

UNIVERSITÉ DU QUÉBEC À MONTRÉAL

24-26 OCTOBER 2013

39th Annual Meeting
of the
Association for Moral Education

**Multiculturalism
Interculturalism
and Education**

Pursuing the Common Good through
Dialogue and Recognition

www.amenetwork.org

independent thinking from polity

politybooks.com

Multiculturalism Second edition

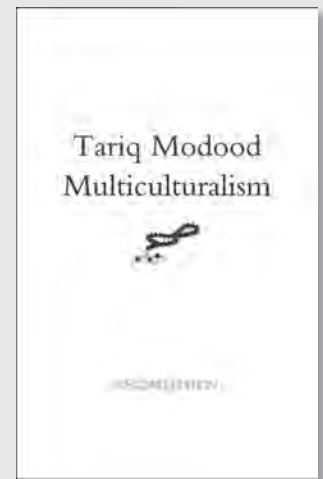
Tariq Modood
University of Bristol

"Rich, stimulating, and helpful in the sense that it allows the reader to understand the background of current political discussions about multiculturalism."

LSE Review of Books

"This important book is an authoritative and subtle analysis as well as a robust and well-argued defence of multiculturalism."

Lord Bhikhu Parekh, University of Westminster



Pb 978-0-7456-6287-9
£14.99 March 2013



available now from all good booksellers

What fosters individual and community wellbeing?

PATHWAYS TO CHILD FLOURISHING

September 27–30, 2014 • University of Notre Dame

Saturday, September 27
Nourishing Families and
Child Wellbeing

a day-long conference targeted
at parents and practitioners

Sunday–Tuesday September 28–30
Contexts for Development and
Child Flourishing

an interdisciplinary academic conference bringing
together neurobiology, developmental and clinical
psychology, anthropology, prevention, and education

For more information and call for
papers, see www3.nd.edu/~dnarvaez

 UNIVERSITY OF
NOTRE DAME
College of Arts and Letters

Ordered list of contents

- 2. President's welcome letter
- 3. AME mission statement
- 4. Executive list
- 6. This year's invited speakers
- 8. Awards and scholarship recipients for 2013
- 10. Programme at a glance
- 17. Pre-conference workshops
- 19. Thursday programme details
- 32. Friday detailed programme details
- 55. Saturday programme details
- 71. List of poster presentations
- 83. Personal acknowledgements
- 84. Institutional partners and sponsors
- 85. Index of presenters' names
- 87. Tourist maps
- 89. Conference site maps
- back cover** About AME 2014

PRESIDENT'S WELCOME LETTER



Dear Conference Attendees,

I am so pleased to be welcoming you to the 39th Conference of the Association for Moral Education (AME) in Montreal, a fantastic city near and dear to my heart and home. Montreal, so close to Vermont, has long been a not so secret get-away for me and my family. We love the Jean Talon and Atwater markets. We take visitors to the Botanical Gardens often, in all seasons, and I am thrilled to finally see the Lantern Festival. The restaurants are world class. And, lest I forget, Quebec is a bicultural/multicultural city perfect for this AME's theme. The province has also recently launched a multicultural ethics-oriented program in all schools that I am certain speakers will refer to throughout the conference.

Being able to welcome Tariq Modood as the Kohlberg Memorial Lecturer is a special thrill given his interesting and far-reaching work in the area of ethnicity and citizenship. I am also eager to meet once again Nancy Eisenberg whose work on empathy influenced my own first writing on the beginnings of morality in the second year of life. Finally, I am so looking forward to hearing the talk from the director of the International Bureau for Children's Rights, Nadja Pollaert, whose good work, I am sure, will resonate with so many of us who put moral education, psychology, and philosophy into service.

I would especially like to welcome the graduate students who have come from near and far to join us this year. Conferences are getting more and more expensive and I am delighted that AME can continue to support in small ways the travel and registration of some. We want you to make AME your home conference and hope you will reach out to long-time members and ask about the history of the association.

UQÀM (the University of Quebec at Montreal) is a marvelous university with fantastic rooms and resources and I thank them so much for their agreeing to host us this year. I want to also thank the University of Quebec at Trois-Rivières for all the assistance they have lent to AME and the AME-Montreal Chair, Bruce Maxwell. Bruce has worked long and hard to make this conference a success, seeking to meet the hopes and needs of a diverse membership through his selection of speakers and organization of the program. He has been a pleasure to work with and will be a lovely host for your experience in Montreal and at UQÀM. The AME is forever grateful for the service he has provided in arranging for all of us what looks to become one of our most stimulating and forward-thinking conferences yet. Thank you, Bruce.

I hope to be able to speak with as many of you as possible at this meeting some time, my final conference as President. Please attend the community building receptions, banquet, and Lantern Festival, as well as our all important community meeting.

Bon congrès!

Sharon Lamb, Ed.D. Professor, University of Massachusetts Boston

MISSION STATEMENT

The **Association for Moral Education** (AME) provides an international forum for the interdisciplinary study of the moral and ethical dimensions of human development and education. The Association is dedicated to fostering communication and cooperation among scholars and practitioners considering all aspects of moral learning, development and action across the life-span in multiple roles and contexts, including the school, family, workplace, congregation, and the larger society.

The Association emphasizes self-reflective educational practices that value the worth and dignity of people as moral agents and that require opportunities for ethical engagement and moral dialogue.

Scholars and practitioners from more than 35 countries around the globe meet at the Annual Meeting of the Association.

www.amenetwork.org

EXECUTIVE LIST

Officers

President

Sharon Lamb (University of Massachusetts Boston, U.S.A.)

President elect

Wolfgang Althof (University of Missouri St. Louis, U.S.A.)

Treasurer

Phyllis Curtis-Tweed (Oakland Community College, U.S.A.)

Secretary

Kaye Cook (Gordon College, U.S.A.)

Communications coordinator

Eric Marx (Australian Catholic University, Australia)

Journal of Moral Education Representative

Brian Gates (University of Cumbria, U.K.)

Conference chair 2013

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

Conference chair 2014

Peter Samuelson (Thrive Center for Human Development, U.S.A.)

Executive board members

Presidential appointees 2012-2013

Maosen Li (Renmin University of China, China)

Elly Vozzola (St. Joseph's University, U.S.A.)

Elected members 2013-2016

Ulisses Araujo (University of São Paulo, Brazil)

Angela Bermudez (Center for Applied Ethics, Deusto University, Spain)

Tobias Krettenauer (Wilfrid Laurier University, Canada)

Sharlene Swartz (Human Sciences Research Council, South Africa)

Elected members 2012-2015

Yen-Hsin Chen (Chinese Culture University, Taiwan)

Silvia Diazgranados Ferrans (Harvard University, U.S.A.)

Don Reed (Wittenberg University, U.S.A.)

Jenny Vaydich (Rhodes College, U.S.A.)

Elected members 2011-2014

Doret de Ruyter (Vrije Universiteit, Netherlands)

Victoria Foster (College of William & Mary, U.S.A.)

Nobumichi Iwasa (Reitaku University, Japan)

Jason Stephens (University of Connecticut, U.S.A.)

Elected members 2010-2013

Andrew Garrod (Dartmouth College, U.S.A.)

Jeremy Frimer (University of British Columbia, Canada)

Tobias Krettenauer (Wilfrid Laurier University, Canada)

Sharlene Swartz (Human Sciences Research Council, South Africa)

Award, prize and grant committee chairs

Kuhmerker dissertation award

Helen Haste (Harvard Graduate School of Education, U.S.A.)

Kuhmerker career award

Fritz Oser (University of Freiburg, Switzerland)

Good works award

Doret de Ruyter (Vrije Universiteit, Netherlands)

Taylor prize

Steve Thoma (University of Alabama, U.S.A.)

Gift-of-Time presenter grants

Phyllis Curtis-Tweed (Oakland Community College, U.S.A.)

THIS YEAR'S INVITED SPEAKERS

Kohlberg Memorial Lecture

Tariq Modood is the founding Director of the University Research Centre for the Study of Ethnicity and Citizenship at the University of Bristol in the United Kingdom. Co-founding editor of the international journal *Ethnicities*, his recent publications include *Multicultural Politics: Racism, Ethnicity and Muslims in Britain* (Edinburgh University Press, 2005), *Multiculturalism: A Civic Idea* (Polity, 2007), and *Still Not Easy Being British: Struggles for a Multicultural Citizenship* (Trentham Books, 2010). Through his regular contributions to media and policy debates in Britain and his service on several government commissions on ethnic and citizenship issues, Tariq Modood has demonstrated his commitment to public engagement.

Plenary address

Regents Professor of Psychology at the State University of Arizona, **Nancy Eisenberg** is a pioneer in the field of children's social and emotional development. Her research interests include moral and emotional development, altruism and empathy, socialization and cultural factors in emotion regulation and dysregulation, adjustment, social competence, and prosocial responding.

Parallel invited speakers

Nancy Bouchard, Ph.D., Professor at the Faculty of Humanities of the Université du Québec à Montréal, Founder and Director of the Research Group on Ethics and Education

Nancy Bouchard's research activities focus on the theory and practice of moral education, ethical issues in education, and substantive and procedural approaches to the ethics of communication. Her current research projects deal with the moral education curriculum in the educational systems in the countries of the Francophonie, north as well as south, and policy documents on moral education published by the International Organization of Francophone Countries (OIF), the Council of Europe and UNESCO. In the local Quebec context, she is interested in ethical questions in education, diversity, citizenship and education, and the Ethics and Religious Culture programme.

Ronald Morris, Associate Professor in the Department of Integrated Studies in Education at McGill University

Ronald Morris's teaching and research activities centre on philosophical and ethical issues/questions in education. His present work focuses on issues arising from Quebec's Ethics and Religious Culture programme, particularly the issue of teacher neutrality and the importance of substantive ethics in both teaching and learning.

Nadja Pollaert, Director of the International Bureau for Children's Rights (IBCR), Montreal

The IBCR is an international non-governmental organisation based in Montreal. It was founded in 1994 by the Quebec Youth Court Judge Andrée Ruffo and French doctor and politician Bernard Kouchner. The IBCR has had a special consultative statut with the Economic and Social Council of the United Nations since 2005. Its mission is to contribute to the promotion and respect of the Convention on the Rights of the Child, an international legal instrument adopted by the UN in 1989 ratified by 192 countries.

Victoria Talwar, Associate Professor in the Department of Educational and Counselling Psychology at McGill University

Victoria Talwar has been working in the area of developmental psychology for the last twelve years with an emphasis on social-cognitive development. Her research interests include children's verbal deception, children's moral development, theory-of-mind understanding and behaviour; children's expressive display rule knowledge and behaviour. In addition, she has investigated issues related to child witness testimony including child witness credibility and competence, lie detection and jury decision making. She is also interested in the influence of cross-cultural factors and attitudes to lying behaviour. Recently, her research interests include children's social interactions in cyberspace as well as the role of spirituality in children's social development.

Sharon Todd, Professor of Education at Stockholm University

Sharon Todd is a philosopher of education whose work on feminism and contemporary continental philosophy is known internationally. Her writings deal with the political and ethical aspects of education, issues of democracy and cosmopolitanism, images of femininity and masculinity in educational knowledge, cross cultural conflict, human rights, debates about Muslim dress in schools, and the idea of transformation within educational thought. Informing this body of work is an engagement with philosophers such as Emmanuel Levinas, Luce Irigaray, Hannah Arendt, Jacques Derrida, Adriana Cavarero, Chantal Mouffe and Julia Kristeva and their readings of classical philosophical texts.

AWARDS AND GRANT RECIPIENTS FOR 2013

The winners of the **Kuhmerker Career Award** and the **Good Work Award** will be announced at the Routledge Reception, Friday 25 October from 18h00.

Kuhmerker Dissertation Award



The winner of the Kuhmerker Dissertation Award for 2013 is **Matthew J. Hayden** for his thesis presented at Columbia University, New York entitled

Cosmopolitan education and moral education: Forging moral beings under conditions of global uncertainty

Abstract: Cosmopolitan education can help students acquire a disposition that both promotes active and flexible engagement in moral inquiry, and embraces plurality and diversity by recognizing the positive contribution that others can make in one's life. Shared humanity emerges as a collective possession of what Arendt calls 'the human condition,' which is essentially a collection of the human conditions of plurality, natality, action, and one that I add, the condition of uncertainty. Through a cosmopolitan lens, these conditions frame the way political processes can be utilized in an education in morality to encourage the development of a disposition that I call "moral agonism", which equips students to inquire into and participate in the development of morality in the face of constantly evolving and uncertain conditions in the world.

Matthew Hayden is now Assistant Professor in the School of Education at Drake University, U.S.A.

Gift-of-Time travel grant recipients

Anna Carolina Ayres Pereira Barbosa (Science Education, University of Texas at Old El Paso)
Guillaume Beaulac (Philosophy, Rotman Institute of Philosophy, University of Western Ontario)

Sooyeon Byun (Social and Emotional Development, Harvard Graduate School of Education)

Luiz Cláudio da Silva Câmara (Philosophy of Education, Pontific Catholic University of Rio de Janeiro)

Yuan-Ting Chang (Civic Education, Department of Civic Education and Leadership, National Taiwan Normal University)

Andrew Scott Conning (Education, Harvard Graduate School of Education)

Mahnaz Dehghan Hesar (Educational Psychology, University of Tehran)

Dana Dmytro (Psychology, University of British Columbia)

Pâmela Suélli da Motta Esteve (Philosophy of Education, Pontific Catholic University of Rio de Janeiro)

Juan Luis Fuentes (Philosophy of Education, Universidad Internacional de La Rioja, Spain)

Ido Gideon (Philosophy of Education, Oxford Brooks University, United Kingdom)

Hyemin Han (Education, Stanford University)

Neringa Kubiliene (Social Work, University of British Columbia)

Manuel de Jesús Velázquez León (Studies of English Speaking Cultures Universidad de Ciencias Pedagógicas de Holguín)

Everardo Perez Manjarrez (Educational Psychology, Autonomous University of Madrid)

Catherine Naepflin (Educational Psychology, University of Freiburg, Switzerland)

Giselly dos Santos Peregrino (Special Education, Pontific Catholic University of Rio de Janeiro)

Aleksandra Plocha (Counseling Psychology, University of Massachusetts)

Renee Randazzo (Mental Health Counseling, University of Massachusetts)

Adrian Skilbeck (Philosophy of Education, University of London)

Rodney Stringer (Philosophy of Education, Ontario Institute for Studies in Education)

Daniel J. Terry (Higher Education Administration, Texas Christian University)

Pedro Pinheiro Teixeira (Biology Teaching, Pontific Catholic University of Rio de Janeiro)

Sula You (Philosophy of Education, University of Oklahoma)

Taylor essay prize

No prize awarded this year

Prize descriptions and information about eligibility and the nomination procedure is available at www.amenetwork.org.

PROGRAMME AT A GLANCE

Thursday, 24 October

8h00-17h00 Registration | *DeSève Building (DS) Foyer*

9h00-12h00 Pre-conference workshops

Workshop 1: Students' immersion in moral/civic education and development research | *Education Building (N) M350*

Led by Robert L. Selman (Graduate School of Education, Harvard University) and **Dawn E. Schrader** (Department of Communication, Cornell University)

Workshop 2: Moral character education: Apprenticeship, mindsets and skills | *Education Building (N) 360*

Led by Darcia Narvaez (Department of Psychology, University of Notre Dame, U.S.A.) and **Tonia Bock** (University of St. Thomas, U.S.A.)

Workshop 3: Learning resources for ethics and religion: A perspective from the United Kingdom | *Hubert-Aquin Building (A) 1880*

Led by **Brian Gates** (Emeritus Professor of Religion, Ethics & Education, University of Cumbria, U)

12h00-13h00 Lunch (meal not provided)

13h00-13h10 Opening remarks | *Salle de la Reconnaissance, Athanase-David Building (D) R200*

13h15-14h30 Parallel sessions 1: Highlighted symposiums 1

1.1. Cultural, linguistic, religious and racial dimensions of multicultural and intercultural education (Race and multiculturalism SIG symposium) | *Hubert-Aquin Building (A) 2660*
Convened by **Lawrence Blum** (Philosophy and Liberal Arts and Education, University of Massachusetts)

1.2. How exemplar research informs moral psychology and moral education | *Hubert-Aquin Building (A) 2790*
Convened by **William Damon** (Developmental and Psychological Sciences, Stanford University)

1.3. When morality hits politics *Education Building (N) M120*
Convened by **Liana Konstantinidou** (Education, Zurich University of Applied Sciences) and **Fritz Oser** (Psychology, University of Freiburg, Switzerland)

1.4. Relational aggression, bystanding, social relationships: Facets of adolescent bystanding and upstanding decisions | *Education Building (N) M310*
Convened by **Dawn Schrader** (Educational Psychology/ Communications, Cornell University)

14h30-15h30 Break | *Education Building (N) Foyer*

15h00-16h15 Parallel sessions 2

Symposium 2.1: Culturally responsive understandings of dollars and cents: Financial literacy, teacher education, and interculturalism | **Hubert-Aquin Building (A) 1850**
Convened by **Thomas A. Lucey** (School of Teaching and Learning, Illinois State University)

Symposium 2.2: Moral and citizenship education: A comparative look at Russia, the United States, China and Taiwan | *Hubert-Aquin Building (A) 1880*
Convened by **Robert Colesante** (Teacher Education, Siena College)

Papers 2.3: Moral Learning in Schools | *Hubert-Aquin Building (A) 2660*
Session chair: **Ulisses Araujo** (Educational Psychology, University of Sao Paulo)

Papers 2.4: Moral Development in Young People | *Education Building (N) M120*
Session chair: **Natalie Fletcher** (Philosophy, Concordia University)

Papers 2.5: Morality and Diverse Societies | *Education Building (N) M310*
Session chair: **Glen Rogers** (Developmental Psychology, Educational Research and Evaluation, Alverno College, U.S.A.)

Papers 2.6: Moral Education and the State | *Education Building (N) M340*
Session chair: **Stephen L. Anderson** (Philosophy of Education, Thames Valley District School Board)

Papers 2.7: Session chair: **Brendan W. Randall** (Philosophy of Education, Harvard Graduate School of Education)

16h15-16h30 Break | *Education Building (N) Foyer*

16h30-17h45 Parallel sessions 3

Symposium 3.1: Feedback: A unique model for constructive dialogue | *Hubert-Aquin Building (A) 1850*
Convened by **Craig Stevens** (Educational Psychology, Germantown Friends School)

Symposium 3.2: Learning to value others through friendship among middle school children | *Hubert-Aquin Building (A) 1880*
Convened by **Alexander K. Edwards** (Department of Educational Administration and Leadership, University of Education, Winneba, Ghana)

Papers 3.3: Virtues and Morality | *Hubert-Aquin Building (A) 2660*
Session chair: **Kristján Kristjánsson** (Moral Philosophy, Jubilee Centre for Character and Values, School of Education, University of Birmingham)

Papers 3.4: Ethical Reflections | *Hubert-Aquin Building (A) 2790*

Session chair: **Marianne Filion** (Educational Philosophy, McGill University)

Papers 3.5: Moral Emotions | *Education Building (N) M120*

Session chair: **Darcia Narvaez** (Psychology, University of Notre Dame)

Papers 3.6: Moral Communities | *Education Building (N) M310*

Session chair: **John F. Covalleskie** (Philosophy of Education, University of Oklahoma)

Papers 3.7: Curricular and Textual Representations | *Education Building (N) M340*

Session chair: **Angela Bermudez** (Peace Education, Center for Research on Applied Ethics, Deusto University, Spain)

18h00-19h30 Welcome Reception | *Salle de la Reconnaissance, Athanase-David Building (D) R200*

Friday, 25 October

8h00-8h50 Young Scholars Session | *DeSève Building (DS) 1520*

8h30-10h00 Optional visit to l'École Le Plateau, children's music school in Lafontaine park | *Meet at 8h30 sharp in the DeSève Building (DS) Foyer*

9h00-10h15 Parallel sessions 4

Papers 4.1: Special session featuring the winner of the 2013 Kuhmerker Dissertation Award | *DeSève Building (DS) 1570*

Session chair: **Helen Haste** (Psychology, Harvard Graduate School of Education)

Symposium 4.2: Bridging transitions between home and school during a Day in the Life of kindergarten children | *DeSève Building (DS) 2505*

Convened by **Catherine Ann Cameron** (Psychology, University of British Columbia)

Papers 4.3: Service and Moral Development | *DeSève Building (DS) 2520*

Session chair: **Yael Barenholtz** (Education, Ministry of Education, Israel)

Papers 4.4: Philosophical Thought | *Education Building (N) M110*

Session chair: **Rodney Stringer** (Philosophy of Education, OISE)

Papers 4.5: Researching and Teaching Ethics | *Education Building (N) M350*

Session chair: **Gary Comstock** (Philosophy, North Carolina State University)

Papers 4.6: Diversity in Education | *Education Building (N) M360*

Session chair: **Sarah DesRoches** (Philosophy of Education, McGill University)

Papers 4.7: Parental Roles in Moral Development | *Education Building (N) M450*

Session chair: **Kaye Cook** (Developmental Psychology, Gordon College)

Papers 4.8: Community Values and Civic Education | *Education Building (N) M520*
Session chair: **Jason M. Stephens** (Educational Psychology, University of Auckland)

10h15-10h30 Break | *Education Building (N) Foyer*

10h45-11h00 Official welcome | *The Old NFB Ciné-Robothèque, Judith-Jasmin Annex (JE), 1564 Saint-Denis Street at the corner of Maisonneuve Street*

11h00-12h30 Kohlberg Memorial Lecture by Tariq Modood | *The Old NFB Ciné-Robothèque, Judith-Jasmin Annex (JE), 1564 Saint-Denis Street at the corner of Maisonneuve Street*

12h30-13h30 Lunch (meal not provided)

13h30-14h45 Parallel sessions 5

Symposium 5.1: Multiculturalism, education and school knowledge: epistemological challenges for teaching sciences in an intercultural perspective | *Hubert-Aquin Building (A) 1720*
Convened by **Marcelo Andrade** (Multiculturalism and Education, Pontifical Catholic University of Rio de Janeiro)

Symposium 5.2: C.S. Lewis as Moral Educator for Multicultural Society? A reappraisal on the 50th anniversary of his death | *Hubert-Aquin Building (A) 1840*
Convened by **Mark Pike** (Education, University of Leeds)

Papers 5.3: Philosophical Perspectives on Socialization and Difference | *Hubert-Aquin Building (A) 1865*

Session chair: **Boris Zizek** (Development and socialization, Johannes Gutenberg University, Germany)

Papers 5.4: Morality and Technology | *Hubert-Aquin Building (A) 1880*

Session chair: **Meghan M. Saculla** (Educational Psychology, University of Alabama)

Papers 5.5: Migrating Identities and Civic Education | *DeSève Building (DS) 2505*

Session chair: **James R. Bigari** (Educational Studies, University of British Columbia)

Papers 5.6: Civic identity and political psychology | *DeSève Building (DS) M220*

Session chair: **Helen Elizabeth Haste** (Cultural Psychology, Harvard Graduate School of Education)

Papers 5.7: Justice and Tolerance in Diverse Societies | *DeSève Building (DS) M260*

Session chair: **Doret de Ruyter** (Philosophy of Education, VU University, Amsterdam)

Papers 5.8: Moral Responsibility | *DeSève Building (DS) M560*

Session chair: **Thomas Kristopher Wiens** (Clinical/ Moral Psychology, University of British Columbia)

14h45-15h00 Break | **DeSève Building (DS) Foyer**

15h00-16h15 Parallel sessions 6

Symposium 6.1: Difference! Here! Problems and challenges for respectful coexistence among children and adolescents in Brazilian schools | *Hubert-Aquin Building (A) 1720*
Convened by **Luiz Cláudio da Silva Câmara** (Philosophy of Education, Pontific Catholic University of Rio de Janeiro)

Symposium 6.2: Civic participation in schools and the digital age |
Hubert-Aquin Building (A) 1840

Convened by **Silvia Diazgranados** (Educational Psychology, Harvard Graduate School of Education)

Papers 6.3: Ethics and Counselling in the Professions | *Hubert-Aquin Building (A) 1865*
Session chair: **Verna Monson** (Education, University of St. Thomas, U.S.A.)

Papers 6.4: The College Experience | *Hubert-Aquin Building (A) 1880*
Session chair: **Perry L. Glanzer** (Educational Foundations, Baylor University)

Papers 6.5: Vulnerable Youth: Racism, Poverty, and Prison | *DeSève Building (DS) 2505*
Session chair: **Neringa Kubiliene** (Social Work, University of British Columbia (Canada))

Papers 6.6: Considering Intercultural Education | *DeSève Building (DS) M220*
Session chair: **Daniel Fleming** (Theology and Ethics, University of Newcastle)

Papers 6.7: Language and Lies | *DeSève Building (DS) M260*
Session chair: **Eric Marx** (Developmental Psychology, Australian Catholic University)

Papers 6.8: Cultural Phenomena and Moral Life | *DeSève Building (DS) M560*
Session chair: **Mark Andrew Pike** (Education, University of Leeds)

16h15-16h30 Break | *DeSève Building (DS) Foyer*

16h30-17h45 Parallel sessions 7: Invited speakers

7.1. "Quebec's ethics and religious culture program: Overview and review of critical perspectives" | *DeSève Building (DS) 4375*

Ronald Morris and **Nancy Bouchard**, Research group on ethics education, Université du Québec à Montréal

7.2. "Overcoming cultural barriers: an argument for the universality of the United Nations Convention on the rights of the child" | *DeSève Building (DS) M220*

Nadja Pollaert, Director of the International Bureau for Children's Rights

7.3. "Children's lie-telling behavior and its relation to their moral understanding" |
DeSève Building (DS) M260

Victorial Talwar, McGill University Department of Educational and Counselling Psychology

7.4. "Creating pedagogical spaces of transformation: The difficult task of facing humanity" | *DeSève Building (DS) M560*

Sharon Todd, Stockholm University Department of Education

18h00-19h30 Routledge reception, awards and poster session | *DeSève Building (DS) Foyer*

19h00-21h00 Optional visit to the Chinese Lantern Festival at the Montreal Botanical Gardens | *Meet at 19h00 sharp in the DeSève Building (DS) Foyer*

Saturday, 26 October

9h00-10h15 Parallel sessions 8

Symposium 8.1: Re-conceptualizing how we conceptualize democracy in education | *DeSève Building (DS) M240*

Convened by **Paul R. Carr** (Sociology, Lakehead University)

Symposium 8.2: Moral education for global citizenship | *DeSève Building (DS) M260*

Convened by **Andrew Scott Conning** (Education, Harvard Graduate School of Education)

Papers 8.3: Morality and Youth | *DeSève Building (DS) M280*

Session chair: **Manuel de Jesús Velázquez León** (Studies of English Speaking Cultures Universidad de Ciencias Pedagógicas de Holguín)

Papers 8.4: Moral Decision Making and the Brain | *DeSève Building (DS) M320*

Session chair: **Miriam H. Beauchamp** (Neuropsychology, University of Montreal)

Papers 8.5: Teaching and Training for Moral Competence | *DeSève Building (DS) M340*

Session chair: **Steve Thoma** (Educational Psychology, University of Alabama)

Papers 8.6: Disability and Moral Education | *DeSève Building (DS) M540*

Session chair: **Kevin McDonough** (Philosophy of Education, McGill University)

Papers 8.7: Educating for Moral Reasoning | *DeSève Building (DS) R515*

Session chair: **Sharon Lamb** (Psychology, University of Massachusetts)

Papers 8.8: Teacher Education | *DeSève Building (DS) R525*

Session chair: **Gillian R. Rosenberg** (Curriculum Studies, Ontario Institute for Studies in Education, University of Toronto)

10h15-10h30 Break | *DeSève Building (DS) Foyer*

10h30-12h00 Plenary address by Nancy Eisenberg | *DeSève Building (DS) R510*

12h00-13h00 Lunch (meal not provided)

13h00-14h15 Parallel sessions 9

Symposium 9.1: Brazilian studies about the segmentation of moral competence | *DeSève Building (DS) M240*
Convened by **Patricia Unger Raphael Bataglia** (Psychology, Universidade Estadual Paulista)

Symposium 9.2: Navigating ethical obligations in professional counseling: A developmental perspective on ethical identity, behavior, and professional communities | *DeSève Building (DS) M260*
Convened by **Eleni M. Honderich** (Counselor Education and Supervision, College of William & Mary)

Papers 9.3: Critical Thought and Situational Decision Making | *DeSève Building (DS) M280*
Session chair: **Diane Laflamme** (Ethics and Moral Education, Université du Québec à Montréal)

Papers 9.4: Measuring Moral Thought | *DeSève Building (DS) M320*
Session chair: **Angela Chi-Ming Lee** (Civic and Moral Education, Department of Civic Education and Leadership, National Taiwan Normal University)

Papers 9.5: The Ethics of Business | *DeSève Building (DS) M340*
Session chair: **Gerhard Minnameier** (Moral Psychology, Goethe University, Germany)

Papers 9.6: Morality in Tragedy and Crisis | *DeSève Building (DS) M540*
Session chair: **Dawn E. Schrader** (Communications, Cornell University)

Papers 9.7: Children and Civics Education | *DeSève Building (DS) R515*
Session chair: **Haley Woodside-Jiron** (Education, University of Vermont)

Papers 9.8: Moral Development in School | *DeSève Building (DS) R525*
Session chair: **F. Clark Power** (Developmental Psychology, University of Notre Dame)

14h15-14h30 Break | *DeSève Building (DS) Foyer*

14h30-15h45 Parallel sessions 10: Highlighted symposiums 2

10.1. The civic and moral dilemmas of new China | *DeSève Building (DS) M240*
Convened by **Helen Haste** (Psychology, Harvard Graduate School of Education)

10.2: Why reasons still matter in moral education | *DeSève Building (DS) M260*
Convened by **Michael Hand** (Philosophy of Education, School of Education, University of Birmingham)

10.3: Moving beyond the “happy victimizer-phenomenon” | *DeSève Building (DS) M280*
Convened by **Tobias Krettenauer** (Developmental Psychology, Wilfrid Laurier University)

10.4: What is missing in contemporary citizenship education? | *DeSève Building (DS) M320*
Convened by **Wiel Veugelers** (University of Amsterdam/University of Humanistic Studies Utrecht)

15h45-16h00 Break | *DeSève Building (DS) Foyer*

16h00-17h30 Community meeting | *DeSève Building (DS) R510*

19h00-21h00 Banquet | *The Balmoral Bistro, 305 Ste-Catherine Street West between Janne-Mance Street and Bleury Street*

PRE-CONFERENCE WORKSHOPS

Thursday 24 October from 9h00 to 12h00

Workshop 1: Students' immersion in moral/civic education and development research |
Education Building (N) M350

Led by **Robert L. Selman** (Graduate School of Education, Harvard University) and
Dawn E. Schrader (Department of Communication, Cornell University)

Research methods courses are required for most undergraduate social science and education concentrations. Yet instructors encounter challenges when designing an engaging framework for such a course. This workshop will initiate a network of colleagues who share an interest in teaching research methods in moral development and education programs in an experiential way. We describe our method for setting up a core seminar connected to field sites, offer examples of our teaching tools, and provide a venue for colleagues across institutions to join us in a collaborative effort to connect with one another and expand this approach, using advances in communicative technology.

Workshop 2: Moral character education: Apprenticeship, mindsets and skills |
Education Building (N) 360

Led by **Darcia Narvaez** (Department of Psychology, University of Notre Dame, U.S.A.) and
Tonia Bock (University of St. Thomas, U.S.A.)

The Integrative Ethical Education model (Narvaez, 2006; 2011) provides an intentional, holistic, comprehensive, empirically-derived approach to moral character development. It is informed deeply by both ancient philosophy and current developmental and learning sciences about what contributes to cultivate human flourishing. Participants learn to apply the five step model to their classroom or workplace, including foster moral expertise development. Multi-ethics theory (Narvaez, 2008; 2010) links neurobiology to moral mindsets and provides a framework for teacher-student relationships and climate in the school and classroom. Attending to moral mindset (keeping the safety ethic calm, *fostering the engagement ethic and communal imagination*) facilitates prosocial behavior. *Handouts will be provided and guidebooks from the Minnesota Community Voices and Character Education project are available.*

Workshop 3: Learning resources for ethics and religion: A perspective from the United Kingdom | *Hubert-Aquin Building (A) 1880*

Led by **Brian Gates** (Emeritus Professor of Religion, Ethics & Education, University of Cumbria, U.K.)

This workshop will provide professionally relevant experience and raise educational issues including philosophical, psychological and theological aspects. It will encourage

participation throughout. 1. **CONTEXT** Local, national and global determinants, including demography, religious diversity and secularity. 2. **EDUCATION STRUCTURE** Attention to religions in public education – common schools and faith schools, a national framework for learning outcomes, and local support structures combining academic, professional and faith community input. 3. **STARTING POINT** Religion in the child's own core curriculum 5-16 yrs. 4. **INTERNET RESOURCES** Six interactive websites providing access to visual range and depth, student thoughts and paintings, making moral judgements and doing dialogue. 5. **TACKLING VIOLENT EXTREMISM** An approach for tackling contentious religious and ethical issues in the secondary classroom, with on-line access to authoritative source materials. 6. **REFLECTIVE COMMENTS.**

THURSDAY, 24 OCTOBER

13h00-13h10 Opening remarks | *Salle de la Reconnaissance, Athanase-David Building (D) R200*

13h15 to 14h30 Parallel sessions 1: Highlighted symposia

Symposium 1.1: Cultural, linguistic, religious and racial dimensions of multicultural and intercultural education (Race and multiculturalism SIG symposium) | *Hubert-Aquin Building (A) 2660*

Convened by **Lawrence Blum** (Philosophy and Liberal Arts and Education, University of Massachusetts)

This symposium tracks historical developments in civic educational practices related to culturally pluralistic societies. Lawrence Blum distinguishes recognition of difference, national cohesion, and equality as civic educational values. Mickaella Perina compares changes in French and Quebec “intercultural” educational policy, considering ways cultural and religious difference (and their recognition) have come to be seen in France as threats to national cohesion, while linguistic difference has not. Sharlene Swartz describes an equality-focused educational study and practice, set in a racially pluralistic context, concerning white privilege as a crucial dimension of social justice and civic education in South Africa.

Presentations by **Mickaella Perina** (Philosophy, University of Massachusetts) and **Sharlene Swartz** (Sociology, Human and Social Development, Human Sciences Research Council)

Symposium 1.2: How exemplar research informs moral psychology and moral education | *Hubert-Aquin Building (A) 2790*

Convened by **William Damon** (Developmental and Psychological Sciences, Stanford University)

Moral exemplar studies are necessary sources of knowledge for moral psychology and education. Human functioning cannot be completely understood without reference to people who have shown consistent moral commitment and elevated moral conduct.

Moreover, because exemplars generally put their beliefs into action, exemplar research can help us understand the relation between judgment and behavior. This symposium presents three research programs centered on moral exemplars and discusses how the findings apply to moral education, focusing on a diverse set of exemplars that are familiar to today’s students rather than historic figures that are distant in time, place, and life experiences.

Presentations by **Lawrence J. Walker** and **William L. Dunlop** (University of British Columbia, Department of Psychology), **Kendall Cotton Bronk** (Ball State University, Educational Psychology), and **Hyemin Han** (Stanford University, Developmental and

Psychological Sciences)

Symposium 1.3: When morality hits politics | *Education Building (N) M120*

Convened by **Liana Konstantinidou** (Education, Zurich University of Applied Sciences) and **Fritz Oser** (Psychology, University of Freiburg, Switzerland)

In this international symposium we try to analyze the relationship between politics and morality from different theoretical and empirical angles. We think that from a relevance point of view this question is important and mostly also unsolved with respect to educational goals. Mixing up moral and politics means to use categories of the one (f. i. care, truthfulness and justice) for legitimating purposes of the other (power, freedom, law genesis).

Presentations by **Wiel Veugelers** (University of Amsterdam/University of Humanistic Studies Utrecht), **Fritz Oser** (Psychology, University of Freiburg, Switzerland) and **Horst Biedermann** (University of Flensburg, Germany)

Symposium 1.4: Relational aggression, bystanding, social relationships: Facets of adolescent bystanding and upstanding decisions | *Education Building (N) M310*

Convened by **Dawn Schrader** (Educational Psychology/Communications, Cornell University)

This symposium looks at the decision-making process adolescent girls use and examines how participants think, feel, and act in incidents of relational aggression while making their decision about upstanding or bystanding. Concepts of power, social status, and inclusion provide the first cut for looking at why decisions are made as they are. A second cut illuminates those facets in the context of cliques and popularity. A third cut looks at self-integrity in the face of cliques/others. A final cut reveals facets of the form and functions of talk and gossip, and shines further light on social status, inclusion, power and the consequential effects on self and others of upstanding.

Presentations by **Robert L. Selman** (Developmental Psychology, Harvard University), **Melissa B. Viscovich** (Education, Cornell University) and **Nicole Apfel** (Education, Cornell University)

14h30 to 15h00 Break | Education Building (N) Foyer

15h00 to 16h15 Parallel sessions 2

Symposium 2.1: Culturally responsive understandings of dollars and cents: Financial literacy, teacher education, and interculturalism | *Hubert-Aquin Building (A) 1850*

Convened by **Thomas A. Lucey** (School of Teaching and Learning, Illinois State University)

The purpose of this session will be to synthesize existing theory and research that concerns a thick, broad, critical view of financial literacy education that identifies it as a moral concern. The papers position financial practice as a pattern of social/political

judgment that involves immediate and long-term intercultural consequences. Whether or how teachers are prepared to realize such conceptions is an essential matter for educational efforts to stem the cycle of poverty. This session will offer several perspectives of critical financial literacy, its political nature, its moral essence, and the imperative of using education to reduce global poverty.

Presentations by **Christopher R. Arthur**, **Mark E. Helmsing** and **Paul R. Carr**

Symposium 2.2: Moral and citizenship education: A comparative look at Russia, the United States, China and Taiwan | *Hubert-Aquin Building (A) 1880*

Convened by **Robert Colesante** (Teacher Education, Siena College)

This symposium identifies points of comparison and contrast in the moral education of citizens educated in different contexts: Russia, the U.S.A., China, and Taiwan. We take an historical perspective reviewing models of citizenship in these settings with an emphasis on changes during the 20th century. We identify tensions in citizenship education including those between unity and diversity, liberalism and republicanism, multiculturalism and assimilation, as well as the individual good and the public good. In the end, we ask what can educators in these settings do to prepare citizens to create and maintain moral communities.

Presentations by **Tatyana Tsyrlina-Spady**, **Angela Chi-Ming Lee** and **Daihong Chen**

Papers 2.3: Moral Learning in Schools | *Hubert-Aquin Building (A) 2660*

Session chair: **Ulisses Araujo** (Educational Psychology, University of Sao Paulo)

2.3.1. "Ethics, values and citizenship in school: A teacher's training program"

Ulisses Araujo (Educational Psychology, University of Sao Paulo) and **Valeria Arantes** (Educational Psychology, University of Sao Paulo)

In this paper we present the blended graduate course Ethics, Values and Citizenship in school developed at the University of Sao Paulo. It was 480 hours long distributed in 18 months, and attended by 1,000 teachers from twelve Brazilian cities. An E-learning platform, the convergence of different languages and the Project and Problem-based learning approach were key instruments to promote cooperative and collective learning towards active community work on ethics and citizenship issues. In some way, this course synthesizes the need to change contents, methods and the relationships at school, proposing the new approaches for moral education.

2.3.2. "Otherness development model for harnessing multicultural competencies based on a pentagonal 3Rs and 2Ss concept"

Alexander K. Edwards (Educational Administration and Leadership, University of Education, Winneba) and **Samuel K. Aboagye** (Department of Educational Leadership, University of Education, Winneba)

Otherness development model (ODM) provides an intentional, systematic and comprehensive approach to harnessing multicultural/diversity competencies through awareness, knowledge, and skill. ODM is an elaborate exposition on relationship, responsibility, respectability, sensibility, and sensitivity. Conceptually, ODM is based on a pentagonal intertwined principle termed the 3Rs and 2Ss'. These are five concepts of humanistic importance, juxtapositioned for otherness competency building. The model is significant in interventions for learning to value differences, otherness in schools and organizations, and strategic change initiative. Participants learn how to apply ODM for diagnosis, assessment, and teaching tolerance in schools, corporations, and institutions.

2.3.3. "Improving teaching quality for moral education in elementary school and continuous training for teachers"

Maria Judith Sucupira da Costa Lins (Educational Psychology, Universidade Federal do Rio de Janeiro)

This research focuses on the development of moral education teaching quality of a second grade teacher. Theoretical foundation was Alasdair MacIntyre's philosophy. It was used Rene Barbier's Sensible Listening methodology. Hypothesis was that universal virtues could be learnt in a cultural context if teacher receives special training. Researchers observed teacher's class during a school year. At the beginning it was difficult for the teacher to organize moral strategies for her students. Theoretical and practice support was offered and she improved greatly her performance. Data show that students have learnt virtues and teacher had improved her teaching quality on moral education.

Papers 2.4: Moral Development in Young People | *Education Building (N) M120*

Session chair: **Natalie Fletcher** (Philosophy, Concordia University)

2.4.1. "Justifying imagination as an educational capability: Young people as emerging moral agents and the Capabilities Approach to social diversity"

Natalie Fletcher (Philosophy, Concordia University)

How can imagination enhance young people's moral agency in an educational context emphasizing social diversity? Drawing on the Capabilities Approach developed by Amartya Sen and Martha Nussbaum, this proposed paper will aim to justify the need for imagination as a complex, evolving capability that can broaden young people's opportunities for exploring and determining the kinds of lives they have reason to value within increasingly multicultural contexts. As a case study, it will analyze the internationally renowned, UNESCO-endorsed Philosophy for Children program's Community of Inquiry (CI) model as an emancipatory pedagogy that fosters imaginative, self-corrective dialogue.

2.4.2. "Moral reasoning and worldview of Quechua and Shipibo adolescents"

Susana Frisancho and **Oscar Pain** (Developmental and Educational Psychology, Pontificia Universidad Católica del Perú)

This presentation will discuss the way of thinking, characteristics of moral reasoning and worldview of a group of indigenous adolescents from a Quechua community and an

Amazonian community from Peru. As many persons in Peru still have stereotypes and prejudices against indigenous people, which undoubtedly will affect the way educational programs are set up for these groups and the way they participate as full citizens in the society, we want to offer information regarding the way these adolescents view the world, reason about moral dilemmas and construct their operational thinking.

2.4.3. "The sustaining power of moral agency for positive youth development"

Lai Wong (Educational Psychology, University of Wisconsin-Madison)

A positive developmental framework based on moral agency is proposed as a comprehensive approach to induce and sustain the development of conscious, positive well beings of adolescents. This framework is built upon the nature of individual as a co-producer, a full partner, and the agent of his or her own development within a context. In this paper, the concept of moral agency is refined, and its six components and the moral tripod are explored in depth in how they provide the fundamental structure and mechanism that would promote and sustain positive human development beyond adolescence.

Papers 2.5: **Morality and Diverse Societies** | *Education Building (N) M310*

Session chair: **Glen Rogers** (Developmental Psychology, Educational Research and Evaluation, Alverno College, U.S.A.)

2.5.1. "Standing for the moral primacy of the individual in society"

Glen Rogers (Developmental Psychology, Educational Research and Evaluation, Alverno College, U.S.A.)

Western thinkers from Kant to Nietzsche to Kohlberg to Gilligan to Loevinger have pointed to the moral worth of the individual and to the development of human potential. In contrast, others have championed the necessity of authority within the binding ethos of traditions. A provocative case example from Shweder (1991) is re-evaluated to argue that the moral worth of the individual limits cultural relativism, even if the social constitution of the individual includes incommensurable cross-cultural meaning. These moral limits have implications for intercultural engagements and maintaining a pluralistic society. They also provide the basis for post-conventional stances.

2.5.2. "'Rethinking multicultural education': A pedagogical response to the problem of moral diversity in Bhikhu Parekh"

Juan Luis Fuentes (Philosophy of Education, Universidad Internacional de La Rioja, Spain)

Bhikhu Parekh conceives as moral monists to some of the key philosophers in History and, therefore, as an obstacle for cultural diversity and for the possibility of multicultural education. Nevertheless, the openness to diverse ways of conceiving the good human life presents us the biggest challenge that ethics could face: allowing a plurality of perspectives implies to be close to cultural and moral relativism. In this paper, I examine the possibility of moral diversity in some of the authors analyzed by Parekh from an educational point of view, in order to iden-

tify which elements could make possible a multicultural education without relativism.

2.5.3. “Universal moral order in a globalized world and the problems of ethical relativism: A case for Minima Moralia that is predicated on human physiological needs”

Dr. Adeyeye Adewole (Applied Ethics, Centre for Organisational and Professional Ethics COPE-AFRICA) and **Fatusi Omogbemi** (Applied Ethics Centre for Organisational and Professional Ethics COPE-AFRICA)

As the entire world becomes uniform as a consequence of the penetrating influence of globalization, human activities are expected to be streamlined along the lines of universalized moral value-systems. The existing moral value-system that are scattered across all part of the world are derivative of distinct geo-cultural idiosyncrasies thereby creating the critical challenge of developing a universalized moral template that aggregates the recurring problems of moral relativism across the world. As the search for acceptable benchmarks for determining the universal moral standards intensifies, the paper examine and make a case for a global minima moralia that are predicated on human physiological needs.

Papers 2.6: Moral Education and the State | *Education Building (N) M340*

Session chair: **Stephen L. Anderson** (Philosophy of Education, Thames Valley District School Board)

2.6.1. “Being unindoctrinated”

Stephen L. Anderson (Philosophy of Education, Thames Valley District School Board)

The evils of indoctrination have been the subject of much debate in moral education, though the precise definition of the problem has proved elusive. This paper comes at the issue from the other side, asking questions about our confidence that indoctrination can be eliminated by liberal education. Little thought has so far been given to what the teleology of the unindoctrinated would look like; and even less thought has gone into the question of how anti-indoctrination rhetoric tends to position liberalism itself, granting it effective immunity to critique, and producing problematic implications for students who identify with a particular doctrine.

2.6.2. “The role of Korean moral education towards a democratic secular society”

Sula You (Philosophy of Education, University of Oklahoma)

I will argue that Korean moral educators learn a lesson from the secular humanism surrounding this issue. If Korean society has adopted moderate secularism in terms of policy and religion, Korean moral educators should have a good grasp of secularism and grapple with how to apply it to education practice in a proper manner.

2.6.3. “Solidarity and political education”

Ido Gideon (Philosophy of Education, Oxford Brooks University, United Kingdom)

Political education will be regarded as the normative relation between educational practice and the state. In order to address the aims of political education, normative assumptions about the the moral responsibilities of citizenship and the meaning of political participation must be made. This paper will describe a basic tension in political education in a democracy. It will then look at two possible accounts of moral education which propose a solution to this tension, concluding that they fall short. It will end with an examination of the concept of solidarity and the possibilities it offers in political education.

Papers 2.7: Civic Education and Social Justice | *Hubert-Aquin Building (A) 2790*

Session chair: **Brendan W. Randall** (Philosophy of Education, Harvard Graduate School of Education)

2.7.1. "Promoting religious tolerance: The Pluralism Project's case study initiative"

Brendan W. Randall (Philosophy of Education, Harvard Graduate School of Education)

Case studies are a powerful vehicle to promote attitudes and skills as well as knowledge. Long a staple aspect of professional schools, Diana L. Eck, a professor at Harvard University and Director of the Pluralism Project, has pioneered the use of case studies to examine the challenges of religious diversity and tolerance. The work of Prof. Eck and the Pluralism Project to create a catalogue of case studies presents an invaluable resource for educators at all levels. This presentation will examine the use of case studies to promote religious tolerance as well as literacy.

2.7.2. "Lives and biographies of Pauli Murray and Aung San Suu Kyi: Reading for a pedagogy for social justice"

Andrea D. Green (Religious Studies, Georgia Gwinnett College)

Reading the biographies of Pauli Murray, African American civil rights leader, named a saint in the Anglican church in 2012, and Aung San Suu Kyi, Nobel Prize winner, democracy and human rights advocate, and former political prisoner in her home country, Burma/ Myanmar, this paper explores two women's lived social justice teachings for a pedagogy of social justice.

2.7.3. "Moral values assessment: proposal for measure and a scale construction"

Patricia Unger Raphael Bataglia (Psychology, Estadual Paulista University)

This paper relates a research that had the objective of building a scale to assess adherence to moral values, such as respect, justice, solidarity and democratic coexistence, in middle and high school and teachers. Here we present how the instrument was elaborated and analyze the answers given by a pilot sample. Questions with alternatives and open questions were presented to two different groups and the answers were compared. We selected for this paper, stories about distributive, procedural and retributive justice. There were similar answers comparing both questionnaires. The Iteman Test permitted to differentiate difficult and easy questions and discriminative alternatives.

16h15 to 16h30 Break | *Education Building (N) Foyer*

16h30 to 17h45 Parallel sessions 3

Symposium 3.1: Feedback: A unique model for constructive dialogue |
Hubert-Aquin Building (A) 1850

Convened by **Craig Stevens** (Educational Psychology, Germantown Friends School)

Feedback is a model that is used within our institutional context to allow children and teachers to share constructive ideas, feelings and criticisms with one another. This presentation will share data that has been collected from Feedback participants, as well as data gained from Feedback sessions. We will look at the data through several lenses and invite participants to examine this work and become part of the larger conversation about the use of this model.

Presentations by **Page Fahrig-Pendse** and **Craig Stevens**

Symposium 3.2: Learning to value others through friendship among middle school children | *Hubert-Aquin Building (A) 1880*

Convened by **Alexander K. Edwards** (Department of Educational Administration and Leadership, University of Education, Winneba, Ghana)

The Children's Tolerance Development (CTD) project looks at adolescence development among Ghanaian children at fifth grade level. The main objective of CTD is to educate children on multicultural relationships through friendship. Friendship is seen as a way to bring ethnic tolerance, appreciation of others', and a vignette in multicultural competencies. Pilot data indicate children learn valuable lessons in human relations through friendship, framed in the social theory, ego development, and socio-moral constructs. Significant lessons include what is behind children's friendship; how friendship contributes to their self concepts: identity, efficacy, and sexuality; and how friendship contributes to children's appreciation multiculturalism.

Presentations by **Sarah Entsuah, Samuel K. Aboagye, Constance Bonsu** and **Alexander K. Edwards**

Papers 3.3: Virtues and Morality | *Hubert-Aquin Building (A) 2660*

Session chair: **Kristján Kristjánsson** (Moral Philosophy, Jubilee Centre for Character and Values, School of Education, University of Birmingham)

3.3.1. "An Aristotelian virtue of gratitude"

Kristján Kristjánsson (Moral Philosophy, Jubilee Centre for Character and Values, School of Education, University of Birmingham)

My aim is to offer a reconstruction of gratitude as an Aristotelian virtue. I start with an overview of recent discourses on gratitude. I then proceed to offer a formal

characterisation of gratitude as an Aristotelian emotional virtue. Next I explore how such a characterisation can be squared with Aristotle's apparently unambiguous remarks about gratitude as a non-component of the virtuous makeup of the megalopsychoi. Finally, I conclude by demonstrating the virtuosity of the virtue of gratitude - what makes it intrinsically valuable as part of eudaimonia - by elucidating its association with the overarching emotional virtue of nemesis (poetic justice).

3.3.2. "Identifying resources and approaches for lessons on performance virtues in character education"

Roger Leslie (Galena Park ISD, U.S.A.)

Recently expanded character education curriculum requires lessons on performance virtues, the intrapersonal traits that empower children to achieve personal goals. Current educational trends toward state-generated tests and teacher accountability have contributed to minimizing the importance of moral education, and inconsistent terminology of performance virtues has further left teachers unclear about the new character education requirements and unprepared to create lessons or find resources to support them. Research aimed at addressing these concerns has resulted in a clear lexicon of terms to identify performance virtues and over 120 developmentally appropriate resources that teachers may use to prepare character education lessons.

3.3.3. "How does positive psychology explain the unity of virtue and happiness? Its implications for character education"

Yi-Lin Chen (Philosophy of Education, Center for Teacher Education, National Taiwan University)

Happiness and the pursuit of a good life is the most central theme of positive psychology. However, positive psychology is not 'happiology' which equates happiness with a superficial form of happiness given that positive traits (namely, character strengths and virtues) play an indispensable role in promoting human happiness. Considering the close connection between character strengths and virtues on the one hand and human flourishing and happiness on the other hand, positive psychology seems to echo Aristotle's thesis of the unity of virtue and happiness. This paper aims to analyze and examine positive psychology's arguments along with empirical evidence for the unity of virtue and happiness in the hope of shedding some light on character education in progress.

Papers 3.4: Ethical Reflections | *Hubert-Aquin Building (A) 2790*

Session chair: **Marianne Fillion** (Educational Philosophy, McGill University)

3.4.1. "Pondering pluralism: An exploration of the potential for philosophical debates around multiculturalism for pre-service teachers"

Marianne Fillion (Educational Philosophy, McGill University)

Whether or not it is possible to distinguish a clear theoretical basis for demarcating between liberal and illiberal cultural or religious practices, these distinctions are made

daily in popular culture, as well as in the lives of both students and their families. Teachers are unavoidably and indeed quite regularly called upon to make judgments with regards to these questions in their classrooms. As such it seems wise to offer considerable attention to teacher training around these issues. In this paper I briefly discuss the kinds of training that pre-service teachers receive with regards to complex issues that arise in relation to teaching in a multicultural classroom, and more broadly society, and explore the potential for philosophical debates about multiculturalism to provide helpful guidance in teacher education.

3.4.2. "The development process of ethical reflection in college teachers from the Montreal region"

Christiane Gohier (Philosophy of Education, Département d'éducation et pédagogie, Université du Québec à Montréal), **France Jutras** (Philosophy of Education, Université de Sherbrooke), **Luc Desautels** (Philosophy, Cégep régional de Lanaudière à l'Assomption), and **Philippe Chaubet** (Education, Université du Québec à Montréal)

This paper will deal with the results of an ongoing research involving the development process of ethical reflection in College Level Teachers. Two groups of teachers from the Montreal and the Quebec City regions participated respectively in 2011-2012 and in 2012-2013 in a collaborative research involving six meetings a year. This paper will analyse the first phase of the research in order to address the modus operandi agreed upon with the participants, the ethical questions raised, as well as the dynamics and steps in the development of ethical reflection.

3.4.3. "Teachers' expression of religious commitment: an ethical and civic educational viewpoint"

David Waddington (Philosophy of Education, Concordia University), **Kevin McDonough** (Philosophy of Education, McGill University), and **Bruce Maxwell** (Education, Université du Québec à Trois-Rivières)

This paper addresses the issue of teachers' rights and obligations with regard to wearing religious clothing and symbols and expressing their religious commitments in the workplace. We will attempt to answer the question: Do state-school teachers have a professional obligation to exercise restraint in openly avowing their religious beliefs and affiliations? We will argue that both the principles of state secularism and the duty to show respect towards religious beliefs and practices provide strong pro tanto grounds for such an obligation to restraint but that these considerations must be carefully balanced against a competing imperative to exemplify non-dogmatic religiosity.

Papers 3.5: Moral Emotions | *Education Building (N) M120*

Session chair: **Darcia Narvaez** (Psychology, University of Notre Dame)

3.5.1. "Multi-ethical orientations: Validation of safety, engagement, and imagination"

Darcia Narvaez and **Ashley V. Lawrence** (Psychology, University of Notre Dame)

To validate and distinguish the Multi-Ethical Orientation measures of Engagement, Safety and Imagination ethics, 1519 adults completed questionnaires evaluating attachment, dispositional positive emotion, integrity, and moral values. As hypothesized, Engagement ethical orientation was predicted in a regression by secure attachment, greater overall positive emotions, and higher self-reported integrity. Also as hypothesized, Safety ethical orientation was predicted by insecure attachment, low integrity and Moral Foundations Theory's willingness to harm. Imagination ethic was predicted by secure attachment, positive emotions, MFT fairness and integrity and negatively by MFT purity and ingroup. Aquino and Reed's moral identity measure performed like the Engagement ethic.

3.5.2. "Shame and social behaviour: Does shame cause aggression"

Mia Silfver-Kuhlampi (Social Psychology, University of Helsinki, Finland)

It has been suggested that shame would motivate aggressive behavior, although some researchers believe that this applies only in individualistic cultures or in narcissistic individuals. Three studies addressing these questions with student samples are presented. First two studies analyze described emotional episodes, and the third study is experimental. Study 1 showed that shame relates positively to aggressive intentions, both directly and through blaming others. In study 2, shame related to aggressive intentions through felt humiliation, but not directly. The results were similar for different samples. In the third study shame-proneness predicted aggression in shame-inducing experimental manipulation, whereas narcissism did not.

3.5.3. "Is gratitude a moral emotion?"

Wei Lu and Steve Thoma (Educational Psychology, University of Alabama)

Gratitude as a part of the other-praising family (Haidt, 2003, p.863) not only motivates and reinforces prosocial behaviors but also helps individuals recognize moral situations (McCullough, et.al, 2001). However, there are few empirical studies focus on its moral function. This study not only examines gratitude from different perspectives, but also explores its relationship with different moral-related constructs. The frequency of grateful feelings and the appreciation of others have significantly positive correlation with forgiveness and negative correlation with materialism. Individuals who became volunteers because of external reasons (i.e. empathy) are more likely to be appreciative and score higher for altruism because they value and understand other people, score higher on altruism, and are more likely to have strong grateful feelings.

Papers 3.6: Moral Communities | *Education Building (N) M310*

Session cancelled

Papers 3.7: Curricular and Textual Representations | *Education Building (N) M340*

Session chair: **Angela Bermudez** (Peace Education, Center for Research on Applied Ethics, Deusto University, Spain)

3.7.1. "Echoes of hurt: How victims of political violence are represented in Spanish history textbooks"

Angela Bermudez (Peace Education, Center for Research on Applied Ethics, Deusto University, Spain)

This paper presents preliminary findings of a study on how victims of political violence are represented in historical accounts of the Spanish Civil War (1936-1939), Franco's dictatorship (1939-1975), and the ETA's terrorist violence in the Basque country (1960-2011). Data is collected from a sample of official history textbooks, as well as other education resources such as specialized museums or didactic units developed by NGO's and research centers in Spain. The findings discussed highlight the related issues: a) the tensions and disparities that exist in the representation of the experience of victims of political violence, b) the uses of democracy discourse as background to question the legitimacy of political violence, and c) the entrenched disconnect between critical thinking and moral sentiments in history education. Questions arise regarding the ways in which textbooks give legitimacy to violence, or alternatively, question it on moral and humane grounds.

3.7.2. "The history and transformation of conceptions of morality in Taiwan's secondary school curricula"

Meiyao Wu (Educational Philosophy, National Kaohsiung Normal University, Taiwan)

This article will look at the history of various conceptions of morality in Taiwan's secondary school curricula, focusing on how these have developed and changed. The analyzed materials come from the curricula of three secondary school subjects: Chinese, English and Civic Education. My hypothesis is that the conceptions of morality in the schools' curricula were bound up with the Zeitgeist of every historical period. This means that there was always a tension and fluctuation between the need to maintain the traditional Confucian ethical principles and the need to adhere to the principles of patriotism and nationalism, democracy, globalization and multiculturalism.

3.7.3. "Effects and ignores of training global citizenship within Chinese cultural countries: Content analysis in social studies curriculum"

Chin-Chueh Wang (Educational Philosophy, National Taiwan Normal University)

Education is the driving force leading to the economic, political, cultural, and social development of a country. Citizenship encompasses the rights and responsibilities an individual has within his/her community and country. But in a globalized world the notion of an educated person and the concept of citizenship are being redefined, and both education and citizenship play an important role in equipping individuals with the

necessary knowledge and skills to be active participants and negative challenges that

globalization brings; efforts must be put forth to train global citizenship. The aim of this study is to check and discourse the effects and ignores of training global citizenship within Chinese cultural countries. Social studies as a subject taught in schools is essential for citizenship formation, thus this study will focus on checking social studies curriculum. By using documentary analysis, Delphi technique, content analysis, textual analysis, discourse analysis and focus group method, this study tries to cite and discourse active effects and ignores of training global citizenship within Chinese cultural countries appearing in social studies curriculum and textbooks used in Taiwan, Singapore, Hong Kong, and China.

3.7.4. "Good models and bad models for elementary school children: An analysis of the junior secondary school textbooks of People's Republic of China, 1999-2005"

Thomas Kwan-choi Tse (Sociology, The Chinese University of Hong Kong)

Comparing four sets of elementary school textbooks complied by People's Education Press in China between 1999 and 2005 with the aid of documentary analysis, this paper reveals the similarities and differences between these textbooks with regard to the positive and negative role models covered and virtues conveyed. Role models are classified in terms of personal identity, gender, ethnicity, communist affiliation, era, nationality, occupation/ field of excellence and moral codes. Both frequency counts and direct quotations as illustrations will be reported. Implications of the findings on the continuities and changes in the role models and suggestions are discussed as well.

18h00 to 19h30 Welcome Reception | *Salle de la Reconnaissance, Athanase-David Building (D) R200*

FRIDAY, 25 OCTOBER

8h00 to 8h50 Young Scholars Session | *DeSève Building (DS) 1520*

8h30 to 10h00 Optional visit to l'École Le Plateau, children's music school in Lafontaine park | *Meet at 8h30 sharp in the DeSève Building (DS) Foyer*

9h00 to 10h15 Parallel sessions 4

Papers 4.1: Special session featuring the winner of the 2013 Kuhmerker Dissertation Award | *DeSève Building (DS) 1570*

Session chair: **Helen Haste** (Psychology, Harvard Graduate School of Education)

4.1.1. "Public morality: Forging moral beings through uncertainty and agonism"

Matthew J. Hayden (School of Education, Drake University)

Using a cosmopolitan philosophical framework, Wilson's education in morality and Arendt's natality, thinking, action, and the public space of politics combine to demonstrate that morality is public and political. Epistemological restraint, discourse ethics, and agonistic pluralism provide pathways to promote active and flexible engagement in moral inquiry and embrace plurality. Shared humanity emerges as a collective possession of Arendt's 'human condition'—the conditions of plurality, natality, action, and one I add, uncertainty. These conditions frame processes that can enable an education in morality to encourage the development of 'moral agonism,' equipping students to participate in the development of morality.

4.1.2. "Revisiting the quotidian aspects of moral education in schools"

David T. Hansen (Teacher's College, Columbia University)

This paper addresses findings from a field-based study in schools designed to respond to the question, What does it mean to be a person in the world today? I deploy a moral lens rooted in cosmopolitanism. This lens focuses upon reflective openness to new people, ideas, and values, fused with reflective loyalty toward local commitments and ways of being. The study builds upon a previous inquiry into the everyday moral life of schools and classrooms. My current research on the moral meaning of the educational quotidian derives from interest in cosmopolitanism and diversity in an era of rapid globalization.

4.1.3. "Normative communities as moral education"

John F. Covaeskie (Philosophy of Education, University of Oklahoma)

No job is more important for a democratic polity than moral formation, and to do it well we must be more thoughtful about this. Moral education is a combination of fostering membership in morally normative communities on the one hand and an opportunity to

practice the skills connected to the virtues necessary for social life. In the US this is particularly difficult, as we live within two very different moral architectures: republican virtue is necessary and instilled by civil society (school, church, civic institutions), while market capitalism valorizes the pursuit of happiness, increasingly unmoored from Jefferson's vision of common good.

Symposium 4.2: Bridging transitions between home and school during a Day in the Life of kindergarten children | *DeSève Building (DS) 2505*

Convened by **Catherine Ann Cameron** (Psychology, University of British Columbia)

The transition to school can challenge many young children as the ecologies of home and school can be divergent. Programs have been developed and evaluated that assist children and their parents in this transition. While many school jurisdictions emphasize in mission statements the benefits of adapting school practices to accommodate home teaching and learning practices, reciprocal enculturation is more easily accomplished in principle than practice. Our quasi-ecological, visual research methods explore home-school linkages in a Day in the Life (DITL) of young children in transition to kindergarten, focusing on how they take up challenges, negotiate bridges and navigate gaps between home- and school-practices. Using our DITL methodology that previously documented thriving toddlers at home and resilient migrant adolescents in their neighborhoods, we filmed a full day in the life of kindergarten children at home and at school to document the consonances and divergences between home and school practices and ways in which children negotiated the varying landscapes of a school day. They, their families and teachers were interviewed to gain insight into the perspectives of all participants.

Presentations by **Dana Dmytro, Serena Shandik, Lynda Williams, and Anne Hunt**

Papers 4.3: Service and Moral Development | *DeSève Building (DS) 2520*

Session chair: **Yael Barenholtz** (Education, Ministry of Education, Israel)

4.3.1. "Social Action diploma for high school graduates: Promoting youth social activism and excellence"

Yael Barenholtz (Education, Ministry of Education, Israel)

A pilot pro-social program launched by the Ministry of Education in Israel in 2012 in 160 schools, towards a regulation of a Social Action Diploma for high school graduates. Students will be eligible for this diploma after three years of social involvement and volunteer work, participating in training sessions and preparing a reflective paper about their three years experiences reflecting their ethical-moral viewpoint. School will enhance a Social Activist Pedagogy advocating for values of empathy and caring for those in need in school or in the community, along with encouraging students to be involved in social-civic actions.. The message to the Academia is to recognize students' contribution to society, upon considering future candidates.

4.3.2. "Keep volunteering and empathic morality: A Case study of the NTNU international volunteers in Myanmar"

Yuan-Ting Chang (Civic Education, Department of Civic Education and Leadership, National Taiwan Normal University)

The purpose of this study is to make an inquiry into the pro-social motive which is a critical element for people to keep volunteering. I proposed a hypothesis that volunteering experience would be the triggering event which makes a possibility of moral transformation. Furthermore, the moral transformation is the process to integrate the basic moral principles caring and justice into empathic morality. To validate the hypothesis, the researcher will conduct a case study in The NTNU International Volunteers in Myanmar, and interview the volunteers to realize the moral transformation through introspecting the motives, process and results in volunteering experience.

Papers 4.4: Philosophical Thought | *Education Building (N) M110*

Session chair: **Rodney Stringer** (Philosophy of Education, OISE)

4.4.1. "Rhetoric and Habermasian discourse ethics"

Rodney Stringer (Philosophy of Education, OISE)

Habermas' formulation of a Discourse Ethics identifies a set of epistemic conditions and criteria which he claims are necessarily presupposed by a coherent and morally justifiable conception of argumentation. Competence at engagement in discourse constitutes for Habermas a universal «species competence at a unique and irreplaceable language-game». In this paper, I explicate Habermas' account of the presupposed conditions of discursive argumentation and critically consider its purported status as a trans-cultural, universally valid form of public argumentation. Additionally, I explore how the rich history and features of rhetoric might assist the Habermasian approach, in building upon our moral knowledge and practices.

4.4.2. "From privacy to publicity: Hegel on moral education"

Victoria I. Burke (Philosophy, University of Guelph, Canada)

Hegel recognized that a claim to conscience is, in the modern era, always situated in a culturally diverse public sphere composed of others with potentially divergent views. As developed, justifying and motivating reasons must be aligned in a claim to conscience, such that the internalism requirement is preserved: to see something as a public, justifying reason would be at once to be privately motivated by it. In its most developed form, conscience must confront the diversity of what Rawls, in his later work, called the overlapping consensus characteristic of a highly diverse public sphere.

4.4.3. "Educating for an ethics of creativity"

Seana Moran (Developmental Psychology, Clark University, U.S.A.)

French sociologist Pierre Bourdieu (1993) wrote that, along with their creations, creators also must provide criteria to evaluate the new contribution because truly transformative contributions can't be effectively judged based on current ethical standards. As we increase the pace of bringing creative contributions into mainstream culture, are our

ethical frames keeping pace? Based on her recent research as well as co-editing an upcoming volume on *The Ethics of Creativity*, Moran addresses: Where can educators turn for guidance to address creative ethicality and ethical creativity? How can we move forward to build an ethics that incorporates possibility?

Papers 4.5: Researching and Teaching Ethics | *Education Building (N) M350*

Session chair: **Gary Comstock** (Philosophy, North Carolina State University)

4.5.1. "Teaching research ethics: A new philosophical approach to responsible conduct of research pedagogy"

Gary Comstock (Philosophy, North Carolina State University)

Education in the responsible conduct of research typically takes the form of online instructions about rules, regulations, and policies. I will describe a novel approach that emphasizes the art of philosophical decision-making and teaches a method for analyzing ethical issues. The approach is explained in detail in a new book, Gary Comstock, *Research Ethics: A Philosophical Guide to the Responsible Conduct of Research* (Cambridge University Press, 2013).

4.5.2. "Prosocial purpose and higher education"

Jay W. Brandenberger (Psychology, University of Notre Dame) and **Nicholas Bowman** (Higher Education and Psychology, Bowling Green University)

Mission statements in higher education often point (directly or indirectly) to student ethical development and commitment to the public good. This study explores the development of prosocial purpose during the college years using data collected from 14,000 undergraduates sampled through the Spirituality and Higher Education project at UCLA. We will discuss the predictors of prosocial purpose we've identified, in particular high impact practices such as active forms of learning and engagement with diversity. We will conclude with a call for collaboration on similar research.

4.5.3. "Ethics education and the common good: Perspectives on an interdisciplinary approach"

Julie Wintrup (Health Sciences, University of Southampton), **Hazel Biggs** (Law, University of Southampton), **Angela Fenwick** (Medicine, University of Southampton), and **Roger Ingham** (Psychology, University of Southampton)

As part of a wider project of curriculum innovation, an applied ethics module was developed for under-graduate students from across the University regardless of level or programme. Such an approach is unusual in UK Higher Education, which is generally committed to closely-maintained disciplinary boundaries and a hierarchical stage development approach to learning. In this paper we report on how our goal of developing ethical engagement and awareness across a diverse group of students has been received, by them and more generally by the institution. We pose questions arising from our experience, and from research carried out independently with students.

Papers 4.6: Diversity in Education | *Education Building (N) M360*

Session chair: **Sarah DesRoches** (Philosophy of Education, McGill University)

4.6.1. “(Re)considering power, identity, and cultural difference in Quebec’s Intercultural model: implications for history and citizenship education”

Sarah DesRoches (Philosophy of Education, McGill University)

This discussion centers on the ways in which recognition of otherness’ is constructed in dQuebec’s Intercultural policy on cultural diversity and the implications for history and citizenship education. I begin by exploring how proponents of Interculturalism characterize it: as a model that reinforces a national political community while acknowledging diversity. Secondly, I focus on how issues of unequal power relations are discounted and important complexities that arise in the formation of civic identities are neglected. I will suggest that these oversights in the Intercultural model become conspicuous when examined through the lens of civic education.

4.6.2. “What ought to be remembered in schools?”

David Aldridge (Philosophy of Education, Oxford Brookes University)

The remembrance of the war dead that occurs on and around November 11th (or May 1st in USA) is essentially both morally charged and educational. However, in a multicultural society, Memorial’ or Armistice Day’ is a publicly contested phenomenon, and there is no widespread consensus about what ought to be remembered, why it ought to be remembered, and even whether many of the manifestations of the event of remembrance’ might carry profoundly unsettling ethical implications. This paper will draw on the tradition of hermeneutic phenomenology to explore and interrogate the phenomena of memory, collective memory and remembrance in education.

4.6.3. “Diagrammatic, debate and dialogue: Moral development, civic and inclusive engagement, and open-mindedness”

Linda Wheeldon (Philosophy of Education, Acadia University) and

Johannes Wheeldon (Criminology, School of Justice Studies and Sociology, Norwich University)

The pedagogic value of debate in the classroom has been undermined by competitive models which prize rhetoric and judgement over more inclusive and democratic approaches. This paper presents a model of classroom debate which relies upon visual approaches to learning, encourages students to argue against their own perspective, and requires debaters acknowledge the strongest argument raised by their debate colleagues. This approach might be seen alongside other efforts to integrate moral development in the classroom. It’s unique focus on upholding the values of respectful disagreement may offer a useful means to model inclusion and civic engagement.

Papers 4.7: Parental Roles in Moral Development | *Education Building (N) M450*

Session chair: **Kaye Cook** (Developmental Psychology, Gordon College)

4.7.1. “Peer attachments predict morality not parental attachments despite Kohlberg and Diessner’s assumptions”

Kaye Cook (Developmental Psychology, Gordon College),
Kaylyn Watterson (Developmental Psychology, Bucknell University), and
Chris Boyatzis (Developmental Psychology, Bucknell University)

Kohlberg and Diessner (1991) hypothesized that parental attachment predicts morality; nevertheless, our research documents the power of peer attachments, with maternal attachments also important to religious individuals. In the two samples of the current study (one religious, one secular), peer attachment predicted Moral Identity (measured by Aquino & Reed, 2002). Specifically, the quality of mother and peer communication predicted moral identity. Mother attachments were also associated with participants expressing greater concern about deceiving another by lying or taking money, or bodily violations such as drinking excessively and smoking marijuana recreationally.

4.7.2. “Adult reports of parenting they received relates to different types of moral orientations”

Darcia Narvaez (Developmental Psychology, University of Notre Dame),
Ashley Lawrence (Psychology, University of Notre Dame), **Ying Cheng** (Psychology, University of Notre Dame), and **Lijuan Wang** (Psychology, University of Notre Dame)

Parenting practices that match humanity’s evolutionary heritage (e.g., breastfeeding, positive touch, caregiver responsiveness, play, social support) affect the moral development of young children. We examined whether adult reports of their parents’ parenting influence their moral orientations and capacities. 407 adults completed measures of the evolved developmental niche history (EDNH), depression, anxiety, empathy, personal distress, perspective taking, ethical orientation (safety, bunker, wallflower, engagement, imagination). EDNH scores were positively correlated with empathy, perspective taking, engagement, and imagination and negatively correlated with depression, anxiety, personal distress, safety, bunker and wallflower ethics.

4.7.3. “Exploring the influence of parent-adolescent communication and emotional reactivity on aggressive behavior”

Jenny L. Vaydich (Clinical Psychology, University of Auckland, New Zealand)

Parents have an important influence on children’s and adolescents’ emotional development. Parent-adolescent communication has been associated with adolescent’s emotional well-being, specifically adolescent self-esteem, depression, and general mental health. Parents continue to provide a source of support as well as socialize adolescents’ emotional expressions; however, few studies have examined parent-adolescent communication in relation to emotional functioning and aggression. Although considerable research has explored the influence of parent-child attachment relationships on emotional development, less is understood regarding the role of communication, particularly during late adolescence. The current study explored the relations among parent-adolescent communication, emotional functioning, and aggression.

Papers 4.8: Community Values and Civic Education | *Education Building (N) M520*

Session chair: **Jason M. Stephens** (Educational Psychology, University of Auckland)

4.8.1. "The achieving with integrity project: A problem-based, four-component model approach to promoting moral development in the classroom"

Jason M. Stephens (Educational Psychology, University of Auckland) and **David B. Wangaard** (Education, The School for Ethical Education)

Can a culture of cheating be transformed into a culture of integrity? Can teachers lead the way in this transformation by engaging their students in series of discussions about the problem of academic dishonesty? Can such a transformation be initiated with Web-based professional development? These are the big questions that drive the Achieving with Integrity Project. While the proposed paper will not provide a definitive answer to the first question, it does speak directly to the latter two by discussing the theoretical and empirical and underpinnings of process-oriented, four-component model approach to promoting students' moral functioning related to academic integrity.

4.8.2. "Moral and civic education in a global age: Case studies in China, Taiwan and Hong Kong"

You Guo Jiang (International Higher Education, Harvard Graduate School of Education)

Through qualitative and quantitative methodology, this comparative study explores the current thinking of university administrators, faculty members and students on moral and civic education in comprehending the process of an initiative in social justice and responsibility in China, Taiwan and Hong Kong. Through 196 purposive samples, this research found that moral education is well developed in Taiwan and Hong Kong, but China is much lag behind due to social, cultural, economic and political factors. Moral and civic engagement will be more effective as politics, economy and society more developed in China.

4.8.3. "Multicultural integration of pluralistic society for the common good: Lessons from the Ashanti Chieftaincy System and the Golden Stool Mythology"

Baffour Atta Asare (Educational Leadership, University of Education, Winneba), **Alexander K. Edwards** (Educational Administration and Leadership, University of Education), **Constance Bonsu** (Educational Leadership, University of Education), and **Samuel K. Aboagye** (Educational Leadership, University of Education)

The stability of the Ashanti Kingdom in Ghana is anchored on the hierarchical kingship pedigree (led by the Asantehene) and the Golden Stool. Traditionally, chiefs are obliged to pursue excellence in justice, vision, communication, and socio-moral values. Now the society is pluralistic due to migration and development. How are the chiefs prepared in leading for the good of the society? The paper highlights traditional philosophies, mythologies, worldviews, and indigenous systems that are all structured for the common good through community dialogue. The Ashanti chieftaincy (kingship) has something significant to offer when it comes to intercultural dialogue, socio-cultural integration, and deontological leadership.

10h15 to 10h30 Break | *Education Building (N) Foyer*

10h45 to 11h00 Official welcome | *The Old NFB Ciné-Robothèque, Judith-Jasmin Annex (JE), 1564 Saint-Denis Street at the corner of Maisonneuve Street*

11h00 to 12h30 Kohlberg Memorial Lecture | *The Old NFB Ciné-Robothèque, Judith-Jasmin Annex (JE), 1564 Saint-Denis Street at The corner of Maisonneuve Street*

Tariq Modood (Professor of Sociology, Politics and Public Policy and Director of the University Research Centre for the Study of Ethnicity and Citizenship at the University of Bristol)

“Multiculturalism, Interculturalisms and the Majority”

Two forms of Interculturalism have emerged as explicit critiques of multiculturalism. A European version emphasises cultural encounter and novelty and is relatively apolitical except for its disavowal of the national in preference for the local and the trans-national. In contrast, its Quebeccan counterpart gives significance to the idea of the right of a historic national community to use state power to reproduce itself. Whilst the former is a recognisably cosmopolitan vision I ask if the latter represents a distinctive mode of integration in relation to post-immigration ethno-religious communities. I argue that Quebeccan interculturalism challenges multiculturalists to offer a positive view of ‘the majority’, which to date they have largely neglected to do but which is possible within the conceptual and normative resources of multiculturalism.

Discussant: **Daniel Weinstock** (McDonald Professor of Law, McGill University)

Introduced and chaired by **Lawrence Blum** (Philosophy and Liberal Arts and Education, University of Massachusetts)

12h30 to 13h30 Lunch break (meal not provided)

13h30 to 14h45 Parallel sessions 5

Symposium 5.1: Multiculturalism, education and school knowledge: epistemological challenges for teaching sciences in an intercultural perspective |

Hubert-Aquin Building (A) 1720

Convened by **Marcelo Andrade** (Multiculturalism and Education, Pontifical Catholic University of Rio de Janeiro)

Multiculturalism is a phenomenon in a globalized world and a reality that presents new questions to schools. We live in a time marked by questions brought by difference: gender, race, sexual orientation, religion, cultural identities, local belongings, etc. Differences historically hidden by force of rhetoric on equality, neutrality and objectivity

of scientific and school knowledge. This symposium has as objective to discuss how multiculturalism has impacted the school, the school knowledge and teachers conceptions.

Presentations by **Anna Carolina Barbosa** and **Pedro Pinheiro Teixeira**

Symposium 5.2: C.S. Lewis as Moral Educator for Multicultural Society? A reappraisal on the 50th anniversary of his death | *Hubert-Aquin Building (A) 1840*

Convened by **Mark Pike** (Education, University of Leeds)

November 2013 is the 50th anniversary of the death of C. S. Lewis (he died the same day JFK was assassinated) and there will be a flurry of books from publishers (including one by the Symposium chair) to mark this event. But what has Lewis, as a Christian writer living in pre-multicultural England to offer moral educators in plural societies. This reappraisal concentrates on the virtues (cardinal and theological) embodied in the Tao in the writing of Lewis and concludes that these have much to contribute to both religious and secular moral education in diverse societies.

Presentations by **Perry Glanzer**, **Stephen McKinney** and **David Aldridge**

Papers 5.3: Philosophical Perspectives on Socialization and Difference | *Hubert-Aquin Building (A) 1865*

Session chair: **Boris Zizek** (Development and socialization, Johannes Gutenberg University, Germany)

5.3.1. "Towards a socializational theory of moral development"

Boris Zizek (Development and socialization, Johannes Gutenberg University, Germany)

This presentation focuses on the contribution of the structure of social relations to moral development. Moral behaviour is understood as the result of a practical reconstruction of the specific structure of the respective forms of social interaction. The subject reconstructs them by attending them. Thus behaviour precedes verbal judgement, as Piaget noted. In terms of a sketch of a socializational theory of moral development, I will stress the structural analogies between the maternal instance of socialization and prosocial behavior (Tomasello), the parental instance of socialization and Piaget's morality of heteronomy (practical morality), the micro-structure of school and peer-group and Piaget's autonomous morality.

5.3.2. "Towards a dialogical psychology of difference"

Aydan Gülerce (Clinical Psychology, Bogazici University Institute of Social Sciences, Turkey)

Modern psychological theory suffers from serious philosophical, metatheoretical, methodological constraints and biases that become more visible through the demands of contemporary society and by the confrontations of current political and moral issues that globally dominate everyday living and discussions. On the other hand, it is no coincidence that there has been a burgeoning interest in Bakhtin's notion of dialogicality

at the conjunction of global society's traditional, modern and post-modern historical trajectories. Rhetorics of dialogue and superficial appropriations of Bakhtin in political philosophy are deliberated. Challenging epistemologically-ontologically-ethically-aesthetically-conceptually sensible issues towards a dialogical psychology of difference are discussed.

5.3.3. "Korsgaard amid the Career Advisors: The path to self-constitution for multicultural millennials"

Amelia Peterson (Philosophy of Education, Harvard Graduate School of Education)

This paper builds on empirical findings to identify groups where the notion of meaningful work' may be the most shared, and most salient, thick ethical concept. An aspiration towards meaningful work which in other times might have been called a vocation, or calling is explored as a lay manifestation of Christine Korsgaard's normative theory of self-constitution. Setting Korsgaard's work in the context of burgeoning adulthood challenges the role played by the practical identity as both a source and end of action. Philosophy of action's struggle to resolve this break points to the need for a concept of moral exemplars as a crucial part of the process of self-constitution and effective career advisory.

Papers 5.4: Morality and Technology | *Hubert-Aquin Building (A) 1880*

Session chair: **Meghan M. Saculla** (Educational Psychology, University of Alabama)

5.4.1. "Addressing relationships among moral judgment development, narcissism, and technology use."

Meghan M. Saculla (Educational Psychology, University of Alabama), **Pitt Derryberry** (Western Kentucky University), and **Steve Thoma** (University of Alabama)

Recently, Thoma and Bebeau (2008) reported moral judgment developmental trends among samples of undergraduates and graduates where increases in personal interests reasoning and decreases in postconventional reasoning were observed. In explaining these trends, they cite recent increases in narcissism among college students (Twenge, Konrath, Foster, Campbell, & Bushman, 2008) and noted that certain types of technological devices may have adverse effects on social decision-making and self-presentation. As such, the present study investigated the relationships among moral judgment development, narcissism, and technology use. Structural equation modeling showed that there is no direct path between narcissism and DIT-2 scores, though technology use mediates the relationship between these two variables.

5.4.2. "Moral education in the microsystem/s of multicultural societies/y"

Aisha Walker and **Mark Pike** (Education, University of Leeds)

Digital media within the 'microsystem' are one of the main (undertheorized) sites of ethical development and are likely to have an impact on the child's emerging value

system. Discussions of this technology usually occur in the context of online safety and access to inappropriate content such as violence or pornography. However, even when children are interacting online in safe and approved settings, the technology brings into the microsystem people who would not otherwise be there and may come from different cultural and attitudinal backgrounds. We consider the opportunities as well as the threats of such intercultural dialogue and interaction.

5.4.3. "On-lying: Moral evaluation of cyber-bullying events and cross-cultural differences"

Carlos Gomez-Garibello (Educational Psychology, McGill University), **Victoria Talwar** (Educational Psychology, McGill University), and **Shaheen Shariff** (Integrated Studies in Education, McGill University)

The constant exposure to electronic media has increased the likelihood of adolescents experiencing hurtful events such as cyberbullying. There has been no systematic examination of how adolescents' moral evaluations of cyberbullying are affected by nature of the event depicted or cultural differences. The purpose of this study was to examine the impact of deceitful or truthful information being posted on-line and cultural background of adolescents on the moral evaluation of cyberbullying events. Results suggest that North American rated lying events more severely than Latin American participants. Conversely, Latin American rated as more negative events depicting telling the truth than North American adolescents.

Papers 5.5: Migrating Identities and Civic Education | DeSève Building (DS) 2505

Session chair: **James R. Bigari** (Educational Studies, University of British Columbia)

5.5.1. "A Muslim, Christian and secular humanist walk into a school: Pursuing moral and civic education in a pluralist liberal democracy"

James R. Bigari (Educational Studies, University of British Columbia)

In this presentation I will consider the concerns of Christian and Muslim parents in order to critique the public justifications offered by liberal theorists for moral and civic education. I will show how the belief-based soteriology and the affectively laden discourse around eternal damnation in these religions make some of the commonly stated goals of moral and civic education more problematic than liberal theorists have acknowledged. Specifically, their justifications alienate these groups and hence undermine public education. I will then explore the work of Robert Talisse as a more promising approach for justification of and consensus on moral and civic education.

5.5.2. "National identity, European identity, and attitudes toward 'others' in European adolescents"

Julia Higdon (Education, Harvard Graduate School of Education)

This study draws upon Social Identity Theory (Tajfel, 1974; Tajfel & Turner, 1979),

Self-Categorization Theory (Turner & Oakes, 1989) and the Common Ingroup Identity Model (Gaertner et al, 1993), to empirically examine differences between national and European identity, and their relationship with attitudes toward «others» among adolescents in Europe.

Papers 5.6: Civic identity and political psychology | *DeSève Building (DS) M220*

Session chair: Helen Elizabeth Haste (Cultural Psychology, Harvard Graduate School of Education)

5.6.1. "The dialectics of civic identity: Culture, dialogue and self"

Helen Elizabeth Haste (Cultural Psychology, Harvard Graduate School of Education)

We cannot understand civic engagement and therefore promote effective civic education without understanding civic identity as the iterative intersection of cultural narrative, dialogic processes and active individual meaning-making and incorporate the fusion of affect and cognition in motivation to participate. How does subjectivity derive from cultural resources and the negotiation of meaning and identity through praxis, argumentation and perspective-taking? Data from China, South Africa and Europe illustrate the model. Three elements are central to civic identity; efficacy and sense of agency, narratives which explain the civic world, and positioning self and others, as ingroup/outgroup, as powerful/powerless, as entitled or not.

5.6.2. "Our beliefs about society and government are related to our morality? The relationship between Core Political Values and Moral Foundations"

Dante Junior Solano Silva (Social psychology, Pontificia Universidad Católica del Perú)

Previous research has show that the Moral Foundations underlie the political orientation and ideology. These political positions include a series of belief and attitudes about how should be the society, the citizenship and the government; namely, represents a set of core political values. We theorize that the moral foundations are related to core political values. In an empirical research we test this relationship, in a sample of peruvian university students (N=100). The results will be discussed for their importance for the democracy, citizenship and for the peruvian context, characterized for their multiculturalism, social conflicts presence and economic development process.

5.6.3. "Educating for a Canadian identity"

Bruce Maxwell (Education, Université du Québec à Trois-Rivières), **Dianne Gereluk** (Education, University of Calgary), **Christopher Martin** (Education, University of British Columbia) and **Trevor Norris** (Education, Brock University)

One of the major political and moral tensions of the modern era is the place of civic identity in modern pluralistic democracies. Here, identity informs and serves as a response to, contemporary political problems about the competing values of multiculturalism, plurality, and social cohesion. In this paper, we look to examine the way in which

the formation of civic identity has been developed in Canadian education systems, and the normative implications for how educators ought to proceed.

Papers 5.7: Justice and Tolerance in Diverse Societies | *DeSève Building (DS) M260*

Session chair: **Doret de Ruyter** (Philosophy of Education, VU University, Amsterdam)

5.7.1. "The meaning and desirability of sustainable learning"

Doret de Ruyter (Philosophy of Education, VU University, Amsterdam)

It is beyond doubt that we are facing major changes in the way we have been living in western societies for the past decades. The crisis of the neo-liberal paradigm that has been reigning public life requires politicians, academics and foremost educators to rethink what we should teach the new generation. It may not come to a surprise that in this new era a new concept has entered academic and public discussions: sustainable learning. This lecture begins with a clarification of sustainable learning'. It then analyses the foundations underlying this new concept and ends with an overview of pro's and con's with regard to the desirability of making sustainable learning the objective of compulsory education in primary and secondary schools.

5.7.2. "Teaching and learning an option for the poor: The Book of Job and belief in a just world"

Roger Bergman (Sociology and Anthropology, Creighton University, U.S.A.)

The Book of Job was composed 2,500 years ago but remains relevant to questions of human understanding and misery. Fifty years ago, Melvin J. Lerner began researching the psychological phenomenon he called the belief in a just world, which bears a striking resemblance to the theology of Job's friends. As Lerner writes, 'A Just World is one in which people get what they deserve.' Job in his innocent suffering challenges this belief in just reward and retribution. This presentation will explore belief in a just world as a challenge to moral education, especially with reference to liberation theology.

5.7.3. "Multiculturalism and the limits of tolerance: The case of female genital mutilation"

John C. Gibbs (Developmental Psychology, Ohio State University)

A key tenet of multiculturalism asserts the importance of tolerating and even celebrating cultural diversity. Female genital mutilation, however, represents a clear case of an objective moral wrong that should not be tolerated especially as immigrants to Western countries seek to perpetrate this practice upon their daughters. Objective morality is not the custom of a particular culture but rather a consequence of the interchangeability [or reversibility] of perspectives (Pinker, 2011). If the practitioners of this mutilation were adequately informed, mentally and emotionally healthy, and in the place of their victims, the mutilators would not wish the act done to them.

Papers 5.8: Moral Responsibility | *DeSève Building (DS) M560*

Session chair: **Thomas Kristopher Wiens** (Clinical/ Moral Psychology, University of British Columbia)

5.8.1. "Alcohol addiction, disease, and moral responsibility"

Thomas Kristopher Wiens (Clinical/ Moral Psychology, University of British Columbia) and **Lawrence J. Walker** (Moral Psychology, University of British Columbia)

How does telling someone that their addiction is the result of a disease affect their sense of agency and moral responsibility? In a society where all sorts of socially deviant behaviors are being labeled as the result of disease (Szasz, 2007), the terrain of moral responsibility is quickly losing ground to an encroaching medical conceptualization of behavior. This study employs an experimental design to assess how adopting such a disease conceptualization affects alcohol-addicted, problem drinkers' sense of agency and moral responsibility for their behavior. This project has implications for conceptions of moral agency and action and for interventions with problematic behaviors.

5.8.2. "Moral responsibility - a normative concept and its meaning for moral decision making"

Jennifer Loew (Moral Psychology, Center of teacher education, University of Aachen)

This presentation considers moral responsibility in the sense of a normative concept and its meaning for moral decision-making. More precisely, based on a qualitative interview study it is analyzed, how people perceive and judge moral responsibility, and further, how this affects moral decision-making with a special focus on work-related or economic situations. The overall aim of this study is to clarify the role of moral responsibility for moral functioning referring to different research findings, which have revealed a close relationship between the personal acceptance of moral responsibility and moral behavior (e.g. Blasi, 1983, Kohlberg & Candee, 1984).

5.8.3. "Moral responsibility and entrepreneurial failure"

Oser Fritz (Psychology, University of Freiburg, Switzerland) and **Catherine Naepflin** (Educational Psychology, University of Freiburg, Switzerland)

Many entrepreneurs fail during their project. Such a failure entails not only economic and financial consequences but calls also for a moral responsibility toward employee and families. Possible reasons are given through unconcerned behavior, sometimes unintentional or not being aware about risk when starting a business. In this paper the construct sense of failure with three main dimensions a) beliefs about failure, b) awareness of moral responsibility/ risks and c) the fear of a possible failure will be presented with results from the interview analysis. The focus laid on the awareness of moral responsibility in the field of entrepreneurial endeavour.

14h45 to 15h00 Break | *DeSève Building (DS) Foyer*

15h00 to 16h15 Parallel sessions 6

Symposium 6.1: Difference! Here! Problems and challenges for respectful coexistence among children and adolescents in Brazilian schools |

Hubert-Aquin Building (A) 1720

Convened by **Luiz Cláudio da Silva Câmara** (Philosophy of Education, Pontific Catholic University of Rio de Janeiro)

In this symposium we intend to present four studies that address different issues related to living with the differences in the daily lives of many Brazilian schools.

Presentations by **Monique Marques Longo e Raquel Jerez, Giselly dos Santos Peregrino** and **Pâmela Suélli da Motta Esteve**

Symposium 6.2: Civic participation in schools and the digital age |

Hubert-Aquin Building (A) 1840

Convened by **Silvia Diazgranados** (Educational Psychology, Harvard Graduate School of Education)

This symposium draws together research studies that show how opportunities for participation can help students develop the skills, knowledge, and dispositions that lead to informed civic action. First, we present findings from a study that seeks to identify the effect of safe and participatory environments on students attitudes toward violence in Colombia. Next, we present a review of interview responses from experts in the field of classroom talk about the academic, social and civic outcomes of participation in classroom discussions. Then, we focus on the new opportunities for civic participation that are emerging in the digital age and discuss how social networking sites can promote civic involvement.

Presentations by **James Noonan, Janet Kwok, Emily Weinstein** and **Silvia Diazgranados**

Papers 6.3: Ethics and Counselling in the Professions | *Hubert-Aquin Building (A) 1865*

Session chair: **Verna Monson** (Education, University of St. Thomas, U.S.A.)

6.3.1. "Ethical professional identity in legal education: Assessment of developmental change from matriculation to graduation "

Verna Monson (Education, University of St. Thomas, U.S.A.), **Neil Hamilton** (Ethical Leadership, University of St. Thomas, U.S.A.), and **Jerry Organ** (Law, University of St. Thomas, U.S.A.)

The call for legal education to renew its emphasis on fostering the growth of ethical professional identity has gained significant momentum following a 2007 report by the Carnegie Foundation. We report the results of two pre- and post-test studies of ethical professional identity from two cohorts of law students at the University of St Thomas

School of Law. Our research shows that (1) ethical professional identity can be reliably assessed, and (2) assessment results can be used for both program evaluation and individual formative assessment. We also report themes reported in student reflection essays that were associated with developmental change.

6.3.2. "Utilizing a global perspective to promote moral development in the school counseling internship"

Derek Lane Robertson (Counselor Education, University of Texas San Antonio) and **Victoria Foster** (Counselor Education & Supervision, The College of William & Mary)

School counselors often find themselves working in isolation with few opportunities for counselling related professional development, consultation on ethical and clinical issues, and clinical supervision from a supervisor trained in counselling. This presentation reports on the process and outcomes of a semester long intervention designed to promote the moral reasoning, critical analysis, intercultural competence and self-reflective practice needed for school counselling students to maintain their ethical and professional identities as they begin their careers in an increasingly complex and diverse education system.

6.3.3. "Moral injury and moral reckoning: Exploring the role of moral reasoning in the therapeutic context for counselor preparation and supervision"

Victoria Foster (Counselor Education & Supervision, The College of William & Mary) and **Charles McAdams** (Counselor Education & Supervision, Clinical Mental Health Counseling, The College of William & Mary)

What is the therapeutic context for moral reckoning? How might counselors construct the therapy process for those clients seeking therapy who engaged in what they consider immoral acts? Mental health professionals tend to treat guilt as a symptom of a condition needing intervention, not as a healthy moral response to a perceived moral transgression. The presenters, one a combat veteran, contend that treatments of guilt as a primary symptom fail to address profound existential and moral issues faced by clients who acknowledge, or attempt to acknowledge, that their acts have caused harm to others and violated their own moral commitments.

Papers 6.4: The College Experience | *Hubert-Aquin Building (A) 1880*

Session chair: **Perry L. Glanzer** (Educational Foundations, Baylor University)

6.4.1. "Finding purpose and meaning: College students' quest"

Perry L. Glanzer (Educational Foundations, Baylor University) and **Jonathan Hill** (Sociology, Calvin College)

Our paper reports the results of a mixed methods analysis of the environmental, ideological and institutional factors influencing students' quest for meaning and purpose in college. We used survey and interview data from the National Study of Youth

and Religion (NSYR), as well as additional interview data collected from 110 interviews at ten targeted colleges and universities, to identify ways this quest is nurtured or inhibited by past relationships (e.g., parents, friends and mentors) and particular communities of discourse in the college or university environment (e.g., type of university, student groups, friends, living situation, faculty, majors, religious/nonreligious identity, etc.).

6.4.2. "The male group effect: Measuring changes in moral judgement and reasoning among two cohorts of first-year college men"

Daniel J. Terry (Higher Education Administration, Texas Christian University)

What effect does joining a social fraternity have on the moral development of 18-19 year old men in their first year of college? The results of a quasi-experimental dissertation study are presented wherein the researcher investigated differences in rates of change/growth in moral judgment and reasoning among two distinct cohorts of first-year fraternity men. One cohort (Alpha Alpha) participated in a non-traditional, programmatically intentional, character-driven approach to fraternity membership, while the other cohort (Beta Beta) participated in a traditional approach to fraternity membership. Significant moral development differences did emerge in AA and BB, though in surprising ways not hypothesized by the researcher.

6.4.3. "Moral competence and alcohol abuse: A Brazilian study with university students"

Mayra Marques da Silva Gualtieri (Psychology, Universidade Estadual Paulista),

Patricia Unger Raphael Bataglia (Psychology, Universidade Estadual Paulista),

Alonso Bezerra de Carvalho (Philosophy, Universidade Estadual Paulista),

Raul Aragão Martins (Psychology, Universidade Estadual Paulista), and

Jair Izaías Kappann (Psychology, Universidade Estadual Paulista)

The present paper discusses the results of a research that investigated the pattern of alcohol use in Brazilian university students and their development of moral competence. The study was conducted in two phases with 164 undergraduate students from three different areas of knowledge, using the AUDIT (Alcohol Use Disorder Identification Test), a socio-economic survey and a questionnaire for substance abuse and the MJT_xt (Moral Judgment Test-extended version). Due to high rates and frequency of alcohol use found and the AUDIT results in the 164 students, 47 students were raffled to answer the MJT_xt and correlations were made with their AUDIT results.

Papers 6.5: Vulnerable Youth: Racism, Poverty, and Prison | *DeSève Building (DS) 2505*

Session chair: **Neringa Kubiliene** (Social Work, University of British Columbia (Canada))

6.5.1. "Resilient responses to racial discrimination: experiences of visible minority youth in Vancouver"

Neringa Kubiliene and **Miu Chung Yan** (Social Work, University of British Columbia)

Racial discrimination is associated with numerous negative consequences to the well

being of young people. Whereas current research focuses primarily on problems that visible minority youth face, there is a lack of research exploring what factors make them successful. Our presentation will address an existing lacuna in research examining resilience of visible minority adolescents. Drawing our discussion on the findings of participatory research with eighteen participants (aged 15-23) representing visible minorities in Vancouver, we will identify the most prevalent youth responses to racism and will share stories that demonstrate youth resilience. We will then discuss our findings highlighting the contributions to resilience theory in the context of perceived racial discrimination.

6.5.2. "The effects of poverty on school leavers' outcomes in Glasgow secondary schools"

Stephen McKinney, Stuart Hall, and Kevin Lowden (Education, University of Glasgow)

This paper reports on quantitative and qualitative research undertaken on the relationship between achievement and initial school leaver destination and schools that are located in areas of deprivation. The research is focused on secondary schools in Glasgow, Scotland. The quantitative findings indicate, surprisingly, that some schools in areas of deprivation record high levels of initial school leaver destination. The qualitative findings, seeking to understand this, identified the importance of: operational work by designated staff and external links; the role of careers advisors; intervention at an early age and targeted intervention and, pre-eminently, strong and committed leadership.

6.5.3. "The school to prison pipeline for Latino youth: Addressing issues and finding hope"

Alesha D. Seroczynski (Developmental Psychology, University of Notre Dame) and **Amy D. Jobst** (Counseling Psychology, St. Joseph County Juvenile Justice Center)

At least 18,000 Latino youth are incarcerated annually in the United States, and they are 2-3 times more likely to be incarcerated than Caucasian youth. We will discuss three topics that relate specifically to Latino youth served by juvenile justice facilities: communication between Latinos and professionals, sociocultural variables specific to Latino families, and ethical considerations for professionals. We will suggest specific ways in which both the educational and juvenile justice systems might better serve Latino families, drawing from both research and specific examples of Latino youth we have served in our court diversion program, Reading for Life.

Papers 6.6: Considering Intercultural Education | DeSève Building (DS) M220

Session chair: **Daniel Fleming** (Theology and Ethics, University of Newcastle)

6.6.1. "When encounters between religious worldviews are a threat: Pursuing the common good through dialogue and recognition with Triune ethics theory and values education"

Daniel Fleming (Theology and Ethics, University of Newcastle) and **Terry Lovat** (Education, University of Newcastle)

This paper will argue that encounters between religious worldviews are a fact of our

current era, and that their successful negotiation is crucial for civic well-being. However, in our current context, such encounters are typically characterised by defensiveness and lack of authentic dialogue. Using Darcia Narvaez's Triune Ethics Theory (TET), we will argue that encounters characterised by these features align with what she describes as the security ethic. TET and related research provides clues for shifting the nature of such encounters towards what Narvaez refers to as the engagement and imagination ethics which are better placed to pursue the common good through dialogue and recognition.

6.6.2. "Fostering intercultural literacy through school internationalization in Taiwan: Challenges and perspectives"

Joagni Pare (Professional development for educators, National Chung Hsing University)

Taiwanese universities currently absorb waves of international students. Yet on top of facing ignorance-based culturally inappropriate or insensitive actions in the larger community, these foreign students often find their cultural learning styles and values clash with their local teachers' teaching methods and classroom expectations. This study identifies and analyzes the: (1) most recurrent problems occurring in Taiwan's multicultural classrooms; (2) multicultural education issues related to teachers and staff intercultural training, teachers professional development, curriculum development, and socio-cultural structuring of the educational institutions; (3) current attempts by the schools to solve these problems and how intercultural literacy can be better enhanced on campuses and in the greater community.

6.6.3. "Rethinking our history of intercultural dialogue: The Other in historical representations of Mexican and Spanish Adolescents"

Everardo Perez Manjarrez (Educational Psychology, Autonomous University of Madrid)

Why is an historical understanding essential for intercultural dialogue? In the new century, Western paradigms of democracy are in crisis. In general, countries are not educating their citizens with rights and commitments based on interculturalism, but under the claim of the historical. We as "nation" means the exclusion and discrimination of the Other. This study analyzes students' historical representations in order to respond the initial question. A theoretical framework is presented, as well as a cross-cultural methodology to analyze historical understanding, social perspective taking and positioning processes, among students of fourteen and sixteen years old from Mexico and Spain.

Papers 6.7: Language and Lies | DeSève Building (DS) M260

Session chair: **Eric Marx** (Developmental Psychology, Australian Catholic University)

6.7.1. "Cognitive and linguistic self-awareness and relations to moral development in toddlers"

Eric Marx (Developmental Psychology, Australian Catholic University)

Forty infants age 16 - 26 months were tested for relations between cognitive (mirror self-recognition) and linguistic (first-person pronouns and/or name) self-awareness and

various moral behaviors. The children also were assessed for general language abilities, knowledge of self-properties (e.g., gender), social interaction skills, and symbolic play level. Linguistic measures of self-awareness correlated more with moral behaviors than did cognitive self-awareness. Use of time-related words was the strongest predictor of moral behaviors. Older children exhibited a stronger pattern of relations between self-awareness and morality than did younger children, and girls displayed a stronger pattern than did boys.

6.7.2. "The smallest of lies: Lie-telling in preschool aged children and their executive functions"

Karissa Leduc (Psychology, McGill University), **Shanna M. Williams** (Educational and Counseling Psychology, McGill University), and **Victoria Talwar** (Educational and Counseling Psychology, McGill University)

In the present study researchers examined the emergence of antisocial lie-telling in 2 ½ -year-old children. A modified temptation resistance paradigm (TRP) was used to elicit children's spontaneous lies. A total of 87 children (Nfemales = 34, Mage in months = 31.75, SD = 1.87) participated in the study. In the TRP, children were instructed not to peek at a target toy when an experimenter left them alone in a room. Upon the experimenter's return, children were asked if they peeked at the toy. Children also completed a series of executive functioning measures: (a) first- and second-order false belief understanding (i.e., Sally/Anne and Smarties task), (b) inhibitory control (i.e., Whispers task), and (c) working memory (i.e., Stroop). Overall 79.2% of children peeked at the toy and 20.8% of those children lied. Children who lied had higher scores on the inhibitory control task. The current research will be discussed in relation to children's cognitive development.

6.7.3. "In-group/out-group distinctions and moral theory"

Stephen A. Sherblom (Psychology, Lindenwood University, U.S.A.)

In-group/out-group distinctions in social relations among humans, expanding outwards from the individual in concentric circles, play a vital role in human social and moral interaction. Yet, they are frequently ignored in moral theory or seen as problematic. The justice tradition has usually seen in-group allegiances largely as parochial bias, or simply irrelevant when moral behavior is to be guided only by universal moral principles. This paper raises questions regarding in-group/out-group distinctions, especially in light of early childhood development in the ultimate in-group. Real-world lessons for moral theory will be suggested.

Papers 6.8: Cultural Phenomena and Moral Life | *DeSève Building (DS) M560*

Session chair: **Mark Andrew Pike** (Education, University of Leeds)

6.8.1. "Moral education in multicultural societies 50 years after C.S. Lewis"

Mark Andrew Pike (Education, University of Leeds)

C.S. Lewis wrote widely on character and moral education and 2013 marks the 50th anniversary of his death. Much of this work is not founded upon a theistic premise, let alone a specifically Christian one and is therefore relevant to the education of citizens of faith and also their secular compatriots. Yet it would be wrong to divorce the moral educational vision of C.S. Lewis from his faith and this paper draws upon both *The Abolition of Man* and *Mere Christianity* in exploring the relation between a particular faith and moral education in multicultural societies where faith has a role.

6.8.2. "Serious words about serious things: Dialogue, voice, and moral education"

Adrian Skilbeck (Philosophy of Education, University of London)

In *Theorising Drama as Moral Education* (Winston, 1999) Joe Winston discusses how drama might contribute to the field of moral education. One possibility lies in dramatic dialogue. However in order to fully engage students such dialogue has to be reasoned with passion'. I discuss the strengths and limitations of this via reflection on Stanley Cavell's concern with the personal voice in philosophy and his discussion of moral perfectionism in Ibsen's *A Doll's House*, cited by Winston as an example of morally significant impassioned speech, in *Cities of Words* (Cavell, 2004).

6.8.3. "The effect of war films on the moral attitudes of viewers"

Peter L. Samuelson (Educational Psychology, Fuller Graduate School of Psychology, U.S.A.), **Sarah Schnitker** (Social Psychology, Fuller Graduate School of Psychology, U.S.A.), and **Matthew Russell** (Clinical Psychology, Fuller Graduate School of Psychology, U.S.A.)

This paper examines the effects of watching films on viewers' spirituality and morality by assessing spiritual transcendence, moral judgment, and attitudes toward authority before and after viewing one of two films (*Act of Valor* or *We Were Soldiers*). The aims of the paper are to : (1) measure changes in attitudes that result from viewing *Act of Valor* and *We Were Soldiers*, (2) test the efficacy of their films to foster moral and virtue development, and (3) explore effects of film on moral judgment.

16h15 to 16h30 Break | *DeSève Building (DS) Foyer*

16h30 to 17h45 Parallel sessions 7: Invited papers

Paper 7.1: "Quebec's Ethics and Religious Culture Program: Overview, critical perspectives and analysis" | *DeSève Building (DS) 4375*

Ronald Morris (Associate Professor in the Department of Integrated Studies in Education at McGill University) and **Nancy Bouchard** (Professor at the Faculty of Humanities of the Université du Québec à Montréal, Founder and Director of the Research Group on Ethics and Education)

Quebec's Ethics and Religious Culture Program has generated a great deal of controversy.

This presentation examines the critical responses and resistance from a range of sources including the news media, court challenges, and the academic literature. While the news media tends to focus primarily on the religion component of the program, a preliminary reading of the academic literature suggests that critical concerns among scholars relate primarily to the ethics and dialogue competencies. After a brief overview of the program's objectives and competencies, this presentation reviews the critiques of the programs. Considering that scholars, public opinion and the courts remain divided on several issues, an analysis of the controversy over the ERC program has important implications for the future of moral education in Quebec.

Introduced and chaired by **David I. Waddington** (Philosophy of Education, Concordia University)

Paper 7.2: "Overcoming cultural barriers: an argument for the universality of the United Nations Convention on the rights of the child" | DeSève Building (DS) M220

Nadja Pollaert (Director of the International Bureau for Children's Rights (IBCR), Montreal)

Since 1954, the United Nations have expressed their concern with harmful cultural practices which are incompatible with the Universal Declaration of Human Rights. Nevertheless, cultural and traditional practices are harming children physically, emotionally and psychologically worldwide. One major challenge in advocating for children's rights is convincing adults to consider children as independent, autonomous individuals and rights bearers. Too often, children are viewed as empty "bodies and minds" to be filled with adult ambitions to perpetuate cultural, religious or traditional belief-systems. Culture and Human Rights are often antagonistic and the individual understanding of a given cultural belief varies between communities and individuals. In promoting the Convention on the Rights of the Child, nongovernmental organisations might be confronted with hostile arguments based on the idea that changes in cultural and traditional values create chaos and contribute to the erosion of respect between children and adults. These concerns are often exacerbated in a context of cultural pluralism.

Introduced and chaired by **Sharlene Swartz** (Sociology, Human and Social Development, Human Sciences Research Council)

Paper 7.3: "Children's lie-telling behavior and its relation to their moral understanding" | DeSève Building (DS) M260

Victorial Talwar (Associate Professor in the Department of Educational and Counselling Psychology at McGill University)

Honesty is a virtue that is highly valued in our society. It is viewed as a moral obligation, encouraged by parents and educators and required by clinicians, social workers, and legal professionals. The development and facilitation of honesty in children is important for both a child's development and success in society. Dr. Talwar will discuss the develop-

ment of children's verbal deception in relation to their moral understanding. She will present research on the development of children's lie-telling abilities, the role of social and motivational factors in promoting children's honesty.

Introduced and chaired by **Kevin McDonough** (Philosophy of Education, McGill University)

Paper 7.4: "Creating pedagogical spaces of transformation: The difficult task of facing humanity" | *DeSève Building (DS) M560*

Sharon Todd (Professor of Education at Stockholm University)

This paper seeks to explore an education responsive to the injustices experienced within pluralistic societies, such as Canada, not by defining what it is we should be building toward in the future, but by outlining a commitment to confronting what is (in the present). Education often operates within a constructed ideal of humanity, defined in relation to the culture and society of which it is part and whatever notions of the common good, citizenship and right are currently on the agenda. What I seek to do here, by emphasising the importance of the here and now for education, is to challenge our reliance upon an idealised sense of humanity and instead explore what might be involved in facing humanity as part of the transformative goal of education.

Introduced and chaired by **Kristján Kristjánsson** (Philosophy of Education, University of Birmingham)

18h00 to 19h30 Routledge reception, awards and poster session |
DeSève Building (DS) Foyer

19h00 to 21h00 Optional visit to the Chinese Lantern Festival at the Montreal Botanical Gardens | *Meet at 19h00 sharp in the DeSève Building (DS) Foyer*

SATURDAY, 26 OCTOBER

9h00 to 10h15 Parallel sessions 8

Symposium 8.1: Re-conceptualizing how we conceptualize democracy in education | DeSève Building (DS) M240

Convened by **Paul R. Carr** (Sociology, Lakehead University)

This research project explores how teacher-education students experience, perceive and understand democracy, especially in relation to education, as a way of interpreting what they might do as future teachers. Samples from English- and French-Canada, the USA and Australia provide a comparative backdrop to what is happening in schools concerning the potential for transformative change, critical engagement, and thicker versions of democratic consciousness. Among the findings are: there was generally a weak democratic educational experience among participants, most did not make a clear connection between their educational experience and social justice, and most had concerns about teaching for democratic consciousness.

Presentations by **Paul R. Carr, Dan Becker, Gina Thésée, Franck Potwora, Brad Porfilio** and **David Zyngier**

Symposium 8.2: Moral education for global citizenship | DeSève Building (DS) M260

Convened by **Andrew Scott Conning** (Education, Harvard Graduate School of Education)

Despite the long-term increase in universalistic values in school curricula around the world, many students must still learn to become global citizens more in spite of their schooling than because of it. This symposium asks the questions: What are the cognitive demands of global citizenship? What would it take for national systems of education to produce graduates prepared to meet these demands? What concrete reform efforts are needed in moral education' curricula to realize these goals? We will address these questions from both a cognitive-developmental, philosophical, and policy analysis perspective.

Presentations by **Tianlong Yu, Chuanbao Tan** and **Andrew Scott Conning**

Papers 8.3: Morality and Youth | DeSève Building (DS) M280

Session chair: **Manuel de Jesús Velázquez León** (Studies of English Speaking Cultures Universidad de Ciencias Pedagógicas de Holguín)

8.3.1. "Moral education and the meaning of life: An intercultural teaching experience in Cuban universities"

Manuel de Jesús Velázquez León (Studies of English Speaking Cultures Universidad de Ciencias Pedagógicas de Holguín), **Adonay Pérez Lúengo** (Pedagogy, Universidad de Ciencias Pedagógicas de Holguín) and **Yunier Pérez Sarduy** (English, Universidad de Ciencias Pedagógicas de Holguín)

This paper deals with a particular outcome of research in moral education while teaching studies of the English speaking cultures in Cuban universities: the role of students' search for meaning in the process of their moral education. Most of the reflections obtained here come from debates with several generations of students about poems, short stories or historical events of the English speaking cultures. As I found in time, such intercultural experience had a significant impact on the way they viewed the meaning of their lives, which influenced their moral education.

8.3.2. "Integration and regulation of values and feelings on youth purpose"

Viviane Potenza Guimarães Pinheiro and **Valéria Amorim Arantes**

(Educatinal Psychology, University of São Paulo)

This research aims to understand integration and regulation of feelings and values in human psyche, having the youth purpose as content. 200 High School students answered two different instruments: an open-ended questionnaire and a moral conflict based on the William Damon's Youth Purpose perspective. Data was analyzed based on the Theory of Organizing Models of Thought. Among the results, we highlight that moral psychic functioning involves a complex of personal values, feelings and meanings, which integrates the self and the moral identity.

8.3.3. "Purpose: A study on young students' purposes coping with social vulnerable condition in the city of Sao Paolo"

Daniela Haertel and **Ulisses Ferreira Araújo** (Educational Psychology, University of São Paulo)

This investigation aimed to identify life goals, purposes and ethical purposes of young Brazilian students in social vulnerable conditions of a public school in Sao Paulo. We aimed to understand the main characteristics of those life goals and purposes and whether the presence of ethical purposes has any influence on how meaning is perceived by them. For such, this research adopted the concept of purpose as defined by Damon (2009). The results show most of the young people surveyed had a life goal or a purpose and that the presence of ethical purposes does influence how meaning is perceived.

Papers 8.4: Moral Decision Making and the Brain | *DeSève Building (DS) M320*

Session chair: **Miriam H. Beauchamp** (Neuropsychology, University of Montreal)

8.4.1. "A multidimensional view of moral reasoning substrates in adolescence"

Miriam H. Beauchamp (Neuropsychology, University of Montreal), **Julian Dooley** (Psychology, Edith Cowan University), and **Janine Cooper** (Neuroimaging, Royal Children's Hospital, Australia)

Adequate moral reasoning capacities are critical when considering appropriate courses of social action. Both cognitive and affective factors are thought to underlie adequate MR abilities; however, their relative contribution remains unclear, as their roles have

typically been explored in isolation. This presentation explores how such factors influence moral reasoning skills in the context of adolescent brain development. Gaining a better understanding of the emergence of moral reasoning skills is particularly important in late childhood and early adolescence, as social skills evolve and an adequate view of morality becomes essential to functioning as an independent, law abiding, member of society.

8.4.2. "Thesaurus-based value maps as an instrument for psychological research"

Markus Christen (Neuroethics, University of Zurich), **Darcia Narvaez** (Moral Psychology, University of Notre Dame), **Carmen Tanner** (Social Psychology, University of Zurich), and **Thomas Ott** (Data Analysis & Modeling, Zurich University of Applied Sciences)

Several attempts exist for mapping the moral space, i.e. grouping concepts representing moral and non-moral values. Most prominent examples include Schwartz' universal human values and Haidt's moral foundations theory. We present an alternative approach using thesaurus data, following the intuition that language use may better represent the moral space used in everyday life. We outline the methodology of visualizing value spaces based on a novel technique called superparamagnetic agent maps that has a high topological reliability in mapping a high-dimensional space on 2D. We show how this approach serves as a tool for psychological research.

8.4.3. "A cross-cultural fMRI investigation of moral decision making processes"

Hyemin Han (Developmental and Psychological Sciences, Stanford Graduate School of Education), **Gary H. Glover** (Radiology, Stanford University), and **Changwoo Jeong** (Ethics Education, Seoul National University)

We investigated the neural substrate of moral decision making processes of Koreans and Americans. Korean participants showed significantly more brain activity in the right putamen and right superior frontal gyrus in the moral-personal condition, and in the right postcentral sulcus in the moral-impersonal condition. American participants showed a significantly higher degree of activity in the bilateral anterior cingulate cortex in the moral-personal condition, and in the right medial frontal gyrus in the moral-impersonal condition. These findings support the ideas of the interaction between cultural environment, education and brain development that have been recently proposed in cultural and educational psychology.

Papers 8.5: Teaching and Training for Moral Competence | *DeSève Building (DS) M340*

Session chair: **Steve Thoma** (Educational Psychology, University of Alabama)

8.5.1. "Identifying the bad is more difficult than the good: Evidence from intermediate concept measures of moral judgment"

Steve Thoma (Educational Psychology, University of Alabama)

Intermediate concept measures (ICMs) focus on moral concepts that are understood by the individual based on his/her moral judgment processes interacting with contextual factors including training, experience, precedent, and cultural definitions. Unlike traditional measures of moral judgment development, ICMs assess the agreement between participant and expert ratings of appropriate and inappropriate action choices/justifications. Results from multiple ICM measures and different populations (adolescent and young adult) are summarized. Findings indicate clear differences between identifying appropriate and inappropriate choices/justifications with inappropriate choices significantly lagging behind. We discuss these findings in terms of implications for moral education and the importance of providing equal attention to best and worst practice.

8.5.2. "A moral imperative: Preparing teachers and teacher educators to effectively serve English language learners"

Sharon Nodie Oja, Lara M. Gengarelly, Judith Robb, and Judy Sharkey
(Teacher Education, University of New Hampshire)

ELLs lag significantly behind their native English-speaking peers in academic achievement. Recent national calls to address this challenge have focused predominantly on instructional strategies and techniques, thus overlooking the critical role that human relationships play in teaching and learning. This paper reports the findings of a three-year study that used the Four Component Model of ethical behavior to analyze responses of prospective teachers--early in their program of study--as they engaged with ELL-related topics and experiences. Findings indicate attending to these moral processes in teacher development may be an important prerequisite to effectively preparing teachers for our diverse classrooms.

8.5.3. "On the relationship between English language teachers' gender, teaching experience and their approach to morality"

Ramin Akbari and Leila Tajik (English Language Teaching, Al-Zahra University)

This study was conducted to develop a morality instrument (questionnaire) capable of measuring EFL teachers' moral approach and to employ the developed instrument for documenting the likely differences between the moral approach of experienced and less experienced, male and female instructors. Forty teachers participated in stimulated recall and focus group interviews. Data analyses resulted in a morality instrument which was employed to check the importance of gender and experience for EFL teachers' moral approach. Three hundred and seventeen EFL teachers filled out the questionnaire. The analyses of the data revealed that gender and experience affect teachers' orientation towards deliberative and critical moral approaches.

Papers 8.6: Disability and Moral Education | DeSève Building (DS) M540

Session chair: **Kevin McDonough** (Philosophy of Education, McGill University)

8.6.1. "Educating citizens: The case of cognitive disability"

Kevin McDonough (Philosophy of Education, McGill University)

This paper clarifies the aims of civic education for cognitively disabled students. The central question is: To what extent do liberal-democratic civic educational aims apply to students with severe cognitive disabilities? Theories of dependent agency from disability studies suggest that such aims apply far more robustly than contemporary educational philosophy suggests. I argue that attention to the agency of disabled citizens implies a substantial revision of currently popular conceptions of democratic citizenship. This revision, in turn, would suggest a radical new interpretation of the educational aims of promoting personal autonomy, civic competence, and economic participation, thereby illuminating educational pathways to civic participation.

8.6.2. "Disrespecting autism culture: The discriminatory nature of empathy-based moral education of persons with mild autism"

Pier Jaarsma (Ethics, Department of Medical and Health Sciences, Linköping University)

Persons with mild autism have an alternative way for moral development by depending on their ability to think in terms of rules. This stands in tension to a recent call for an empathy-based moral education. Which moral education strategies for persons with mild autism should we then prefer: rule-based or empathy-based? I conclude that there should be individualized strengthening of their empathic capabilities, but primarily strengthening of their rule-making capabilities, in order to prevent discrimination as well as to respect Autism culture'.

8.6.3. "Voices from the field: Students, parents, and educators speak out"

Carol Strax and Marshall Strax (Education, Dominican College)

This presentation takes the participants on a journey through the field of special education as seen through the eyes and experiences of students with disabilities, their parents, and other stakeholders involved in the education of these children. Instead of perpetuating a system grounded in the concepts of promises, privilege, and power, this paper considers how to build a system based on caring, compassion, and the common good, a system that will elevate the status of children with disabilities who are lost in the middle of the conflict.

Papers 8.7: Educating for Moral Reasoning | DeSève Building (DS) R515

Session chair : **Sharon Lamb** (Psychology, University of Massachusetts)

8.7.1. "Promoting moral education values through a pre-premarital coaching curriculum in the context of a Muslim country"

Sharon Lamb and Elena Kosterina (Psychology, University of Massachusetts)

The authors helped to develop a premarital coaching curriculum for a Middle East Muslim country and then to create a moral education program that would produce men

and women most likely to benefit from a premarital coaching program in their teens and 20s. Moral education was thus seen as a point of entry for raising consciousness about ethics of gender equality for young adults. We first discuss the process of developing the pre-marital curriculum and then the development and challenges of creating the first K-12 moral education curriculum for this country. Negotiating a multicultural approach to moral and sex education was difficult given gender inequality in this country.

8.7.2. "The development of moral reasoning in Mexican school children through the solution of moral dilemmas"

Juan Manuel Fernandez-Cardenas (Educational Psychology, Tecnologico de Monterrey, Mexico) and **Yolanda Heredia-Escorza** (Educational Psychology, Tecnologico de Monterrey, Mexico)

We designed a dilemma-based course called Culture of Lawfulness in my School implemented in 14 primary schools and 6 secondary schools in Monterrey, Mexico. The study demonstrates that: a) Students are capable of producing more arguments, and to increase the level of reasoning of these arguments after the intervention program, b) Students are capable of re-contextualizing the principles at stake in classroom and family situations, and applying them for solving dilemmas, and c) Teachers are capable of getting involved with the content of dilemmas, adjusting them to the information presented with the circumstances of similar classroom and students' life situations.

8.7.3. "Promoting moral judgment and moral action in teacher education with VaKE (Values and Knowledge Education)"

Alfred Weinberger (Educational Philosophy, Private University College of Education of the Diocese of Linz, Austria)

VaKE (Values and Knowledge Education) is a constructivist teaching method aiming at combining moral education and knowledge acquisition. This project focusses on real-life dilemmas and general pedagogical knowledge. The hypotheses are that preservice teachers who learn with VaKE, compared with preservice teachers who are taught traditionally, a) improve (more) in their moral judgment competence and b) act morally to a greater extent. 122 preservice teachers took part in the quasi-experimental study. The results suggest that the VaKE approach is a useful method to combine the moral and epistemic purposes of teacher education.

Papers 8.8: Teacher Education | *DeSève Building (DS) R525*

Session chair: **Gillian R. Rosenberg** (Curriculum Studies, Ontario Institute for Studies in Education, University of Toronto)

8.8.1. "The moral agent teacher"

Gillian R. Rosenberg (Curriculum Studies, Ontario Institute for Studies in Education, University of Toronto)

This presentation recounts a year-long micro-ethnography illustrating how a schoolteacher envisions, enacts, and reflects on the moral teaching and learning in which she engages her grade-four students. I share, analytically and anecdotally, results that extend themes in the literature and draw attention to themes not adequately acknowledged, as well as my experiences and reflections on the methodological approach, including challenges and effortless aspects. In conclusion, I suggest a notion of moral agency characterized by a dual function of teaching morally and teaching morality, as a means by which classroom-based moral education might be comprehensively understood and promoted.

8.8.2. "Evaluating the use of a Teacher's Diary to illuminate the moral dimensions of a teacher educator's everyday work"

Kate Duffy (Teacher Education, University of Sunderland, U.S.A.)

The overall aim of the paper is to share the experiences of a novice auto-ethnographic researcher, using her Teacher's Diary as a way of illuminating the moral dimensions of her everyday work as a teacher educator. The paper explores the challenges of collecting data in this way and the extent to which narrative accounts can reveal the values of teachers within their contexts.

8.8.3. "Unit-wide educator dispositions: The task of identifying and measuring appropriate dispositions for P-12 educators"

Chinaka S. DomNwachukwu (Teacher Education, Azusa Pacific University, U.S.A.)

The variations that have existed in institutional definitions of dispositions have resulted from the fact that there is no one set of clearly agreed upon definition of disposition within the academy, leaving institutions the freedom to define dispositions in contexts, rather as established norms that everyone agrees upon. This presentation will share the process involved in identifying and measuring appropriate across-the-board educator dispositions that applies to all programs in the unit. It focuses on sets of dispositions that can be widely shared beyond teacher education, into educational leadership programs, School Psychology, and other non-teaching aspect of a school of education.

10h15 to 10h30 Break | *DeSève Building (DS) Foyer*

10h30 to 12h00 Plenary address | *DeSève Building (DS) R510*

Nancy Eisenberg (Regents Professor of Psychology at the State University of Arizona)

"Empathy-related responding: Conceptualization, relations to moral behavior, and origins" In my talk, I will discuss our conceptualization of empathy-related responding (i.e., empathy, sympathy, and personal distress). Then I will review research from our laboratory linking empathy-related responding (both in specific contexts and as a dispositional measure) to prosocial behavior, moral reasoning, aggression and externalizing problems, and positive social behavior. I argue that sympathy (and, to a lesser

degree, empathy) provides an important motive for positive (versus negative) moral and social behaviors. In addition, I will briefly review some research findings on relations of parenting variables to individual differences in children's empathy and/or sympathy.

Discussant: **Tina Malti** (Department of Psychology, University of Toronto)

Introduced and chaired by **Lawrence J. Walker** (Moral Psychology, University of British Columbia)

12h00 to 13h00 Lunch break (meal not provided)

13h00 to 14h15 Parallel sessions 9

Symposium 9.1: Brazilian studies about the segmentation of moral competence | DeSève Building (DS) M240

Convened by **Patricia Unger Raphael Bataglia** (Psychology, Universidade Estadual Paulista)

Session cancelled

Symposium 9.2: Navigating ethical obligations in professional counseling: A developmental perspective on ethical identity, behavior, and professional communities | DeSève Building (DS) M260

Convened by **Eleni M. Honderich** (Counselor Education and Supervision, College of William & Mary)

This symposium will explore the professional ethical complexities inherent within the counseling profession. A developmental grounding will assist in navigating the interrelationship of ethical identity, ethical behavior, and ethical communities (environments); literature and current research pertaining to these three areas will be provided as well as recommendations for the field of professional counseling.

Presentations by Morgan Kiper Riechel, Jessica Lloyd-Hazlett and Eleni Maria Honderich

Papers 9.3: Critical Thought and Situational Decision Making | DeSève Building (DS) M280

Session chair: **Diane Laflamme** (Ethics and Moral Education, Université du Québec à Montréal)

9.3.1. "The indirect influence of conscious processes on moral judgment: How it is relevant for professional ethics education"

Diane Laflamme (Ethics and moral education, Université du Québec à Montréal) and **Bruce Maxwell** (Education, Université du Québec à Trois-Rivières)

Mounting evidence from research on the cognitive science of morality suggests that moral judgment is shaped by a mixture of conscious and unconscious cognitive processes. Conscious causation of moral judgment is viewed as indirect and delayed whereas one's

moral actions may be based on automatic responses and affective intuitions. In moral development research, social interconnections and communication are increasingly recognized as important factors in the developmental process. This paper considers how these new insights might inform and provide a critical perspective on how to conceptualize and teach practical and professional ethics.

9.3.2. “Critical thinking and the scope of debiasing in moral thinking”

Guillaume Beaulac (Philosophy, Rotman Institute of Philosophy, University of Western Ontario) and **Tim Kenyon** (Philosophy, University of Waterloo, Ontario)

One aim of critical thinking education is to enable students to identify biases in reasoning, and to minimize biases in their own thinking, by informing them about the character and contextual features of those biases. However, evidence suggests that these strategies are not as effective as one might hope. Still, we do not think we should abandon the project. These observations are an opportunity to reflect on what can count as debiasing from a critical thinking perspective. By focusing on choices, behaviour, and agent-world interactions, we suggest a broader range of outcomes for critical thinking, and for critical thinking education.

9.3.3. “Yes, but considering this situation, No! Moral decisions and the influence of certain situational elements”

Thomas Bienengrüber (Business Education, Mercator School of Management, Duisburg-Essen University, Germany)

The phenomenon of moral situationism is not clarified yet. Particularly the specific aspects of a situation are widely unknown. Although Bienengrüber has provided a theoretical approach, empirical evidence is poor. Until now only a partial confirmation of the theoretical framework could be done, based on the re-analysis of already present longitudinal data. This paper presents the results of a new survey, which answer the question of the specific situational factors humans take into account when making (not only moral) decisions.

Papers 9.4: Measuring Moral Thought | *DeSève Building (DS) M320*

Session chair: **Angela Chi-Ming Lee** (Civic and Moral Education, Department of Civic Education and Leadership, National Taiwan Normal University)

9.4.1. “A pilot study on moral thinking and communication (MTC) competency of Taiwanese students”

Angela Chi-Ming Lee (Civic and Moral Education, Department of Civic Education and Leadership, National Taiwan Normal University)

The main purpose of this article, which is a pilot study for MTC scale development and national survey, is to construct a Taiwanese database for students’ moral thinking and communication (MTC) competency. The rationale of MTC competency, including interactive

elements of moral perception, moral judgment, moral discourse and moral decision-making, is adapted from L. Kohlberg's theory, Neo-Kohlbergian DIT and FCM, J.Habermas's discourse ethics and several ethical theories. The methods we employed in this study are literature review, symposia, questionnaire, and student interviews. We constructed a concept framework and rubric for MTC competency through symposia and reflections on related theories. In addition, we took a survey on 16 teachers and interviewed 90 students when visiting 16 schools of northern, central, eastern and southern Taiwan. Then we keyed in numeric data, transcribed and coded qualitative content. Finally we conducted a statistical analysis and explained the results. The findings of this study will benefit a thoughtful development for local scale and more understanding of Taiwanese students' moral thinking and communication competency.

9.4.2. "Moral dilemmas: Who knows best, Mom or Dad?"

Brian George Collin and **Steve Thoma** (Educational Psychology, University of Alabama)

The proposed research investigates subject's parental preferences for advice on hypothetical moral dilemmas from the Defining Issues Test (DIT-2). Subjects will take the DIT-2. Subjects will choose between their parents advice following each dilemma. The Parental Bonding Instrument (PBI), a measure of parental care and overprotection will be distributed. The proposed research will investigate the influence the dilemma story along with parental care and overprotection on parent preferences for advice on each of the 3 dilemmas. Lastly, the research will investigate any potential relationships between advanced moral judgment development and parent preferences for advice on the three DIT-2 dilemmas.

9.4.3. "Are DIT scores declining? A study on college students' moral development 2004 2011"

Yangxue Dong and **Steve Thoma** (Educational Psychology, University of Alabama)

Thoma and Bebeau (2008) found evidence that DIT scores have declined over four time points (1979, 1989, 1998, and 2003). The current study addresses the question of whether or not moral judgment development as assessed by DIT-2 continue to decline in college student populations since 2004. There is no evidence that DIT scores of college students continue to decline from 2004 to 2011. However, personal interest scores do show an increase for freshmen over the seven years. The results imply that, when facing the challenges modern society has brought to moral development, we may still keep an optimistic view.

Papers 9.5: The Ethics of Business | *DeSève Building (DS) M340*

Session chair: **Gerhard Minnameier** (Moral Psychology, Goethe University, Germany)

9.5.1. "The moral psychology of behavioural economics"

Gerhard Minnameier (Moral Psychology, Goethe University, Germany)

Behavioral economics has generated models that account for other-oriented behavior.

These models function rather well in some, but not in all situations. It is argued that an integration of moral psychological theory (especially moral stage theory) would allow us to account better for these behavioural patterns. In fact, the concepts championed by behavioural economists take up notions of moral reasoning (think of concepts like inequity aversion and reciprocity). Hence, enriching behavioural economics or behavioural business ethics models with moral cognitive theory could take us further in the wider behavioural economic context.

9.5.2. "The social and philosophical foundations of business ethics education: Three sources of moral authority"

Francis J. Schweigert (Public Ethics, Metropolitan State University, U.S.A.)

Business ethics is generally understood as having two sources of moral authority: the personal moral values and commitments of the manager and the public demands of law and regulation. There is also a public expectation that managers exercise a professional commitment to minimize negative externalities such as environmental harms, the cost to infrastructure, and resource depletion as evidenced by the translation of these social commitments into law. There are thus three sources of moral authority in business ethics, which together comprise the social and philosophical foundations of business ethics education.

9.5.3. "Is the new hire a deontologist, a consequentialist, or a person of integrity? Why virtue ethics should play a bigger role in business ethics education"

Harold Weston and **Susan Willey** (Legal Studies, Robinson College of Insurance, Georgia State University)

Virtue Ethics has gained prominence in the business ethics literature, yet businesses typically limit ethics to utilitarian, rights and justice theories. Virtue ethics, which emphasizes personal integrity, should have a more prominent role in the business ethics curriculum. Because virtue ethics focuses on character, judgment and values for dealing with uncertain situations attributes demanded by corporate leaders -- it resonates with students and can be taught with less philosophical understanding than required to teach Mills, Kant, and Rawls. After a review of virtue ethics literature, this paper offers strategies for incorporating virtue ethics into the business ethics curriculum.

Papers 9.6: Morality in Tragedy and Crisis | DeSève Building (DS) M540

Session chair: **Dawn E. Schrader** (Communications, Cornell University)

9.6.1. "Balancing moral challenges and opportunities under surveillance: Liberty, autonomy and civic responsibility"

Dawn E. Schrader (Communications, Cornell University)

The aftermath of the Boston Marathon bombing, the World Trade Center and various terrorist attacks and threats pose numerous questions: Should we have more surveillance in order to increase safety and security? What are citizens' moral responsibilities for action in the moment of attacks, and for subsequently assisting with police and intelligence

activity? What constitutes privacy rights, individual rights, versus community safety? The answers are complex. The preponderance of news articles laud the usefulness of cctv, cell phones, and internet apps such as social networking sites (Twitter) for the real-time and post-identification of suspects that support capture and conviction of wrongdoers, but privacy professionals and citizens alike raise cautionary awareness of increased surveillance. This paper examines moral issues involved in the balance between privacy as a human right or communitarian good, an individual liberty, and a social responsibility among a world of interconnected citizens.

9.6.2. "Intellectual humility in climate change education"

Matt Ferkany (Philosophy, Michigan State University)

The purpose of this paper is to explore in some detail the precise nature of intellectual arrogance and humility as manifested in public debate about the climate change threat, to review some of the probable causes of climate denial, and to consider the educational demands of fostering greater humility in the context of instruction around this problem.

9.6.3. "Moments of goodness: Some thoughts on spontaneous moral practice and sense of community"

Aslaug Kristiansen (Educational Theory, University of Agder, Norway)

The reflections are based on some moral experiences taking place during a terrorist attack on the island of Utøya, Norway (July 22, 2011) where 69 people between 14 25 years were killed. After the attack many of the survivors could tell stories of how strangers had helped and cared for each other. In the paper I am trying to throw light on these spontaneous moral practices moments of goodness and reflect upon what could our obligations as educators be?

Papers 9.7: Children and Civics Education | *DeSève Building (DS) R515*

Session chair: **Haley Woodside-Jiron** (Education, University of Vermont)

9.7.1. "Social emotional learning and moral education: Developing dignity and agency in children placed at risk through trauma and chronic stress"

Haley Woodside-Jiron (Education, University of Vermont)

The research presented in this paper explores self-reflective educational practices that value the worth and dignity of children who have experienced trauma and chronic stress. Innovative literacy practices emphasizing the development of moral understanding through children's literature and moral dialogue, are highlighted. Further, the neuroplasticity of the brain is considered in helping children maximize agency and emotional regulation in advancing social emotional learning. Such development of social-emotional learning in the context of moral education promotes success both in and out of school, and has the potential for sustained impact that includes the development of higher order thinking skills and agency.

9.7.2. "Justice in children's perspective"

Valentina Mazzone (Education, University of Verona), **Luigina Mortari** (Epistemology in Qualitative Research, University of Verona), and **Linda Napolitano** (History of Ancient Philosophy, University of Verona)

Since nowadays justice is recognized as pivotal value for social life, the main aim of this presentation is to illustrate and discuss the results of a research project about what primary school children think about justice. Using drawing, we presented to the children three different situations of distributive justice where the egalitarian principle works differently. Children describe the three situations and then they choose the just one. The data collected offer an interesting account on the children's ideas about justice and the formal quality of their moral reasoning. Some connections between children's thoughts and important justice's theory are described.

9.7.3. "Sex ed as a new kind of civics education: From the personal to the social"

Sharon Lamb (Counseling Psychology, University of Massachusetts), **Aleksandra Plocha** (Counseling Psychology, University of Massachusetts), and **Renee Randazzo** (Mental Health Counseling, University of Massachusetts)

This presentation focuses on the conversations of 9th graders in a course on sexual ethics. A discourse analysis will explore how boys and girls negotiate talking about sex from both a personal and a social perspective. The curriculum itself focuses on the ethical treatment of others and the development of ethical positions regarding various aspects of sex in society. In this way, the curriculum broadens the meaning of civics education and takes sex education out of health classes and into the liberal arts curriculum.

Papers 9.8: Moral Development in School | *DeSève Building (DS) R525*

Session chair: **F. Clark Power** (Developmental Psychology, University of Notre Dame)

9.8.1. "Group cultures and adolescent moral development"

F. Clark Power (Developmental Psychology, University of Notre Dame), **Alesha Seroczynski** (Developmental Psychology, University of Notre Dame), **Kathleen Roney** (Education, University of North Carolina), and **Chris Morrissey** (Sociology, University of Notre Dame)

Building on concepts and methods from the moral atmosphere studies described in Power, Higgins, and Kohlberg (1989), our research provides insights and constructs into the cultures of different groups (schools, sports teams, and religious groups) and their play in moral formation. We administered the Moral Culture Questionnaire to 274 students in Midwestern and southern urban and rural schools. We found significant differences between the cultures of private and public schools as well among cultures of schools, sports teams, and religious groups. This study underscores the importance of ecological interventions in preparing adolescents to take moral responsibility for the common good.

9.8.2. "Between yesterday and tomorrow: Exploring the social curriculum of prestigious secondary schools"

Christopher Hanks and **Olivia Williams** (Social Foundations of Education, Grand Valley State University)

This paper takes up the conference theme of multiculturalism, interculturalism, and education by exploring the social ecology of secondary schools expressing commitment to cultural diversity and inclusion. It describes the conceptual framework and preliminary insights of a study of three such schools. Using surveys, interviews, and focus groups, we explore intentional efforts on the part of schools as well as patterns of group and individual engagement by students. Discussion of findings includes possible meanings of student-initiated acts, such as informally claiming space within the building, as well as consideration of institutional imperatives driving diversity and inclusion initiatives.

9.8.3. "Diverse reflections on self-affirmative consciousness of a moral education lesson by means of international praxis in Taiwanese and Japanese classrooms: Association method shows changes of consciousness in volume, in quality and in a visible way"

Yen-Hsing Chen (Graduate Institute of Curricular Studies, National Chung Cheng University) and **Kohtaro Kamizono** (Nagasaki University)

A moral education lesson aimed at supporting self-affirmative consciousness of children in order to protect them from a tendency towards suicide, was carried out in 3 Taiwanese elementary schools (A, B, C) and in a Japanese elementary school (D) by a teacher in January and February of 2013. The lessons were assessed by the association method, which analyzes the response words of children by free association from a cue word. The results interpreted implied that listening ability and the way of closing the lesson were the dominant factors, influencing the self-affirmative consciousness in a classroom.

14h15 to 14h30 Break | *DeSève Building (DS) Foyer*

14h30 to 15h45 Parallel sessions 10: Highlighted symposia

Symposium 10.1: The civic and moral dilemmas of new China | *DeSève Building (DS) M240*

Convened by **Helen Haste** (Psychology, Harvard Graduate School of Education)

Young Chinese people face new ways of understanding and responding to ethical and civic questions. A mixed-method study of over 400 8th and 11th grade students explored dilemmas about teasing, social problems facing China, and how they perceive protest action. The data suggest a tension between maintaining social harmony and order, in the classroom and the community or state, and expressing more critical views. Culturally embedded norms and values are distinctively different from Western perspectives. The project provides insights into how young people make meaning within the context of culturally available, normative narratives, and some developmental implications.

Presentations by **Xu Zhao** (Education, Harvard Graduate School of Education), **Robert Selman** (Education, Harvard Graduate School of Education), **Vidur Chopra** (Education, Harvard Graduate School of Education), **Yujia Li** (Education, Harvard Graduate School of Education), **You Guo Jiang** (Education, Harvard Graduate School of Education), **Xiaojun (Cindy) Li** (Education, Harvard Graduate School of Education), **Amy Cheung** (Education, Harvard Graduate School of Education), **Yiran Zhao** (Education, Harvard Graduate School of Education), **Helen Haste** (Psychology, Harvard Graduate School of Education), **Zi Yan Luan** (Education, Harvard Graduate School of Education), and **Biao Sang** (Department of Psychology, East China Normal University)

Symposium 10.2: Why reasons still matter in moral education |

DeSève Building (DS) M260

Convened by **Michael Hand** (Philosophy of Education, School of Education, University of Birmingham)

It is plausible to hold, and is often argued, that the dominant approaches to moral education in the latter half of the 20th century over-emphasised the role of reasoning and cognition in moral life. So it is unsurprising that recent work in this area has sought to redress the balance by shifting attention away from moral reasons and towards moral sentiments, dispositions, inclinations and virtues. The contributors to this symposium will argue that the pendulum should not be allowed to swing too far: reasons still matter in moral education.

Presentations by **Randall Curren** (Philosophy, University of Rochester), **Christopher Martin** (Philosophy of Education, University of British Columbia) and **Michael Hand** (Philosophy of Education, School of Education, University of Birmingham)

Symposium 10.3: Moving beyond the «happy victimizer-phenomenon»: Moral emotion attributions and moral development | *DeSève Building (DS) M280*

Convened by **Tobias Krettenauer** (Developmental Psychology, Wilfrid Laurier University)

For more than 25 years, developmental psychologists have been studying what Nunner-Winkler and Sodian (1988) had dubbed the «happy victimizer» phenomenon. It has been repeatedly documented that the emotions children and adolescents anticipate in the context of moral wrongdoing are a powerful predictor of their prosocial and antisocial behavior. Whereas this finding is uncontroversial, the question how to properly account for the link between moral emotions as investigated in happy victimizer research and moral action remains to be answered. In order to better understand this link we need to move beyond the restricted focus on the happy victimizer phenomenon to include moral emotions other than happiness versus guilt following immoral actions, and we need to consider these moral emotions in the broader context of children's and adolescents' moral development. This is the leading idea of the symposium.

Presentations by **Sebastian Dys** (Psychology, University of Toronto), **Tina Malti** (Psychology, University of Toronto), **Tyler Colasante** (Psychology, University of Toronto), **Fanli Jia** (Psychology, Wilfrid Laurier University), **Tobias Krettenauer** (Psychology, Wilfrid Laurier University) and **Victoria Casey** (Psychology, Wilfrid Laurier University).

Symposium 10.4: What is missing in contemporary citizenship education? A pedagogical answer to the neglect of inequality and the political in theory and practice | *DeSève Building (DS) M320*

Convened by **Wiel Veugelers** (University of Amsterdam/University of Humanistic Studies Utrecht)

The concept of citizenship has been extended from the political level to the social and cultural level. Citizenship development is now more closely linked with moral development. In citizenship education political and moral conflicts and dilemmas can be part of the curriculum. The three papers in this symposium show - based on empirical research, document analysis and analysis of the literature - that the social and the cultural is sometimes included in citizenship education, but with a neglect of the political dimension and its social and cultural complexity. Veugelers shows that citizenship education is focused on adaptation and autonomy development, the social development is marginalized in formal education. Westheimer argues that there is to some extent attention for a cultural diversity in citizenship education, but social inequality is neglected. Aloni analyses the complex interplay of social and cultural inequality in Israel's citizenship education. The three presenters will end with the pedagogical and moral question if education should deal with these controversies. And if the answer is yes, how education can work on it?

Presentations by **Joel Westheimer** (Education, University of Ottawa), **Nimrod Aloni** (Kibbutzim College, Tel Aviv) and **Wiel Veugelers** (University of Amsterdam/University of Humanistic Studies Utrecht)

15h45 to 16h00 Break | *DeSève Building (DS) Foyer*

16h00 to 17h30 AME community meeting | *DeSève Building (DS) R510*

19h00 to 22h00 Banquet at the Balmoral Bistro | *The Balmoral Bistro, 305 Ste-Catherine Street West between Janne-Mance Street and Bleury Street*

POSTER PRESENTATIONS

Friday 25 October from 12h30 to 19h30 | DeSève (DS) Building Foyer
Available for viewing during breaks and the Routledge reception

1. **Loredana Apavaloaie** (Educational psychology, Western Carolina University)

Using the narrative story stem technique to assess children's responses to hypothetical moral dilemmas in the Romanian setting

Romanian children were interviewed using the Narrative Story Stem Technique (NSST; Buchsbaum, Toth, Clyman, Cicchetti, & Emde, 1992) to assess their responses to hypothetical moral dilemmas. Nine responses to hypothetical moral dilemmas reflected children's narrative stories. Correlations among children's responses to hypothetical moral dilemmas and narrative coherence showed statistically significant relationships in the expected directions. Regression models conducted in order to predict children's responses to hypothetical moral dilemmas showed differences on the basis of age and gender. Implications for addressing children's responses to hypothetical moral dilemmas will be discussed on the poster.

2. **Vishalache Balakrishnan** (Education, University of Malaya)

Multicultural elements in civics and citizenship education textbooks in Malaysia

This paper would explore the different eras of education in Malaysia and how multiculturalism elements have been assimilated into Civics and Citizenship Education (CCE) textbooks since formal education started in Malaysia until now. In the Malaysian scenario, language, culture and religious faith is so diverse that the notion of unity in diversity' is always taken for granted. To address these issues, the paper analyses the different multicultural elements included in the primary and secondary Civics and Citizenship Education (CCE) textbooks which are currently being used in Malaysian schools.

3. **Sooyeon Byun** (Social and Emotional Development, Harvard Graduate School of Education)

Empathy content analysis in evidence-based social and emotional learning interventions

As the importance of empathy in child development has been emphasized, many social and emotional learning (SEL) interventions directly or indirectly target empathy-related themes. However, few studies have analyzed the contents of those programs. This study analyzes the contents of four evidence-based SEL interventions to better understand the ways that programs target empathy, type of empathy features that each program targets, and differences between curricula for early and late childhood. Through this process, this study expects to provide useful strategies for schools to improve empathy in their own context more effectively.

4. Vincent Chiasson (Developmental Neuropsychology, University of Montreal)

The contribution of executive functions to moral reasoning in youth

Competent social skills are important during adolescence as youth become more socially active with their peer group. Throughout adolescence higher order cognitive skills, such as moral reasoning (MR), play a central role in the development of positive and prosocial behavior. Given ongoing development, identifying the precursors of moral reasoning is essential to understand the development of this sociocognitive skill. This study examined the relationship between executive functions (EF) and MR in 92 typically developing adolescents ($M=16.3$ years, $SD=2.1$ years, 65% female) using an ecological and innovative visual MR task, the So-Moral. Assessing EF with D-Kefs, we detected two independent contributors to MR maturity : cognitive flexibility ($r=.26$, $p<.001$) and verbal fluency ($r=.19$, $p<.029$). The findings of this study contribute to better understanding the factors (i.e. executive functions) that influence moral development during adolescence

5. Lauryn Conway (Educational and Counselling Psychology, McGill University)

Detecting children's lies: Are parents accurate judges of their own children's lies?

This study investigated whether parents are accurate judges of their own children's lie-telling behavior. A temptation resistance paradigm was used to elicit a minor transgressive behavior from the children involving peeking at a forbidden toy, and children were subsequently questioned about the transgressive event. Mothers were asked to state whether or not they thought their child peeked, and then watched a video of their child being questioned about their behavior. Parents were asked to predict whether or not they thought their child was lying. Overall, 66% of parents accurately predicted their child's lie-telling behavior, while parents had more difficulty detecting older children's lies.

6. Sarah Daitch (Public Administration, University of Victoria)

An ethical space for dialogue about difficult history: Program evaluation of a residential school education module in Canada's Northwest Territories and Nunavut

How can Northern Canadian youth connect difficult history with their identity, and become empowered and committed to civic engagement in their own lives? In collaboration with the Northwest Territories' and Nunavut's Departments of Education, this study examines the extent to which a secondary school education curriculum enables students to understand the difficult history of residential schools and perhaps change their thinking and behavior to create a more just and active civil society. Because it is a region undergoing rapid development, creating critical citizenship is vital not just to the North, but to all of Canada.

7. Hanna Cebel Danza (Educational Psychology, University of São Paulo) and **Valeria Arantes** (Educational Psychology, University of São Paulo)

Moral education and its relation to the youth purpose

This research aims to study how a moral education program based on the construction of values of happiness, self-respect, justice and dignity can contribute to the development of youth purpose. 240 students from two different High schools were interviewed. School A had a systematized moral education program being developed in its daily curriculum activities, and School B didn't have any intentional or systematized moral education program. As a general result, the different models in which subjects organize their purpose in life is highlighted, showing that and the adoption of intentional moral education programs favor more social commitment models of purpose.

8. Mathieu Garon (Psychology, University of Montreal)

Contribution of empathy to socio-moral decision-making in adolescence

Empathy, the capacity to understand someone else's emotional state, is thought to be a prerequisite of socio-moral decision-making (SMDM). The goal of this study was to investigate the value of empathy as a predictor of SMDM in adolescents by using an age-appropriate, visual socio-moral reasoning task and by controlling for social desirability. The So-Moral task presents first-person perspective pictures describing everyday life moral dilemmas. Empathy levels, even when controlling for social desirability, significantly predicted participants' number of adaptive socio-moral decisions. Our results suggest that empathy contributes to SMDM in adolescents.

9. Claude Gendron (Philosophy of Education, University of Québec at Trois-Rivières)

Moral attention: A comparative philosophical study

Attention holds a particular status in a number of ethical theories conceived by women. In these theories, the concept regularly figures as the basis from which is developed a conception of ethics that differs from that of the mainstream. This poster will specifically present the meanings attributed to attention by three philosophers: Nel Noddings, Joan Tronto and Iris Murdoch. The main elements that characterise the notion within these three ethics are identified and distinguished and where appropriate, we underscore the foundations that some of the attach to the education of attention.

10. Hyemin Han (Education, Stanford University)

A comparative study of moral education textbooks in Korea and Japan

This study investigated the characteristics of morally educated persons or desirable human characteristics through comparing and analyzing moral exemplars, such as Lee Soonshin and Sakamoto Ryoma, presented in middle school moral education textbooks published in accordance with the currently used moral education curriculum in Korea and Japan. For the purpose, we implemented analytical criteria, such as sex, nationality, occupation, social class, time periods, relevant values and virtues, and then, conducted a comparative analysis of the two countries. The results showed some similarities and differences in the characteristics of morally educated persons associated with the types of moral exemplars.

11. Sam A. Hardy (Psychology, Brigham Young University)

Moral Ideal Self Scale (MISS): A new measure of moral identity

This study conceptualized moral identity as moral ideal self, developed a measure of this construct, tested for age and gender differences, examined links between moral ideal self and adolescent outcomes, and assessed purpose and social responsibility as mediators of the relations between moral ideal self and adolescent outcomes. Data came from two samples of adolescents and parents. The 20-item Moral Ideal Self Scale showed good reliability, factor structure, and validity. Moral ideal self predicted adolescent outcomes controlling for moral identity internalization. Further, purpose and social responsibility mediated most relations between moral ideal self and the outcomes.

12. Elizabeth Harris (Psychology, University of St. Thomas)

Exploring the relationship between moral identity, integrity, and civic engagement frequency

What motivates people to participate in civic engagement? Past research has examined the influence of moral identity and integrity on the frequency of civic engagement. With a sample of 132 college students, our study tested a mediation model whereby moral identity mediates the relationship between integrity and frequency of civic engagement. While previous research has supported the independent influence of moral identity and integrity on civic engagement, our results provide evidence that high integrity needs to be paired with a strong moral identity in order to predict frequent service.

13. Mahnaz Dehghan Hesar (Educational Psychology, University of Tehran)

Developmental assets and moral identity: The mediating role of self-regulation

The present study sought to investigate the role of self-regulation in mediating relation between developmental assets and moral identity. Participants were 440 high school first-year girl students ($M = 15.2$, $SD = 0.68$) in public schools from Mashhad, Iran. Path analysis tested the mediating role of self-regulation between internal assets and external assets on both dimensions of moral identity (internalization and symbolization). The results showed that internal and external assets were positively related to internalization and symbolization dimensions of moral identity via self-regulation. Self-regulation was related to internalization and symbolization dimensions of moral identity. Hence, these results may have implication to understand how promote adolescent's moral identity by fostering their internal assets, external assets, and self-regulation.

14. Yu Hongbo (Education, Shandong Teacher's University)

A comparison of moral pedigree in ancient Greek and ancient China

In ancient Greek, as the origin of western civilization, a specialized moral pedigree had been established according to the degree of moral value in pre-Socrates Times. That is: the justice' of the city-state, the wisdom' of the philosopher-king, the braveness' of the warriors, and the temperance' of the civics, etc.. This forms a sharp contrast with the

moral pedigree in the same time in Ancient China. That is, ren based upon social and blood relationship, duty' of before selfishness, retrieving ceremony' by self-controlling, wisdom' of abiding by ren' and duty', etc.

15. Julie Hunt (Educational Sciences, University of Wisconsin-Madison)

Cross-cultural analysis: The Enright Forgiveness Inventory

The Enright Forgiveness Inventory is the most frequently used measure of interpersonal forgiveness and has shown to be a valid measure across cultures in Brazil, Israel, Korea, Taiwan and the United States of America. This paper tests the use of the EFI in the Ukraine - 60 Ukrainian college students and 60 of their same-gender parents completed the EFI inventory. Internal consistency of the widely-used 60-item EFI is tested. Item analyses examine cross-cultural inconsistencies and a new 60-item scale is considered. Benefits of an intercultural forgiveness inventory are discussed.

16. Angela Kurth (Psychology, University of St. Thomas)

Exploring agency and communion in the actual self

How do students with differing self-descriptions of their agency and communion fare on various variables of morality and development? Previous research examining agency (A), communion (C), and moral development employed intensive interviews and coding procedures (Frimer & Walker, 2009, Frimer et al., 2011). Our research examined A and C using a self-report survey methodology. With a sample of 65 college students, we examined self-ratings of A and C and their relation to moral identity, moral behaviors, general identity development, and socially malevolent tendencies. We found several significant correlations, showing meaningful and interesting relationships among A, C, and several morally-relevant variables.

17. Son Kyung won (Moral Education, Seoul National University)

Development and validation of the Korean version of the Moral Motivation Scale

This study examined the factorial validity of the Korean version of the moral motivation scale(K-MMS) to measure for the youth. The construct of moral motivation entails moral identity, moral emotion, and positivity to morality and Life, which is consisted in 6 questions of each moral exemplary story of fairness, responsibility and giving a help to others separately. Results of confirmatory factor analyses in the K-MMS favored the One-Factor Model in each story over the proposed Three-Factor model across the three stories. This means the three dimensions of moral motivation in the theoretical researches were identified as a unitary construct in each story, not three factors structure of moral motivation across three stories. Also Evidence is showed differences between stories regarding factor loadings because different values in stories in the K-MMS influenced the subject's response of moral motivation. This significance and implications of this study are discussed.

18. Gabrielle Lalonde (Neuropsychology, University of Montreal)

Socio-moral reasoning in adolescence: The specific contribution of pubertal development

The aim of this study was to evaluate the influence of pubertal development (PD) on socio-moral reasoning (SMR) in adolescence using an ecologically valid tool, the Socio-Moral Reasoning Aptitude Level task (So-Moral). Ninety-two healthy developing adolescents completed the So-Moral and a PD questionnaire. It was found that PD was a significant individual predictor of SMR maturity in adolescence. This influence could be explained by the significant brain maturation associated with puberty. Indeed, the principal developing brain regions during adolescence play a key role in abilities underlying SMR such as behavioral and emotional regulation and the evaluation of risk and benefit.

19. M.C. Larme (Psychology, University of Notre Dame)

A German-English comparison of Thesaurus-based value maps reveals underlying semantic structures of cultural moral differences

Value differences across cultures are usually framed in terms of different weights a particular culture puts on specific values. For example, Western cultures are usually considered to prioritize values like autonomy and freedom, whereas East-Asian culture put more emphasis on harmony and community. We present an alternative approach for investigating cultural differences based on data from thesaurus databases that represent the linguistic use of value terms. Based on a bottom-up procedure to generate 78 value classes out of 460 value terms both for (US-)English and German, we outline how cultural differences show up in the local neighborhood on value maps.

20. Heather Lawford (Developmental Psychology, Bishop's University)

The most important goal I have in life is to make a difference in people's lives: Moral self-perceptions and coping with chronic illness

This study examined associations between moral self and coping in individuals with chronic illness. Participants diagnosed with Inflammatory Bowel Disease completed surveys including measures of disease severity, fatigue, coping efficacy and personal growth. Also included was an open-ended question asking participants to describe themselves, where descriptions were coded as moral or not moral. Overall, those who perceived and therefore described themselves in morally-based terms reported experiencing greater personal growth and better coping abilities than their counterparts. Findings suggest that an alignment of moral identity with overcoming the moral challenge of successfully managing chronic illness may enhance well-being.

21. Ashley V. Lawrence (Psychology, University of Notre Dame)

Psychopathology, ethical identity, and aggression

Two studies were conducted to ascertain the relationship between moral functioning and symptoms of anxiety and depression. Participants in both studies completed

questionnaires designed to examine empathy functioning, moral orientation, attachment, and anxiety and depression symptoms. In the second study, a measure of aggressive behavior in the past 12 months was added. Results indicated that anxiety and depression symptoms were strongly correlated to self-focused empathy (personal distress) and were positive predictors of self-protective moral orientation in study one. Anxiety and depression symptoms, along with moral orientation, were also strong predictors of aggressive action.

22. Jesse Ho-Yin Lo (Psychology, University of British Columbia)

Moral judgments of acculturating Chinese-Canadian children and youths

Acculturation effects on moral judgments of 8- to 16-year-old Chinese- and Euro-Canadians were examined. Participants were read stories in which protagonists either lie to help their group or tell a truth that harms it. Participants judged the characters' statements, and their parents reported how long they had lived in Canada. Cultural judgment-score differences between Chinese- and Euro-Canadians disappeared by age 16. Moreover, the length of time in Canada predicted participants' judgment scores in truth-telling scenarios, suggesting that longer tenure in the mainstream culture implicated assimilation of certain mainstream moral judgments but not others.

23. Megan McCall (Psychology, St. Louis University)

To know the good CAN mean to do the good: Emotion expectancies as a mediator between moral reasoning and helping

The relationship between gender, family size, children's justice reasoning, emotion attributions, and helping behavior were investigated among 5-9 year-olds. We found that girls, children who had more siblings, and children who had more advanced moral reasoning capabilities were more likely to report that characters would regret moral transgressions on a moral emotion attribution task. In turn, children making more prosocial emotion attributions (e.g., guilt for wrong-doing) were more likely to help an experimenter during a contrived lost-pencil scenario. These findings support the view that emotion expectancies serve an important mediating role in the relation between moral thought and action.

24. Kelly McEnerney (Psychology, St. Louis University)

Implicit and explicit associations between race and virtue in third-grade children

Third-grade students (N= 58; 28 boys, 30 girls), in a predominantly White school context, completed a six-week diversity and leadership education program emphasizing the experiences of African-American leaders and their virtues during the U.S. Civil Rights Era. Measures included a child-friendly adaptation of the Implicit Association Test (IAT Greenwald et al., 1998) and a leadership-sorting task. Children were initially expected to demonstrate weak associations between African-American and the virtues of friendship, courage, self-control, justice, and prudence. The predictions following the program,

however, were that these associations would be strengthened as shown by different patterns of response latencies on both measures. Results supported these predictions.

25. Marco Antonio Morgado da Silva (Moral Education, University of São Paulo) and **Ulisses Araujo** (Educational Psychology, University of São Paulo)

School and community articulation in a moral and environmental education project

This research aimed to study how the involvement of students, teachers and the nearby school community in facing local environmental issues through a moral education approach could promote students' ethical and environmental awareness. Developed in a naturalistic setting and adopting a multi-methodology approach that used different activities and instruments for data collection, results showed that the project led to students' reflections and critics about the ethical and sociopolitical dimensions of the environmental problems of the community.

26. Elise Murray (Cognitive Moral Psychology, University of Notre Dame)

How the Cowardly Lion and Scrooge became heroes: Fear and mortality-salience increase volunteering

We examined the effects of incidental (fearful mood) and integral (task-related) fear on volunteering, and the effects of incidental and integral mortality-salience. Study 1 participants primed with their own death were more willing to sign up for a volunteering opportunity. In Study 2, induction of fear mood increased sign-ups for a volunteering opportunity and individual differences in moral identity moderated the effects. Study 3 examined the effects of integral (task-related) fear and integral mortality-salience on volunteering. When the volunteering opportunity involved fear, participants were less likely to volunteer, but were more likely to volunteer when the opportunity involved death.

27. Qurratulain Nasiruddin (Anthropology, University College London)

Nursery rhymes and social construction of gender roles in the context of Pakistan

Being a part of the Pakistani society, I am certain in saying that the nursery rhymes taught in schools are strong instruments in shaping a gender biased and patriarchal society in Pakistan. Unfortunately, the education developers and teachers in Pakistan undermine the significance of rhymes in shaping psychology and behaviour of children. Then, these children carry their thoughts and perceptions throughout their life, and even transmit to their future generation. This paper is interested in examining those nursery rhymes. These rhymes are mainly taught to children aged between four to six through formal and informal education in schools and homes respectively.

28. Anna W. Nolan (Educational Theory and Practice, State University of New York-Albany)

The attributes of online instructors who are keen on student moral development

What are the attributes of the online instructors who use online learning technology as

a way to further students' moral development? A review of the literature reveals three key characteristics. These educators care for their students and that care manifests itself in an attentive, purposeful way marked by truly «listening» to your students. They engage and intrigue their students with course content that is deliberate, diverse and thought provoking. They feel an obligation to develop their pupils' character, seeing it as part and parcel of the job, no matter if that classroom is online or off.

29. Cristina Satie de Oliveira Pataro (Educational Psychology, Universidade Estadual do Paraná)

Affective dimension of purpose: A study of youth from Paraná, Brazil

We discuss the influence of the affective dimension, especially of emotions and feelings, on youth purpose, pointing contributions to the understanding of morality that integrates cognitive and affective aspects. Interviews were conducted with 30 youths (15 to 17 years), students in high school in State of Paraná, Brazil. Results indicated relationships between purpose and configuration of emotions and feelings in reasoning. It was identified the relevance of interpersonal relationships and well-being of other people, suggesting the influence of affective and personal aspects in purpose.

30. Ricardo Fernandes Pátaro (Educational Psychology, Universidade Estadual do Paraná)

The process of constructing moral values at school and the project-based curriculum

We present a research that followed a experience with the project-based curriculum developed with ten years old students in basic school in State of São Paulo, Brazil. The research propose possibilities of the project-based curriculum for education in values, since that practice allows a pedagogical work with issues and conflicts related to ethics, democracy, citizenship and human rights. Some conflict situations were presented to 75 children from three different schools. The children's responses were analyzed to identify the presence or absence of moral content. The research indicated contributions of the project-based curriculum in the construction of moral values.

31. Ricardo Fernandes Pátaro (Educational Psychology, Universidade Estadual do Paraná)

The project-based curriculum and complexity in school: Possibilities for an education on values

The research argue how the project-based curriculum, in a perspective of complexity, can offers possibilities for an education on values introducing studies of nowadays social problems into the school. The investigation was considered a project developed with a ten years old students in basic school in State of São Paulo, Brazil. The investigation has show that the project-based curriculum lead schools to succeed in implementing moral education, pointing out directions to develop persons who can deal with diversity and conflicts as well as capable of get indignant with the injustices and have disposal to individual and collective welfare.

32. F. Clark Power (Developmental Psychology, University of Notre Dame)

Preparing coaches as moral educators

In this paper we present a study of the effectiveness of the Play Like a Champion Today coaching clinic as a way of preparing coaches to be moral educators. The research involved girls' and boys' basketball coaches and their players (341 participants) in ten middle schools in an urban school system. The results showed that the clinic made a difference in athletes' perception of their coaches as emphasizing values, helping them to develop their own sense of fairness, as well as communicating with them, fostering skill development, and making the sports experience more fun.

33. Haller Elinar Stach Schünemann (Educational Psychology, University of São Paulo)

Perceptions of adolescents about the authority of teachers

Teachers usually have complained of lack of respect from students. It is commonplace to say that students, especially teenagers, do not recognize the teacher an authority figure. The objective of this research is to investigate teenage student opinion about authority of teachers. I proposed four dilemmas of conflict between teachers and students. These were presented to 30 students, 15 boys and 15 girls, students of public schools in the city of São Paulo-SP, Brazil. Preliminary results show that teenage students consider the teacher an authority figure, but that may be faced when acting improperly and unfairly.

34. Alyssa Scirocco (Education, Concordia University)

Moral socialization in mother-child conversations about hurting siblings and friends

This study explored the socialization strategies that mothers employ in conversations about 7-year-old children's experiences of harm with their siblings and friends. Data were drawn from 34 mother-child dyads discussing two events: one when the child harmed a friend and the other when they harmed a sibling. Preliminary results suggested that mothers highlighted repair and relationship consequences in conversations about friends, while they promoted perspective taking and induced guilt in conversations about siblings. Findings suggest that mothers adapt their moral socialization strategies as a function of the relationship context, in ways that may serve to support their children's moral understanding.

35. Anne G. Seni (Psychology, University of Montreal)

Cognitive flexibility and conceptual reasoning as contributors of sociomoral Reasoning in adolescence

Sociomoral reasoning (SMR) is a particularly important skill during adolescence because it improves social competence. While research has investigated the importance of executive skills and SMR on social adjustment, little is known about the specific contributions of executive functioning to SMR. Cognitive flexibility, conceptual reasoning and SMR were assessed in 92 healthy adolescents. SMR was positively correlated with cognitive flexibility and conceptual reasoning. Together these variables explain 16% of the variance in adolescents' levels of sociomoral reasoning. This is consistent with Kohlberg's perspective which considers

flexible thinking as one of the most important features of moral reasoning maturity.

36. Ali Thiel (Psychology, University of Notre Dame)

Attached or independent? Parenting style, personality and morality

We examined two types of parenting: parenting for parent-baby independence and parenting for parent-baby attachment. We gave adult participants explicit and implicit tests of their parenting preferences. Using the sorting paired features task, we paired the terms helpful or unhelpful with each type of parenting. To represent each type of parenting we used a mix of words and photos. Parenting preferences were analyzed in terms of how related they were to big-five personality factors, triune ethical mindsets, attachment style and childhood experience of parenting.

37. Megan R. Thursby (Psychology, Rhodes College)

The relationship between multicultural sensitivity and moral identity as predictors of discrimination

Few studies have explored multicultural sensitivity among late adolescents particularly in relation to moral identity. This study investigated the relationship between multicultural sensitivity and moral identity, specifically moral identity internalization. Furthermore, this study explored the role of multicultural sensitivity and moral identity as predictors of discrimination. Results suggest that multicultural sensitivity and moral identity are significantly related. However, the data indicated that neither the participants perceptions of their multicultural sensitivity nor their perceptions of their moral identity internalization were significant predictors of discrimination.

38. Jessica Urban (Veteran Affairs, Minneapolis Department of Veteran Affairs)

The unified self and its relationship to moral disengagement

How can individuals with high self-concept clarity and self-esteem remain self-unified in the face of their own behavior that contradicts their self beliefs? Proulx and Chandler (2009) found that late adolescents who generally viewed themselves as unified agents minimized their agency when they exhibited morally questionable behavior. Similarly, we examined individuals' self-concept clarity and self-esteem and compared these with the likelihood that they will psychologically disengage from a morally questionable situation. With a sample of 65 college students, our results showed that those with high self-concept clarity and high self esteem were more likely to morally disengage through displacement of responsibility.

39. Evelyn Vera-Estay (Psychology, University of Montreal)

Intellectual functioning as a building block for sociomoral reasoning in adolescence

The aim of this study was to evaluate the contribution of intellectual functioning on sociomoral reasoning (SMR) maturity in a group of 92 healthy adolescents using an assessment tool adapted for the adolescent population and designed to circumvent

methodological flaws associated with traditional SMR tasks. Consistent with Kohlberg's moral stage theory (Kohlberg, 1981), our study found a strong association between intellectual functioning and sociomoral reasoning. This variable predicts 10% of the variability in SMR maturity.

40. Hsiou-Huai Wang (Teacher Education, National Taiwan University)

Cultivating moral personhood in the process of career construction in the Chinese cultural context: A prototype analysis of the conceptions of career among adolescents in Taiwan

Moral Education refers to helping the student acquire a character formation. In some culture, cultivation of character is perceived as a critical part of career development. Therefore, this study intends to investigate the indigenous conception of «career» in the minds of youths in the Chinese/Taiwanese culture, with a special concern with how moral dimension is incorporated into the holistic conception of «career». Students were invited to conduct a career items collection and extension project. Following the extension and validation of the career-related items, the semantic analysis by similarity sorting will be implemented to obtain the features of the career concept among the youths.

41. Joshua Wyman (School and Applied Child Psychology, McGill University)

Moral deception: The emergence and maintenance of altruistic lie-telling in pre-school aged children

Research on deception in children has primarily focused on antisocial lie-telling for self-gain and its relation to children's social-cognitive and moral development; yet, no research has examined altruistic lying, which may also emerge in pre-school aged children. Antisocial and altruistic lie-telling, and the ability to successfully maintain a lie were examined in 136 pre-school aged children (ages 4-5). The findings suggest that while pre-school aged children are capable of altruistic lie-telling, it may not yet be a developmentally normative phenomenon at this age. Preschoolers seem capable of telling antisocial and altruistic lies, but they may have difficulty maintaining those lies.

42. Ryota Yaginuma (Education, Gifu University)

The problem-solving type moral education in Japan

There is the political movement to reform the current moral education in Japan. The issues of current moral lesson class in Japan are too formalistic and less effective for real lives of children. At traditional moral lesson class in Japan, teachers generally inculcate premeditated moral values into children by asking repeatedly children the feelings of the character appeared at the moral story. Contrary to this, we have developed and practiced the methods of the problem-solving type moral education, and reviewed them demonstratively. At this lesson, children discuss the moral problems earnestly, and solve them in close cooperation. This time, I introduce some problem-solving moral education, especially for bullying prevention program.

PERSONAL ACKNOWLEDGEMENTS

Conference chair

Bruce Maxwell

Programme committee

Lawrence Blum, Nancy Bouchard, Sharon Lamb, Kevin McDonough and David Waddington

Local arrangements

Nancy Bouchard (general coordination), Christine Couvrat (general coordination), Nancy Dodier (technical support), Marianne Filion (programme coordination), Marc-André Gemme (Tourisme Montréal), Sébastien Guguy (programme layout), Sophie Laberge (site reservations), Jocelyn Levasseur (financial coordination), Alain Reno (poster design) and Victoria Foster (book display)

Proposal reviewers

Guillaume Beaulac, Lawrence Blum, Tonia Bock, Kaye Cook, Phyllis Curtis-Tweed, Levy Farias, Silvia Diazgranados Ferrans, Marianne Filion, Victoria Foster, Andrew Garrod, Kevin Graziano, Nobumichi Iwasa, Tobias Krettenauer, Sharon Lamb, Kevin McDonough, Don Reed, Doret de Ruyter, Dawn Schrader, Jason Stephens, Sharlene Swartz, Jenny Vaydich, Elly Vozzola, David Waddington and Lawrence Walker

Volunteers

Guillaume Beaulac, Marianne Filion, Eleni Honderich, Richelle Joe, Morgan Kiper Riechel and Jessica Lloyd-Hazlett

Career award committee

Fritz Oser (chair), Helen Haste and Lawrence Walker.

Good words award committee

Doret de Ruyter (chair), Roger Bergman, Andrew Garrod and Scott Seider

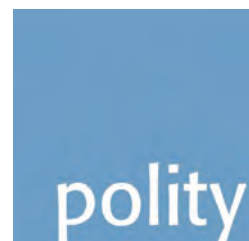
Dissertation Award Committee

Helen Haste (chair), Jan Boom, John Gibbs, Nobu Iwasa, Li Maosen, Terry Lovat and Maria Judith Sucupira da Costa Lins

Taylor Essay Prize Committee

Steve Thoma (chair), Helen Haste and Monica Taylor

INSTITUTIONAL PARTNERS AND SPONSORS



INDEX OF PRESENTERS' NAMES

21, 26, 38	Aboagye, S.
36, 40	Aldridge, D.
70	Aloni, N.
11, 24	Anderson, S.
71	Apavaloaie, L.
21, 56, 72	Arantes, V.
4, 11, 21, 56, 78	Araujo, U.
21	Arthur, C.
38	Asare, B.
71	Balakrishnan, V.
8, 40,	Barbosa, A.
12, 33	Barenholtz, Y.
16, 25, 48, 62	Bataglia, P.
15, 56	Beauchamp, M.
8, 63, 83	Beaulac, G.
55	Becker, D.
44, 83	Bergman, R.
4, 12, 30	Bermudez, A.
63	Bienengräber, T.
10, 19, 39, 83	Blum, L.
10, 17, 83	Bock, T.
26, 38	Bonsu, C.
6, 14, 52, 83	Bouchard, N.
35	Brandenberger, J.
19	Bronk, K.
34	Burke, V.
8, 71	Byun, S.
8, 14, 46	Câmara, L.
12, 33	Cameron, C.A.
15, 21, 55	Carr, P.
70	Casey, V.
9, 34	Chang, Y.T.
5, 68	Chen, Y.-H.
27	Chen, Y.-L.
69	Cheung, A.
72	Chiasson, V.
57	Christen, M.
70	Colasante, T.
64	Collin, B.
12, 35	Comstock, G.
9, 15, 55	Conning, A.
72	Conway, L.
4, 12, 36, 37, 83	Cook, K.
12, 32	Covaleskie, J.
69	Curren, R.
72,	Daitch, S.
10, 19	Damon, W.
5, 13, 44, 83	de Ruyter, D.
12, 36	DesRoches, S.
5, 14, 46, 83	Diazgranados, S.
9, 33	Dmytro, D.
61	DomNwachukwu, C

64	Dong, Y.
61	Duffy, K.
70	Dys, S.
11, 21, 26, 38	Edwards, A.K.
2, 6, 15, 61	Eisenberg, N.
9, 46	Esteves, P.
26	Fahrig-Pendse, P.
66	Ferkany, M.
60	Fernandez-Cardenas, J.
12, 27, 83	Filion, M.
14, 49	Fleming, D.
11, 22	Fletcher, N.
5, 47, 83	Foster, V.
22,	Frisancho, S.
9, 23	Fuentes, J.
4, 10, 17,	Gates, B.
73	Gendron, C.
58	Gengarelly, L.
43	Gereluk, D.
44, 83	Gibbs, J.
9, 24	Gideon, I.
14, 40, 47	Glanzer, P.
	Glover, B.
28	Gohier, C.
42	Gomez-Garibello, C.
25	Green, A.
48	Gualtieri, M.
9, 19, 57, 73	Han, H.
16, 69	Hand, M.
68	Hanks, C.
74	Harris, E.
5, 16, 32, 43, 68, 69, 83	Haste, H.
8, 32	Hayden, M.
16, 62, 83	Honderich, E.
33	Hunt, A.
75	Hunt, J.
4, 5, 83	Iwasa, N.
59	Jaarsma, P.
83	Joe, J.
28	Jutras, F.
68	Kamizono, K.
10, 20	Konstantinidou, L.
59	Kosterina, E.
4, 5, 16, 69, 70, 83	Krettenauer, T.
66	Kristiansen, A.
11, 26, 54	Kristjansson, K.
9, 14, 48	Kubiliene, N.
75	Kurth, A.
46	Kwok, J.
75	Kyung Won, S.

16	Laflamme, D.
62	Lalonde, G.
76	Lalonde, J.
2, 4, 15, 59, 67, 83	Lamb, S.
76	Larme, M.
76	Lawford, H.
29, 37	Lawrence, A.
51	Leduc, K.
16, 21, 63	Lee, A. C.-M.
4	Li, M.
62, 83	Lloyd-Hazel, J.
77	Lo, J.
45	Loew, J.
62, 70	Malti, T.
43, 69	Martin, C.
4, 14, 50	Marx, E.
4, 28, 43, 62, 83	Maxwell, B.
67	Mazzoni, V.
47	McAdams, C.
15, 28, 54, 58, 59, 83	McDonough, K.
40, 49	McKinney, S.
16, 64	Minnameier, G.
6, 13, 39	Modood, T.
34	Moran, S.
6, 14, 52	Morris, R.
67	Mortari, L.
78	Murray, E.
9, 45	Naepflin, C.
10, 17, 28, 29, 37, 57	Narvaez, D.
78	Nolan, A.
43	Norris, T.
58	Oja, S.
5, 10, 20, 45, 83	Oser, F.
50	Pare, J.
79	Pataro, C.
79	Pataro, R.
13, 14, 40, 41, 51	Pike, M.
56	Pinheiro, V.
5, 14, 53	Pollaert, N.
55	Porfilio, B.
55	Potwora, F.
79, 16, 67	Power, C.
11, 25	Randall, B.
5, 83	Reed, D.
58	Robb, J.
47	Robertson, D.
11, 23	Rogers, G.
15, 60	Rosenberg, G.
13, 41	Saculla, M.
4, 52	Samuelson, P.
16, 17, 20, 65, 83	Schrader, D.
80	Schünemann, H.

65	Schweigert, F.
80	Scirocco, A.
10, 17, 20, 69	Selman, R.
49, 67	Seroczynski, A.
33	Shandik, S.
51	Sherblom, A.
29	Silfver-Kuhlampi, M.
5, 13, 24, 37, 38, 83	Stephens, J.
11, 26	Stevens, C.
59	Strax, C.
9, 12, 34	Stringer, R.
4, 5, 19, 53, 83	Swartz, S.
53	Talwar, V.
55	Tan, C.
9, 40	Teixeira, P.
9, 48	Terry, D.
55	Thésée, G.
81	Thiel, A.
5, 57, 64, 83	Thoma, S.
81	Thursby, M.
7, 15, 54	Todd, S.
31	Tse, T.
21	Tsyrlina-Spady, T.
81	Urban, J.
5, 37, 83	Vaydich, J.
70	Veugelers, W.
4, 83	Vozzola, E.
28, 53, 83	Waddington, D.
41	Walker, A.
19, 45, 62, 83	Walker, L.
60	Weinberger, A.
46	Weinstein, E.
39	Weinstock, D.
70	Westheimer, J.
65	Weston, H.
36	Wheeldon, J.
36	Wheeldon, L.
13, 45	Wiens, T.
68	Williams, O.
35	Wintrup, J.
23	Wong, L.
16, 66	Woodside-Jiron, H.
82	Wyman, J.
69	Xu, Z.
82	Yaginuma, R.
9	You, S.
55	Yu, T.
13, 40	Zizek, B.

MAP OF MONTREAL METRO SYSTEM



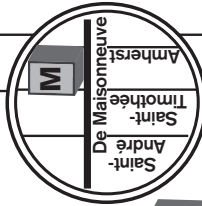
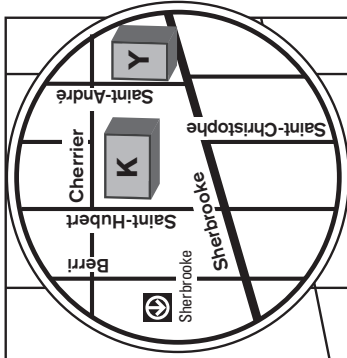
De Bleury

Jeanne-Mance

Saint-Urbain

Saint-Laurent

Ontario

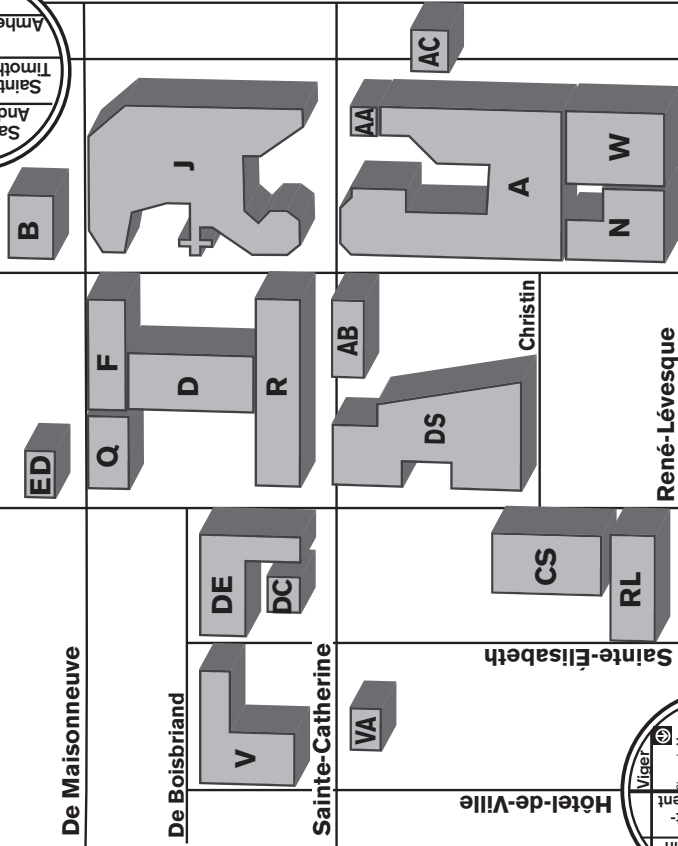


Liste des pavillons

- A:** Hubert-Aquin
400, rue Sainte-Catherine Est
- AA:** Hubert-Aquin, Annexe
1300, rue Berri
- AB:** Saint-Denis, 1290, rue Saint-Denis
- AC:** 1259 Berri, 1259, rue Berri
- B:** Maisonneuve
405, boul. De Maisonneuve Est
- CB:** Chimie et biochimie
2101, av. Jeanne-Mance
- CO:** Cœur des sciences
175, av. du Président-Kennedy
- CS:** Centre sportif 1212, rue Sanguinet
- D:** Athanase-David 1430, rue Saint-Denis
- DC:** 279 Sainte-Catherine Est
- DE:** Design 1440, rue Sanguinet
- DS:** J.-A.-DeSève
320, rue Sainte-Catherine Est
- ED:** 335 De Maisonneuve Est
- EM:** École supérieure de mode de Montréal
2100, rue Sainte-Catherine Ouest
- F:** Musique 1440, rue Saint-Denis
- J:** Judith-Jasmin
405, rue Sainte-Catherine Est
- K:** Danse
840, rue Cherrier
- KI:** 145 du Président-Kennedy
145, av. du Président-Kennedy
- M:** 1001 De Maisonneuve Est
- N:** Paul-Gérin-Lajoie
1205, rue Saint-Denis

- PK:** Président-Kennedy
201, av. du Président-Kennedy
- Q:** Centre Pierre-Péladeau
300, boul. De Maisonneuve Est
- R:** Sciences de la gestion
315, rue Sainte-Catherine Est
- RL:** Résidences universitaires
303, boul. René-Lévesque Est
- RS:** Résidences universitaires
2100, rue Saint-Urbain
- SB:** Sciences biologiques
141, av. du Président-Kennedy
- SH:** Sherbrooke
200, rue Sherbrooke Ouest
- SU:** 100 Sherbrooke Ouest
100, rue Sherbrooke Ouest
- V:** Sainte-Catherine Est
209, rue Sainte-Catherine Est
- VA:** 210 Sainte-Catherine Est
210, rue Sainte-Catherine Est
- VP:** Centre des sciences de Montréal
2, rue de la Commune Ouest
- W:** Thérèse-Casgrain
455, boul. René-Lévesque Est
- Y:** 1001 Sherbrooke Est

Adresse postale
Université du Québec à Montréal
Case postale 8888
Succursale Centre-ville
Montréal (Québec) H3C 3P8



De Maisonneuve

De Boisbriand

Sainte-Catherine

Hôtel-de-Ville

Sainte-Elisabeth

CS

RL

VA

DE

DC

VA

CS

RL

VA

CS

RL

VA

CS

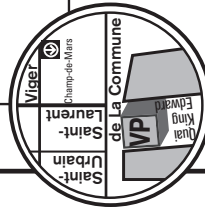
RL

VA

CS

RL

VA



RÉSEAU DE CIRCULATION PIÉTONNE DU CAMPUS CENTRAL

Comment trouver un local

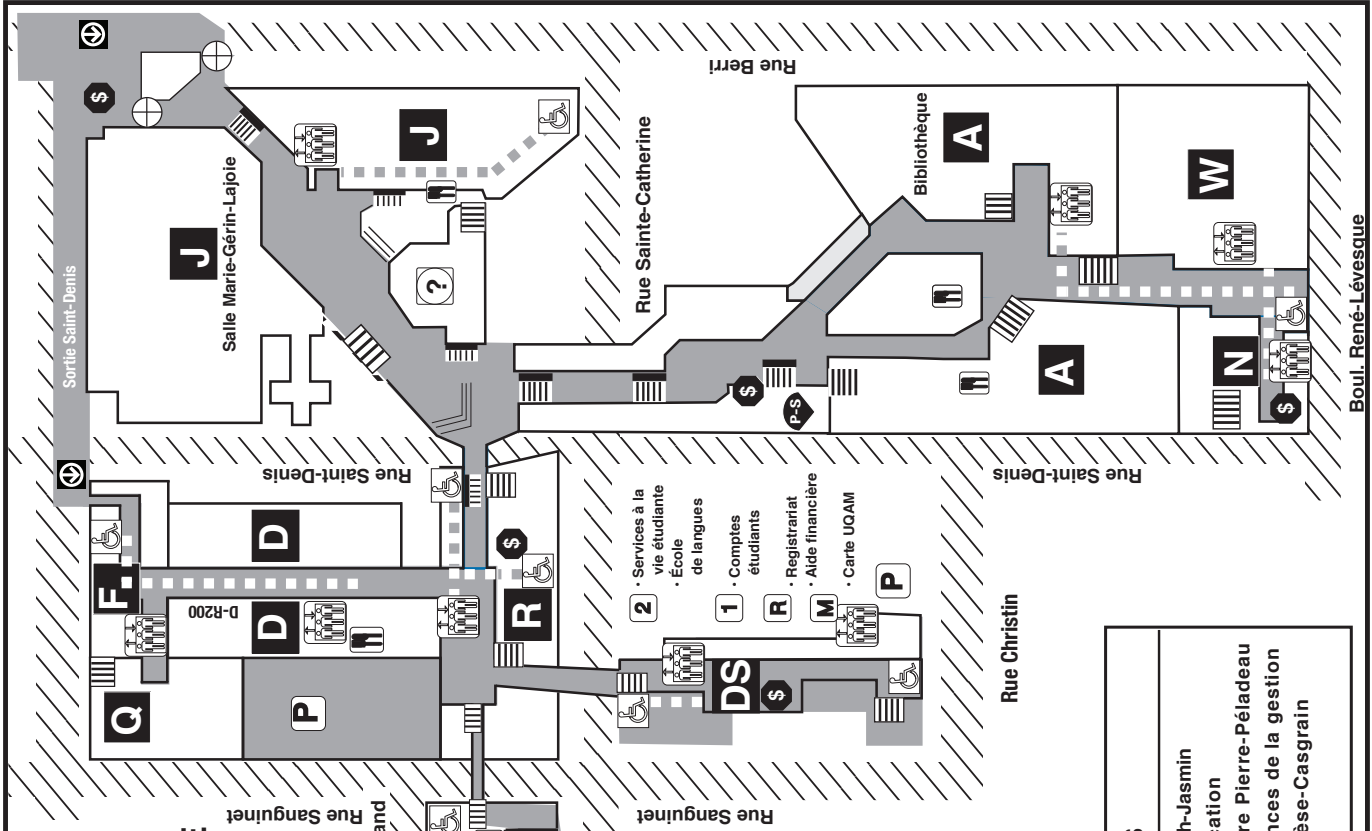
Exemple : local J-M320
 Pavillon
 Niveau
 Numéro de local

LÉGENDE

	Prévention et sécurité		Code de pavillon		Kiosque de renseignements
	Entrée accessible au rez-de-chaussée		Escaliers		Stationnement souterrain
	Réseau de circulation (sur plus d'un étage)		Pentes et escaliers		Ascenseurs
	Rebattement vers ascenseur		Portes tournantes		Méto
	Restaurants et cafétérias		Guichet automatique		

CODE DES PAVILLONS

A:	Hubert-Aquin	J:	Judith-Jasmin
D:	Athanasé-David	N:	Éducation
DC:	279 Sainte-Catherine Est	Q:	Centre Pierre-Pélaudeau
DE:	Design	R:	Sciences de la gestion
DS:	J.-A.-DeSève	W:	Thérèse-Casgrain
F:	Musicque		



LOCAUX FRÉQUEMMENT DEMANDÉS

Hubert-Aquin (A)

- A-M100 BIBLIOTHÈQUE CENTRALE
- A-M865 PRÉVENTION ET SÉCURITÉ
- A-M920 MICRO-BOUTIQUE
- A-M980 REPRO-UQAM
- A-R465 GARDERIE
- A-R820 SERVICE DES COMMUNICATIONS: RELATIONS AVEC LA PRESSE ET ÉVÉNEMENTS SPÉCIAUX
- A-1655 FACULTÉ DE SCIENCE POLITIQUE ET DE DROIT

Athanasé-David (D)

- D-R200 SALLE DE LA RECONNAISSANCE

J.-A.-DeSève (DS)

- DS-M215 CARTE UQAM
- DS-R110 REGISTRARIAT
- DS-R305 AIDE FINANCIÈRE (Secteur prêts et bourses)
- DS-R345 AIDE FINANCIÈRE (Secteur des bourses)
- DS-R503 HÉBERGEMENT
- DS-1110 COMPTES ÉTUDIANTS
- DS-1900 FACULTÉ DES SCIENCES HUMAINES
- DS-2110 AIDE À LA RECHERCHE D'EMPLOI
- DS-2110 AIDE ET SOUTIEN À L'APPRENTISSAGE / ORIENTATION / INFORMATION SCOLAIRE ET PROFESSIONNELLE
- DS-2330 ACCUEIL DES ÉTUDIANTS INTERNATIONAUX
- DS-2330 ACCUEIL, SERVICES À LA VIE ÉTUDIANTE
- DS-2330 VIE ÉTUDIANTE: VIE ASSOCIATIVE
- DS-2375 ÉCOLE DE LANGUES
- DS-6110 INSCRIPTION AUX SEMINAIRES DU SITEI
- DS-6359 SUPPORT TECHNIQUE UQAM INTERNET

Judith-Jasmin (J)

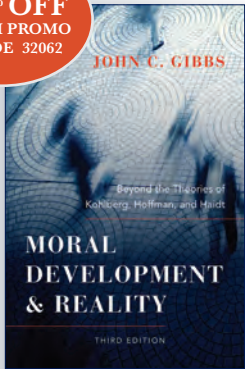
- J-M220 COOP
- J-M330 SERVICE DES COMMUNICATIONS: PROMOTION INSTITUTIONNELLE
- J-M400 SALLE ALFRED-LALIBERTÉ
- J-M870 SALLE MARIE-GERIN-LAJOIE
- J-M870 INTÉGRATION DES PERSONNES HANDICAPÉES
- J-R120 GALERIE UQAM
- J-1775 FACULTÉ DE COMMUNICATION
- J-4057 FACULTÉ DES ARTS

Éducation (N)

- N-R505 FACULTÉ DES SCIENCES DE L'ÉDUCATION

Sciences de la gestion (R)

- R-R630 REPRO-UQAM
- R-1120 ÉCOLE DES SCIENCES DE LA GESTION



20% OFF
WITH PROMO
CODE 32062

MORAL DEVELOPMENT AND REALITY
Beyond the Theories of Kohlberg, Hoffman, and Haidt
Third Edition
JOHN C. GIBBS

Moral Development and Reality explores moral development, human behavior and social interconnectedness. The exploration elucidates the full range of moral development, from superficial perception to a deeper understanding through social perspective-taking. David Moshman's foreword to this thoroughly updated, refined, and expanded edition calls it "the most important contribution to the study of moral development since the turn of the century."

Aug 2013 384 pp.
9780199976171 Paperback \$49.99 \$40.00

VISIT WWW.OUP.COM/US

OXFORD
UNIVERSITY PRESS

VIRTUES READING GROUP PRESENTS

VIRTUE AND ITS DEVELOPMENT: AN INTERDISCIPLINARY SYMPOSIUM

May 19–22, 2014

**Notre Dame Conference Center
McKenna Hall
University of Notre Dame**

Speakers will discuss the nature and development of virtue, from ancient notions to contemporary science, from evolutionary and religious viewpoints, and in a variety of family, school, and work settings.

Confirmed speakers:

Julia Annas
University of Arizona

Gus Carlo
University of Missouri

Robert Emde
University of Denver

Rosalind Hursthouse
University of Auckland

Craig Joseph
The John Templeton
Foundation

Rachana Kamtekar
University of Arizona

Christian Miller
Wake Forest

Darcia Narvaez
University of Notre Dame

Nancy Snow
Marquette University

Ross Thompson
University of California—
Davis

Sponsors:

Department of Philosophy
Department of Psychology
Institute for Scholarship
in the Liberal Arts

More Information

www3.nd.edu/~dnarvaez

Thriving Individuals/Thriving Communities: Moral Education and Human Flourishing.



Pasadena City Hall viewed from the plaza at the Westin Pasadena, the conference hotel.

**2014 Annual Conference of
The Association for Moral Education
Pasadena, California, USA
November 6-8**