Abstract:** Nowadays, we live absorbed in technology. Before being connected to nature we are connected to techniques, before living in the material world we live in a virtual-digital world. This new life-world raises new ethical questions and already Jonas affirmed that we lack the ethical wisdom for sustaining new ethical challenges. The symposium presents a care-virtues ethical theory enrooted in the ancient Greek culture and a research project on ethical education, named MelArete, that implements it. MelArete is promoted by the Centre of Educational and Didactic research of the University of Verona in some Italian kindergartens and primary schools. Its aim is to foster children's ethical thinking and explore their ideas of good, care, virtue, courage, generosity, respect, and justice.

SYMPOSIUM 14.

FRIDAY - 10:00 AM-11:15 AM

BALLROOM 2

DEVELOPMENTAL ROOTS OF EXEMPLARITY: MORAL CHARACTER IN LIFE NARRATIVES OF YOUNG EXEMPLARS

REBECCA GLOVER: ORGANIZER

1. REBECCA J. GLOVER, UNIVERSITY OF NORTH TEXAS
2. MARY E. MITCHELL, UNIVERSITY OF NORTH TEXAS
3. AZUCENA VERDIN, UNIVERSITY OF NORTH TEXAS

**Abstract:** Life narratives of eight individuals recognized for extraordinary activities during childhood and adolescence were examined via deductive coding along with thematic and content analyses to explore Walker's (2017) characteristics of moral heroes and Bronk's (2012) conclusions regarding initiation/maintenance of commitment to noble purpose. Use of Schwartz's values paradigm was extended beyond integration of agency and communion to also examine the role of openness to change as well as conservation in understanding motivational profiles of exemplars. Excerpts from participant interviews highlight evidence of agency in service of communion, escalation of commitment despite some periods of suspension of activity, prominent roles of supportive familial and mentor relationships, and recursive patterns of re-demption through creative practice in the continued integration of these exemplars.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SYMPOSIUM 15.

FRIDAY - 10:00 AM-11:15 AM

BALLROOM 3

PARTISANSHIP AND POLITICAL LEARNING

ALESSANDRA MAFRA RIBEIRO: ORGANIZER

1. MAXWELL A. CAMERON, UNIVERSITY OF BRITISH COLUMBIA
2. GERRY BAIER, SPENCER MCKAY AND REBECCA MONNERAT, UNIVERSITY OF BRITISH COLUMBIA
3. ALESSANDRA MAFRA RIBEIRO AND CATHERINE ANN CAMERON, UNIVERSITY OF BRITISH COLUMBIA

**Abstract:** Partisanship, political orientation or attitude toward a party, is both a necessary and desirable feature of democratic politics. However, high levels of partisanship can create polarization that is difficult to manage within democratic institutions. This symposium reports an evaluation of a curricular intervention involving monitored reflective dialogues designed to promote balanced partisanship. These dialogues enabled participants to gain detachment from their parties, and to appreciate the importance of parties and the wide range of activities that are organized along party lines. Participants reported appreciating the experimental features of the learning context and demonstrated willingness to learn from each other in a mutually supportive manner. They also appreciated the curricular efforts made to create a safe learning environment.

## Coffee and Tea Break

Friday 11:15 - 11:30 am

Conference Foyer

SESSION 21

FRIDAY 11:30 AM - 12:45 PM

BELLTOWN

1. Humility of humus in the age of anthropocene  
Heesoon Bai, Simon Fraser University; Charles Scott, Simon Fraser University; Avraham Cohen, Adler University

**Abstract:** The Age of Anthropocene dawned upon humanity, and the ecological cycle of extinction is already in deep process. What should be our ethical response to the Anthropocene? Surely not digitization of Life. What we propose is learning the virtue of humility as exemplified by our relationship to humus. But like all virtues, humility too is a manifestation of a certain mode of consciousness, and we characterize the latter as post-egoic, meaning that when we have developed beyond being ego-selves, humility naturally arises. Drawing upon philosophical exposition and practices of many wisdom traditions, we make the case that embodied realization—Becoming Soil and Becoming Soul—of complete interdependence and inter-penetration takes us beyond the ego-self development.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 11:30 AM - 12:45 PM  
BELLTOWN

## 2. The Conundrum of Implementing Motivation Theory Marianna Richardson, Brigham Young University

**Abstract:** Teachers and parents often want to change children's output of behavior, placing a value and a quantitative aspect to their motivation evaluation, which implies an achievement or accomplishment level that they expect children to meet. Although motivation theories are usually formulated through the inauthentic experiences of surveys, observations, or experiments comparing groups of participants, applying theories of motivation should be individually and personally driven acknowledging the cultural and emotional differences of the individual, as well as the individual's agency to choose what the end result or purpose should be for their own actions.

## 3. Moral Judgement Among Junior British Army Officers David I. Walker, University of Alabama

**Abstract:** The capacity to make judgements in challenging military contexts is a key component of aspirational Army character and leadership, and leaders need to be adept applying Army values (virtues) to military contexts in ways that reflect Army excellence, supported by ethical reasoning. Army officers are upholders of ethical and professional standards, and the British Army officer corps is a heterogeneous group of approximately 13,200 officers in nine different ranks (MOD, 2014). The pre-sentation reports results of a three-year, Ministry of Defence approved, study of 242 junior British Army officers using the Army Intermediate Concept Measure (AICM) comprising a series of professionally oriented moral dilemmas developed for the UK context.

SESSION 22  
FRIDAY 11:30 AM - 12:45 PM  
PIONEER

## 1. Moral Education in Independent Schools: Nineteenth Century Origins, Twenty-First Century Challenges Jess Matthews, Emily Gum, and Peter Becker, The Gunnery, Washington CT

**Abstract:** Frederick Gunn, the founder of The Gunnery, wrote, "strength of character is the goal of education." However, in the twenty-first century, with the social, relational, and technological demands that all teenagers face, educating for morality and citizenship has taken on new challenges. This roundtable will explore our process of defining "character" at an independent school in the twenty-first century and provide an opportunity for discussing the challenges around this work. We will discuss how we are using cognitive-developmental and educational research to ground our work and create school structures designed to support (moral) epistemic growth and development. We hope to receive feedback on our progress as well as ideas for further work and assessment of the project.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 11:30 AM - 12:45 PM  
PIONEER

## 2. Korczak's Humanist Moral Pedagogy and its Relevance to Education Today

Marc Silverman, School of Education, Hebrew University, Jerusalem

**Abstract:** In the first part of this presentation, the foremost implicit religious sensibilities of the outstanding moral humanist educator Janusz Korczak (1878, Warsaw; 1942, Treblinka) will be presented. Korczak took a strict scientific-empirical approach based on in-depth observation of phenomena towards understanding the world. At the same time these observations led him to a religious-ethical perspective generated by the radical amazement he experienced in his encounter of the mysterious, impenetrable aspects of life. In the second part, I suggest that exposure to Korczak's implicit religion and its possible internalization can serve as a compelling antidote to two reigning pernicious threats to a humane world today: the ethos of an 'everything goes' Emotivism and the ethos of fanatical fundamentalism.

## 3. Ethics in Negotiation: Being Right or Doing the Right Thing

Diane Rosen, Cornell University

**Abstract:** There is a great deal of literature that examines negotiation in terms of strategy, position taking, bargaining techniques, game theory and more generally manipulating the process to win. However, when winning is the primary objective, there is a potential to muddle good faith discussion, withhold critical information from the other parties, introduce so-called red herrings into the process to distract, and "spin" and/or distort data in order to move the conversation toward a desired outcome. In order to support such tactics, parties often must convince themselves of the right-ness of their stated positions, a process which is potentially influenced by faulty perspectives, unconscious (or conscious) biases, a failure to empathize or understand another's position, etc. The result may be that in pursuit of a win, parties fail to act in alignment with their core values and cross moral and ethical boundaries. The antidote is to employ techniques to increase one's self awareness and other awareness to be fully in the process and negotiate in accordance with one's highest principles.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 11:30 AM - 12:45 PM  
PIONEER

## 4. Moral Emotions and Moral Identity Online Tobias Krettenauer and Sarah Mitchinson, Wilfrid Laurier University

**Abstract:** It has been speculated that online media provide less nourishment for empathy and foster narcissism instead, weakening important foundations for moral development. This study investigated whether moral emotions and moral identity differ in the online context as compared to face-to-face interactions across a developmental period where individuals move from being novices to experts in the online world. A sample of 392 participants from three different age groups (early adolescence to young adulthood) completed a survey. Findings demonstrate substantial differences between online and face-to-face contexts for moral emotions and for moral identity, with the online context scoring lower in both instances. Importantly, context differences increased with age. Overall, findings confirm the problematic nature of excessive online activities for adolescent moral development.

FRIDAY 11:30 AM - 12:45 PM      SESSION 23

FIRST HIL

## 1. Why Do (Should) We Keep Honouring Columbus (Day)? History and Civic Engagement in Social Media Debates Everardo Perez-Manjarrez, Harvard University

**Abstract:** This paper discusses the impact of civic commemorations on youth democratic development. It examines how young people make sense of contentious commemorations in social media debates and the ways of civic engagement that result from their assessments. It introduces a qualitative analysis of the US annual commemoration of Columbus's arrival in the Americas, the "Columbus Day", October 12. Results of four representative case studies of American students from different cultural heritage are presented. The findings show the interweaving of conventional and alternative narratives, along with moral judgments, in the participants' explanations of the historical commemoration, and the implications for their civic engagement and understanding of history. Finally, the implications for moral education are discussed.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 11:30 AM - 12:45 PM

SESSION 23

FIRST HILL

## 2. The rise of Chinese nationalism and its challenge to democratic citizenship

Tianlong Yu, Southern Illinois University

**Abstract:** A new form of Chinese nationalism has been on the rise, along with escalating political repression under President Xi. Boosted by China's economic success and the resulting superpower status, the nationalistic movement poses serious challenges to democracy and democratic citizenship. Though sharing an anti-democratic appeal with the growing populist nationalism in the West, Chinese nationalism is distinct in many ways.

## 3. Value-embedded teaching at universities within the context of China's transformation

Lin Qiu, Shandong University

PENDING

**Abstract:** It is generally believed that identity and cohesion have been eroded, due to lack of common values and norms in transforming society, with diversified development of culture, belief, faith, mindset and lifestyle, etc. As original value consensus has been replaced by value diversity, the conflict of values becomes sharpened in a way. This empirical study looks at a government initiative to cultivate and act on the stated "core Chinese values" comprised of twelve elements (freedom, equality, justice, the rule of law and patriotism, etc) in all schools and the wider society; and focuses on active promoting value identity and social integration, through deliberate integrating core Chinese values into the whole process of national education, within the context of China's transformation.

Author: Lin Qiu, Shandong University, 2022



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 24

FRIDAY 11:30 AM - 12:45 PM

CAPITOL HILL

## 1. Bonding in Newcomer Education: an Empirical Exploration Isolde De Groot, University of Humanistic Studies, and Monique Leygraaf, University of Applied Sciences iPabo, The Netherlands

**Abstract:** Armed conflicts in the Middle East since 2015 have led to an increase of refugee children in Dutch society and Dutch schools. This paper reports on an exploratory qualitative study into how primary school teachers advance bonding in classrooms and schools with newcomer students. Content analysis of data from a multiple case study in two schools revealed how teachers advance bonding by fostering a) exchange, b) a sense of being listened to, and c) co-creation of a shared world. Overall, our study introduces a conceptual vocabulary and provides insights into how to advance shared meaning making and the development of a shared space in new-comer classrooms and schools.

## 2. Moral Instruction Through Children's Stories: A Critical Analysis of Historical Perspectives Paul Watts, The University of Birmingham

**Abstract:** Stories have long been regarded as the ideal vehicle through which to enhance children's understanding of the world, and to teach moral lessons and desirable behaviours conducive to living well with others. Complementing the collections of moral stories which were published in the early 20th century, handbooks (e.g., Adler, 1906; Gould, 1913) were also produced in England to provide parents and teachers with pedagogical approaches for moral instruction. This paper seeks to identify what we can learn from historical moral education using stories. Through the lens of empirical findings from contemporary research (e.g., Walker and Lobrozo, 2017), it seeks to critically analyse this literature and highlight the enduring themes which resonate with moral education today.

## 3. A Study on High School Teachers' Implementation for Character and Moral Education between Taiwan and the UK Yen-Hsin Chen, National Taichung University of Education and Chi-Shun Lien, National Chung Cheng University, Taiwan

**Abstract:** Teachers were the key people to cultivate young people's good character. However, how did the junior high school teachers play the key role to develop their students' good character and morality? The authors agreed to use the same semi-structured interview questionnaire on teachers' views for the practice of moral teaching by the Jubilee Centre for Character & Virtues in the University of Birmingham. The authors collected the data by interviewing 41 schoolteachers from 21 schools with diverse backgrounds and location in Taiwan and compared the findings with the Jubilee Centre's data with the goal to understand the teachers' views on their teaching autonomy, practice of moral teaching, and support from the administrators in schools.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SYMPOSIUM 16.

FRIDAY 11:30 AM-12:45 PM

BALLROOM 1

TWO GENERATIONS (FATHERS AND DAUGHTERS) SEEKING DIGITAL WISDOM IN OUR HYPER-CONNECTED WORLD  
GREG FRITZBERG: ORGANIZER

1. GREG FRITZBERG, SEATTLE PACIFIC UNIVERSITY
2. DAVID WICKS, SEATTLE PACIFIC UNIVERSITY
3. MICHAEL PAULUS, SEATTLE PACIFIC UNIVERSITY
4. JUNIA PAULUS, SEATTLE PACIFIC UNIVERSITY
5. KATY WICKS, SEATTLE UNIVERSITY
6. EMMA FRITZBERG, UNIVERSITY OF WASHINGTON

**Abstract:** The social and professional consequences of the ongoing digital revolution are profound for everyone. More specifically, the personal and professional moral questions arising from our ever-increasingly digitized culture merit continuous examination in keeping with the constancy of technological change. Moral issues relevant to our personal lives involve mental health and productivity, and personal health is a necessary prerequisite to how we lead others in both the private realms of family and community and also professionally. Facilitated by 3 fathers and their college-age daughters, this session will help participants of all career stages reflect upon and co-create strategies for personal and organization-wide uses of technology that are both healthy and productive. Each participant will leave with drafts of personal and leadership principles for maximizing the positive and minimizing the negative consequences of technology.

SYMPOSIUM 17.

FRIDAY - 11:30 AM-12:45 PM

BALLROOM 2

LEGACY OF LAWRENCE KOHLBERG: LOOKING INWARD TO LOOK OUTWARD  
ANN HIGGINS-D'ALESSANDRO: ORGANIZER AND DISCUSSANT

1. ANNE COLBY, STANFORD UNIVERSITY
2. JOHN GIBBS, OHIO STATE UNIVERSITY
3. LAWRENCE J. WALKER, UNIVERSITY OF BRITISH COLUMBIA
4. CLARK POWER, UNIVERSITY OF NOTRE DAME

**Abstract:** The goal of this symposium is to look inward in order to look outward and beyond. The field of morality as a science has been to a large extent grounded in Lawrence Kohlberg's thinking and research on moral reasoning development, its relation to moral action and the roles of moral personality and contexts and situations in moral decisions--in a surprisingly short career--1958-1987. Some of those who worked with Kohlberg will share how they and others have moved out and beyond Kohlberg, enlivening, sustaining, and growing our understanding and knowledge of morality as deeply pervasive, intimate, and inherently social. Those in the audience unfamiliar with Kohlberg's thinking will benefit from historical, conceptual, and critical overviews, and everyone will benefit by engaging with the presenters on their leading-edge ideas.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 11:30 AM - 12:45 PM  
BALLROOM 2

## 1. The Legacy of Lawrence Kohlberg's Understanding of Morality Anne Colby, Stanford University

**Abstract:** For the past number of years, my own work has focused on real people's lives, for instance, using case studies of moral exemplars to try to understand the whole person and the many interacting aspects of moral psychology as well as looking at how college students and young professionals learn to bring moral understanding and commitment to their lives and work. For me, Kohlberg's central ideas have never lost their currency: the importance of moral understanding; the futility of ignoring prescriptive, philosophical questions; and the power of social contexts as they interact with active moral agents who both shape and are shaped by those contexts.

## 2. Legacy of Lawrence Kohlberg's Claim of Universality John Gibbs, Ohio State University

**Abstract:** Lawrence Kohlberg's contribution to moral psychology was enormous. His cognitive developmental "universality" claim was that discernible across diverse cultures is a qualitative sequence of progressively more adequate stages of moral judgment. During and since my work with Kohlberg in the late 1970s, I have revised Kohlberg's stages and have come to see cognitive moral development as growth beyond the superficial. The child's growing coordination of perspectives establishes an objective basis for moral judgment. Our cross-cultural research review (Gibbs, Basinger, Grime, & Snarey, 2007) supported Kohlberg's universality claim. Beyond standard stages may be a lifespan phase that I call "existential" development. Social perspective-taking is central to both the cognitive and the affective (empathy, caring) strands of moral development.

## 3. Lessons Learned from Larry's Legacy Lawrence J. Walker, University of British Columbia

**Abstract:** I never worked directly with Larry Kohlberg, but found his rich, testable theorizing of real interest and potential usefulness for social good. I took up the testing; over time my research on moral reasoning convinced me his structuralist ideas were sound. I also examined Gilligan's challenge of gender bias demonstrating it was non-existent. Then, my foray into cross-cultural research as well as experiences as a parent showed some real limits to the "reach" of his ideas, leading me to reconsider my "insider" perspective. I moved "outside," asking: what characterizes a person as fully moral functioning? Our research on morality and personality has led to identifying processes of "reverse engineering," looking for developmental precursors and trajectories to understand moral functioning, an ambitious research agenda to share.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 11:30 AM - 12:45 PM  
BALLROOM 2

## 4. Lawrence Kohlberg and Educating for Justice Clark Power, University of Notre Dame

Abstract: For Ralph Ellison, author of *Invisible Man*, democracy is both an ideal vision and transformative process, grounded in evident parallelisms between the integrative force of the human imagination and the centrifugal force of democratic processes toward individual and societal transformation (Ellison, 1989, pp. xx-xxi). Kohlberg's Platonic, just community approach to moral education counts on Ellison's parallelism, inspiring teachers and students to enact, share, and enliven civic participation in and out of schools. It espouses "something revolutionary" and serious (Kohlberg, 1970). Today our civic hope is challenged as never before by growing cynicism and despair. We need such an approach that entails faith in social as well as personal transcendence—one that requires courage, sacrifice, and love; one serious about schools and education being vehicles of social transformation.

SYMPOSIUM 18.

FRIDAY - 11:30 AM-12:45 PM

BALLROOM 3

THE NEUROBIOLOGICAL TURN IN MORAL EDUCATION  
DAVID ALDRIDGE: ORGANIZER

1. DAVID ALDRIDGE, BRUNEL UNIVERSITY, LONDON
2. DARCIA NARVAEZ, UNIVERSITY OF NOTRE DAME
3. HYEMIN HAN, UNIVERSITY OF ALABAMA
4. JAMES CONROY, UNIVERSITY OF GLASGOW

Abstract: Darcia Narvaez's (2014) *Neurobiology and the Development of Human Morality: Evolution, Culture and Wisdom*, while not alone in dealing with such themes, is a landmark work in the 'turn' to neurobiology in moral psychology and moral education in particular. Five years on, this symposium evaluates neurobiology as a contributing discipline to research and practice in moral education. Three papers explore (i) Narvaez's articulation of the promise of neurobiology for helping us shape an empathic, cooperative and sustainable world, (ii) how neuroscience can improve moral education—with reference to a study using neuroimaging and behavioural experiment methods and (iii) a philosophical argument that neuroscience represents a methodological diversion for moral education.

Lunch Break                      Friday 12:45 - 2:00 pm                      Conference Foyer & Ballroom 3

Prepaid lunches only with the ticket received at registration

Friday 1:00-2:00 PM

How to get published in JME    Belltown  
Kristján Kristjánsson, Editor-in-Chief, Journal of Moral Education

Friday 12:45 - 2:00 PM

Ballroom 3

Meet Seattle Pacific University, Prof. Nyaradzo Mvududu, Dean, SPU  
Exploring Digital Wisdom at SPU, Michael Paulus, Assistant Provost for  
Educational Technology, Director of Information Studies, SPU



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 2:00 PM - 3:15 PM  
BALLROOM

## KEYNOTE LECTURE 2.

### DIGITAL DECEIT AND MORAL MAYHEM: EFFECTS OF TECHNOLOGY, PRECISION PROPAGANDA AND THE INTERNET

DR. DIPAYAN GHOSH, JOHN F. KENNEDY SCHOOL OF GOVERNMENT, HARVARD UNIVERSITY

**Abstract:** Recent years have exposed a number of public harms that have spread over the internet. Recent events such as Russian disinformation during the 2016 U.S. presidential elections, hateful messages inciting genocide in Myanmar, viral live content shared by disturbing events such as the Christchurch shooter, and the radicalization of youth toward extreme political views in Brazil, to name a few—have all emerged as terrible new symptoms engendered by modern internet platforms. Why is this happening? One thread connecting them all is a widespread business model that functions with the unhindered collection of personal data and the refinement of algorithms that curate social feeds, often unbeknownst to unaware consumers. The combination of the largely unregulated status of the internet and industry's goals to maximize economic benefit creates a circumstance that holds profit interests of consumer internet firms over moral considerations of the benefits of industry to individuals and society. Resolving these concerns will necessitate a robust engineering of the regulations of the internet industry. I offer ideas toward creating a new social contract and regulatory mechanisms that could find moral balance among industry, government, individual and societal goods and services.

## SESSION 25

FRIDAY 3:30 - 4:45 PM

BELLTOWN

### 1. Examining the Relationship of Moral Foundations with Empathy and Moral Identity

Kelsie Dawson, Hyemin Han, and YeEun Rachel Choi, The University of Alabama

**Abstract:** In the present study, we examined the relationship between moral foundations, empathic traits, and moral identity using an online survey. In order to do so, we performed classical correlation analysis as well as Bayesian correlation analysis, Bayesian ANCOVA, and Bayesian regression analysis. Results showed different relationships between individualizing foundations (Harm/Care, Fairness/Reciprocity) and empathic traits from that of binding foundations (Ingroup/Loyalty, Authority/Respect, Purity/Sanctity) and empathic traits. In addition, the individualizing versus binding foundations showed different relationships with internalization and symbolization of moral identity. This suggests that moral foundations can contribute to further understanding of empathic traits and moral identity and how they relate to moral behavior in reality.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 3:30 - 4:45 PM  
BELLTOWN

## 2. Impact of Philosophy with Children on Autonomy, Empathy, and Perspective-Taking

Kimberly Schonert-Reichl, University of British Columbia; Mahboubeh Asgari, University of Victoria; Jenna Whitehead Arruda and Barbara Weber, University of British Columbia

**Abstract:** Theoretical research suggests that inquiry-based pedagogies like Philosophy with Children (PwC), positively impact children's empathy, perspective-taking, and sense of autonomy (e.g., Sharp, 2009). There is, however, limited empirical research investigating these claims (Gardner, 1998; Lim, 2006). To address this gap, we conducted a randomized controlled trial (RCT) with 233 6th to 8th grade students recruited from 10 classrooms. Outcome measures included student self-reports and teacher reports of students' social and emotional competence (SEC), as well as feasibility feedback provided by students and teachers. Students in the intervention group reported lower autonomy at post-test than the control group. Cluster analysis also revealed that students who were higher on teacher-rated SEC reported higher post-test empathy than students with low teacher rated SEC.

## 3. Reasoning Together: Promoting Mutual Understanding in Technology Design for Individuals with Autism

Roxanne N. Rashedi and Maithilee Kunda, Vanderbilt University

**Abstract:** Educational technology-based interventions are increasingly used to improve youths' social outcomes, especially for individuals with autism who experience challenges in this area (Gillespie-Lynch et al., 2018). Researchers are exploring the degree to which technology-based interventions are inclusive. To what extent do technologies attempt to "fix" autistic behaviors, rather than explore ways to cultivate a mutual understanding between neurotypical and atypical individuals' behaviors (Fletcher-Watson et al., 2018)? This presentation will review the pedagogical aims and the moral implications of technologies. We will present the development of our intervention in which adolescents with autism teach a virtual agent social reasoning. We will discuss how our design-based approach facilitates what Fletcher-Watson and colleagues (2018) have described as a moral position of accepting difference.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 26

FRIDAY 3:30 PM- 4:45 PM

PIONEER

## 1. Measuring character strengths of students peer counselors in Kenyan public secondary schools

Peter Kingori, Centre for Character and Leadership; Mark Liston, Liston Group, Joplin, MO

**Abstract:** In an era of technological innovation and moral degradation, schools have a key responsibility for raising students who are not only intellectually vibrant but also morally strong and socially responsible. The future of any great nation is anchored in the moral and innovative mind of its young people. The purpose of this study was to examine the development of character strengths that are predictive for well-being among the student peer counselors in public secondary schools. At least two assessments were used while carrying out this study. Character Growth Index was used to measure individual student character in 16 strengths. Youth Flourishing Survey was used to determine their level of subjective well-being. Qualitative and quantitative methods were used to analyze the data sets. The results are presented in tables and charts.

## 2. Muslim Immigrants' Reasoning about God, Religious Authority, Justice, and Human Welfare

Nilay Kuyel and Nadia Sorkhabi, San Jose State University; Larry Nucci, University of California, Berkeley

**Abstract:** Using the theoretical model of Domain Theory (Turiel, 1983; Nucci, 1996), the present study examined how Sunni immigrant Muslims coordinate their conceptions of morality, judgments about interpersonal issues of fairness and human welfare, with their understandings of God, religious authority, and what they command. More specifically, the study investigated how religiously conservative Muslims use their moral judgments in situations where the interpretation of God's word by a religious authority seems to contradict what is moral (fair/just). A total of 15 male and 15 female participants, 18 years of age and older belonging to different national origins and ethnicities with varying levels of religiosity were interviewed on a variety of socio-moral issues addressed by the Qur'an (e.g., face covering, natural disasters).

## 3. Misses and debts: Amazonian indigenous people in the digital era

Enrique Delgado, Pontifical Catholic University of Peru

**Abstract:** The use of credit cards is generating different kinds of problems to Amazonian indigenous people of Peru, like large debts and the loss of their properties. The media and social networks contribute decisively to generate new consumption needs and the adoption of new cultural practices like women's beauty contests. It is very common to see this kind of contest in the Amazonian schools. Using qualitative research and in depth interviews with shipibo-konibo people, and continuing with the research that we have been doing in recent years, this work deepens on the challenges that contemporary economic and cultural practices have for the moral education of Amazonian indigenous people.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## SESSION 27

FRIDAY 3:30 PM- 4:45 PM

FIRST HILL

### 1. The ethics of writing feedback for first generation low income college students

Kalonji Nzinga, Shirin Vossoughi and Allena Berry, Northwestern University

**Abstract:** Through the framework of ethical dilemmas, this paper will explore some of the key tensions – and educational opportunities – embedded in community-school partnerships and service-learning. The central claim is that, rather than seeing service-learning as a unitary pedagogy or practice that should result in students' arriving at predetermined conclusions and beliefs, it is best understood as a fertile context through which central and unresolved tensions in education, social issues and ethics can be learned about and explored. Among the dilemmas to be explored are: partnership and resource disparity; private schools (K- 16) and public purpose; help and participation; connection and content; student learning and agency mission; addressing direct needs and social change.

### 2. Service learning and development of critical thinking: A case study

Patrick M. Duarte and Ulisses F. Araújo, University of São Paulo

**Abstract:** The objective of our research was to study the possible relations between moral education practices and in-service learning and the process of developing one of the indispensable social-emotional skills (SES) in the 21st century: Critical Thinking. (P21, 2009). Through a comparative study between three Brazilian higher education institutions (EI A, EI B and EI C), we used an instrument of evaluation of the SES "Critical Thinking" aiming to identify the development of this ability. A total of 136 students participated in the study, (pre and post test). The results showed that 53.3% of the students of EI A, an institution that uses pedagogical strategies focused on learning in service and moral values, developed Critical Thinking in the period studied.

### 3. Teaching the Contradictions: Dilemmas in service-learning and community partnerships

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

**Abstract:** Through the framework of ethical dilemmas, this paper will explore some of the key tensions – and educational opportunities – embedded in community-school partnerships and service-learning. The central claim is that, rather than seeing service-learning as a unitary pedagogy or practice that should result in students' arriving at predetermined conclusions and beliefs, it is best understood as a fertile context through which central and unresolved tensions in education, social issues and ethics can be learned about and explored. Among the dilemmas to be explored are: partnership and resource disparity; private schools (K- 16) and public purpose; help and participation; connection and content; student learning and agency mission; addressing direct needs and social change.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 28  
FRIDAY 3:30 PM- 4:45 PM  
CAPITOL HILL

## 1. The Transformation of the Concepts of Morality and Moral Education in Taiwan

Mei-Yao Wu, National Kaohsiung Normal University, Taiwan

**Abstract:** This paper investigates the transformation of the concepts of morality and moral education in Taiwan from 1949 to 2018. The analyzed documents include articles in some crucial journals or books which are also related to concepts of morality and moral education. During the 1950s, moral education was still grounded in traditional Confucian ethics, but beginning from the 1960s more Western ethical philosophies were introduced along with hybridized Western-Eastern concepts of moral education. Then since the 1980s, following the international trend toward westernization. Beginning from the early 21st century, an increasingly diverse range of Western concepts of morality and moral education have influenced Taiwan, and the Western-Taiwanese concepts of morality and moral education have been more easily accepted by this society.

## 2. The Human Dimension in Education

Avraham Cohen, Adler University, Vancouver BC

**Abstract:** This presentation demonstrates the value of centralizing the human dimension in education and provides theory and practice as to the facilitation and integration of the development of individual, relational, community connection, deep understanding of self and other(s), and how this is essential to the development of an environment that is pregnant with meaning and has enhanced potential for ethical practice. Cultivation of, and work with, the inner and relational worlds is key to developing a loving, caring, compassionate, passionately alive, meaningful experience, and ethical ways within classroom environments. The presentation is based on research conducted with a cohort over a period of one academic year.

## 3. Shame and shaming in the digital age

John F. Covalleskie, University of Oklahoma

**Abstract:** Concern about public and online shaming and bullying fails to make a distinction between shaming (something A does to B) and the moral self-judgment of shame. Similarly, we fail to distinguish norms from rules, and this is nowhere more apparent than in schools, but the confusion affects social and public life in many ways. When we try to build a moral community on rules which is the way we generally treat children in school, we do not help them develop the moral commitments that allow them to develop moral identity and agency.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

FRIDAY 3:30 PM - 4:45 PM  
CAPITOL HILL

## 4. Examining the Efficacy of Forgiveness Therapy within a Maximum-Security Prison: Reducing Anger and Promoting Psychological Health

Lifan Yu, University of Wisconsin-Madison; Maria Gambaro, Columbia Correctional Institutions in Portage, Wisconsin; Mary Cate Komoski, University of Wisconsin-Madison; Brooke Wollner, University of Wisconsin-Madison; Jacqueline Song, International Forgiveness Institute; Mengjiao Song, University of Wisconsin-Madison; and Robert Enright, University of Wisconsin-Madison and International Forgiveness Institute

**Abstract:** We propose a novel approach—forgiveness—to corrections. There is a two-tiered research project: Study 1 indicated the need for Forgiveness Therapy within prisons. Results showed that approximately two-thirds of the participants had moderate to high clinical compromises and 90% of them reported deeply unjust treatment against them (from family members and other people) prior to their crime, conviction, and arrest. In Study 2, 24 participants were selected from Study 1 and randomly assigned to the experimental group (Forgiveness Therapy, N=12) and control group (alternative treatment, N=12). We anticipate more significant reductions in anxiety, anger, and depression as well as increases in forgiving, hope, self-esteem, and empathy for the experimental group than the control group as the results.

SYMPOSIUM 20. FRIDAY 3:30 PM - 4:45 PM

BALLROOM 2

NEW APPROACHES TO MORAL CHARACTER AND MORAL IDENTITY SYMBOLIZATION  
DANIEL LAPSLEY: ORGANIZER

1. LARRY NUCCI, UNIVERSITY OF CALIFORNIA, BERKELEY
2. ERIK G. HELZER, JOHNS HOPKINS UNIVERSITY; TAYA R. COHEN, CARNEGIE-MELLON UNIVERSITY; YEONJEONG KIM, MASSACHUSETTS INSTITUTE OF TECHNOLOGY
3. KARL AQUINO AND EKIN OK, UNIVERSITY OF BRITISH COLUMBIA

**Abstract:** This symposium is organized in tribute to Larry Walker whose pioneering research on moral personality established a vibrant research agenda in moral psychology. Three new perspectives are highlighted. Larry Nucci argues that character has four components that operate within an overall self-system that is in dynamic interaction with changing contexts. Erik Helzer et al. introduce the concept of a "moral character lens" that accounts for stable patterns in the way individuals construct the ethical choices and situations they face. Karl Aquino argues that moral identity symbolization has its dark side when it is used to signal a "virtuous victim."



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SYMPOSIUM 19. (MEDIA PRESENTATION) FRIDAY 3:30 PM- 4:45 PM BALLROOM 3

GET ACQUAINTED WITH PROFESSOR LAWRENCE KOHLBERG

SAM GOMBERG, SHALHEVET HIGH SCHOOL: ORGANIZER

**Abstract:** Through rarely seen videotaped interviews and speeches, get to know the real AME founding father, Dr. Kohlberg. Culled from several life long appearances at conferences and symposia, witness his speeches as he reviews the highlights of his theory and research.

SYMPOSIUM 21. FRIDAY 3:30 PM - 4:45 PM BALLROOM 1

STUDYING PURPOSE-IN-ACTION USING DIGITAL TOOLS  
SEANA MORAN: ORGANIZER

1. SEANA MORAN, T. SHIPPEN, CLARK UNIVERSITY; M. CONNELL, INSTITUTE FOR KNOWLEDGE DESIGN
2. HECTOR OPAZO CARVAJAL, UNIVERSIDAD CATÓLICA SILVA HENRÍQUEZ, SANTIAGO, CHILE
3. SEANA MORAN, CLARK UNIVERSITY
4. HECTOR OPAZO CARVAJAL; CHENDA RAMIREZ, UNIVERSIDAD VIÑA DEL MAR, VALPARAISO, CHILE

**Abstract:** This symposium will stimulate dialogue on how to study purpose functionally/dynamically. Life purpose steers individuals toward opportunities to meaningfully engage social responsibility and civic engagement long term (Damon, 2008) by making salient how individuals' behaviors compose community dynamics (Moran, 2017). Yet, most purpose research has used correlations among individualistic variables like well-being or social support rather than tracking how diverse individuals' purposes function and interact (Moran, 2017). Researchers who have used online digital tools (simulators, Instagram, wiki collaborative communities, etc.) to examine how participants employ their purpose to make decisions and respond in situations will show how these tools are used and address their promises and pitfalls.

POSTER SESSION 2  
FRIDAY 5:00 - 6:00 PM  
BALLROOM 1

## 1. How to make a curriculum based on moral competency Kazutomo Araki, Ritsumeikan University

**Abstract:** Araki (2018) attempted to redefine moral competencies (morality). Moral competency relies on the CCR defined by Fadel et al (2015). What kind of curriculum will foster such moral competencies? The educational curriculum is composed of aims (goals), contents, methods, and assessments. The goal of moral education, of course, can be seen as fostering morality. In order to achieve this goal, the educational contents need to show moral knowledge as a meaningful series of structures. At the very top of the list, "well-being" is positioned. As a teaching method for fostering moral competencies, "inquisitive learning of moral knowledge" is appropriate. Evaluation is very important, but we will consider the assessments as a future task.



# POSTER SESSION

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

POSTER SESSION 2  
FRIDAY 5:00 - 6:00 PM  
BALLROOM 1

## 2. Materials on Information Ethics in Textbooks on Moral Education for Elementary Schools Naohiro Matsuo, Tokyo Gakugei University

**Abstract:** Teaching materials related to information ethics in Japanese textbooks on moral education for elementary schools were analysed. The content of 48 textbooks authorised by the Japanese Ministry of Education, Culture, Sports, Science and Technology were examined, and the materials related to information ethics were categorised. Results indicated that dangers of the Internet, information diffusion, miscommunication, privacy, rules, manners, plagiarism/copyright, misinformation/disinformation, and slander were often mentioned in these textbooks. Moreover, they contained more material about the Internet than material unrelated to the Internet. However, most of the content for lower grade students was not related to the Internet.

## 3. Prosocial and Antisocial Interpretations of Tease Scenarios Lauren Pino, Vrinda Sawhney, Emma Bernardi, Hanna Detwiler, and John C. Gibbs, The Ohio State University

**Abstract:** As part of the multi-stage development of a prosocial-antisocial tease type comprehension measure, we investigated young adults' cognitive strategies for their interpretations of differently-intentioned tease scenarios. Participants evaluated and then explained those evaluations of prosocial, antisocial, and ambiguous teases. Results support the use of a cue-based strategy for tease comprehension, in line with social information-processing theories of complex social interactions (e.g., Dodge & Crick, 1990). Participants cited cues in 58% of all explanations, and this cue use differed by tease scenario structure. The specific cues (e.g., gesture, relationship information) cited differed by tease type and suggested different cognitive strategies. Non-cue-based reasoning included inferences and generalizations. We discuss implications for social-cognitive development, education, and increasingly online communication.

## 4. Good Stories and Good People: The Effect of Literary Fiction on Morality Arjun Iyer, University of Florida

PENDING

**Abstract:** Our study was based on prior work which indicated that reading literary fiction improved affective Theory of Mind (ToM) (Kidd & Castano, 2013, 2018). The results of these studies were not always replicated (Panero et al., 2016). We wanted to examine whether reading literary fiction relates to performance on measures of morality. The hypothesis was based on several studies that have implicated the role of literary fiction on empathy (Thexton, Prasad, & Mills, 2019), and the role of empathy in morality (Decety & Ickes, 2009). We found that compared to popular fiction, participants who read literary fiction performed better on measures of moral judgment as well as moral competence. Our results suggest simple yet effective ways to promote ethical development.



# POSTER SESSION

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

POSTER SESSION 2  
FRIDAY 5:00 - 6:00 PM  
BALLROOM 1

## 5. Teacher Moral Discourse: Online and In-Person Deborah Powers, Allegra Midgette, Jasmine Ayromlou, and Larry Nucci, UC Berkeley

**Abstract:** This qualitative study compares face-to-face and online moral discourse. Directed face-to-face transactive discussion encourages building on other's reasoning and viewpoints to promote mutual understanding and growth of sociomoral reasoning. Can online discussion provide the same benefits? Discussions between the two groups of masters-level preservice teachers (one in person, one online) were compared. They discussed positions of Martin Luther King, Jr. and Malcolm X on the use of violence to achieve social justice. Analysis of discourse and post-discussion reflective essays showed no significant differences between the two groups in content and conclusions. These results indicate that online discourse can be an effective format for moral discussion.

## 6. Purpose in Life and Attitudes Toward Death in Adolescent and Young Adult Cancer Survivors Ximena Gieseemann, Claremont Graduate University

**Abstract:** In addition to navigating the various challenges associated with the transition from adolescence to adulthood, adolescent and young adult (AYA) cancer survivors have to face their own mortality, something that is not common for other individuals in this age range. Previous research has demonstrated that the experiences of having a purpose in life and contemplating one's own mortality are related. Could it be that for some AYA cancer survivors, this confrontation with death actually inspired them to contemplate their purpose in life? The current study seeks to investigate the relationship between attitudes toward death and purpose in life.

## 7. Modeling Neo-Kohlbergian Moral Judgment Schemas Using Latent Semantic Analysis and Machine Learning Mark Graves, Christian Llantero, and Darcia Narvaez, University of Notre Dame

**Abstract:** Models created using artificial intelligence (AI) methods can provide novel perspectives on theories of moral development and yield new insights into human moral judgment. Using latent semantic analysis (LSA) and the machine learning method k-nearest neighbors (k-NN), we investigate moral judgment as characterized by the Standard Issue Moral Judgment Interview and Scoring System (Colby & Kohlberg, 1987). The resulting model consists of a collection of textual representations for moral schemas generated using LSA and k-NN from prototypical criterion judgment responses in the scoring system. Preliminary results demonstrate promise for the approach and suggest at least one way the computational approach could augment a previously identified challenge to human scoring.



# POSTER SESSION

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

POSTER SESSION 2  
FRIDAY 5:00 - 6:00 PM  
BALLROOM 1

## 8. Text-as-Mentor?: In what ways might stories impact possibility development

Laronnda Thompson, University of Pennsylvania

**Abstract:** In the practice of formal education, literacy materials (e.g., books, blogs) are often inescapable by children. Yet, such materials, while generally considered immensely beneficial, are not innocuous or inanimate. Popular campaigns and initiatives such as #RepresentationMatters and "We Need Diverse Books," have sought to change both the publishing industry and curricula design to be more equitable and attentive to the significance of diversity, authenticity, and relatability. Meanwhile, longer running crusades, such as the "Banned Books" listings, imply a social aware-ness—if not fear—concerning the potential of text to influence and shape young people. This mixed methods study of self-reported data is a step toward understanding the influential nature of what is read as it relates to possibility development.

## 9. Calling, Empathic Concern, and Moral Identity: Classical and Bayesian SEM Analyses

YeEun Rachel Choi, Hyemin Han, and Kelsie Dawson, University of Alabama

**Abstract:** The purpose of the study is to examine the relationship between calling and morality. Calling refers to considering one's work as a meaningful and moral duty for society. Studies have documented that calling relates to well-being and work outcomes. However, although calling by its definition has moral and prosocial functioning, there are few studies on the calling-morality relationship. Specifically, whether and how calling enhances one's moral emotion and identity have not been well-established. Therefore, we performed preliminary classical and Bayesian Structural Equation Modeling with data collected from 125 college students. The finding suggests that individuals with a calling are more likely to be concerned with others' situations, and thus tend to internalize moral values.

## 10. Perceptions of leadership and civility in adolescents

Denise D' Auria Tardeli, Universidade Metodista De São Paulo, and Lucian Da Silva Barros, Senac

**Abstract:** It is intended to discuss the awakening of civism in adolescents through their own conception of political leadership. As a hypothesis, we have an idea of the ethical/unethical projection of leadership that allows identification with moral and material values. The theoretical foundation is based on authors of Psychology and Moral Education. The sample was collected with 142 subjects from 14 to 21 years of age, schooled, in both sexes. A questionnaire was created specially for the research on the striking "villains" of cinema and TV. With the projections that the subjects made when answering the questionnaire, the ethical profile of the characters was discussed and the identifications that corresponded to the conceptions of leadership and civism were evaluated.



POSTER SESSION 2  
FRIDAY 5:00 - 6:00 PM  
BALLROOM 1

## 11. Forgiveness is linked to psychological health through the mediating role of reduced anger

Jichan Kim, Liberty University

**Abstract:** Forgiveness interventions are empirically supported to decrease anger, anxiety, and depression and to increase self-esteem and hopefulness for the future. In the forgiveness literature, it has been discussed that forgivers experience such benefits by learning to cope with their anger. Thus, this study aimed at examining the mediating role of anger in the relationship between forgiveness and other outcome variables. A sample of college students filled out self-report measures on forgiveness, anger, anxiety, depression, hope, and self-esteem, and the indirect effect of forgiveness through anger was examined. Results supported the mediating role of anger in the relationship between forgiveness and all outcome variables. This study provides empirical evidence to the idea that forgiveness leads to psychological benefits through reduced anger.

## 12. The study on Sino-U.S. college students' moral value recognition

Zhu Hailong, Guangdong University of Foreign Studies, China

**Abstract:** This study used a self-designed questionnaire to empirically evaluate Chinese and American undergraduate students' recognition of moral values in six dimensions: honesty, civility & self-discipline, benevolence, unity & helping others, esteem, and filial piety. In total, 743 valid samples from 8 Chinese universities and 157 valid samples from 4 American universities were collected for an experimental comparison. Measurement results showed that the differences between Chinese and American college students were not significant in the dimensions of honesty, benevolence, esteem, and filial piety. These values, which originated in traditional Chinese culture, had the same priorities in both groups, confirming a certain degree of universality. However, significant intergroup differences existed in civility and self-discipline dimension and the unity and helping others dimension.

## 13. Prosocial behavior improves peer acceptance? The confounding role of academic competence

Zhuojun Yao and Robert Enright, University of Wisconsin-Madison and International Forgiveness Institute

**Abstract:** Although previous research repeatedly demonstrates a link between prosocial behavior and peer acceptance, this association could be partially accounted for by academic competence, which influences both prosocial behavior and peer acceptance. This paper is illuminating for future interventions to improve students' prosocial behavior and peer status. The effect of a prosocial behavior intervention would be limited if the importance of competence is neglected. In addition, prosocial skills training has to be combined with other peer-valued characteristics (e.g., academic ability) to increase peer acceptance.



# POSTER SESSION

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

POSTER SESSION 2  
FRIDAY 5:00 - 6:00 PM  
BALLROOM 1

## 14. Moral development, gender and sexualities on the Pedagogy course: A Brazilian study

Patricia Bataglia, Matheus Estevão Ferreira da Silva, Alessandra de Moraes, and Tânia Suely Antonelli Marcelino Brabo, UNESP, Brazil

**Abstract:** The objectives of this research were to investigate whether under-graduates in Pedagogy, from a public university in the interior of the state of São Paulo, are being prepared to work with sexual and gender diversity at school and, from this observation, identify if there are influences that interfere in this formative process. It was realized an empirical research for data collection on their formation and for measurement of the moral development of the participants, through a questionnaire, elaborated and based on the previous phase of application of focus groups, and the adapted and translated version of the Defining Issues Test 2 (DIT-2). With both formation and moral development precarious, the undergraduates are not being prepared for their future work.

## 15. Predicting Peaceable Personality

Mary Tarsha and Darcia Narvaez, University of Notre Dame

**Abstract:** We further tested a measure of peaceableness, a measures of desire and capacity to act in harmonious ways with others. In prior work, peaceableness explained variance in both positive and negative moral outcomes, above and beyond measures of social dominance, oppositional behavior, perspective taking and empathy. We present regression analyses, showing that childhood experiences that conform to the Evolved Developmental Niche (EDN; Narvaez et al., 2013) predicted higher peaceableness and prosocial morality (forgiveness, empathy and communal engagement) and lower self-protectionism (distrust, personal distress and social dominance). Data presented will include vagal tone (respiratory sinus arrhythmia) from participants, a measure of neurobiological development related to social and moral capacities.

## 16. School Counselors and School Choice: A Study of Time Expenditure and Methods

Richard Hall, Vanderbilt University

**Abstract:** This pilot study explores the role of school counselors in the school choice process. Specifically, qualitative interviews were utilized to better understand how school counselors spend their time in regard to school choice counseling. Counselors were selected through snowball sampling in high schools in a large, urban, south-eastern school district. The interviews explored time expenditure, methods of counseling, and influences on time expenditure. Using both sensemaking and street level bureaucracy theories, this research illuminated the process by which school counselors determine actionable steps within schools from policies enacted at the district level. The implications are relevant in improving equity for students through both school choice counseling practice and future school choice policy creation.



# POSTER SESSION

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

POSTER SESSION 2  
FRIDAY 5:00 - 6:00 PM  
BALLROOM 1

## 17. The ethical challenges of restraints: Can technological innovations offer solutions?

Luigina Mortari and Roberta Silva, University of Verona

**Abstract:** Technological innovations in the medical field produce progresses but also raise complex and sometimes unexpected ethical issues. This ambivalence is evident in the debate about restraints devices intended to prevent patients' free body movement in order to minimize the risks of injury for oneself and others. Some studies underline that their use isn't evidence-based and raise ethical questions as they hint there would be other choices instead of restraints that reduce patients' freedom for practical reasons. Some technological innovations can be an alternative to restraints but also the use of some of them can raise ethical challenges. We developed a qualitative research that investigates healthcare workers' reflections on restraints to provide insights that can enlighten the debate on this topic.

## 18. Learning honesty and friendship in physical education classes

Maria Sucupira Lins, Talita Adao Perini, Bruna Rodrigues Cardoso, Monique Resende, Debora Rodrigues, Universidade Federal Do Rio de Janeiro

**Abstract:** This poster presentation focuses on the problem of teaching/learning virtues during Physical Education classes. Virtues are important for children's moral development, but we have observed that there is not this concern at Physical Education classes. Hypothesis is that students can learn virtues during Physical Education classes. The objective is moral development of students through the practice of virtues: Honesty and Friendship. Theoretical foundation: Aristotle's ethics, MacIntyre's philosophy and Sucupira-Lins philosophy of education. It is a qualitative action research. We have created short stories with ethical issues involving these two virtues in practice of Physical Education. Students have practiced the virtues and could solve conflict situations. We conclude that students had moral development through the practice of virtues during Physical Education classes.

## 19. Divine Thanks? An Examination of Religiosity, Virtuous Gratitude, and Moral Obligation

Jessica Navarro, University of North Carolina Greensboro

**Abstract:** In religious texts and prayers, gratitude to a higher power for life's gifts is ubiquitous. Are religious individuals more virtuously grateful? Previous research suggests a positive association between religiosity and gratitude, yet this body of literature is mired by conceptual and methodological inconsistencies. We seek to address this issue by combining: (a) Wulff's (1991) schema of religious attitudes, (b) gratitude as a virtue (Tudge & Freitas, 2018), & (c) moral obligation (Piaget, 1932/1965). Data were collected from undergraduate students (N = 689) using an online platform. Initial results indicate no significant associations between religiosity and gratitude as a virtue. However, results indicate significant associations between the processing of religion and moral obligation, as well as moral obligation and virtuous gratitude.



# POSTER SESSION

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

POSTER SESSION 2  
FRIDAY 5:00 - 6:00 PM  
BALLROOM 1

## 20. Moral Identity and Moral Emotions: A Meta-Analysis Jean Paul Lefebvre and Tobias Krettenauer, Wilfrid Laurier University

**Abstract:** This study investigated the relationships between moral identity and moral emotions using a meta-analytical approach. The focus was on three different types of moral emotions: (a) self-evaluative (guilt, shame, and pride), (b) other-evaluative (moral anger, disgust), and (c) non-evaluative emotions that make individuals more receptive to moral concerns and the needs of others (empathy, sympathy and elevation). A literature search yielded 73 studies that investigated the relationship between moral identity and moral emotions. Results yielded an overall relationship of  $r = .296$ . The effect size was strongest for sympathy, and weakest for other-evaluative emotions, with self-evaluative emotions in between. Thus, moral identity may contribute to everyday moral functioning by expanding individuals' moral sensitivities and by deepening their concern for others.

## 21. Effects of screen time use on skills and competencies in Kindergarten Gioia Stokovac and Alisa Almas, University of British Columbia

**Abstract:** Research has shown both positive and negative effects of screen time use in childhood. In this study we explored the relation between frequency of screen time in early childhood and later skills and competencies in Kindergarten. Parent report of children's screen time on the CHEQ was examined in relation to teacher report of skills and competencies 4 months later on the EDI. Results showed significant negative correlations ( $r_s = -.07$  to  $-.16$ , all  $p_s < .05$ ) between screen time and all five domains of the EDI: physical well-being, social competence, emotional maturity, language and cognitive development, and communication and general knowledge. These findings are consistent with existing literature showing frequent screen time in early childhood negative outcomes in Kindergarten.

FRIDAY 6:15 - 7:30 PM

AME AWARD CEREMONY

BALLROOM



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

KEYNOTE LECTURE 3.

SATURDAY 8:30 - 9:45 AM

BALLROOM

CYBERBULLYING AS A GLOBAL CONCERN: PERSPECTIVES FROM A CANADIAN AND TANZANIAN CONTEXT

DR. JENNIFER SHAPKA, UNIVERSITY OF BRITISH COLUMBIA

**Abstract:** This talk will discuss technology-use among adolescents in Canada and Tanzania, and will provide an overview of the prevalence of cyberbullying and cybervictimization in each country. Data from three separate Canadian and Tanzanian studies will be presented. First, cross-cultural evidence for measurement and construct invariance of cyberbullying will be discussed. Data will then be presented showing the impact of cyberbullying on youth wellbeing, including social and mental health outcomes. In each country, digital uptake has looked very different, with Canada being an early adopter, and Tanzania only experiencing a rapid rise in mobile digital technologies within the past 5-7 years. As such, this talk will end with a discussion of targeted intervention and education programs, and the importance of considering unique cultural contexts.

SESSION 29  
SATURDAY 10:00- 11:15 AM  
BELLTOWN

Copyright © 2015 ACT

## 1. Moral Education: Designing and Assessing for Change Ahmed Fikri, Crown Prince Court, and Donna Matovinovic, ACT

**Abstract:** There is growing consensus that some factors outside of cognitive ability may be just as, or nearly as important for educational, workplace and societal success in a global economy. Educators nearly universally believe in the value of social emotional learning skills; exemplified in Character and Moral Education curricula worldwide. The United Arab Emirates Moral Education Curriculum, implemented by all schools in the country, exemplifies belief in the importance of these skills. ACT is working with the Crown Prince Court to design, develop, and implement an assessment to measure the effectiveness of the curriculum and its implementation. The session will focus on both the design of the curriculum itself as well as the assessment designed to measure its effectiveness.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SATURDAY 10:00- 11:15 AM  
BELLTOWN

## 2. Development of Adolescents' Values and their Relations to Academic Motivation from Middle School to College Yonghan Park, Eunye Kim, and Sooyeon Han, Chungnam National University

**Abstract:** This study aimed to examine the differences in values among adolescents from middle school to college students. Also we explored the relations of students' values to their academic motivation. Subjects included 900 students from middle school through high school to college. Results are as follows. First, the benevolence value was considered more important for younger students, while the hedonism values was ranked the highest for all groups. Second, the self-direction value was the strongest predictor of adaptive academic motivation for all groups. Third, the power value and face value positively predicted maladaptive academic motivation for all groups. These results suggested that values affect adaptive academic motivation when focused on other people rather than oneself and on self-growing rather than self-protecting.

## 3. Young Children's Experiences with Yoga: A Classroom-Based Yoga Intervention Roxanne Rashedi, Vanderbilt University; Christine Hu and Mil Wajanakunakorn, University of California, Davis

**Abstract:** Yoga has been implemented in schools and improved self-regulation, a robust predictor of important outcomes. Many studies incorporating yoga have used quantitative methodologies aimed at generating results on self-regulation (Maynard, Solis, Miller, Brendel, 2017). Qualitative data focusing on children's experiences with the yoga could help identify the facilitators and barriers to designing to well- implemented yoga interventions. This presentation focuses on the qualitative findings nested within a classroom-based yoga intervention study targeting self-regulation in 154 pre-kindergarteners and kindergarteners. Drawing from brief child interviews and observational data, we present the facilitators and barriers to implementing an enjoyable, feasible classroom-based yoga intervention. Implications are discussed including guidelines to inform the future design of yoga programs.

## 4. Moral Development of Students in a High School Maria Sucupira-Lins, Jessica Mariano De Campos, Bruna Cardoso Miranda, Débora Magalhães Rodrigues Gomes, and Maria Claudia Costa Cardoso, Universidade Federal Do Rio de Janeiro

**Abstract:** This is an action research with a focus on moral development of high school students. The objective is that they become moral citizens through virtues practice. Hypothesis: it is possible to learn virtues by practicing them at school. We use Sucupira-Lins (2015) method of great commitment and intervention, the methodology, successful for quality research in education in Brazil. It requires attention to details of moral development and assistance to students. Theoretical foundation is Aristotle (IV century b. C.) and Hildebrand (2007). We have chosen two virtues: Friendship and Justice. Results show that students begin to behave according to virtues. We can conclude that high school students have learnt virtues for life.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 30  
SATURDAY 10:00-11:15 AM  
MEDIA PRESENTATIONS  
PIONEER

## 1. Lawrence Kohlberg's "Just Community" thrives and lives well in Los Angeles Sam Gomberg, Shalhevet High School

Abstract: School Democracy and the "Just Community" suggested by John Dewey and Lawrence Kohlberg thrive and prosper on Los Angeles' Fairfax Avenue near Beverly Hills. Shalhevet High School founded by Kohlberg's final graduate student, Jerry Friedman, commemorates its silver anniversary this year. As it implements Kohlberg theory and practice, it continues experimenting with student investment in the daily operation of the school.

## 2. Connections between purposes of Brazilian teachers and high school students Viviane Pinheiro and Valeria A. Arantes, University of Sao Paulo

Abstract: This study aims to analyze the purposes of teachers and high school students of Brazilian public schools, establishing connections and disconnections between them. 14 teachers were interviewed and 49 students answered a question-naire. Both instruments were based on the Youth Purpose Interview. Using Theory of Thinking Models, we found as points of convergence between teacher and students responses little engagement in meaningful activities, a dreamy vision about the future, involving the school as a promise of a better future and the need to have material goods. Work and family were valued by teachers and students, being central to them. These results indicate possibilities of intervention in the school reality for the construction of beyond the self purposes.

SESSION 31  
SATURDAY 10:00-11:15 AM  
FIRST HILL

## 1. The Environmental Commons: Citizen science with urban youth Constance Flanagan, Erin Gallay, and Alisa Pykett, University of Wisconsin-Madison

Abstract: Although urban low-income communities of color shoulder a disproportionate burden of environmental injustice, there has been relatively little theorizing about how to frame environmental education in the urban ecology. We report on an innovative model of citizen science in which urban youth of color work with community partners to address an environmental issue in their local community. Analyses of more than 200 pre-post surveys point to gains in students' civic agency. Analyses of students' reflections on what they learned point to increased awareness of the interdependence of the human and natural environment and the need for collective action to mitigate environmental harm. Students' reflections also are a basis for theorizing the Environmental Commons.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SATURDAY 10:00-11:15 AM  
FIRST HILL

## 2. The Call for an Ecological Ethics

David Chang, Heesoon Bai, and Charles Scott, Simon Fraser University

**Abstract:** We propose an ecological ethics framed around virtues that support humanity's attempt to live and suffer well in the Anthropocene. Based on a book project on ecological virtues, we the presenters draw together ethical resources from many wisdom traditions (e.g., Buddhism, Daoism, Christianity) as well as academic disciplines (Philosophy, Poetry, Arts and Narrative). In particular, we evoke ethics that, when framed around the cultivation and transformation of self, support a variety of ecological values as well as the context-sensitive and creative ways of cultivating them. Self-cultivation, we argue, is not an individualistic endeavour; rather, it is conducted in the warmth of a community of practitioners. This book project bears witness to the myriad of perspectives and approaches to self-cultivation.

## 3. Moral emotions in child victims of sexual abuse

Betânia Alves Veiga DELL'AGLI Kênia Eliber Vieira, Luciana Maria Caetano, University of São Paulo

**Abstract:** The aim of the study was to analyze the moral emotions of child victims of sexual abuse. Study participants were 20 dyads mother-child (13 girls) of mental health outpatient clinic in the State of São Paulo aged between 6 and 11 years. Five stories from the MacArthur Story Stem Battery were used to assess moral emotions. The Child Behavior Checklist (CBCL) was used with mothers. The results showed predominance of negative moral emotions. We did not find autonomous answers. The results of the CBCL predominated anxiety and defiant opposition disorder and attention deficit hyperactivity disorder. The context of vulnerability (sexual abuse) can interfere with the moral and psychological development of the child and self-construction.

## 4. Domains theory and the impermissibility of sexual harassment, sexual assault and rape

Albert Erdynast, Maureen Merryman, and Xena Blair, Antioch University Los Angeles

**Abstract:** Some of the moral issues in the Harvey Weinstein scandal can be analyzed using the model of Four Domains of Human Development (Erdynast and Chen, 2016). Examined is whether some sexual events were consensual vs coerced or exploited according to forensic evidence, and whether lower-order egoistic "free-rider morality," which includes the pursuit of conquest-sex violated quid-pro-quo and hostile environment higher-level laws. The Rawlsian constraint of the good by the just and right (Rawls, 1981) is explained within the context of individuals as free and equal moral persons (Rawls, 1983). Lessons can be used in sexual education and in presentations to boards of directors. Rawls's "original position" is presented for deciding about impermissible terms about sexual relationships within work contexts.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 32  
SATURDAY 10:00-11:15AM  
CAPITOL HILL

## 1. Protective Factors in Early Childhood: A Day in the Life Alessandra Mafra Ribeiro, Harleen Gill, and Ann Cameron, University of British Columbia; Marcia H.S. Melo, Universidade de São Paulo

**Abstract:** Socio-emotional competence is recognized as a significant component of healthy early learning and development. This study explored protective factors in a thriving child living in an unfavorable, low-income community environment in São Paulo, Brazil using the "Day in the Life" methodology (Cameron et al. 2013) that involves introductory interviews, a full day of continuous filming, and post-filming interviews. This methodology allowed for reflections on how the contextual opportunities and constraints served to enhance the child's psycho-social functioning. Thematic Content Analysis revealed protective factors that made it possible to identify the interpretations attributed by participants respecting her transactions (Sameroff, 2010). The engaged interactants demonstrated a range of relationships that maximized potentials for the child's healthy learning and development.

## 2. Global civic engagement and its development in cyberspace. A Spanish case study Juan Garcia-Gutierrez, Marta Ruiz Corbella, Facultad de Educación (UNED)

**Abstract:** Technologies have, like the god Janus, a double face. For this reason, it is necessary to promote a relationship between education and technology that helps identify and reflect on the ethical problems inherent in scientific progress and, at the same time, contributes to promote ethical values and civic engagement. Therefore, we focus on two ideas. On the one hand, justify the need to adopt a human rights based approach to scientific and technological development; on the other, derived from this, is the need to put technology at the service of promoting human values, the "spirit of fraternity" and human solidarity as "global civic engagement", especially appropriate in case of college students.

## 3. Implicit Gender Bias and Preservice Teachers' Perceptions of Classroom Behaviour Rachel Gordon, Frankie Christianson and Michael Richardson, Brigham Young University

**Abstract:** Researchers have reported a correspondence between adolescent emotional or behavioural difficulties in educational contexts, and later delinquency. Behaviours labelled as "externalizing," in particular, have been associated with school failure and dropout, and later criminal activity. Gender differences in behaviours that are seen as problematic in educational contexts are well documented. Less is known about why these differences occur. One relatively unexplored possibility is that of implicit bias in educator expectations for boys and girls. The present study explores whether and how such biases might occur in perceptions of how serious or troubling the same behaviours might be perceived if presented in a vignette with either a stereotypical male or female pseudonym.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SATURDAY 10:00-11:15AM  
CAPITOL HILL

## 4. Character Growth Mindset Development in Extracurricular Activities

Fernandez Gonzalez Manuel Joaquín, University of Latvia, Scientific Institute of Pedagogy

**Abstract:** This paper presents the results of a character intervention implemented in July 2018 during a summer camp for 45 boys (10 to 15 y.o.) from Baltic countries. The intervention design drew on self-of-virtue theory (Fernandez González, 2019). Its goal was to enhance participants' character growth mindset development (Dweck, 2000). It included "taught" elements (lectures, coaching, a "Character Growth Card") and "caught" elements (modeling, visual materials). The intervention process and impact were evaluated through the voices of children and leaders, triangulating quantitative and qualitative results (Harrison, Arthur, & Burn, n.d.). The intervention had a relative positive impact on participants' character growth mindset development. Implementation at larger scale would contribute to the moral education of youngsters. Project financed by ERDF grant Nr.1.1.1.2/VIAA/1/16/071].

SYMPOSIUM 22-23.

SATURDAY 10:00-11:15 AM

BALLROOM 2

MORAL MOTIVATION AND DEVELOPMENT IN CONTEXT  
KYLE MATSUBA: ORGANIZER

1. KYLE MATSUBA, KWANTLEN POLYTECHNIC UNIVERSITY
2. KENDALL COTTON BRONK, CLAREMONT GRADUATE UNIVERSITY
3. BRYAN SOKOL AND ASHLEI PETERSON, ST. LOUIS UNIVERSITY
4. GUSTAVO CARLO, UNIVERSITY OF MISSOURI - COLUMBIA

**Abstract:** This symposium is organized in tribute to Larry Walker whose research inspired the exploration of mediating factors between moral cognition and behavior including motivation. Larry also understood that moral development took place in a social context that shaped development. In the first presentation, Bronk considers the importance of purpose as a motivator to moral actions. Sokol and Peterson extend the discussion on moral purpose by placing it in the context of studying the changing values and vocational choices among undergraduates as they engage in community projects. Finally, Carlo helps us to understand that moral development does not take place in isolation, but in a cultural context where caregivers play their role in the transmission of values that shape people's moral development trajectories.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SYMPOSIUM 24.      SATURDAY      10:00-11:15 AM      BALLROOM 3

PRINCIPLED INNOVATION IN THE SYSTEMS OF EDUCATOR AND LEADER PREPARATION  
CRISTY FILLOON: ORGANIZER

1. CRISTY FILLOON, ARIZONA STATE UNIVERSITY MARY LOU FULTON TEACHERS COLLEGE
2. NICOLE THOMPSON, ROBERT MORSE, ARIZONA STATE UNIVERSITY MARY LOU FULTON TEACHERS COLLEGE
3. SEAN M. LEAHY, JODIE DONNER, CRISTY FILLOON, ARIZONA STATE UNIVERSITY MARY LOU FULTON TEACHERS COLLEGE
4. CARL HERMANN, EOLINE CARY, ARIZONA STATE UNIVERSITY MARY LOU FULTON TEACHERS COLLEGE
5. TERESA FOULGER, ARIZONA STATE UNIVERSITY MARY LOU FULTON TEACHERS COLLEGE

Abstract: Principled Innovation (PI) is a moral and ethical framework that guides responses to complex issues in ways that are reflective, inclusive, and intentional by design. Principled Innovation is central to ASU's Mary Lou Fulton Teachers College and is infused into culture, curricular, co-curricular, and clinical experiences. This moral approach to innovation supports responsible, ethical, and anticipatory decision-making as we redesign our programs, and consider the introduction of emerging technology in various educational environments. We'll address the rise of social media and its effects on K-12 students and faculty and how the use of principled innovation supports creating conditions for constructive dialogue that contribute directly to moral and social-emotional development and a sense of connection and belonging within the learning community.

SATURDAY 11:15-11:30 AM      COFFEE AND TEA BREAK      4TH FLOOR FOYER



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SYMPOSIUM 25.

SATURDAY

11:30-12:45 PM

BALLROOM 1

## IMPORTANCE OF SOCIAL-EMOTIONAL LEARNING IN THE DIGITAL AGE

TIM MCGEER: ORGANIZER

1. TIM MCGEER, UNIVERSITY HILL SECONDARY SCHOOL, VANCOUVER, BC
2. ELIZABETH WATANABE, UNIVERSITY HILL SECONDARY SCHOOL
3. SALLY ELHENNAWY, VLADA KOZACHOK, CLAIRE CHOU, AND PATRICIA HO, UNIVERSITY HILL SECONDARY SCHOOL

**Abstract:** This symposium is designed around the need for student engagement in developing self-regulation and peer support within the new Social Emotional Curriculum in BC. It is based on a group of adolescents becoming thought changers within their school community, and the community at large, and their ability to effect positive change within their communities. By focusing on developing resiliency in the youth and by youth it is our belief that they will have a greater likelihood of thriving in life.

Saturday 12:45-1:45 pm Lunch (prepaid)

Ballroom 3

Saturday 12:45 -1:45 pm Race/Multiculturalism SIG Meeting

Ballroom 1

Saturday 12:45 -1:45 pm Peace SIG Meeting

Belltown

## SESSION 33

SATURDAY 2:00 PM-3:15PM

BELLTOWN

1. Does Media Use Impact Adolescents' Moral Development Over Time?  
Laura Padilla-Walker, Brigham Young University, and Madison Memmott-Elison, University of Missouri

**Abstract:** The current study explored how prosocial and aggressive media content and media time predicted initial levels and change in moral development (e.g., sympathy, moral values, prosocial behavior, aggression) over time after taking into account parenting and self-regulation. Participants included 500 adolescents ages 13-19 from the Northwestern United States (51% female, 67% European American). Preliminary results exploring sympathy found that change in sympathy over time varied as a function of adolescent sex, with girls reporting higher and increasing levels of sympathy while boys had somewhat lower and stable levels. Predictors also varied as a function of adolescent sex. Final analyses will include moral values and behaviors, and discussion will focus on the role of media on change in adolescents' moral development.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 33  
SATURDAY 2:00 PM-3:15PM  
BELLTOWN

## 2. Virtual Reality Realism and the Trolley Problem: Exploring Emotions, Decision Making, and Action

Leezel Zamidar, Lauren Hsu, Dawn E. Schrader, Andrea S. Won, Cornell University

**Abstract:** Two simulations of the classic Trolley Problem were created to examine decision-making in virtual reality (VR). One version featured realistic graphics, while the other was cartoonish. Participants' behavior was recorded, and a post-experiment survey investigated reasoning and choice justification. While the decision to act did not differ across treatments, our exploratory analysis of participant's tracked movement data and post-survey self-reflective responses suggest that the experience in choice selection and reflection, emotional engagement and distress, and the influence of prior ethics knowledge may have implications for future research in VR, social-moral psychology, and education.

## 3. Purpose Formation in Youth through Self-Directed Learning

Elyse Postlewaite and Kendall Cotton Bronk, Claremont Graduate University

**Abstract:** Purpose, which refers to a personally meaningful, long-term intention that is motivated by a desire to make a difference in the broader world, is a key component of character development in youth (Benson, 2006; Damon, Menon, and Bronk, 2003). In our research, self-directed learning has emerged as a key practice supporting purpose formation. Self-directed learning refers to an autonomous learning style that typically is used to describe a person who self-initiates, solves problems, develops new ideas, and self-monitors with minimal external guidance (Knowles, 1976). An exploration of the link between these two constructs is needed to inform theory and practice. This presentation will define youth purpose and self-directed learning and present literature that links the two.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 33  
SATURDAY 2:00 PM-3:15PM  
BELLTOWN

## 4. Purposefulness, Character, and Contesting Orientation Among Inter-collegiate Athletes

David Shields, St. Louis Community College

**Abstract:** This paper reports on an empirical study of predictors of purposefulness among U.S. intercollegiate athletes representing a diverse range of sports. Specifically, we examined purpose in relation to variables with significant character dimensions: two aspects of identity (moral and athletic), two contesting orientations (partnership and war), empathic concern, and fear of failure. Results indicated that purposefulness correlated positively with all variables except fear of failure, which correlated negatively. Hierarchical regression demonstrated that control variables (gender, age, sport area, and years competing) accounted for only one percent of the variance in purpose scores. The main study variables accounted for an additional 24% to the explained variance, with athletic identity and partnership contesting orientation contributing the most to the final model.

SESSION 34  
SATURDAY 2:00-3:15 PM  
PIONEER

## 1. How Competence Information Influences Moral Judgments: The Roles of Different Moral Behaviors

Mengchen Dong, Jan-Willem Van Prooijen, Paul A. M. Van Lange, Vrije Universiteit, Amsterdam

**Abstract:** Moral judgments play a crucial role in enforcing normative behaviors. Based on the Stereotype Content Model (Fiske, Cuddy, & Glick, 2007), which proposes competence and morality as two fundamental dimensions of social perception, we examined how competence information influences people's moral judgments (e.g., behavior appraisals, moral impressions, and intended punishment) of different moral actors. We found that people generated more lenient moral judgments of competent than incompetent transgressors, but not so when the transgressors were hypocritical (i.e., failing to practice what they preach). The distinctive effects of competence on hypocritical versus non-hypocritical behaviors manifested in both explicit and subtle information of competence (e.g., attires and facial appearances), and were more salient among Western than Eastern Asian (e.g., Chinese) populations.



# CONFERENCE SESSIONS

SESSION 34  
SATURDAY 2:00-3:15 PM  
PIONEER

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## 2. Does social participation affect value preference and moral competence of university students?

Veronica Saldaña and Emma del Pilar Palmer, Universidad de Monterrey

**Abstract:** This study explores the impact of social participation on moral competence and value preferences in Mexican university students. Higher scores were observed in moral competence levels among students who are part of social participation programs compared to those who do not take part in them (non-significant difference). A negative correlation was found between moral competence and self-management. Women tend to prefer social profile values, whereas men prefer individual values. The social participation elements that came up were part of enhanced moral competence levels, and the preferred social profile values were openness, empathy, and interpersonal skills.

## 3. Reframing Character in Community: Teacher Educators' Response to an Institutional Framework for Character Education

Julie Nagashima, North Central College, Jill Oliver, and Norman Paul Gibbs, Arizona State University

**Abstract:** In multicultural settings, efforts to introduce character education sometimes encounter resistance when character education is perceived to promote one culture's values over another's. In this focus group study with teacher education faculty in a public university, we sought to understand (1) how faculty responded to the university's recently-adopted institutional character education framework, and (2) how they perceived themselves to be engaged in aspects of character education. Though faculty members remained uncomfortable with the label of "character education," they understood themselves to be engaged in fostering some of the traits found in the college's framework. It is implied that character education initiatives may improve program uptake by allowing faculty to construct their own nomenclature for "character education."



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 35  
SATURDAY 2:00-3:15 PM  
FIRST HILL

## 1. Social Emotional Learning, Digital Citizenship and Academic Integrity in K-12 Schools

Autumn Ottenad, Seattle Pacific University

**Abstract:** As John Dewey stated, "in an ideal society, the school is the chief means of social reform. In the controlled social environment of the school, trained teachers could develop creative individuals who could work effectively to eliminate existing social evils and build a better society" (Dewey, J., 1897). Students now do not just stay within the bounds of the classroom or schoolyard they also go online. If the school is not one-to-one, it is behind the times and even with the internet firewalls students can access more materials and people than ever before from the comfort of the classroom. Students can now act anonymously and have a misguided belief that their digital footprint will not follow them throughout life.

## 2. Bullying and Prejudice: Peer Violence in Inclusive Schools

Sonia Maria P. Vidigal, Fernanda de Sousa e C N Pinto, and Carolina Cardoso Tiussi, Instituto Singularidades

**Abstract:** This study has investigated two types of violence between peers - bullying and prejudice - among 9th Grade students from public and private schools in São Paulo, relating their occurrence to the fact that the school is more or less inclusive. Through questionnaires applied to the students and interviews with some of their respective teachers and principals, it is possible to establish relations between these two aspects: the degree of inclusion of the school and the occurrence of bullying and prejudice within its environment. It can also be verified that the naming of these types of violence did not always correspond to the concept that it represents.

## 3. Teachers' Perceptions of Professional Ethics and Morality: A Case of Mongolia

Davaajav Purevjav, University of Szeged, Hungary

This paper discusses 3 questions from the same study where data were collected with an on-line questionnaire. Frustrating issues for teachers were mapped with an open-ended question, using content analysis. 43 items of morally questionable or illegal behaviors were identified and presented to the same participants. Their frequency of occurrence and their acceptability were rated on five-point Likert scales. The responses contained (N=338) ideas detailing frustrating professional issues. These formed 3 themes or issues of 3 levels: teacher (32.25%), school (24.56%) and system (41.72%). The means of occurrence and acceptance were consistently below the mid-point on Likert scales. Significant differences ( $p < .05$ ) were found by length of work experience. Results of an exploratory factor analysis of the closed items suggested a possible linguistic effect, rather than a conceptual one, in the grouping of participants' ratings.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SESSION 36 /SYMPOSIUM 26.

SATURDAY 2:00-3:15 PM

BALLROOM 1

EMERGING ADULTS' FAITH DEVELOPMENT IN THE COLLEGE YEARS  
AMIE SENLAND: ORGANIZER

1. AMIE SENLAND, TRINITY COLLEGE
  2. ELIZABETH C. VOZZOLA, UNIVERSITY OF SAINT JOSEPH
  3. KAYE COOK, GORDON COLLEGE
- CLARK POWER, UNIVERSITY OF NOTRE DAME: MODERATOR

**Abstract:** The symposium presents results of five studies of emerging adults' religious affiliations, religiosity, and spirituality from samples at five different institutions (three faith-based and two secular). Researchers used both interviews and a range of measures including ones based on the religious categories in the Pew Research Center's (2015) study of religion, Smith's (2009) conception of moral therapeutic deism, the Moralization of Everyday Life Scale, the Intrinsic Religiosity measure, and a measure of Kohlberg and Power's (1981) faith development stages. Results suggest the intersecting influences of campus culture and norms as well as students' self-selection of college settings. Large national studies may often miss these nuances.

SYMPOSIUM 27.

SATURDAY 2:00-3:15 PM

BALLROOM 2

MORAL IDENTITY: NEW INTEGRATIVE APPROACHES  
DANIEL LAPSLEY: ORGANIZER

1. DANIEL LAPSLEY, UNIVERSITY OF NOTRE DAME
2. TOBIAS KRETTENAUER, WILFRED LAURIER UNIVERSITY; JESS M. KINGSFORD AND DAVID J. HAWES, UNIVERSITY OF SYDNEY; MARC DE ROSNAY, UNIVERSITY OF WOLLONGONG
3. DANIEL HART, RUTGERS UNIVERSITY

**Abstract:** This symposium is organized in tribute to Larry J. Walker whose research on moral personality encouraged a vibrant integrative research agenda in moral psychology. Three new integrative perspectives are highlighted. Krettenauer explores the resources of Self-Determination Theory for understanding moral identity. Kingsford undermines the standard developmental model that asserts a link between the moral self in early childhood and moral identity in adolescence; and empirically documents a novel claim about the emergence of moral identity and moral shame in middle-childhood. Daniel Hart appeals to work on political identity to draw implications for moral psychology. All three perspectives stretch the boundary of discourse on extant approaches to moral identity and its role in motivating behavior and point to productive new lines of research.



# CONFERENCE SESSIONS

SESSION 37  
SATURDAY 3:30-4:45 PM  
BELLTOWN

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

## 1. Proud to be Different? Exemplary Educational Leaders Outside the Traditional Classroom

Heidi Giebel and Tonia S. Bock, University of St. Thomas

**Abstract:** We examined agency and communion and expressed ethical virtues in 17 winners of national-level awards for significant, voluntary, long-term community service; four of these winners were educators in community programs. We conducted individual life narrative interviews (McAdams, 2008) and coded interviews for agency and communion, justice, charity, perseverance, and humility. While we found themes of agency and communion, justice, charity and perseverance among all exemplars, a more surprising pattern emerged among our educators: lack of humility. Although most non-educator participants expressed humility, none of the educators did. In interpreting these results, we suggest that, although explicit disclosure of flaws may not always be appropriate, humility's secondary quality of acknowledging others' strengths, along with related virtues like truthfulness, are always virtuous.

## 2. Exemplarity as a moral and pedagogical border

Eric Ortega González, University of Barcelona

**Abstract:** Pedagogical exemplarity is one of the topics that awakes a major interest in education and moral psychology nowadays. Nevertheless, as some authors point out, we are far behind being able to know the implications that the notion of exemplarity has entailed. With the aim of deepening into them, and taking into account that a substantial part of actual pedagogy has an excess of speculation and a lack of formative will, we suggest a notion of exemplarity as a moral and pedagogical border. This proposal has the objective of pointing out the limits of any action or moral-pedagogical reflection. And, through them, suggest a methodological criterion of discursive order which returns the pedagogical discussion the formative will and sense of reality.

## 3. Superheroes, Society, and Social Studies?: Superhero Narratives and their Potential to Promote Socio-Moral Discourse

Justin Martin, Whitworth University

**Abstract:** The presentation seeks to add to the scholarship on superheroes and socio-moral development by arguing for areas by which these two areas of scholarship converge and ultimately provide implications for socio-moral discourse. First, superhero scholarship will be discussed, highlighting the socio-moral concepts prevalence in superhero narratives. Second, scholarship on the development of socio-moral concepts will be discussed, particularly with regards to its consistency with superhero scholarship. The presentation will conclude with potential implications for social studies educators, specifically with regards to the use of superhero narratives to engage youth in discussions about issues relevant to their social lives as well as to a democratic society.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

**SESSION 38**  
**SATURDAY 3:30 - 4:45PM**  
**PIONEER**

1. **The Democratic School Experiences Framework: A tool for the design and self-assessment of democratic experiences in formal education**  
Isolde de Groot, University of Humanistic Studies, Amsterdam, and Jane Lo, Florida State University

**Abstract:** Many existing (self) assessment frameworks of democratic education do not capture the interplay between participatory practices, related educational activities, and the types of aims pursued in education programs. To fill this void, we present a framework that captures the multiplicity of democratic education and participation in schools.

2. **Relational self-of-virtue: Growing in virtue together**  
Fernandez Gonzalez Manuel Joaquín, University of Latvia, Scientific Institute of Pedagogy; Kleio Akrivou, University of Reading, Henley Business School, UK

**Abstract:** The multiple ethical issues arising at school age in our digital era cannot be addressed effectively through atomized virtue education which focuses on different virtues successively. This paper builds on the concept of 'self-of-virtue' (the fundamental disposition to virtue growth: Fernandez Gonzalez, 2019), expanding it into a 'relational-self-of-virtue'. Within a realist Aristotelian paradigm, and based on L. Polo anthropology (Polo & Corazón, 2005) and on inter-processual self theory and practice (Akrivou, Oron, & Scalzo, 2018; Orón, 2016), this wisdom inquiry (Maxwell, 2009) includes an educational model for developing youngsters' 'relational-self-of-virtue' (a deep disposition to virtue growth in communities of virtue). This innovative approach would contribute to provide effective moral education in the digital world. [Project financed by ERDF grant No.1.1.1.2/VIAA/1/16/071].

**SESSION 39**  
**SATURDAY 3:30 - 4:45PM**  
**FIRST HILL**

1. **Helplessness and Helping: Infants' Helping in the First Year of Life**  
Stuart Hammond, University of Ottawa, and Victoria L. Edwards

**Abstract:** In the past 15 years, researchers have come to understand that toddlers are able to help others in the second and third year of life (e.g., Svetlova et al., 2010; Warneken & Tomasello, 2006). Recent work has started to look at infants' behavior even earlier, into the first year (e.g., Dahl, 2015) and even in the first eight months of life (e.g., Davidov et al., 2013; Hammond et al., 2017; Xu et al., 2016). The present paper will attempt to link infants' helping in the first three years of life into Piagetian and Kohlbergian theory, with a particular focus on developments in the first eight months of life, a period when infants are both helpless and begin to help others.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SATURDAY  
3:30 - 4:45PM  
FIRST HILL

## 2. Cell Phone Use and Early Precursors of Morality Nancy Nordmann, National Louis University

**Abstract:** This presentation reports on outcomes of caregiver cell phone use in the presence of children. Research on cell phone use originally focused on college age students and adolescents, followed by school age and preschool age children. More recently the development of neuroscience tools has permitted research directed to earlier phases of development that include infants and toddlers. This research addresses early precursors of morality and has led to an association found of high justice sensitivity parents' engagement with their children in support of these precursors. Alternatively, there is a negative effect on these precursors of "technofence" in family interaction. This research is particularly relevant given the high percentage of mobile device users and growing use within lower income families.

## 3. A comparative study of preschool education in Japan and Germany Takeo Yoshida, Wakana Kawakami, and Kei Miyamoto, University of Tsukuba

**Abstract:** The Japanese government says that in the AI era, people's basic skills such as basic academic, task setting, and communication abilities are even more questioned. In this study, we focus on preschool moral education in German "Berlin Education Program," and by clarifying its characteristics in comparison with Japanese preschool education, get suggestions on fostering human basic skills in the AI era. It is necessary for future preschool education to develop a program in which taught the basics of knowledge such as environment and technology, which are becoming more important in the AI era, in connection with morality, and fostered communication skills as a tool to demonstrate morality while developing the tolerance of cultural differences in the future global society.

## 4. Dilemmas and teachers' interventions in moral education in early childhood education in China Qiaohua Wang, and Yanfei Cao, Zhe Jiang Normal University

**Abstract:** According to the current research, a teacher plays an important role in the formation process of moral awareness and behavior in child's early age. The result differs when teachers take different actions to deal with child's immoral behavior. This research focuses on teachers' interventions in moral education in early childhood education in China, trying to find a way out of the ongoing dilemmas and improve child's moral awareness and behavior.



# CONFERENCE SESSIONS

PLEASE WEAR YOUR NAME BADGE AT ALL TIMES!

SATURDAY  
5:00 PM - 6:15PM  
BALLROOM

## AME Community Business Meeting All invited

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

Saturday 6:30-9:30 pm AME Executive Board Meeting Blue Mouse



**THANK YOU  
TO OUR SPONSORS**



**SEATTLE PACIFIC**  
UNIVERSITY

**JME**  
trust



**Taylor & Francis**  
Taylor & Francis Group



# LOCAL DINING INFORMATION

## Local Restaurants and Cafes:

### Breakfast:

- Frolik Kitchen and Cocktails (Inside the hotel): serves breakfast from 6:00 to 10:00 am on Mondays-Fridays; from 7:00 to 11:00 am on weekends.
- Multiple small cafes right across the street on the 1st floor of the CITY CENTRE: Starbucks; Toss'd; etc.
- At the corner is Specialty's Cafe and Bakery.
- Walk all the way through City Centre, go out, cross the street, and turn right to Loulay, 206-402-4588, 600 Union St. (Walking time is at most 4 minutes).

### Lunch and dinners:

If you would like to explore Seattle, and especially if you arrive before November 7 and leave after November 9, here is a link to multiple restaurants of different types, cost and cuisine. Just click on the link: [bit.ly/restaurants-near-motif](http://bit.ly/restaurants-near-motif)

### Lunch and dinner inside the hotel building or next door:

- Frolik Kitchen and Cocktails (inside the hotel). Reservations are recommended (206-971-8010).
- Elephant and Castle Pub and Restaurant (in the basement of Motif Hotel). Reservations are not required but recommended. Hours: Sunday - Thursday: 11:30 until midnight; Friday-Saturday: 11:00 - 2:00 am.
- Palomino Restaurant and bar inside City Centre, across the street; 3rd floor.
- Loulay Restaurant: 206-402-4588, 600 Union St. (at the corner of 6th Ave and Union, 3 minutes walk from Motif Hotel). Reservations recommended.



# LOCAL DINING INFORMATION

## Downtown dining within a walking distance from Motif:

- Thai Ginger: in Pacific Place (206-749-9100).
- Mexico: Cantina Y Veracruz Cooking: in Pacific Place (206-405-3400). Reservations recommended.
- Gordon Biersch: in Pacific Place (206-405-4205). Reservations available but not required.
- Cheesecake Factory: near the Convention Center (206-652-5400). Reservations accepted but not required.
- Cutters Crabhouse: in the Pike Place Market (206-448-4884). Reservations recommended.
- Anthony's Pier 66: Pier 66; 2201 Alaskan Way (206-448-6688). Reservations recommended.
- Ivar's Acres of Clams: Pier 54; 1001 Alaskan Way (206-624-6852).
- Dragonfish Asian Café: 722 Pine Street (206-467-7777). Reservations available but not required.
- Dahlia Lounge: 2001 4th Ave (206-682-4142). Reservations recommended.

## Queen Anne/Ballard/Fremont (require a bus or a taxi):

- Chinook's: in Fisherman's Terminal (206-283-4665). Reservations not available.
- Anthony's Homeport: in Ballard (206-783-0780). Reservations available.
- Pasta Bella: in Ballard (206-789-4933). Reservations available but not required.
- Wild Mountain Café: in Ballard (206-297-9453). Reservations available but not required.
- Ray's Boathouse (cafe and restaurant): in Ballard (206-789-3770). Reservations recommended.



# LOCAL TRANSPORTATION

Local Transportation: SEA-Tac Airport to Motif Hotel  
 The fastest is to take a taxi (about \$40-50.00) or Uber:



- 1 Arrival at SEATAC Airport  
 Pick up your luggage and proceed NORTH towards Baggage Claim #16



- 2 Take escalator UP to BRIDGE #5 or #6



- 3 Take the bridge across to FLOOR 4 and then DOWN to FLOOR 3

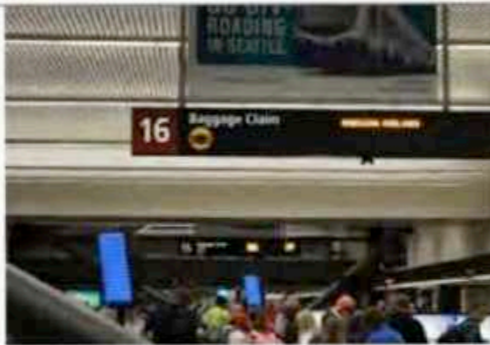





# LOCAL TRANSPORTATION

The cheapest but a little longer way (about 50 min.) is a train which goes straight to downtown, (buy your ticket at the ticket machine, \$3.00).



<p>1 Arrival at SEATAC Airport</p> <p>Pick up your luggage and proceed NORTH towards Baggage Claim #16</p>	
<p>2 Take escalator UP to BRIDGE #5 or #6</p>	

Your stop is WESTLAKE. Exit LEFT leaving the train. Look for the sign "5th Ave & Pine St. / Mezzanine."

Take the escalator UP and stay right, towards Nordstrom. Continue up and out of the tunnel emerging on Pine St.

Turn RIGHT towards 5th Ave. At 5th & Pine, turn LEFT, past the GAP store.

Continue along 5th Ave. Then CROSS OVER to the opposite side of the street.

Continue another half block and the Motif Hotel will be on your RIGHT SIDE in a 3-4 minutes walk.



# AME EXECUTIVE BOARD AND COMMITTEE MEMBERS

President Kaye Cook  
President-Elect Doret de Ruyter  
Secretary Amie Senland  
Treasurer Phyllis Curtis-Tweed  
Archivist John Snarey

## 2018-2021 ELECTED BOARD MEMBERS

Maria Rosa Buxarrais – Universidad de Barcelona, Barcelona, SPAIN  
Bruce Maxwell – University of Quebec Trois Rivières, Quebec, CANADA  
Larry Nucci – University of California, Berkeley, CA  
Olivia Williams – Grand Valley State University, Grand Rapids, MI

## 2017-2020 ELECTED BOARD MEMBERS

Silvia Diazgranados – International Rescue Committee, New York, NY  
Brandy Quinn – Texas Christian University, Fort Worth, TX  
Winston Thompson – University of New Hampshire, Durham, NC  
Wiel Veugelers – University of Humanistic Studies, Naarden, NETHERLANDS

## 2016-2019 ELECTED BOARD MEMBERS

David Aldridge – Oxford Brookes University, Oxford, UK  
Ulisses Araujo – University of São Paulo, BRAZIL  
Angela Bermudez – Deusto University, Bilbao, SPAIN  
Jenni Mariano – University of South Florida, Sarasota-Manatee, Sarasota, FL

## 2018-2019 PRESIDENTIAL APPOINTEES

Kim Stevens  
Chuanbao Tan

## COMMUNICATIONS COORDINATORS

Eric Marx – Stephens College, Columbia, MO, USA (website)  
Jason Stephens – University of Auckland, NEW ZEALAND (Forum editor)

## JOURNAL OF MORAL EDUCATION REPRESENTATIVES

Kaye Cook – Gordon College, Wenham, MA (AME to JME)  
Brian Gates – University of Cumbria, Carlisle, UK (JME to AME); coordinator,  
[moralcapital.info](http://moralcapital.info) website



# AME EXECUTIVE BOARD AND COMMITTEE MEMBERS

## 2018-2019 APPOINTED BOARD MEMBERS:

Chuanbao Tan – Beijing Normal University, Beijing, CHINA

## 2018-2019:

Kim Stevens – Harvard University, Cambridge, MA

## STANDING COMMITTEES

Nominations and Elections Committee

Jason Stephens, Chair – University of Auckland, NEW ZEALAND

## PUBLICITY/PUBLICATIONS COMMITTEE

Eric Marx, Chair

Kim Stevens, Social Media

Jason Stephens, Forum

Lawrence Blum, Op-Ed

Elly Vozzola, Op-Ed

Kaye Cook, AME website

## TRANSLATION:

Chi-Ming (Angela) Lee (Chinese)

Susana Frisancho (Spanish)

Tatyana Tsyrlina-Spady (Russian)

John Snarey, Archivist

## AD HOC COMMITTEES

Fundraising Committee

Ann Higgins-D'Alessandro, Chair

Ad Hoc Committee for Program Proposal

Kaye Cook, Chair

Jan Boom

Tobias Krettenauer

Larry Nucci

Dawn Schrader

Winston Thompson



# AME EXECUTIVE BOARD AND COMMITTEE MEMBERS

## AWARD COMMITTEES

### Kuhmerker Dissertation Award Committee:

Jan Boom, Chair, Philosophy and Psychology, Netherlands

Wolfgang Althof, USA, Education

John C. Gibbs, USA, Psychology and Philosophy

Tobias Krettenauer, Canada, Psychology

Li Maosen, China, Philosophy

Terry Lovat, Australia, Philosophy

Maria Judith Sucupira da Costa Lins, Brazil, Psychology

### Kuhmerker Career Award Committee:

John Snarey, Chair

John Gibbs

Ann Higgins D'Alessandro

Sharon Lamb

Wiel Veugelers

### Good Work Award Committee:

Elly Vozzola, Chair

Jay Brandenberger

Susana Frisancho

Andrew Garrod



# INDEX OF CONFERENCE PRESENTERS

LAST NAME	FIRST NAME	EMAIL	KEY: SESSION (SES) SYMPOSIUM (SYM) POSTER SESSION (PS)
ABUBAKER	YOUSSEF	C20YOUSESEF.ABUBAKER@USAFA.EDU	SES18.4
AFZALI	ANEELAH	ANEELAH.AFZALI@GMAIL.COM	SYM4
ALDRIDGE	DAVID	DAVID.ALDRIDGE@BRUNEL.AC.UK	SYM18
ALDRIDGE	DERRICK	DPA8W@VIRGINIA.EDU	SYM5
ALEMAN	CARLOS	ALEMANCJ@JMU.EDU	SYM10.1
ALMAS	ALISA	ALISA.ALMAS@UBC.CA	PS1.5; PS2.21
ANDREWS	KATHERINE	KATHERINE.ANDREWS@MAIL.MCGILL.CA	PS1.17
AQUINO	KARL	KARL.AQUINO@SAUDER.UBC.CA	SYM20
ARAKI	KAZUMOTO	KARAKI@FC.RITSUMEI.AC.JP	PS2.1
ARANTES	VALERIA	VARANTES@USP.BR	PS1.6; Ses30.2
ARAUJO	ULISSES	ULIARAU@USP.BR	Ses27.3
ARNOLD	SHARALLE	ARNOLDSH@GVSU.EDU	PS1.10
ASGARI	MAHBOUBEH	CISURVAN@UVIC.CA	Ses25.2
AVADHANAM	RAMYA	RAVADHANAM@EMAIL.WM.EDU	Ses4.4
AZEVEDO	MARIA	MAZEVEDO@UTAD.PT	Ses19.1
BAIER	GERRY	GERALD.BAIER@UBC.CA	SYM15
BAI	HEESON	HBAI@SFU.CA	Ses21.1; Ses31.2
BAKER	BRUCE	BAKERB@SPU.EDU	SYM1
BARROS	MARILIA	MARILIA.AMANDO@GMAIL.COM	PS1.6
BAN	JIANWU	BNUBJW@126.COM	Ses20.2
BANG	MEGAN	MEGAN.BANG@NORTHWESTERN.EDU	Ses14.1



# INDEX OF CONFERENCE PRESENTERS

BATAGLIA	PATRICIA	PATRICIAURBATAGLIA@GMAIL.COM	Ses6.4; PS2.14
BECKER	PETER	BECKERP@GUNNERY.ORG	Ses22.1
BEKTAS	BERIVAN	BERIVAN.BEKTAS@IEW.UNI-HANNOVER.DE	SYM7
BERKOWITZ	MARVIN	BERKOWITZM@UMSL.EDU	SYM11
BERNARDI	EMMA	BERNARDI.16@OSU.EDU	PS2.3
BERNT	FRANK	FBERNT@SIU.EDU	Ses32.1
BERRY	ALLENA	ALLENABERRY2021@U.NORTHWESTERN.EDU	Ses27.1
BIER	MELINDA	BIERM@UMSL.EDU	Ses6.1; SYM11
BINKS	EVE	BINKSE@HOPE.AC.UK	SYM22
BLAIR	XENA	XBLAIR@ANTIOCH.EDU	PS9.1; Ses31.4
BLUM	LAWRENCE	LAWRENCE.BLUM@UMB.EDU	SYM5; Ses12.1
BOCK	TONIA	TSBOCK@STTHOMAS.EDU	Ses37.1
BOOM	JAN	J.BOOM@UU.NL	Ses9.1
BOND	TAKARA	TAKARABOND@GMAIL.COM	SYM10; PS1.7
BONILLA	SARA	SARA.BONILLA001@UMB.EDU	Ses8.3
BOSACKI	SANDRA	SBOSACKI@BROCKU.CA	PS1.17
BRABO	TANIA	TAMB@TERRA.COM.BR	PS2.14
BRANTMEIER	EDWARD	BRANTMEI@JMU.EDU	SYM10.1
BRENNER	DAVID	DMBRENNER@AIANDFAITH.ORG	SYM4
BRUSCATO	WILGES	WILGES@BOL.COM.BR	Ses3.3
BURGUET	MARTA	MBURGUETARFEUS@UB.EDU	Ses19.1
BUXARRAIS	MARIA-ROSA	MRBUXARRAIS@UB.EDU	Ses19.1
CAETANO	LUCIANA MARIA	LMCAETANO@USP	Ses13.4; Ses31.3
CAMERON	CATHERINE ANN	ACAMERON@PSYCH.UBC.CE	PS 1.1; PS2.15; SYM15
CAMERON	MAXWELL	MAX.CAMERON@UBC.CA	SYM15
CAMPBELL	EMILY	EJCAMPBELL@BERKELEY.EDU	Ses13.2
CAO	YANFEI	CAOYF@ZJNU.CN	Ses23.1; Ses39.4
CARDOSO	BRUNA	RODRIGUESBRC@GMAIL.COM	PS2.18



# INDEX OF CONFERENCE PRESENTERS

CARLO	GUSTAVO	CARLOG@MISSOURI.EDU	SES17.3; SYM22-23
CARY	EOLINE	EOLINE.CARY@ASU.EDU	SYM24
CHAN	YUN-WEN	YWCHAN@TXSTATE.EDU	SES12.4
CHANG	DAVID	DCHANGH@SFU.CA	SES31.2
CHEN	YU-HUI	YUHUI176@GMAIL.COM	SES10.3
CHEN	YEN-HSIN	YEN-HSINCHEN@MY.UNT.EDU	SES24.3
CHINNERY	ANN	ANN.CHINNERY@SFU.CA	SES4.3
CHOI	YE EUN	YCHOI28@CRIMSON.UA.EDU	SES5.2; SES25.1; PS2.9
CHRISTIANSON	FRANKIE	FRANKIEQC7@GMAIL.COM	SES13.3
COHEN	AVRAHAM	DR.AVRAHAMCOHEN@GMAIL.COM	SES21.1; SES28.2
COHEN	TAYA	TCOHEN@ANDREW.CMU.EDU	SYM20
COLBY	ANNE	ACOLBY1@STANFORD.EDU	SYM17.1
COMER	DEBRA	DEBRA.R.COMER@HOFSTRA.EDU	SES1.3; SES16.1
COMPSON	JANE	JCOMPSON@UW.EDU	SYM4
CONNING	ANDREW SCOTT	ANDREWSCOTTCONNING@GMAIL.COM	SYM3
CONROY	JAMES	JAMES.CONROY@GLASGOW.AC.UK	SES9.2; SYM18
COOK	KAYE	KAYE.COOK@GORDON.EDU	SYM26
COSTA CARDOSO	MARIA CLAUDIA	MARIACCHANTRE@YAHOO.COM.BR	SES29.4
COTTON BRONK	KENDALL	KCBRONK@CGU.EDU	SES18.3; SYM22-23 SES33.3
COVALESKIE	JOHN	JCOVALES@OU.EDU	SES28.3
CREANE	MICHAEL	MCREANE@BERKELEY.EDU	PS1.11
DA SILVA	CECILIA ONOHARA	CICIONOHARA@GMAIL.COM	SES13.4
DA SILVA BARROS	LUCIAN	LUCIAN.BARROS@HOTMAIL.COM	PS2.10
DA SILVA	MATHEUS ESTEVAO	MATHEUS.ESTEVAO2@HOTMAIL.COM	PS2.14
DAWSON	KELSIE	KJDAWSON1@CRIMSON.UA.EDU	SES5.2; SES25.1; PS2.9
DAVIS	ROBERT	ROBERT.DAVIS@GLASGOW.AC.UK	SES9.2
DE GROOT	ISOLDE	IDG@UVH.NL	SES24.1; SES38.1
DEL PILAR PALMER	EMMA	EMMA.PALMER@UDEM.EDU	SES34.2
DE RUYTER	DORÉ	D.DERUYTER@UVH.NL	SES5.1; SES19.2



# INDEX OF CONFERENCE PRESENTERS

DE MORAIS	ALESSANDRA	ALEMORAISSHIMIZU@GMAIL.COM	PS2.14
DE SOUZA	JACKELINE MARIA	JACKELINE.SOUZA1@GMAIL.COM	Ses13.4
DELGADO	ENRIQUE	GDELGADO@PUCP.EDU.PE	Ses26.3
DELL'AGLI	BETANIA ALVES VEIGA	BETANIAVEIGA@UOL.COM.BR	Ses31.3
DETWILER	HANNA	DETWILER.85@OSU.EDU	PS2.3
DEUTSCH	NANCY	NANCYD@VIRGINIA.EDU	SYM5
DONG	MENGCHEN	MENGCHENPSY@HOTMAIL.COM	Ses34.1
DONNER	JODIE	JODIE.DONNER@ASU.EDU	SYM24
DUARTE	PATRICK	PATRICKMDUARTE@GMAIL.COM	Ses27.3
DUNLOP	WILLIAM	WILLIAM.DUNLOP@UCR.EDU	SYM8
EDWARDS	VICTORIA	VEDWA104@UOTTAWA.CA	Ses39.1
ERDYNAST	ALBERT	AERDYNAST@ANTIOCH.EDU	PS1.9; Ses31.4
ELIBER VIERA	KENIA	KENIAELIBER@GMAIL.COM	Ses13.4; Ses31.3
ENRIGHT	ROBERT	RENRIGHT@WISC.EDU	Ses28.4; PS1.2; PS2.13
FAZAL	HINA	HINA.FAZAL@BZU.EDU.PK	Ses8.2
FAZAL	MONA	MONAFAZAL@GMAIL.COM	Ses8.2
FERGUSON	NEIL	FERGUSN@HOPE.AC.UK	Ses14.4
FIKRI	AHMED	AHMED.FIKRI@CPC.GOV.AE	Ses29.1
FILLOON	CRISTY	CRISTY.FILLOON@ASU.EDU	SYM24
FLANAGAN	CONSTANCE	CAFLANAGAN@WISC.EDU	Ses31.1
FONTAN DE BEDOUT	LAURA	LAURAFONTAN93@GMAIL.COM	Ses2.3
FOULGER	TERESA	TERESA.FOULGER@ASU.EDU	SYM24
FRISANCHO	SUSANA	SFRISAN@PUCP.EDU.PE	Ses16.3
FRITZBERG	GREG	GREGF@SPU.EDU	SYM16
FLUNK	CHRISTOPHER	CDF5HD@MAIL.UMSL.EDU	Ses6.1; SYM11
FUAAD	SOFIA	FUAADSOFIA@GMAIL.COM	Ses8.4
FUJISAWA	AYA	JTXBB306@YAHOO.CO.JP	PS1.16
GALLAY	ERIN	ERIN.GALLAY@GMAIL.COM	Ses31.1
GAMBARO	MARIA	MARIA.E.GAMBARO@GMAIL.COM	Ses28.4



# INDEX OF CONFERENCE PRESENTERS

GARCIA GUTIERREZ	JUAN	JUANGARCIA.EDU@GMAIL.COM	Ses32.2
GHOSH	DIPAYAN	DIPAYAN_GHOSH@HKS.HARVARD.EDU	KEYNOTE LECTURE 2
GIBBS	JOHN	GIBBS.1@OSU.EDU	PS1.19; SYM17.2; PS2.3
GIBBS	NORMAN PAUL	NPGIBBS@ASU.EDU	Ses34.3
GIEBEL	HEIDI	HMGIEBEL@STTHOMAS.EDU	Ses37.1
GIESEMANN	XIMENA	XIMENA.GIESEMANN@CGU.EDU	PS2.6
GILL	HARLEEN	HARLEEN74_@HOTMAIL.COM	PS1.1; PS2.15
GIPSON	BRAEDON	4028061@G.HIGHLINESCHOOLS.ORG	PS1.21
GLOVER	REBECCA	BECKY.GLOVER@UNT.EDU	SYM14
GOLDSTINE-COLE	KRISTA	KLG421@MAIL.HARVARD.EDU	Ses17.1
GORDON	KIM	GORDONK@HOPE.AC.UK	SYM22
GORDON	RACHEL	IAMRACHELGORDON@GMAIL.COM	Ses13.3; Ses32.3
GOMBERG	SAM	SHALOM51@AOL.COM	SYM19; Ses30.1
GRAVES	MARK	MGRAVES@ND.EDU	PS1.12; PS2.7
GULSEVEN	ZEHRA	GULSEVEN@UCI.EDU	Ses17.3
GUM	EMILY	GUME@GUNNERY.ORG	Ses22.1
HAILONG	ZHU	LONGHUA_88623@126.COM	PS2.12
HALL	RICHARD	RICHARD.HALL.1@VANDERBILT.EDU	PS2.16
HAMLIN	KILEY	KILEY.HAMLIN@PSYCH.UBC.CA	SYM2
HAMMOND	STUART	SHAMMOND@UOTTAWA.CA	Ses39.1
HAN	HYEMIN	HYEMIN.HAN@UJA.EDU	Ses5.2; SYM18; Ses25. PS2.9
HAN	SOOYEON	SUSEOKAC@DAUM.NET	Ses29.2
HARDY	SAM	SAM_HARDY@BYU.EDU	SYM8
HARRIS	JOHARI	JH9ZN@VIRGINIA.EDU	SYM5
HART	DANIEL	HART@CAMDEN.RUTGERS.EDU	SYM27
HASSAN UL	QASI ALI AB	ALI.HASSAN@SOCA.UOL.EDU.PK	Ses8.2
HELZER	ERIK	EHELZER1@JHU.EDU	SYM20
HERMANN	CARL	CARL.HERMANN@ASU.EDU	SYM24



# INDEX OF CONFERENCE PRESENTERS

HESS	MARY	MHESS@RELIGIOUSED.ORG	Ses20.3
HIGGINS-D'ALESSANDRO	ANN	AHIGGINS@FORDHAM.EDU	Sym6; Sym17
HSU	LAUREN	LCH89@CORNELL.EDU	Ses33.2
HU	CHRISTINE	CHRISTINEJOYHU@CSUS.EDU	Ses29.3
HUSTON	DAVID	DAVID.D.HUSTON@GMAIL.COM	Ses18.4
HYLEN	MICHAEL	MICHAEL.HYLEN@LSUS.EDU	Sym11
ILTEN-GEE	ROBYN	ROBYNGEE@BERKELEY.EDU	Sym5
ISON	JULIANA	JISON1@ND.EDU	PS1.3
IYER	ARJUN	AIYER1217@UFL.EDU	Ses8.4; Ps2.4
JASNY	ENRICO	ENRICO.JASNY@WEB.DE	Ses4.1
JI	RYAN	RYANJI329@GMAIL.COM	PS1.5
JOAQUIN MANUEL	FERNANDEZ GONZALEZ	MANUELS.FERNANDEZS@LU.LV	Ses32.4; Ses38.2
JUNG	SOON-WON	SOON-WON.JUNG@IEW.UNI-HANNOVER.DE	Sym7
KAWAKAMI	WAKANA	ART.WKN@GMAIL.COM	Ses39.3
KAYAUGLU	TURAN	TURAN@UW.EDU	Sym4
KELLEY	KATHERYN	KKELLEY5@ND.EDU	Sym8
KIM	EUNYE	CLXK0206@NAVER.COM	Ses29.2
KIM	JICHAN	JJKIM5@LIBERTY.EDU	PS2.11
KINGORI	PETER	PEKINGORI@GMAIL.COM	Ses26.1
KINGSFORD	JESS	JESSICAMKINGSFORD@GMAIL.COM	Sym27
KITIL	JENNIFER	MIKITIL@GMAIL.COM	Sym2; PS1.18
IMENKO	MARINA	MKLIMENKO@UFL.EDU	Ses8.4; PS1.20
KOMOSKI	MARY CATE	KOMOSKI@WISC.EDU	Ses28.4
KOPP	BIRGITTA	BIRGITTA.KOPP@PSY.LMU.DE	Ses4.1
KRETTENAUER	TOBIAS	TKRETTENAUER@WLU.CA	Ses24.4; PS2.21; Sym27
KUNDA	MAITHILEE	MKUNDA@VANDERBILT.EDU	Ses25.4
KURTH	ANGELA	AKURTH@ND.EDU	Sym2; PS1.3
KUYEL	NILAY	NILAYKUYEL@GMAIL.COM	Ses26.2
LAMB	SHARON	SHARON.LAMB@UMB.EDU	Ses8.3



# INDEX OF CONFERENCE PRESENTERS

LAPSLEY	DANIEL	DLAPSLE1@ND.EDU	SYM8; SYM20; SYM27
LARICCIA	LILIANA	LILIANA.LARICCIA@MAIL.MCGILL.CA	PS1.17
LAWLOR	MOLLY	NORTHSHOREMOLLY@GMAIL.COM	SYM2
LEAHY	SEAN	SEAN.M.LEAHY@ASU.EDU	SYM24
LEDUC	KARISSA	KARISSA.LEDUC@MAIL.MCGILL.CA	Ses6.2; PS1.8
LEE	YEN-YI	AUSTEN0329@YAHOO.COM.TW	PS1.14
LEE	DASOM	LEE.7300@OSU.EDU	PS1.19
LEE	ANGELA CHI-MING	Y11023@GAPPS.NTNU.EDU.TW	Ses12.2
LEEDS	JEREMY	LEEDSI@HORACEMANN.ORG	Ses27.4
LEFEBVRE	JEAN PAUL	LEFE1040@MYLAURIER.CA	PS2.20
LEFFEL	G. MICHAEL	MICHAELLEFFEL@POINTLOMA.EDU	Ses17.1
LEUNG	CHEUK-HANG	CHLEUNG@CUHK.EDU.HK	Ses2.4
LERNER	RICHARD	RICHARD.LERNER@TUFTS.EDU	Ses10.4
LEYGRAAF	MONIQUE	LEFE1040@MYLAURIER.CA	Ses24.
LIEN	CHI-SHUN	CSLIEN@CCU.EDU.TW	Ses24.3
LI	YINGXI	LIYINGXI1230@GMAIL.COM	PS1.1
LIND	GEORG	GEORG.LIND@UNI-KONSTANZ.DE	Ses7.1
LIN	KE	LINKE0058@163.COM	Ses2.2
LISTON	MARK	MARK@LISTONGROUP.ORG	Ses26.1
LIU	JIANJIN	LIUJIANJINLIJ@126.COM	Ses2.1
LLANTERO	CHRISTIAN	CLLANTER@ND.EDU	PS2.7
LO	JANE	JLO@FSU.EDU	Ses38.1
LOCQUIAO	JED	JEDLOCQUIAO@NEVADA.UNR.EDU	Ses20.4
MADIGAN	SHERI	SHERI.MADIGAN@UCALGARY.CA	SYM10
MANDL	HEINZ	HEINZ.MANDL@PSY.LMU.DE	Ses4.1
MAFRA RIBIERO	ALESSANDRA	ALE.MAFRARIBEIRO@GMAIL.COM	PS1.1; PS2.15; SYM 15
MAGHSOUDI	ROSE	ROSEMAGHSOUDI@GMAIL.COM	PS1.13
MAHIRI	JABARI	JMAHIRI@BERKELEY.EDU	KEYNOTE 1
MAIYA	SAHITYA	SMQ23@MAIL.MISSOURI.EDU	Ses17.3
MALONEY	JACQUELINE	GENERATIONYOGA@GMAIL.COM	SYM2



# INDEX OF CONFERENCE PRESENTERS

MANDURAH	NAHLAH	MANDURAH@WISC.EDU	PS1.2
MANGAN	SUSAN	SUSAN.A.MANGAN@GMAIL.COM	Ses18.3
MARIANO DE CAMPOS	JESSICA		Ses29.4
MARKULY	MARK	MARKULYM@SEATTLEU.EDU	SYM4
MARTIN	JUSTIN	JMARTIN@WHITWORTH.EDU	Ses37.3
MATOVINOVIC	DONNA	DONNA.MATOVINOVIC@ACT.ORG	Ses29.1
MATSUBA	KYLE	KYLE.MATSUBA@KPU.CA	SYM22-23
MATSUO	NAOHIRO	NMATSUO@U-GAKUGEI.AC.JP	PS2.2
MATTHEWS	JESS	MATTHEWSJ@GUNNERY.ORG	Ses22.1
McAULEY	JAMES W	J.W.MCAULEY@HUD.AC.UK	SYM22
McDAID-MORGAN	NIKKI	NIKKIMCM@U.NORTHWESTERN.EDU	Ses14.4
McENERNEY	KELLY	KMCENERN@EMPORIA.EDU	Ses1.2
McGINLEY	MALLAIGH	MALLAIGH.MCGINLEY001@UMB.EDU	Ses8.3
McGEER	TIMOTHY	TMCGEER@VSB.BC.CA	SYM25
MENDONCA	SARA	SAMENDON@UNCG.EDU	PS1.4
McKENNA	MARIA	MMCKENN9@ND.EDU	SYM10.1
McKAY	SPENCER	SPENCERMCKAY1@GMAIL.COM	SYM15
MELO	MARCIA H. S	MARCIAHMELO@GMAIL.COM	PS2.15
MEMMOTT-ELISON	MADISON	MADIMEMMOTT@GMAIL.COM	Ses33.1
MERRYMAN	MAUREEN	MMERRYMAN@ANTIOCH.EDU	PS1.9; Ses31.4
MIDGETTE	ALLEGRA	AMIDGETT@BERKELEY.EDU	Ses2.1; PS2.5
MIRANDA-RODRIGUEZ	RUBÉN ANDRÉS	R.ANDRESMIRANDA.R@GMAIL.COM	PS1.15
MITCHELL	MARY	MARY.MITCHELL@UNT.EDU	SYM14
MITCHINSON	SARAH	MITC0720@MYLAURIER.CA	Ses22.4
MIYAMOTO	KEI	YMIYAK2351@YAHOO.CO.JP	Ses20.1; Ses39.3
MONNERAT	REBECCA	REBECCA.MONNERAT@UBC.CA	SYM15
MORAN	SEANA	SEANAMORAN23@GMAIL.COM	SYM21
MORI	CAMILLE	CMMORI@UCALGARY.CA	SYM10
MORSE	ROBERT	ROBERT.MORSE@ASU.EDU	SYM24
MORTARI	LUIGINA	LUIGINA.MORTARI@UNIVR.IT	SYM13; PS2.17
MUELLER	MELISSA	MBMUELLE@UCALGARY.CA	SYM10



# INDEX OF CONFERENCE PRESENTERS

MUIR	KATHRYN	KATHRYNMUIR@UFL.EDU	Ses8.4
MURRAY	ELISE	ELISE.MURRAY@TUFTS.EDU	Ses10.4
NAGASHIMA	JULIE	JULIE.NAGASHIMA@GMAIL.COM	Ses34.3
NARVAEZ	DARCIA	DNARVAEZ@ND.EDU	SYM2; PS1.3; PS1.12; SYM18; PS2.7; PS2.22
NAVARRO	JESSICA	JLNAVARR@UNCG.EDU	PS2.19
NAVARRO	KEVIN	KEVIN.NAVARRO@THEGMS.ORG	PS1.4
NORDMANN	NANCY	NNORDMANN@NL.EDU	Ses39.2
NUCCI	LARRY	NUCCI@BERKELEY.EDU	SYM5; SYM6; SES26.2; SYM20; PS2.5
NZINGA	KALONJI	KALONJI@U.NORTHWESTERN.EDU	Ses13.1; Ses27.1
O'BRIEN	CAITLIN	OBRIENCAITY3@GMAIL.COM	SYM2; PS1.18
OLIVER	JILL	JOLIVER@ASU.EDU	Ses34.3
OK	EKIN	EKIN.OK@SAUDER.UBC.CA	SYM20
OPAZO CARVAJAL	HECTOR	HOPAZO@UCSH.CL	SYM21
O'REILLY	DEBORAH	OREILLYD@UMSL.EDU	Ses6.1
ORTEGA	ERIC	ERICORGON@GMAIL.COM	Ses37.2
OSER	FRITZ	FRITZ.OSER@UNIFR.CH	SYM6; SYM17
OTTENAD	AUTUMN	AOTTENAD@TURNITIN.COM	Ses35.1
PADILLA-WALKER	LAURA	LAURA_WALKER@BYU.EDU	Ses33.1
PAESZLER	ANNE-CATHRIN	ANNE-CATHRIN.PAESSLER@UNI-LEIPZIG.DE	Ses3.4
PARENT	NATASHA	NATASHAPARENT@GMAIL.COM	SYM10; PS1.7
PARK	YONGHAN	YPARK@CNU.AC.KR	Ses29.2
PAULUS	MICHAEL	PAULUSM@SPU.EDU	Ses3.1; SYM16
PEREZ-MANJARREZ	EVERARDO	EVP490@MAIL.HARVARD.EDU	Ses23.2
PETERSON	ANDREW	A.PETERSON@BHAM.AC.UK	Ses12.3
PETERSON	ASHLEI	ASHLEI.PETERSON@SLU.EDU	SYM22-23



# INDEX OF CONFERENCE PRESENTERS

PICA-SMITH	CINZIA	CPICASMITH@ASSUMPTION.EDU	SYM15
PIGNATO	LAURA	LAPIGNATO@EMAIL.WM.EDU	SES4.4
PINHEIRO	VIVIANE	VIPINHEIRO@USP.BR	SES30.2
PINO	LAUREN	PINO.15@OSU.EDU	PS2.3
PINTO	FERNANDA S.C.N	FERNANDASCNP@GMAIL.COM	SES35.2
PERINI	TALITA	TALITAP.PERINI@GMAIL.COM	PS2.18
POSTLEWAITE	ELYSE	ELYSE.POSTLEWAITE@CGU.EDU	SES33.3
POWER	CLARK	FPOWER@ND.EDU	SES10.2; SYM17.4; SYM26
POWERS	DEBORAH	POWERSDW@BERKELEY.EDU	PS2.5
PUKA	BILL	BILLPUKA@GMAIL.COM	SYM9
PUREVIJAV	DAVAAJAV	P_DAVAAJAV@YAHOO.COM	SES35.3
PYKETT	ALISA	ALISA.PYKETT@GMAIL.COM	SES31.1
QIU	LIN	QL820314@SDU.EDU.CN	SES23.4
RASHEDI	ROXANNE	ROXANNE.RASHEDI@VANDERBILT.EDU	SES25.4; SES29.3
RAMIREZ	CHENDA	CHENDA.RAMIREZ@GMAIL.COM	SYM21
RESENDE	MONIQUE MAIQUES	MONIQUEMAIQUES@YAHOO.COM.BR	PS2.18
RICE	REBEKAH	RICER@SPU.EDU	SYM4
RICHARDSON	MICHAEL	MICHAEL_RICHARDSON@BYU.EDU	SES13.3; SES32.3
RICHARDSON	MARIANNA	MARIANNARI@HOTMAIL.COM	SES21.2
ROCHESTER	DAVID	C20DAVID.ROCHESTER@USAFA.EDU	SES18.4
RODRIGUES	LEANDRO	LEANDROJR@IG.COM.BR	SES3.3
RODRIGUES	SOPHIA	SOPHIABRUSCATO@GMAIL.COM	SES3.3
RODRIGUES-GOMES	DEBORA	DEBORAMSR@GMAIL.COM	SES29.4; PS2.18
ROISEN	JESSICA	ROISENJESSICA@SAU.EDU	SES18.1
ROSEN	DIANE	DIANEROSEN105@GMAIL.COM	SES22.3
ROWSE	DAVID WILLIAM	DAVIDWROWSE@BTINTERNET.COM	SES8.1
RUIZ CORBELLA	MARTA	MRUIZ@EDU.UNED.ES	SES32.2



# INDEX OF CONFERENCE PRESENTERS

SACHNOFF	MARC	MISACHNOFF@GMAIL.COM	SYM4
SALDANA	VERONIA	VERONICA.SALDANA@UDEM.EDU.MX	Ses34.2
SAMBASIVAM	SELVATHI	SELVATHI_SAMBASIVAM@MOE.GOV.SG	Ses14.3
SAMTANI	SATABDI	SAMTANIS@UMSL.EDU	Ses6.1; Sym11
SANDERSE	WOUTER	W.SANDERSE@FONTYS.NL	Ses19.2
SAUVE	JULIE	JULIESAUVE@GMAIL.COM	SYM2; PS1.18
SAWHNEY	VRINDA	SAWHNEY.20@OSU.EDU	PS2.3
SCHONERT-REICHL	KIMBERLY	KIMBERLY.SCHONERT-REICHL@UBC.CA	WELCOME FROM CONFERENCE CHAIRS SYM2; PS1.18; Ses25.2
SCHRADER	DAWN	DAWN.SCHRADER@CORNELL.EDU	WELCOME FROM CONFERENCE CHAIRS Ses33.2
SCHWARTZ	KELLY	KDSCHWAR@UCALGARY.CA	SYM10
SCHWARTZ	MICHAEL	MICHAEL.SCHWARTZ@RMIT.EDU.AU	Ses1.3; 16.1
SCOTT	CHARLES	CHARLESS@SFU.CA	Ses21.1; Ses31.2
SELMAN	ROBERT	ROBERT_SELMAN@GSE.HARVARD.EDU	Ses17.4
SENLAND	AMIE	AMIE.SENLAND@TRINCOLL.EDU	SYM26
SEROCZYNSKI	ALESHA	ASEROCZYNSKI@HCC-ND.EDU	SYM10.1
SHAPKA	JENNIFER	JENNIFER.SHAPKA@UBC.CA	SYM10; PS1.7; KEYNOTE LECTURE 3
SHERBLOM	STEPHEN	SSHERBLOM@LINDENWOOD.EDU	Ses5.3
SHI	YINING	SHIYINING@RDFZ.CN	Ses.2.2
SHI	XIAOYI	154322468@QQ.COM	Ses2.2
SHIELDS	DAVID	DSHIELDS32@STLCC.EDU	Ses33.4
SILVA	ROBERTA	ROBERTA.SILVA@UNIVR.IT	PS2.17
SILVERMAN	MARC	MARC.SILVERMAN@MAIL.HUJI.AC.IL	SYM9.2; Ses22.2
SMERECNIK	CHRIS	C.SMERECNIK@FONTYS.NL	Ses19.2
SMITH	SHAINA	SHAINAOLSEN@FULLER.EDU	PS1.12; PS2.7
SOKOL	BRYAN	BRYAN.SOKOL@SLU.EDU	SYM22-23
SONG	JACQUELINE	JAC.QSONG@GMAIL.COM	Ses28.4



# INDEX OF CONFERENCE PRESENTERS

SONG	MENGJIAO	MSONG54@WISC.EDU	Ses28.4
SOUZA	CAMILA	CAMILAWHO@GMAIL.COM	Ses16.2
STEVENS	KIM	KAS656@MAIL.HARVARD.EDU	Ses18.2
STERLING	EBONI	STERLINGEL@UMSL.EDU	SYM11
STOKOVAC	GIOIA	GIOIA.STOKOVAC@UBC.CA	PS1.5; PS2.21
STRASBURGER	VICTOR C	VSTRASBURGER@SALUD.UNM.EDU	SYM10
SUCUPIRA LINS	MARIA	MARIASUCUPIRALINS@TERRA.COM.BR	PS2.18; Ses29.4
SURDEL	NICHOLAS	N.A.SURDEL@GMAIL.COM	Ses8.4
TALWAR	VICTORIA	VICTORIA.TALWAR@MCGILL.CA	Ses6.2; PS1.8; PS1.17
TARDELI	DENISE D'AURIA	DENISETARDELI@GMAIL.COM	PS2.10
TARSHA	MARY	MTARSHA@ND.EDU	PS1.3; PS2.22
TEMPLE	JEFF	JETEMPLE@UTMB.EDU	SYM10
THOMPSON	LARONDA	TLA@GSE.UPENN.EDU	PS2.8
THOMPSON	NICOLE	NLTHOMPSON@ASU.EDU	SYM24
THOMPSON	WINSTON	THOMPSON.3588@OSU.EDU	SYM5
THOMPSON-BLACK	LINDA	LINDA.THOMPSON-BLACK@UNCF.ORG	PS1.21
TIUSSI	CAROLINA CARDOSO	CAROLTIUSSI@YAHOO.COM.BR	Ses35.2
TO	TAM MINH	MINHTAM2000@GMAIL.COM	PS1.13
TORRES	ERIC	ETORRES@G.HARVARD.EDU	Ses10.1
TSYRLINA-SPADY	TATYANA	TSYRLINASPAT@SPU.EDU	WELCOME FROM CONFERENCE CHAIRS
TUDGE	JONATHAN	JRTUDGE@UNCG.EDU	PS1.4
UBBIALI	MARCO	MARCO.UBBIALI@UNIVR.IT	SYM13
USTRELL	JOSEP	JMUSTRELL@UB.EDU	Ses19.1
VACHKOVA	SVETLANA	SVACHKOVA@GMAIL.COM	Ses3.2



# INDEX OF CONFERENCE PRESENTERS

VALBUSA	FEDERICA	FEDERICA.VALBUSA@UNIVR.IT	SYM13
VAN HOVER	STEPHANIE	SDV2W@VIRGINIA.EDU	SYM5
VAN LANGE	PAUL A.M	P.A.M.VAN.LANGE@VU.NL	SES4.1
VAN PROOIJEN	JAN-WILLEM	J.W.VAN.PROOIJEN@VU.NL	SES4.1
VAN STEKELENBURG	LIEKE	L.VANSTEKELBURG@FONTYS.NL	SES19.2
VANNINI	LARA	LARA.VANNINI@UNIVR.IT	SYM13
VERDIN	AZUCENA	SUZIE.VERDIN@GMAIL.COM	SYM14
VIDIGAL	SONIA MARIA	SMPVIDI@GMAIL.COM	SES16.2; SES35.2
VIEIRA	KENIA	KENIAELIBER@GMAIL.COM	SES13.4; SES31.3
VOSSOUGH	SHIRIN	SHIRIN.VOSSOUGH@NORTHWESTERN.EDU	SES27.1
VOZZOLA	ELIZABETH	EVOZZOLA@USJ.EDU	SYM26
WAJANAKUNAKORN	MIL	TWJANAKUNAKORN@UCDAVIS.EDU	SES29.3
WANG	QIAOHUA	147387719@QQ.COM	SES23.1; SES39.4
WALKER	DAVID	DIWALKER@UA.EDU	SES21.3
WALKER	LAWRENCE	LWALKER@PSYCH.UBC.CA	KOHLBERG MEMORIAL LECTURE; SYM17.3
WARDLE	GEORGINA	GEORGINA.WARDLE@GLASGOW.AC.UK	SES17.2
WATANABE	ELIZABETH	EWATANABE@VSB.BC.CA	SYM25
WATTS	PAUL	P.M.WATTS@BHAM.AC.UK	SES24.2
WEBER	BARBARA	BARBARA.WEBER@UBC.CA	SES25.2
WHITEHEAD ARRUDA	JENNA	JENNA.WHITEHEAD@ALUMNI.UBC.CA	SYM2; PS1.18; SES25.2
WICKS	DAVID	DWICKS@SPU.EDU	SES3.1; SYM16
WIEHE	ELSA	ELSAWIEHE@GMAIL.COM	SYM15
WILLAN	VALERIE	VDATTEWE@UCALGARY.CA	SYM10
WILLIAMS	OLIVIA	WILLIAOL@GVSU.EDU	PS1.10
WILLIAMS	SHERRY	SHERRY.WILLIAMS@SWEDISH.ORG	PS1.21
WOLLNER	BROOKE	BLWOLLNER@WISC.EDU	SES28.4



# INDEX OF CONFERENCE PRESENTERS

WON	ANDREA	A.S.WON@CORNELL.EDU	SES33.2
WU	MEIYAO	MUSINWU@GMAIL.COM	SES28.1
XAVIER	AMANDA	AREZENDEXAVIER@HOTMAIL.COM	SES3.3
XIANGYUAN	KONG	KONGXIANGYUAN320@126.COM	SES19.3
XIONG	JUAN	XIONGJUAN96@SINA.COM	SES19.4
YAO	ZHUOJUN	ZYAO37@WISC.EDU	PS2.13
YOSHIDA	TAKEO	JOSCHIDA45@YAHOO.CO.JP	SES39.3
YU	LIFAN	LYU62@WISC.EDU	SES28.4
YU	MANSOO	YUMA@MISSOURI.EDU	SES17.3
YU	TIANLONG	TYU@SIUE.EDU	SES23.3
ZAFANI	GELCI	GELCISZAFANI@GMAIL.COM	SES6.4
ZAMIDAR	LEEZEL	LZ283@CORNELL.EDU	SES33.2
ZHAO	XU	XU.ZHAO@UCALGARY.CA	SES17.4
ZHUANG	TENGTENG	TENGTENG_ZHUANG@LINK.CUHK.EDU.HK	SES19.3
ZIMMERMAN	HARRY	HZATTORNEY@GMAIL.COM	SYM10
ZIZEK	BORIS	BORIS.ZIZEK@IEW.UNI-HANNOVER.DE	SES6.3; SYM7
ZIZEK	LALENIA	ZIZEK@FH-POTSDAM.DE	SYM7
ZHOU	YI	ZHOUYI54@BERKELEY.EDU	SES1.1





# 46TH AME ANNUAL CONFERENCE

OCTOBER 28-31, 2020

OTTAWA, CANADA

**ORGANIZERS:**

**TOBIAS KRETTENAUER & STUART HAMMOND**

e  
x

**MORALITY, ENVIRONMENTAL  
SUSTAINABILITY, AND EDUCATION**





# Conference Updates



## FACEBOOK

For more information and current updates on 45th Annual AME Conference 2019 Morality and Ethics for the Digital World click the icon



## INSTAGRAM

For more information and current updates on 45th Annual AME Conference 2019 Morality and Ethics for the Digital World click the icon



## GOOGLE DRIVE

For more information and current updates on 45th Annual AME Conference 2019 Morality and Ethics for the Digital World click the icon



## LINKEDIN

For more information and current updates on 45th Annual AME Conference 2019 Morality and Ethics for the Digital World click the icon

# CONTACT US

Kaye Cook,  
AME President

[amenetwork.org](http://amenetwork.org)





## Seattle, Washington, 2019

This Conference Program has been designed by Olga Yurkshat, [yurkshat@gmail.com](mailto:yurkshat@gmail.com)