Thriving Individuals, Thriving Communities:

The Role of Moral Education in Human Flourishing.

The 40th Annual Conference of
The Association for Moral Education
Pasadena, California
November 6-8, 2014

PROGRAM BOOKLET

40th Annual Conference of
The Association for Moral Education

Westin Hotel Pasadena California, USA
November 6 --- 8, 2014

NOTE: All sessions are held in meeting rooms on the Second Floor

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	KOHLBERG MEMORIAL LECTURE FOUNTAIN BALLROOM Dr. Nancy Snow Marquette University	PLENARY:FOUNTAIN BALLROOM Dr. Sandra Graham Dr.. Carola Suárez---Orozco UCLA School of Education
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THRIVE CENTER FILM EVENT DESSERT RECEPTION 180 N. OAKLAND AVE		AME BANQUET EDEN GARDEN RESTAURANT 175 E Holly St

WELCOME TO THE 40th ANNUAL CONFERENCE OF
THE ASSOCIATION FOR MORAL EDUCATION!

Dear Conference Participants,

On behalf of the conference planning committee and AME's Executive Board it is my pleasure to welcome you to the 40th annual meeting of the Association here in the beautiful city of Pasadena! This is the culmination of more than a year of planning and it is exciting to be here with you all and find the conference well---prepared. I hope that you will later remember this gathering as enriching and as a peaceful encounter of people and ideas in these troubled times all over the world. AME's respectful and amicable diversity may allow us a break from the violence and intolerance, cruelty and deceitfulness that fill the news from Ferguson, Missouri (less than two miles from my campus) to the Middle East.

AME has grown to be very international, and this is a strong reason for many, including myself, to attend its conferences. I am eager to hear about what friends from other regions of the globe are concerned with, what their visions look like and what their most urgent topic would be, what they consider challenges and successes. AME is proud of having scholars and practitioners from nearly 25 countries around the globe meet at this annual conference. AME's membership continues to make sure that this international character is represented on its elected board. Currently, we have board members from Brazil, South Africa, Taiwan, Japan, and The Netherlands who really are from those countries, plus a Colombian working in Spain and another Colombian studying at Harvard, two Americans wound up in New Zealand, and two Germans, one in Canada and one in the United States. If you wonder, yes, there are some elected board members from the United States who actually live and work in the U.S. – three of them (and a few more if we count the executive and the presidential appointees).

AME conferences are attended by scholars and practitioners from diverse disciplinary backgrounds – which of course can be a blessing or can be a curse. Interdisciplinary events can be very difficult when whoever is speaking must work with concepts that may not mean much to most others, or mean something very different in other disciplines. I think that AME presenters are mostly doing a great job in helping the audience enter the conversation. Nancy E. Snow is a master in bridging ethics and moral psychology and I am so happy that she will deliver the Kohlberg Memorial Lecture this year! Our chance as an association is to make the range of disciplines a strength and organize interdisciplinary dialogue as much as we can. There is no dearth of issues that could benefit from comparing and coordinating perspectives!

I want to express our special thanks to Peter Samuelson, the organizer and chair of this meeting! I am acutely aware of the tremendous work and the immense attention to detail that he has put into planning for what promises to become an exceptional event with a rich and stimulating program. Like the three conference chairs before him – Bruce Maxwell, Becky Glover and Monica Taylor – he faced the challenge of having to organize the conference mostly from a distance and he did so brilliantly! Of course no conference of this dimension can be organized by a single person and the support of the Thrive Center for Human Development at Fuller School of Psychology, as well as the contributions of many volunteers from the region and abroad are greatly appreciated, like the AME Secretary Kaye Cook who was the best mentor imaginable and the two coordinators of the proposal reviews, Don Reed and Tobias Krettenauer. Also, let me use this opportunity to extend my gratitude to the board and executive members, the chairs and members of committees and the proposal reviewers for all your important work that helps AME thrive!

AME has very loyal members and many of them have attended the annual meetings for decades. The organization is celebrating its 40th anniversary this year in Pasadena. As the time passes, the typical attendee has become older and a healthy mix of generations has become a task. It is with great joy that I see that a good number of graduate students and young scholars is coming to Pasadena from near and far. One of the best things the long-standing members can do for AME is bringing students and young colleagues to the meetings! For those who are first-time attendees of an AME meeting, a special welcome to you! We want you to make AME your home conference, so don't hesitate to reach out to long-time members to benefit from their expertise and ask about the history of the Association. May you enjoy a rewarding conference, intellectually and socially, and if you are not already so, become a committed member of the Association for Moral Education.

A special thanks again to Peter and his team, and warm wishes for a wonderful conference.

Dr. Wolfgang Althof
Professor, University of Missouri—St. Louis
President of the Association for Moral Education

Code for sessions: PC = Preconference, S = Symposia, P = Paper, PL = Plenary, PO = Poster. First number corresponds to the session number.

WELCOME FROM THE CONFERENCE CHAIR

WELCOME TO SUNNY SOUTHERN CALIFORNIA!

I would like to add my own heart---felt welcome to all of the participants in the 40th annual conference of the Association for Moral Education. This year's theme "Thriving Individuals, Thriving Communities: The Role of Moral Education in Human Flourishing," was designed to explore some new trends in psychology – especially in what has come to be known as "positive psychology" – and its implications for moral development and education. I am very pleased at the response to the theme and the rich diversity of papers and presentations that were submitted. Especially pleasing is the astonishing variety of presentations that, as Wolfgang mentioned, come out of institutions from nearly 25 countries around the globe. This fits well with the cultural landscape of Southern California as a place where peoples of many lands, cultures, and ethnicities live and work together. I look forward to the rich conversation at this conference that this diversity will afford.

Besides all of the paper and poster presentations and symposia, I want to highlight the plenary sessions, which promise to enrich your conference experience:

* Dr. Bill Damon, of Stanford University, will give an opening plenary entitled: "A NEW NEW SCIENCE FOR MORAL EDUCATION: THE IMPORTANCE OF EXEMPLARS OF VIRTUE FOR HUMAN FLOURISHING"

 * Dr. Nancy Snow from Marquette University will give the Kohlberg Memorial Lecture entitled: "GENERATIVITY AND FLOURISHING"

 * Drs. Sandra Graham and Carola Suárez---Orozco, both from the UCLA School of Education, will address issues of human flourishing from the perspective their research in diverse communities in Southern California

In addition there is a **FILM EVENT with DESSERT on Thursday at 7:30 PM,** sponsored by the Thrive Center for Human Development. John Shepherd, a well---known producer of Hollywood films, will give a presentation of the work of his company to promote positive character in films. The film will be shown at Travis Auditorium of the Fuller School of Psychology, just one block east of the hotel. You can enter through the breezeway at 180 Oakland Ave.

I would like to thank all the people who helped me with the many tasks that go into putting on a successful conference – it takes a village! Besides those Wolfgang mentioned, I would like to thank the planning committee and volunteers (see list), Rebecca Sok and Greg Foley from the Thrive Center for work above and beyond, and Wolfgang Althof and Kaye Cook for their constant support. A special thanks to all of our sponsors who contributed funds and in---kind donations to make this conference possible. They are listed on the following page.

Welcome and enjoy yourself or, better yet, may you thrive in Pasadena!

Peter Samuelson, AME 2014 Program Chair
Director: Research and Evaluation, Thrive Foundation for Youth, Menlo Park, CA

40th Annual Conference of the Association for Moral Education

2014 Sponsors

2014 Annual Conference Planning Committee

Chair:
Peter L. Samuelson, Thrive Foundation for Youth, Menlo Park, CA, USA

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Kaye Cook, Gordon College, Wenham, MA, USA
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Rebecca Sok, Fuller's Thrive Center for Human Development, Pasadena, CA, USA
Olivia Williams, Grand Valley State University, Allendale Charter Township, MI, USA
Cheryl Armon, Antioch University LA, Culver City, CA, USA

Website/Registration:
Greg Foley, Fuller's Thrive Center for Human Development, Pasadena, CA, USA

Refreshments/Food:
Deirdre Graham, Thrive Foundation for Youth, Menlo Park, CA, USA

Young Scholars:
Amie Senland, University of Saint Joseph, West Hartford, CT, USA

Poster Session/Reception:
Tonia Bock, University of St. Thomas, St. Paul, MN, USA

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Kendall Bronk, Claremont Graduate University, Claremont, CA, USA

Reception/Banquet program:
Dawn Schrader, Cornell University, Ithaca, NY, USA

Proposal Review:
Tobias Krettenauer, Wilfrid Laurier University, Waterloo, ON, Canada
Don Reed, Wittenberg University, Springfield, OH, USA

Good Work Award:
Doret de Ruyter, Vrije Universiteit, Amsterdam, The Netherlands (committee chair)

Kuhmerker Career Award:
Fritz Oser, University of Fribourg, Switzerland (committee chair)

Kuhmerker Dissertation Award:
Jan Boom, Utrecht University, The Netherlands (committee chair)

Invited Speakers

NancyE.Snow–KohlbergMemorialLecture

Nancy E. Snow, who will deliver the Kohlberg Memorial Lecture, is a professor of philosophy at Marquette University. The focus of her research is moral psychology and virtue ethics, including specific virtues. She has also attempted, wherever possible, to bring psychology into conversation with philosophy so as to buttress philosophical arguments.

She has given many invited presentations at conferences around the world, including the keynote address at a 2013 conference on moral character in Gdansk, Poland. She has published numerous articles and has written or edited four books: authoring *Virtue as Social Intelligence: An Empirically Grounded Theory*, and editing *Stem Cell Research: New Frontiers in Science and Ethics*; *Legal Philosophy: Multiple Perspectives*, and *In the Company of Others: Perspectives on Community, Family, and Culture.*
She is currently working on two books — one on hope and one on virtue ethics and virtue epistemology — as well as invited papers on virtue ethics. She is editing an anthology, *Cultivating Virtue: Multiple Perspectives*, (Oxford University Press) and co---editing, with her colleague Dr. Franco V. Trivigno, an anthology entitled, *The Philosophy and Psychology of Virtue: An Empirical Approach to Character and Happiness* (Routledge Press). She is the Associate Editor for Ethics and Philosophy of *The Journal of Moral Education.*

WilliamDamon–OpeningPlenary

William Damon is Professor of Education at Stanford University and the Director of the Stanford Center on Adolescence. One of the world's leading scholars of human development, Damon is on the forefront of the emerging positive psychology movement in the United States. Damon speaks regularly to public and academic audiences about contemporary trends in child development and has written widely about personal development and moral commitment at all ages of life.

His current research explores how people develop character and a sense of purpose in their work, family, and community relationships. He examines how young people can approach their careers with a focus on purpose, imagination, and high standards of excellence.
Damon is the author or co---author of 18 books and numerous book chapters and articles on education and human development, especially character development. His work has been influential for research and theory in academic developmental psychology and in the broader society, especially around questions of child---rearing and schooling. He is founding editor of the well---known series, *New Directions for Child and Adolescent Development* and editor---in---chief of the *Handbook of Child Psychology*, 5th and 6th editions.

JohnShepherd–ThriveFilmEvent

John Shepherd has extensive experience in independent filmmaking as a producer and a studio executive. He produced such award---winning films as "The Ultimate Gift" and "Bobby Jones: Stroke of Genius." He began his producing career with Worldwide Pictures where he produced eighteen films, including "The Climb," "Road to Redemption," "Something to Sing About," "A Vow to Cherish," and "The Ride."

He also served as an executive at DreamWorks in new media. In addition to producing, he has also been a successful film and television actor. He is a graduate of the University of California at Los Angeles and resides in Los Angeles with his wife and four children.

SandraGraham

Sandra Graham is a professor in the UCLA Graduate School of Education and Information Studies and holds the Presidential Chair in Education and Diversity. Her research interests are broadly concerned with education and human development and include the role of diversity in education and development, achievement for at--- risk youth, and bullying and school adjustment. Her most recent work is in cross---ethnic friendships in urban middle schools.

She has published numerous articles and book chapters as well as authored key policy reports. She has been a Fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford, California and received the Independent Scientist Award, funded by the National Institute of Mental Health.

Carola Suárez-Orozco

Carola Suárez---Orozco is a professor in the UCLA Graduate school of Education and Information Studies and is Co---Director of the Institute for Immigration, Globalization, and Education at UCLA. Suárez---Orozco's research is focused broadly on the adaptation of immigrant families and youth, and immigrant youth development. She has won numerous awards for her work including American Psychological Association Presidential Citation.

She is widely published in the fields of education and human development. Among her recent publications is a book she co---authored entitled *Learning a New Land: Immigrant Children in American Society* which won the Virginia & Warren Stone Award — Harvard University Press' Outstanding Book on Education and Society (2007).

Winner of the Kuhmerker Dissertation Award: Wouter Sanderse

Wouter Sanderse (PhD, Radboud University Nijmegen, the Netherlands) is an associate professor of Teachers' Professional Ethics at the Fontys University of Applied Sciences, the Netherlands, where he leads a practice---based research group. He also works as Research Fellow in the Jubilee Centre for Character and Virtues at the University of Birmingham, England.

His research interests lie in the relationship between virtue ethics on the one hand and the moral education of students and professionals such as teachers on the other. In his PhD thesis, 'Character Education' (2012), he developed a neo---Aristotelian approach to moral education.

> **The Kuhmerker Career Award and the Good Work Award will be presented on Friday Evening at the Poster Session and Reception in the Fountain Ballroom.**

SESSION TITLE	DATE	TIME	LOCATION

Thursday, November 6, 2014

PRE–CONFERENCE WORKSHOPS: Thursday (11/6) 8:30 – 12:00

PC 1   RAVE: A Skills··· and Relation–Based Approach to Moral Character Development

Darcia Narvaez, University of Notre Dame, IN, USA; *Tonia Bock*, University of St. Thomas, MN, USA

PC 2   Student Problem Behaviors and School Discipline Codes: Teaching Moral Behaviors through Emotion Coaching

Michael G. Hylen, Asbury University, Wilmore, KY, USA

PC 3   Fundamental Practices for Intellectual Formation: Explorations of the Habit of Humility

Rebecca DeYoung, Calvin College; MI, USA; *James Van Slyke,* Fresno Pacific University, CA, USA; *Kristen Monroe,* UC, Irvine, CA, USA; *David I. Smith,* Calvin College, MI, USA; *Craig Boyd,* Saint Louis University, MO, USA

LUNCH   12:00 – 1:00

OP   OPENING PLENARY   Thursday (11/6) 1:00 --- 2:30   **FOUNTAIN I/II/III**

Welcome and Introduction to Conference

Peter Samuelson, Chair, AME 2014; *Justin Barrett,* Director, Thrive Center for Human Development, Pasadena, CA

PL1   A NEW NEW SCIENCE FOR MORAL EDUCATION: THE IMPORTANCE OF EXEMPLARS OF VIRTUE FOR HUMAN FLOURISHING

William Damon

Stanford University, Palo Alto, CA, USA

Recent studies in psychology and economics, known as the "new science" school of moral psychology, emphasize the role of emotions, intuitions, social pressures, and self---interest in determining everyday moral choices. As a consequence, the prevailing view of moral behavior in science and the popular media has become reductionist, deterministic, and relativistic, leading to a growing cynicism in the public perception of human nature. But this recent trend offers only a partial and distorted glimpse into the human moral sense, and it ignores the motivational power of ideals and moral virtues. For this reason, the so---called "new science" approach provides a poor basis for moral education.

This presentation discusses a just---completed study of six public leaders who spanned the 20th century, and who championed moral causes ranging from world peace to social justice and human rights. The presentation uses these cases to illustrate how some people consistently make choices guided by their moral convictions. Not only do the six cases demonstrate the existence of conviction---driven choices, they also show how every person can learn to rise above emotions and pressures in order to follow his or her conscience. The six leaders represent a tiny fraction of people who, through education and development, become motivated by ideals and virtues when they make key life choices. As representatives of this far larger population, these six exemplars illustrate ways that people can draw on the best within themselves in their social behavior. This kind of moral commitment is an essential component of the psychology of our species, it is the key to human flourishing, and it is available to everyone through education and character development. The address advocates a new new science that can support such educational efforts

BREAK   2:30 – 3:00

SESSION I

S1.1 CULTURE, CONTEXT AND CLIMATE: WHAT FACILITATES CIVIC AND MORAL AWARENESS IN CHINESE YOUTH?
Thursday (11/6) 3:00 --- 4:15 **FOUNTAIN I**

Helen Haste, organizer

China is in a period of rapid cultural change which has considerable implications for civic and moral education; what kind of citizens will be needed for the Chinese future? The context of such education includes emerging and dominant cultural beliefs, as well as institutional climate and pedagogic practices. In this panel, we present three papers addressing aspects of these contexts. Joseph Jiang reports a study of the thinking about civic and moral education among school administrators, faculty members and students in Hong Kong, Taiwan and China. The two other papers come from the Harvard Graduate School of Education project in Shanghai and Nantong, on young people's civic and moral beliefs (directed by Robert Selman, Helen Haste and Xu Zhao). The paper by Siwen Zhang, Xu Zhao and Helen Haste reports how teachers interpret their roles in the context of civic action, drawing on their responses to the account of a real---life protest in Xiamen in 2007 about a chemical plant. How should they view the possibility of their students' participation and how they should advise them, as well as their own options as citizens? The third paper by Chen Chen, Xinyi Qi and Xu Zhao, using structural equation modeling of questionnaire items, looks at the relationship between students' perceptions of classroom climate and the primary themes of their civic beliefs.

Papers:

THE WORLD NEEDS SOME PEOPLE WHO CAN RUSH OUT TO CHANGE IT: CHINESE TEACHERS' PERCEPTIONS OF THE CIVIC RESPONSIBILITIES OF STUDENTS

Siwen Zhang, Xu Zhao & Helen Haste
Harvard University, Cambridge, MA, USA

HOW DO DIFFERENT PERCEIVED SCHOOL POLITICAL CLIMATES CONTRIBUTE TO DIFFERENT TYPES OF CIVIC BELIEFS?

Chen Chen, Xinyi Qi & Xu Zhao
Harvard University, Cambridge, MA, USA

MORAL AND CIVIC EDUCATION IN A GLOBAL AGE: CASE STUDIES IN CHINA, TAIWAN, AND HONG KONG

Joseph Jiang
Harvard University, Cambridge, MA, USA

S1.2 MORAL VALUES AND ECONOMY IN EDUCATION
Thursday (11/6) 3:00 --- 4:15 **FOUNTAIN II/III**

Wiel Veugelers, organizer;

Moral education has long been concerned with school-based efforts to promote reflection on important matters of social concern (Althof & Berkowitz, 2006; Veugelers, 2007). This symposium argues that economic inequality is worthy of attention in the school curriculum, it takes as its point of departure the insight that young people are not only objects of economic and social forces; they also are potential civic agents. As adults, they will be called on to make social policy choices about economic issues, like inequality. Their understanding is essential for informed and ethical civic engagement—including participation in public debates, electoral politics, policy formation, and community mobilization. The first paper explores conceptual and empirical terrain around these economic issues. The second paper reports on a mixed---methods study (survey and interviews) that examines how economic inequality is addressed in California high school classrooms, and how this varies across different schools. The third paper shows how, in North---Western Europe, educational policy economy is entering the citizenship discourse. This symposium links in a critical sense economy and moral and citizenship development, it looks for possibilities for a more democratic and more social justice oriented educational practice.

Papers:

ECONOMIC INEQUALITY AND MORAL EDUCATION

Joel Westheimer[1] & John Rogers[2]
[1]University of Ottawa, Ontario, Canada; [2]University of California (LA), Los Angeles, CA, USA

TALKING INEQUALITY? A MIXED---METHODS STUDY OF HOW TEACHERS ADDRESS ECONOMIC INEQUALITY IN THE HIGH SCHOOL CLASSROOM

John Rogers[1], Joel Westheimer[2] & Nicole Mirra[1]
[1]University of California (LA), Los Angeles, CA, USA; [2]University of Ottawa, Ontario, Canada

DEVELOPMENTS IN CITIZENSHIP EDUCATION: INDIVIDUALISM AND ENTREPRENEURSHIP CHANGES IN CITIZENSHIP EDUCATION IN NORTH---WESTERN EUROPE, IN PARTICULAR THE NETHERLANDS

Wiel Veugelers
University of Humanistic Studies, Utrecht, and University of Amsterdam, Amsterdam, The Netherlands

S1.3	ASSESSING YOUTH PURPOSE IN DIVERSE CONTEXTS AND POPULATIONS	Thursday (11/6) 3:00 --- 4:15 **FOUNTAIN IV**

Jenni Menon Mariano, organizer

Purpose is a positive long---term life aim that is both personally meaningful and impacts others (e.g., see Damon, Menon & Bronk, 2003; Moran, 2009; Kashdan & McKnight, 2009). Purpose is frequently characterized as a feature of thriving and of moral maturity. For many people, purpose emerges during the period of youth, which is when many individuals first seriously consider they want to accomplish in life. Current research reveals relatively little about purpose during the period of youth among diverse populations, including populations outside of the United States. Furthering this area of inquiry requires careful attention to constructing concepts and measures that accurately represent the experiences of diverse populations. This symposium thus visits some recent approaches to the study of youth purpose in diverse national contexts and among diverse populations. Valeria Arantes and Ulisses Araújo discuss lessons learned from repeated use of an interview assessment of purpose and related emotional experiences among Brazilian youth. Jennie Farmer and Ahnna Gibson discuss results of a purpose and strengths assessment of American middle school students with learning disabilities. Finally, Seana Moran proposes a collaborative method to research purpose multiculturally, presenting features of a current study of purpose among college students in several countries. Implications for the assessment of youth purpose with diverse populations around the world will be discussed in each presentation, and audience members will be invited to pose questions and participate in discussion.

Papers:

ASSESSING FEELINGS AND EMOTIONS IN BRAZILIAN YOUTHS' PURPOSE

Valeria Arantes & Ulisses Araújo
University of São Paulo, São Paulo, Brazil

MEASURING PURPOSE AND STUDENTS WITH DISABILITIES IN THE UNITED STATES

Jennie Farmer[1] & Ahnna Gibson[12]

[1]Clemson University, Clemson, SC, USA; [2]Oconee County Schools, Watkinsville, GA, USA

ASSESSING YOUTH PURPOSE: A MULTICULTURAL VIEW

Seana Moran
Clark University, Worcester, MA, USA

P1.4	SOCIAL PERSPECTIVE TAKING AND MORAL ACTION	Thursday (11/6) 3:00 --- 4:15 **LEISHMAN**

STRATEGIES FOR PROMOTING SOCIAL PERSPECTIVE TAKING: A CONTENT ANALYSIS OF EVIDENCE BASED SOCIAL AND EMOTIONAL LEARNING INTERVENTIONS

Sooyeon Byun, Stephanie Jones & Trisha Anderson

Harvard University, Cambridge, MA, USA

Social perspective taking (SPT) is an ability to understand people's thoughts and feelings. Despite the importance of SPT, it has been difficult to identify common strategies to promote SPT in children. This study analyzes contents of four evidence---based SEL interventions to identify common strategies to improve SPT. We used observations as well as quantitative analysis to provide practical strategies beyond the statistical findings. Results suggest positive associations between SPT---related contents, activities targeting prosocial behaviors, specific activity types, group types and grades. Moreover, practical strategies to promote SPT in class such as using popular activity types and resources were introduced.

TOWARD THE DEVELOPMENT OF AN EXPANDED SOCIAL ISSUES ADVOCACY SCALE

Carolyn Barber, Jacob Marszalek & Johanna Nilsson
University of Missouri (Kansas City), Kansas City, MO, USA

This presentation will report on the development of an expanded version of the Social Issues Advocacy Scale (SIAS: Nilsson et al., 2011). The SIAS assesses helping professionals' understanding of social issues and participation in social justice advocacy activities. Through an expanded framework considering multiple ecological contexts and encompassing individuals' concepts, attitudes, and behaviors, we developed a pool of potential items spanning the breadth of the social justice advocacy construct. We review the process of evaluating items to create a more comprehensive SIAS, and highlight how this process has shaped our conceptualization of social justice advocacy in the helping professions.

BEING IN AND HELPING OUT: INCLUSION, EXCLUSION AND BYSTANDING BEHAVIOR IN ADOLESCENT GIRLS

Dawn E. Schrader[1], Emily Blumkin[1], Rachel Lacks[1], Jill Gold1, Robert Selman[2], Melissa Viscovich[2]
[1]Cornell University, Ithaca NY, USA; [2]Harvard University, Cambridge, MA, USA

In relational aggression situations, being in or out of a clique makes the difference between help or harm. How does one get "in," and why stay "in" if "friends" harm you? This paper examines forms and functions of cliques and popularity, and adolescent girls' decisions and actions in relational aggression experiences. Further, reflective sociality and self---awareness are examined in relation to bystanding/upstanding decisions. Grounded in moral judgment, moral action, and moral foundations theories, we highlight the importance of the in---group moral foundation, and of reflective awareness in explaining the dynamics of bystanding/upstanding decisions. Implications for research, theory, and intervention are proposed.

P1.5 REIMAGINING THE SCHOOL Thursday (11/6) 3:00 --- 4:15 **SAN PASQUAL**

BEYOND SCHOOL REFORM: EDUCATION AS PROPHETIC IMAGINATION

Scott Martin
The University of Oklahoma, Norman, OK, USA

This paper is framed around the re---imagining of the ends of education through the task of what Walter Brueggemann (2001) calls "prophetic imagination". First, it argues that current discussions of school reform offer little possibility for shaping the ethical cultures needed to address the deep problems of the human condition. Second, it contends that the entire enterprise fails its stated, historically understood aim of forming moral human beings. Third, it offers a vision of what schooling might look like both in institutional and administrative ways that proffers moral agency for everyone (administrators, teachers and students). In short, this paper suggests that what is needed is a prophetic re---imagining of schooling that puts forth a social imaginary that "sets captives free."

SCHOOLING AS PSYCHO-SOCIAL MEAT-GRINDER: IS ADOLESCENT SCHOOLING MORAL?

Matthew J. Hayden
Drake University, Des Moines, IA, USA

This paper asks if adolescent schooling is moral. Recent research in adolescent brain development and psychology suggests that adolescent schooling exposes adolescents to a specific subset of psycho---social harms precisely when they are most vulnerable to them. Combining this empirical research "which shows the adolescent brain as it is rather than how we wish it was" with ideas of adolescent education from Rousseau, I conclude that parents, educators, and policymakers have a moral obligation to reconsider current forms of adolescent schooling, solutions for which might include redesigning adolescent schooling or constructively de---schooling during early adolescence.

EDUCATION AS SOCIAL PROJECTS: THE DESIGN THINKING, THE WICKED PROBLEMS AND THEIR (RE)SOLUTIONS

Custódio Cruz de Oliveira e Silva
University of São Paulo, São Paulo, Brazil

This study seeks to understand how the complexity of human situations, such as education, social inequality, poverty, requires solutions and projects in its systemic dimension. Plans are tools that follow the primary trend of our thinking to look for simple solutions --- solutions that must be the least costly to overcome the wicked problems, without incurring excessive simplification. This paper examines these assumptions and methodologies of projects, problem---based learning and design thinking in its possibilities of organization of school work in education. Descriptions of cases of success at the application of Design Thinking in Education in several and different situations will be given. The relevance of this presentation maybe the urgent need of school systems to adopt not only new features but new goals, processes and languages, and act in a collaborative mode along with every community in addition to the teachers and students.

P1.6 MEASURING THE MORAL Thursday (11/6) 3:00 --- 4:15 **SAN GABRIEL**

THE MEASUREMENT OF CARE VERSUS JUSTICE: DEVISING A MORAL JUDGMENT TEST FOR MEASURING THE MORAL BOUNDARY OF INDIVIDUALS

Huan-Wen Chen
Graduate Institute of Measurement & Statistics, National University of Tainan, Tainan City, Taiwan

The purpose of this study is to develop a moral judgment test for the measurement of care versus justice dilemmas to explore the item characteristics and the individuals' response patterns of moral reasoning and profiles of moral boundary across different contexts and item types. The test consists of eleven situational judgment format items and covers daily life scenarios in modern society. The subjects of this study will include five hundred college and graduate students. Literature review, from the fields of moral philosophy, moral psychology, cultural psychology, neuro---physiology which provides the important rationale for this study will be described.

THE RELIABILITY AND VALIDITY OF MORAL THINKING AND COMMUNICATION (MTC) COMPETENCE SCALES AND THEIR IMPLICATIONS FOR MORAL EDUCATION

Angela Chi‑Ming Lee
National Taiwan Normal University, Taipei City, Taiwan

The purpose of this research is to develop scales for testing students' moral thinking and communication (MTC) competence. The rationale of MTC competence, including interacting elements of moral awareness, moral judgment, moral discourse and moral decision‑‑‑making, is adapted from L. Kohlberg's theory, Neo‑‑‑Kohlbergian DIT and FCM, J. Habermas' discourse ethics and normative ethics. The research methods are symposia and a survey of ninety‑‑‑one Taiwanese students with pre‑‑‑and‑‑‑post tests. The instrument contains four stories, including reporting cheating, abortion, environment, and war stories. The reliability and validity of the scales reveal students' various degrees of competences and provide implications for moral education.

THE STRUCTURES OF GLOBAL THINKING: A CODING SCHEME FOR DEVELOPMENTAL RATING OF INTERGROUP CONSCIOUSNESS

Andrew Scott Conning
Harvard University, Cambridge, MA, USA

In this presentation, I will introduce a coding scheme for rating the cognitive complexity of statements about intergroup issues (issues that demand consensus or cooperation across boundaries of civic identity). This coding scheme is the product of two years of research, including over 80 interviews and 230 questionnaires with an international sample. I will also describe empirical methods created for collecting data on cognition about intergroup issues. Finally, I will summarize the research project itself and its results, which offers preliminary evidence for the validity of the coding scheme as well as the normativity of more complex reasoning.

P1.7 MEDIA AND TECHNOLOGY IN MORAL EDUCATION   Thursday (11/6) 3:00 ‑‑‑ 4:15 **ARCADIA**

EFFECTS OF THE USE OF MULTIMEDIA FOR THE SOLUTION OF MORAL DILEMMAS BY MEXICAN YOUNG PARTICIPANTS IN NON‑FORMAL SITUATED ACTIVITIES

Roy Alonso Terrazas Marín & Juan Manuel Fernández‑‑Cárdenas
 Monterrey Institute of Technology and Higher Education, Monterrey, Mexico

This paper discusses the testing of multimedia tools presenting 7 different moral dilemmas, in order to understand how Mexican young participants ranged from 7 to 14 years of age make moral decisions and negotiate their everyday moral actions. In particular, we discuss the affordances of a multimedia web based environment designed to facilitate their discussions. We also show how participants invoke aspects of their everyday life as a support for a joint solution to the dilemmas presented to them. The young participants of this study are part of the Mexican Scout Association, so that this investigation also seeks to establish whether the scout program helps youngsters to make moral decisions based in a moral non‑‑‑formal educational   system.

EXPLORING ATTITUDES TOWARD PERSONAL TECHNOLOGY USAGE: THE ROLE OF DEVELOPMENTAL PHASES IN MORAL JUDGMENTS

Meghan M. Saculla[1], Derryberry Pitt[2] & Steve Thoma[1]
[1]The University of Alabama, Tuscaloosa, AL, USA; [2]Western Kentucky University, Bowling Green, KY, USA

Given that attitudes about technology usage have been linked to moral judgment development (Saculla, Derryberry & Thoma, 2013) and that the accessibility of moral information varies as a function of consolidation and transition (Thoma & Rest, 1999), we thought it would be fruitful to investigate patterns of consolidation and transition in relation to attitudes about technology usage. MANOVA results demonstrated that patterns of consolidation and transition significantly relate to different attitudes about technology usage and a medium effect size was observed. Implications for technology interventions that focus on helping students to productively use technology, as well as advancing students' awareness of the attitudes they hold toward their usage are discussed.

INVESTIGATING RELATIONSHIPS BETWEEN FACEBOOK USE AND COGNITIVE MORAL DEVELOPMENT

Brian Collin & Meghan Saculla
The University of Alabama, Tuscaloosa, AL, USA

The relationship between Facebook use and cognitive moral development was investigated. A questionnaire on Facebook use and the DIT‑‑‑2, a measure of moral judgment development, was administered to 98 college students. The amount and the average length of Facebook sessions along with increased comments on friends' statuses were associated with DIT‑‑‑2 scores. Subjects with higher moral judgment scores reported that the games offered and profile browsing were both their motivation to use Facebook and accounted for the majority of time spent on Facebook. In conclusion, Facebook provides a platform of social information and increased use maybe associated   with moral development.

P1.8   MORAL REASONING AND JUDGMENT   Thursday (11/6) 3:00 --- 4:15   **ALTADENA**

COMPLEXITY THINKING AND MORAL PSYCHOLOGY: PROBLEMS AND PROMISE

Stephen A. Sherblom

Lindenwood University, St Charles, MO, USA

A cluster of concepts, sometimes collectively called complexity thinking (chaos, emergence, self---organization, dynamic systems) has come to represent cutting edge thinking not only in physics and material sciences but in social science as well. This paper cautions against accepting some claims of the new science, though simultaneously this approach may hold great promise for moral psychology. I argue that, viewed in one light, this approach supports and deepens a holistic view of moral development and functioning that articulates a complex pattern of reciprocal influence between consciousness, values, human relationships, and psychological and physical well---being.

KOHLBERG'S TWO DILEMMAS

Georg Lind

University of Konstanz, Konstanz, Germany

For anyone who is interested in the study of moral development, Lawrence Kohlberg's work is still of great importance. Even those who disagree with his theory for various reasons, can hardly ignore it. For those who follow his footsteps, Kohlberg has left behind a solid grounding for their own research and educational work --- but also two big unsolved dilemmas. While his theory broke new grounds by defining moral behavior as behavior guided by internal moral orientations, and by emphasizing the neglected structural property of moral competence, in his methodology he relied on hidden assumptions that clearly contradict his theory. Kohlberg himself felt the difficulty of translating his internal---structural theory into methodological practice. Yet these two methodological dilemmas still persist in Kohlbergian and Neo---Kohlbergian research into moral behavior and development. As an alternative, we have proposed internal---structural measurement through the experimentally designed Moral Competence Test (MCT, formerly MJT).

MORAL JUDGMENT INTERVENTION STUDIES USING DIT-1 AND DIT-2: A META-ANALYSIS

Di You[1], Yukiko Maeda[2] & Muriel Bebeau[3]

[1]Alvernia University, Reading, PA, USA; [2]Purdue University, West Lafayette, IN, USA; [3]University of Minnesota, Minneapolis, MN, USA

The purpose of this study is to synthesize the quantitative findings of the observed effects of educational intervention studies using DIT---1 and DIT---2 by utilizing a meta---analytic technique. For DIT---1, the authors will identify all studies between January 1986 and January 2014 since the last comprehensive review of studies utilizing DIT---1 was published in 1985. For DIT---2, the authors will identify all studies between January 1998 and January 2014 since DIT---2 was available since 1998. Two research questions will be addressed: 1) Is the current intervention effect of DIT---1 comparable to what was reported three decades ago? 2) Is the intervention effect of DIT---1 is comparable to that of DIT---2?

BREAK   4:15 – 4:30

SESSION II

S2.1 **WHAT MAKES YOUNG PEOPLE THRIVE IN CIVICS IN THE US AND EUROPE?** Thursday (11/6) 4:30 --- 5:45 **FOUNTAIN I**

Kirsi Tirri, organizer

The purpose of this symposium is to discuss the motivations for young people to get involved in civics in the US and Europe. We know from earlier research that the majority of both American and European youth do not intend to participate in conventional political activities such as joining a political party, writing letters to newspapers, or being a candidate for a local office. Nevertheless, more students are willing to become engaged in other forms of civic life such as collecting money for a social cause or charity, and they believe it is important for adult citizens to participate in community and environmental groups (Torney---Purta, 2002). Young people may have moral, conventional and personal reasons for their civic and political engagement. Males are known to view the standard political involvement as more obligatory and important than females who on the other hand view community service as more obligatory and important than males (Metzger & Smetana, 2009). In this symposium, we try to deepen our knowledge on the motivations that make young people thrive in different forms of civic engagement in the US and Europe. We will explore the motivations, moral orientations and gender differences of young people from the US and Europe and reflect on these findings in their cultural contexts. We also discuss the importance of building cross---culturally valid measuring instruments that can be used in civic studies. Moreover, we discuss the important role of schools in promoting civic engagement among adolescents.

Papers:

GENDER VARIATION IN MORAL ORIENTATIONS RELATED TO CIVIC ENGAGEMENT: A CASE STUDY OF AMERICAN IMMIGRANT YOUTH

Kirsi Tirri, Indrawati Liauw & Heather Malin
Stanford University, Palo Alto, CA, USA

CULTIVATING DEMOCRATIC ENGAGEMENT AMONG DUTCH STUDENTS: LESSONS FROM THE NETHERLANDS

Isolde de Groot & Wiel Veugelers
University of Humanistic Studies, Utrecht, and University of Amsterdam, Amsterdam, The Netherlands

THE CIVIC ATTITUDES OF ADOLESCENTS IN FOURTEEN EUROPEAN COUNTRIES: CROSS-COHORT SHIFTS FROM 1999-2009

Judith Torney-Purta[1] & Carolyn Barber[2]
[1]University of Maryland, College Park, MD, USA; [2]University of Missouri (Kansas City), Kansas City, MO, USA

S2.2 **APPLYING DOMAIN THEORY AND TRANSACTIVE DISCOURSE TO INTEGRATE MORAL EDUCATION WITHIN THE ACADEMIC CURRICULUM** Thursday (11/6) 4:30 --- 5:45 **FOUNTAIN II/III**

Larry Nucci, organizer

This symposium of three inter-related papers presents the framework, activities, and outcomes of the first full-scale application of social cognitive domain theory to prepare teachers to integrate the development of students' concepts about societal convention and moral reasoning within the regular academic curriculum. Our approach integrated attention to the social cognitive domain features of history lessons with instructional methods that fostered transactive classroom discourse. The goals were to enhance student motivation and engagement in learning of the academic content, while stimulating development within the moral and conventional domains and capacity to coordinate across domains. Outcomes were supportive of project goals with respect to changes in teaching practices, and students' moral and social growth, and received strong endorsement from the participating teachers. As a consequence there are plans to extend the project to teachers from middle schools within the entire Oakland Unified School District. The paper by Larry Nucci presents the underlying theoretical framework, an overall project design including teacher in---services and lesson creation activities. Deborah Powers' paper presents teacher and classroom outcomes. This includes analyses of classroom observations and student discourse detailing the shifts in the ratio of didactic to organic discussion, amount of transactive discourse and ratio of operational to representational transacts in student discussions. Finally, this paper reports teacher evaluations and reactions to the project. Michael Creane's paper presents the analysis of growth in students' moral reasoning and concepts of social convention and relates those developmental impacts to students' engagement in transactive discourse. This paper also reports students' evaluations of project lessons and self--- evaluations of their own academic learning.

Papers:

APPLYING DOMAIN THEORY AND TRANSACTIVE DISCOURSE TO INTEGRATE MORAL EDUCATION WITHIN THE ACADEMIC CURRICULUM: THE BASIC FRAMEWORK

Larry Nucci

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

IMPACT OF INTEGRATING DOMAIN THEORY AND FOSTERING TRANSACTIVE DISCOURSE ON INSTRUCTIONAL PRACTICES, CLASSROOM DISCUSSION AND STUDENT ENGAGEMENT IN MIDDLE SCHOOL HISTORY

Deborah W. Powers

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

DOMAIN THEORY AND TRANSACTIVE CLASSROOM DISCOURSE AS COMPONENTS FOR THE DEVELOPMENT OF STUDENTS' MORAL REASONING, CONCEPTS OF SOCIAL CONVENTION AND CAPACITY FOR CROSS---DOMAIN COORDINATION

Michael Creane

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

| S2.3 | INTEGRATING MORAL DEVELOPMENT FRAMEWORKS INTO THERAPEUTIC MODELS OF CLINICAL PREPARATION AND PRACTICE: THREE PROPOSALS | Thursday (11/6) 4:30 --- 5:45 **FOUNTAIN IV** |

Victoria Foster, Organizer

This symposium fields three presentations that integrate moral development frameworks into therapeutic models of clinical preparation and practice. A body of literature supports models that investigate and analyze clinical problems in terms of psychological development as it refers to behaviors and attitudes involved in impulse control, anticipation, responsibility taking, social judgment, and cognitive complexity. The first presentation offers a model for counselor preparation infusing a moral and ego development intervention into internships, facilitating growth in ego/moral domains while simultaneously providing information and experiences designed to impact students' knowledge and attitudes as they relate to PLWHA. Second is the description of a conceptual model for family---based treatment of addiction that integrates individual and systemic developmental processes with support for the family's engagement in the recovery process. The overarching goals of this model include supporting the family system in making meaning of their experiences and developing capacity for meaning---making through supporting ego development, developing and integrating new interactional patterns among family members, promoting components of moral decision---making, and supporting the family in highlighting factors that promote resilience individually and as a unit. The third presentation shares the design of a deliberate psychological education (DPE) program to promote the resilience and flourishing of female college students at---risk for eating disorders, grounded in Kegan, Loevinger, and Perry's theories. The symposium will conclude with discussion among presenters and attendees regarding the validity of developmental theory and its therapeutic usefulness.

Papers:

INFUSING EGO AND MORAL DEVELOPMENT INTO HIV/AIDS COUNSELOR PREPARATION DURING INTERNSHIP

Richelle Joe & Victoria Foster

The College of William & Mary, Williamsburg, VA, USA

PROMOTING FEMALE COLLEGE STUDENTS' RESILIENCE TO EATING DISORDER SYMPTOMALOGY USING A DPE MODEL

Catie Greene

The College of William & Mary, Williamsburg, VA, USA

AN INTEGRATED INDIVIDUAL AND FAMILY DEVELOPMENTAL MODEL FOR CONCEPTUALIZING AND TREATING ADDICTIONS

Amy Williams

The College of William & Mary, Williamsburg, VA, USA

| P2.4 | ENGAGING MORAL DELIBERATION THROUGH SITUATIONS | Thursday (11/6) 4:30 --- 5:45 **LEISHMAN** |

PSYCHOPATHY AND ACCOUNTING STUDENTS' ATTITUDES TOWARDS UNETHICAL BEHAVIORS

Charles D. Bailey

University of Memphis, Memphis, TN, USA

Psychopathy is a personality trait characterized by deficits of conscience and empathy, leading to callous attitudes and manipulative behavior. Thus, it may explain some of the more shocking cases of financial fraud. Using a national sample of accounting students, this study documents the levels of psychopathy, correlations with certain attitudes about unethical behaviors, and potential differences across age, gender, and academic class level. Comparisons are made to previous samples of college students, faculty, prisoners, and the general population. Responses of individuals high on the scale are described to provide insight into their attitudes and beliefs. Implications are discussed.

THE SIMULATION 1.0 - - - 4.X: GAME THEORETIC MODELING OF THE EVOLUTION OF MORALITY IN INTRODUCTORY ETHICS

Don Collins Reed
Wittenberg University, Springfield, OH, USA

"The Simulation" is a rational choice cooperation and bargaining game designed for my introductory ethics classes, now in its fourth year. It is based on, but more complex than, the standard Public Goods game. Student participants are placed in game theoretic rational choice situations that are designed to simulate important facets of the evolution of morality. This presentation will describe "The Simulation" and demonstrate some of how it shows the evolution of morality. It will address the question: to what extent are game theoretic choice situations pitting rational preference maximizers against each other inevitably misleading about how morality evolved?

P2.5 EMPATHY AND CARE IN MORAL EDUCATION   Thursday (11/6) 4:30 --- 5:45 **SAN PASQUAL**

EDUCATING TO AN ETHICS OF CARE

Luigina Mortari
University of Verona, Verona, Italy

Educative research in the ethical field needs a deep reflection that investigates the more recent ethical theories. In this perspective is useful to examine the ethics of care by analyzing the following questions: 1. Is it legitimate to assume an ontological primacy of care? 2. What is the essence of the ethics of care? 3. If care is fundamental in life, how to cultivate a learning environment inspired by an ethics of care? The discussion of these questions is developed starting from: ancient philosophy (Plato, Seneca), contemporary philosophy (Heidegger, Levinas), feminist theory (Held, Tronto), psychology (Gilligan) and education (Dewey, Noddings).

SOCIOMORAL REASONING, EMPATHY, AND POSITIVE DEVELOPMENTAL OUTCOMES IN YOUNG ADULTS WITH AUTISM SPECTRUM DISORDER

Amie K. Senland[1] & Ann Higgins--D'Alessandro[2]
[1]University of Saint Joseph, West Hartford, CT, USA; [2]Fordham University, New York City, NY, USA

Sociomoral reasoning, empathy, and developmental outcomes in young adults with high functioning autism spectrum disorder (HF---ASD) were investigated. Participants, aged 18---27, in HF---ASD and typically developing (TD) groups completed quantitative and qualitative measures assessing empathy, moral reasoning, and developmental outcomes. Compared to the TD group, the HF---ASD group had significantly lower moral reasoning and perspective---taking, significantly higher personal distress, but similar empathic concern. Young adults with HF---ASD who had better developmental outcomes were more likely to experience less personal distress, have more social support, and utilize empathy in challenging sociomoral situations. We discuss Implications for moral ed. interventions.

YOUNG PEOPLE'S EXPRESSIONS OF EMPATHY AND THEIR VIEWS TOWARDS CIVIC ENGAGEMENT

Ragny Thora Gudjohnsen & Sigrun Adalbjarnardottir
University of Iceland, Reykjavík, Iceland

Policy makers around the world stress the importance of strengthening young people's civic engagement (e.g. European Union, 2005; IWGYP, 2013). This makes it important to examine the factors that relate to young people's views of civic engagement as an important part of being a good citizen. The main aim of this mixed--- methods study is to examine young people's expressions of empathy, their participation in volunteer activities, and their perceptions of parenting styles in relation to the importance they place on engagement in both social movements and conventional participation, within their concept of being a good citizen. Results will be discussed with reference to young people's civic education and experiences.

P2.6 VIRTUES AND THE MORAL SELF   Thursday (11/6) 4:30 --- 5:45 **SAN GABRIEL**

THE CONCEPT OF MORAL RESPONSIBILITY AND ITS IMPORTANCE FOR MORAL RESEARCH: THEORETICAL AND EMPIRICAL PERSPECTIVES

Jennifer Loew
RWTH Aachen University, Aachen, Germany

This presentation considers the concept of moral responsibility and its importance for moral research. First, theoretical perspectives on moral responsibility and its role for moral functioning are illustrated. An own integrative theoretical approach is introduced. Second, method and first results from an empirical study concerning the influence of judgments of moral responsibility on moral decision---making are presented. The overall aim of this theoretical and empirical analysis is to reason out the role of moral responsibility in the sense of a subjective concept for moral functioning.

THREE PERSPECTIVES ON THE VIRTUES OF COURAGE, HONESTY AND SELF-DISCIPLINE AMONG UK SCHOOL CHILDREN

David Walker

Jubilee Centre for Character and Virtues, University of Birmingham, UK

Underpinned by virtue ethics and the view that character and virtue are best researched from a multi---criterial perspective, this paper reports on a large study of character and virtue in 32 schools from across England, Scotland, Wales and Northern Ireland. In these different types of school, the virtues of courage, honesty and self---discipline have been explored among 4000 pupils aged 14 and 15 using three distinct perspectives or methods: moral dilemmas (Adolescent Intermediate Concept Measure UK), a self---reporting measure (96---item VIA Inventory of Strengths for Youth) and 100 teacher interviews. This methodological triangulation is the first one ever to systematically compare findings from ICM and VIA measures.

UNDERSTANDING THE STRUCTURE AND FUNCTION OF HUMILITY

Jen Cole Wright & Matthew Echols

College of Charleston, Charleston, SC, USA

Humility is first and foremost about one's psychological positioning of oneself relative to other living beings --- and to the cosmos more generally. Operationally, we defined it as involving two dimensions: existential awareness and extended compassion. These dimensions were supported through factor and folk concept analysis. Additionally, these dimensions were related in different ways to other important socio---moral attitudes and personality variables: moral concern, civic responsibility, greed, empathy, agency/community values, individualizing vs. binding moral foundations, and the HEXACO. And people high in humility focused more on others (and less on themselves) when asked to write about important life events and accomplishments.

P 2.7 MORAL EDUCATION IN DIVERSE CONTEXTS   Thursday (11/6) 4:30 --- 5:45   **ARCADIA**

ETHICAL CONSIDERATIONS AND CHALLENGES IN CONDUCTING MULTICULTURALLY SENSITIVE RESEARCH WITH MINORITY AND IMMIGRANT FAMILIES

Jenny L. Vaydich
The University of Auckland, Auckland, New Zealand

Researchers interested in exploring family processes and parental influences in minority families may face difficult decisions designing studies and including participants in culturally sensitive ways. Additional challenges can arise when working with minority immigrant families as preferences and needs can vary significantly depending upon their experiences and generational status. This presentation will explore ethical considerations that researchers may need to consider when working with minority populations as well as some of the challenges that can occur. The discussion will focus on issues that are applicable across a variety of cultures; however, examples pertaining to specific populations will also be included.

GHETTO PRISONER'S RISE: WHAT IS AN EMANICIPATORY EDUCATION FOR GHETTO YOUTH?

Quentin Wheeler-Bell
Kent State University, Kent, OH USA

In Dark Ghetto: *Dilemmas of Social Power,* Kenneth Clark describes the dilemmas facing urban ghettos as having an objective and subjective dimension. Objectively, ghettos are the result of systematic injustices while subjectively, ghettos foster certain types of disrespect and mistrust. In this paper, I will compare how political liberals interpret an emancipatory education for ghetto youth with Enrique Dussel's philosophy of liberation. I argue political liberalism misframes an emancipatory education by only focusing on the politics of integration. Enrique Dussel, on the other hand, provides a properly framing of emancipatory education as an issue of social transformation, rather than integration.

THOUGHTS, FEELINGS AND PREJUDICES AMONG YOUNG PEOPLE IN THE PERIPHERY OF SÃO PAULO

Mauro Torres Siqueira & Ulisses F. Araújo
University of São Paulo, São Paulo, Brazil

In this research, based in the presupposition that racism is a moral issue and using the theory of Organizing Models of Thought (Moreno and Sastre, 1998) as the methodological background, we have studied how adolescents represent racial discrimination in their discourse. To analyze data we have privileged the subject's thoughts, feelings and emotions and the complexity of the integration of these dimensions in the organization of their mental representations. Sixty teenagers were interviewed through written questionnaires in which classroom explicit racial conflicts happened. In our results we found at least six different models that students organized the way they understood the conflict.

| P2.8 | USING THE ARTS IN MORAL EDUCATION | Thursday (11/6) 4:30 --- 5:45 **ALTADENA** |

EMO KIDS & METAL HEADS: ETHNIC IDENTITY EXPLORATION THROUGH DRAMA AND PERFORMANCE AMONG LATINO ADOLESCENTS

Claudia G. Pineda[1], Briana Hinga[2], Rossella Santagata[2] & Joseph Jenkins[2]
[1]California State University (Fullerton), Fullerton, CA, USA; [2]University of California (Irvine), Irvine, CA, USA

We present an exploratory study of how a school-based drama class promoted ethnic identity exploration among Mexican---American high---school students by engaging them in writing and performing their own scripts about cultural dislocation. Data consisted of pre--- and post---surveys (n=25), student scripts (n=91), and interviews with six participants. Findings revealed that the class functioned as a vehicle for self---expression of cultural misunderstandings and as a space to work through typical developmental concerns (e.g., friendships and dating). We argue that the class format permitted addressing the complexity of the immigrant developmental experience that involves both normative and acculturation processes involved in thriving.

MORAL EDUCATION THROUGH VISUAL ARTS CLASSES IN ELEMENTARY SCHOOL

Maria Judith Sucupira da Costa Lins, Ana Celi Pimentel de Souza, Ana Lidia Felippe Guimaraes, Luzia Cunha Cruz, & Thelma Taets
Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brazil

This research focuses on moral education through visual arts. Two groups of second graders in elementary school were selected. The objective was to teach three virtues: friendship, justice and honesty. Theoretical foundation was Alasdair MacIntyre's moral philosophy. Sucupira---Lins method for moral education researches was used. Children like to play and because of this we created strategies to teach virtues such as a personal sticker's book. Data were analyzed according to Laurence Bardin's theory. Results show that arts classes had provided good opportunities to the teacher to introduce children to these virtues and children had increased their interest to practice virtues.

THE INTELLECTUAL VIRTUES ACADEMY OF LONG BEACH: A PROJECT IN APPLIED VIRTUE EPISTEMOLOGY

Jason Baehr
Loyola Marymount University, Los Angeles, CA, USA

"Virtue epistemology" is an approach to the philosophical study of knowledge that focuses on intellectual character virtues like curiosity, open---mindedness, intellectual humility, intellectual courage, and intellectual tenacity. These are the personal qualities or character traits of a good thinker or learner. Thus they are qualities that a good education should foster. In this way, virtue epistemology is ripe for application to educational theory and practice. This insight has recently led the Intellectual Virtues and Education Project at Loyola Marymount University to the founding of the Intellectual Virtues Academy of Long Beach (IVA), a new charter middle school in Long Beach, CA, devoted to fostering meaningful growth in intellectual character virtues. In this talk, I will briefly explain what intellectual virtues are and how they are related to moral and civic virtues. I will then discuss several ways in which "intellectual character education" is being practiced at IVA.

DINNER BREAK   5:45 – 7:30

Thursday 11/6, 7:30 PM

THRIVE FILM EVENT FEATURING JOHN SHEPHERD
Dessert Reception Following
Travis Auditorium, Fuller School of Psychology,
180 N. Oakland Ave, Pasadena

Friday, November 7, 2014

SESSION III

S3.1	HOW DO CHINESE YOUNG PEOPLE CONSTRUCT THEIR CIVIC AND MORAL IDENTITY?	Friday (11/7) 8:30 --- 9:45	**FOUNTAIN I**

Helen Haste, organizer

China is a rapidly changing society in which the communitarian ethics of both Communism and Confucianism are in tension with the push to individualistic entrepreneurism. Young people are further pressed by the highly competitive examination system. This symposium draws on data collected from 8th and 11th grade students in Shanghai and Nantong, through interviews, questionnaires and focus groups, on beliefs about the good person and good citizen, social inequality and opportunity, and the purpose and effectiveness of protest. The four papers reflect analyses of the data, performed by members of the Harvard Graduate School of Education China Lab. Yiran Zhao's paper explores beliefs about equality of opportunity for a future good life in relation to academic performance in school. Amy Cheung, with Xu Zhao and Helen Haste, explored perceptions of what is appropriate civic engagement, in response to a vignette about a real life protest by a Chinese teenager. Vidur Chopra, Chen Chen, Xu Zhao and Helen Haste identified how different constellations of beliefs about "what is a good citizen?" were evident at different grades and in different types of school. The emergent picture suggests several coherent worldviews that are in the process of transformation.

Papers:

SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF EQUALITY OF OPPORTUNITY FOR SUCCESS IN CHINA

Yiran Zhao
Pennsylvania State University, State College, PA, USA

PERCEPTIONS OF APPROPRIATE CIVIC ENGAGEMENT AMONG CHINESE YOUTH: A FOUCAULDIAN DISCOURSE ANALYSIS

Amy Cheung, Xu Xhao & Helen Haste
Harvard University, Cambridge, MA, USA

S3.2	RELATIONAL DEVELOPMENTAL SYSTEMS THEORY AND CHARACTER DEVELOPMENT	Friday (11/7) 8:30 --- 9:45	**FOUNTAIN II/III**

Peter Marle, organizer, Pam King, discussant

The relationship between the study of character and developmental psychology has never been easy. While the two fields hold great potential for informing each other, the intellectual landscape between character studies and developmental psychology has long been marked by tension. In character education particularly, the sources of such tension tend to center around areas of developmental psychology that examine the growth of socio---moral competencies and motivations in children and adolescents. The two most notable sources of this tension, at least in psychology, can be found in the cognitive---developmental research tradition associated with Kohlberg and Piaget. Alternatively, these same sources also provide the constructivist backdrop of Relational Developmental Systems Theory (RDST), a relatively new theoretical orientation in developmental psychology, which may be used to resolve these tensions. There have also been changes in the way character studies are approached. Indeed, the past 20 years have seen a renaissance of studies of different purported domains of character (e.g., moral, performance, civic, and intellectual), of specific attributes of character (e.g., purpose, hope, and gratitude), and of educational models designed to promote character among children and youth. Further, character development involves multiple dimensions of functioning and systemic relations between individuals and their social world. What is now needed is a developmental science of character development, one guided by a theoretical framework reflecting these emphases on the multidimensional and dynamic nature of character development, and one that will promote integrative empirical research in this field. We argue that RDST is a productive place to begin.

Papers:

THE HISTORICAL UNDERPINNINGS AND CURRENT LANDSCAPE OF CHARACTER DEVELOPMENT

Peter D. Marle[1], Bryan Sokol[1] & Stuart Hammond[2]
[1]Saint Louis University, St. Louis, MO, USA; [2]University of Pittsburg, Pittsburgh, PA, USA

THE STUDY OF CHARACTER DEVELOPMENT: TOWARDS TESTS OF A RELATIONAL DEVELOPMENTAL SYSTEMS MODEL

Richard M. Lerner & Kristina Schmid Callina
Tufts University, Boston, MA, USA

HUMAN MORAL INHERITANCES REQUIRE THE EVOLVED DEVELOPMENTAL NICHE

Darcia Narvaez
University of Notre Dame, Notre Dame, IN, USA

S3.3 TEACHING FOR YOUTH PURPOSE AROUND THE WORLD
Friday (11/7) 8:30 --- 9:45 **FOUNTAIN IV**

Seana Moran, Clark University, organizer

Purpose is a generalized intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self (Damon, Menon & Bronk, 2003, p. 121). Purpose first emerges prominently during adolescence and young adulthood (Damon, Menon & Bronk, 2003), is an extraordinary achievement "in the moral use of intrapersonal intelligence" (Moran, 2009, p.143), and is an aspect of human thriving. "Educating young people to find a purpose in life" has potential benefits for both self and society (Moran, 2009, p. 143). Therefore, a collection of frameworks used to teach for purpose could be a valuable resource for educators around the world to understand best practices in purpose education. This symposium presents ways to teach for purpose, with a focus on higher education. Fei Jiang discusses what purpose means in the Chinese context and describes how purpose instruction is integrated into the curriculum at one university in China. Kirsi Tirri and Elina Kuusisto showcase how purpose education applies to teacher candidates in one university in Finland, and present empirical findings that assess purpose in this group. Jenni Menon Mariano and Sonia Issac Koshy present a literature review on documented approaches to teach for purpose in the United States. Linda Kay Klein presents Work on Purpose, a new curriculum used in American universities to help college students identify and establish a path to their purpose. Audience members will be invited to pose questions and participate in discussion.

Papers:

TEACHING FOR PURPOSE IN CHINESE COLLEGES

Fei Jiang

Northeast Normal University, Changchun, China

PURPOSE IN FINNISH TEACHER EDUCATION

Kirsi Tirri[1,2] & Elina Kuusisto[2]

[1]Stanford University, Palo Alto, CA, USA [2]University of Helsinki, Helsinki, Finland

PROMOTING YOUTH PURPOSE IN THE UNITED STATES: A REVIEW OF APPROACHES

Jenni Menon Mariano

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

WORK ON PURPOSE: A FRAMEWORK FOR PROMOTING PURPOSE AMONG COLLEGE STUDENTS

Linda Kay Klein

Echoing Green, New York , NY, USA

P3.4 MORAL HEROES AND EXEMPLARS
Friday (11/7) 8:30 --- 9:45 **LEISHMAN**

CHARACTER STRENGTHS AT THE HEART OF MORAL LEADERSHIP

Anne Colby
Stanford University, Palo Alto, CA, USA

This paper will report on a study of three character strengths or virtues that support moral engagement and contribution in both ordinary people and moral leaders: faith, inner truthfulness, and humility. The report will describe analyses of extensive case material on six 20th century moral leaders, articulating the many ways the three focal virtues (and occasionally their absence) played critical roles in these leaders' lives. The presentation will spell out the implications of this research for thriving individuals and for the moral leaders who are so important in creating and ensuring thriving communities.

SPIRITUAL EXEMPLARS: ANSWERS TO THE QUESTION "WHAT DEVELOPS?"

W. George Scarlett
Tufts University, Boston, MA, USA

The lives of spiritual exemplars give us embodied spirituality and provide us with essential criteria and clues for evaluating and explaining spiritual development. Most important, they show us the powerful role faith can play in motivating and sustaining effort in the service of noble purpose. Whether or not an individual qualifies as a spiritual exemplar is, of course, open to interpretation. However, the fact that spiritual exemplars have universal appeal suggests there are generally held, tacit criteria for evaluating. In this presentation six are provided, namely, goodness, noble purpose, success, integrating faith and reason, respect for diversity, and strong positive faith. In addition, the six are applied to two case studies to show both how they help describe and explain positive spiritual development.

P3.5 MEASURING VIRTUES AND MORAL CHARACTER   Friday (11/7) 8:30 --- 9:45   **SAN PASQUAL**

EXAMINING GROUP FORGIVENESS AND CREATING A NEW MEASURE WITH IMPLICATIONS FOR PEACE

Matthew J. Hirshberg, Julie Hunt, Robert Enright, Yu-Rim Lee, Eleni B. Schirmer & Anisa J. Irwin
University of Wisconsin (Madison), Madison, WI, USA

What is group forgiveness and can it be measured unambiguously? Recently, scientists have begun considering the role group forgiveness may play in reducing conflict between groups. Until recently, the forgiveness construct has been exclusively operationalized as an individual phenomenon. Increasingly, it is being mapped onto groups. These initial attempts either conflate individual and group capacities or insufficiently describe group forgiveness. Promoting group forgiveness might motivate intergroup peace, but empirical support depends on sound measurement of coherent constructs. Here, we present a coherent operationalization of group forgiveness and a scale, the Enright Group Forgiveness Inventory (EGFI), intended to measure the construct.

MEASURING KINDNESS AT SCHOOL: PSYCHOMETRIC PROPERTIES OF A SCHOOL KINDNESS SCALE FOR CHILDREN & ADOLESCENTS

John-Tyler Binfet[1], Anne Gadermann[2] & Kimberly Schonert-Reichl[2]
[1]University of British Columbia (Okanagan), Kelowna, BC, Canada; [2]University of British Columbia, Vancouver, BC, Canada

This study sought to create and validate a measure to assess students' perceptions of kindness in school. Participants were 1,753 4th through 8th grade students. Psychometric properties were assessed through exploratory factor analysis, reliability testing, and scale analysis. Construct validity was assessed through associations of the School Kindness Scale to theoretically relevant constructs obtained via self- and teacher-reports. Students' scores were positively and significantly related to self-reported classroom supportiveness, optimism, happiness, prosocial and social goals, academic goals, and satisfaction with life. Reports of school kindness were positively and significantly associated with teacher-reported empathy, social skills, and peer acceptance.

RE-CLOTHING THE EMPEROR: VALIDATION OF FIRST PRACTICAL TEST OF MULTIDIMENSIONAL CHARACTER

Mark Liston
University of Missouri (St. Louis), St. Louis, MO, USA

If Moral Education (ME) and Character Education (CE) had an emperor, it could not be said that he had no clothes but that he is slowly being stripped of them. Federal funding for CE was withdrawn in 2009 and state funding seems to be drying up. Why? Federal studies of CE programs have shown little or no effectiveness. What can be done? ME/CE need unified conceptualization defining comprehensive character traits and a valid measure of these traits. This paper introduces the Character Taxonomy and the Character Growth Index, the metric surprises that surfaced in CGI's validation study, and future research possibilities.

P3.6 IDENTITY AND PURPOSE IN MORAL FORMATION   Friday (11/7) 8:30 --- 9:45   **SAN GABRIEL**

THE HIDDEN MESSAGES IN STEREOTYPES. ADOLESCENTS´ PERSPECTIVE TAKING ON CONTROVERSIAL ISSUES

Everardo Perez-Manjarrez
Autonoma University of Madrid, Madrid, Spain

This paper reports findings from a comparative study on Mexican and Spanish adolescents´ perspective taking, toward a media event of stereotyping in which both countries are involved. Different perspectives are analyzed that emerged when facing dilemmas related to cultural stereotyping and national narratives. The study was conducted using an open questionnaire and two hundred students participated, one hundred per country; quantitative and qualitative analyses were implemented. Although the initial assumption was that Mexicans would react negatively, since they were more culturally alluded, specific contents and cultural references switches Mexican and Spanish emotionally alike, showing interesting results on perspective taking and identity negotiation.

DIVERSITY AND REGULARITY ON YOUTH PURPOSES: PERSPECTIVES FOR MORAL EDUCATION

Viviane Pinheiro & Valéria Amorim Varantes
University of São Paulo, São Paulo, Brazil

Focusing on moral education, this study aims to understand diversity and regularity in youth purposes. 200 High School Brazilian students have answered two different instruments: an open-ended questionnaire and a moral conflict based on Damon's Youth Purpose perspective. We have analyzed data based on the Theory of Organizing Models of Thinking. We have highlighted the participants tendencies of moral judgment and their singularity based on personal values and feelings. Moral education can, this way, bring opportunity to youth to reflect about themselves and their moral identity.

INTERPERSONAL RELATIONSHIPS AND PURPOSE: A STUDY OF BRAZILIAN YOUTH

Cristina Satie de Oliveira Pataro & Valéria Varantes

University of São Paulo, São Paulo, Brazil

This paper analyzes the relevance of interpersonal relationships to youth purpose, based on analysis grounded on Organizing Models of Thinking theory. Semi---structured interviews were conducted with 30 Brazilian youths (15 to 17 years), regarding identity, daily activities, ideal world, main concerns, future goals, feelings and emotions. Data analysis indicated that affective ties contribute to youth actions and choices fell on the dimension of a concern for others. Youth purpose was related to empathy, gratitude and generosity that base youth relationships with close others. Results suggest the importance of a personal dimension in purpose for moral functioning and development.

P3.7 SELF AND OTHER IN MORAL FORMATION   Friday (11/7) 8:30 --- 9:45 **ALTADENA**

SOCIAL ACTION DIPLOMA FOR HIGH SCHOOL GRADUATES

Yael Barenholtz

Israel Ministry of Education, Jerusalem, Israel

A pilot pro---social program launched by the Ministry of Education in Israel in 2012 in 160 schools. Students will be eligible for a Social Action Diploma after three years of social involvement and volunteer work, participating in training sessions and preparing a reflective paper about their ethical---moral viewpoint. The session will present research findings about students' attitudes such as the motivation to choose to participate in this program which is mainly their will to do good and to help people in need.

LOCATING THE SELF AND COMPLICATING THE VICTIM---PERPETRATOR---BYSTANDER TRIANGLE IN ANTI---RACIST EDUCATION IN SOUTH AFRICA

Sharlene Swartz

Human Sciences Research Council and University of Cape Town, Cape Town, South Africa

Recent work in anti---racist and justice education has noted the need for restitution or "making things right for the past". Such a notion requires that those involved in past injustice locate themselves in order to act. In the South African context, Hilberger's triangle of perpetrator---victim---bystander seems to be inadequate for engaging people across multiple generations and in the light of popular disavowal of (or at least amnesia about) past atrocities. This paper therefore proposes that more complex positions and locations of actors are required in order to achieve social transformation through material and symbolic restitution. Proposed categories include that of architect, implementer, dishonored, beneficiary, and inheritor --- categories described in relation to both injustice and resistance to injustice. In providing a rationale for these descriptions, empirical data from interviews with 20 diverse South Africans is analyzed along with theoretical articulations.

MACRO-LEVEL GENDER INEQUALITY AND GENDER DIFFERENCE IN POLITICAL ORIENTATIONS AMONG ADOLESCENTS

Hyung Ryeol Kim

Seoul National University, Seoul, Korea

While prior research has focused on individual-level attributes in explaining gender differences in political orientations and engagement, this study highlights that macro---level factors are equally important in the persistence of gender disparity in politics. Using data from the 2009 International Civic and Citizenship Education Study, this study compares across 31 countries how macro---level gender inequality shapes the pattern of intergenerational transfer of gender disparity in politics. Empirical findings suggest that female adolescents in less egalitarian countries show lower levels of political empowerment and engagement than their male counterparts, while the corresponding gap is only negligible in more egalitarian countries.

BREAK   9:45 – 10:15
Sponsored by Routledge Publishing

PL2   KOHLBERG MEMORIAL LECTURE   Friday (11/7) 10:15 --- 12:00   **FOUNTAIN I/II/III**
GENERATIVITY AND FLOURISHING

Nancy Snow
Marquette University, Marquette, MI, USA
John Snarey[1]; Rachana Kamtekar[2], Discussants
[1]Emory University, Atlanta, GA, USA; [2]University of Arizona, Tuscon, AZ, USA

The psychological construct of 'generativity' was introduced by Erik Erikson in *Childhood and Society* in 1950. This rich and complex notion encompasses the constellation of desires, concerns, and commitments that motivate individuals and societies to pass on legacies to future generations. 'Flourishing,' which means, very roughly, living life well, is another rich and complex notion, interpretations of which are found in ancient philosophers such as Plato, Aristotle, and the Stoics. In this lecture I relate interpretations of these two concepts by arguing that certain forms of generativity can be considered an Aristotelian---type virtue, and that the virtue of generativity is necessary, but not sufficient, for flourishing in the Aristotelian sense. In other words, one can be generative without flourishing. The reverse, however, does not seem true: it is hard to see how one can fully flourish without being generative.

In the first part of this lecture I examine interpretations of generativity found in the work of Erikson, John Snarey, John Kotre, and Dan P. McAdams and his colleagues, and construct a working definition of 'generativity.' I use this material in the second part to develop first steps of the argument that generativity can be a virtue in Aristotle's sense. In the third part, I complete this argument by contending that generativity is necessary, but not sufficient, for Aristotelian flourishing. To do this, I draw on recent work by a prominent neo---Aristotelian philosopher, Daniel C. Russell. In the final part of the lecture, I speculate briefly about ways in which certain forms of habituation might pave the way for the development of generative capacities.

LUNCH   12:00 – 2:00
Young Scholars Meet: California Pizza Café   Plaza Las Fuentes

SESSION IV

S4.1   APPLICATION OF THE MODEL OF HIERARCHICAL COMPLEXITY   Friday (11/7) 2:00 --- 3:15   **FOUNTAIN I**
Michael Lamport Commons, organizer

This symposium comprises different applications of the Model of Hierarchical Complexity (MHC) to the synchronous development within logic/mathematics/physical sciences subdomain and the social subdomain; upper limits of the moral stage of development ("smart"); construction of perspective taking instruments predicting crime risk; and the transition to ultramodern society. The Model of Hierarchical Complexity is used to assess a general, unidimensional behavioral developmental model used to analyze difficulty of tasks independent of domains. The first paper assesses the degree of synchrony in performance in the mathematics, physical sciences and logic subdomains and social, moral, caring subdomain using the following instruments: algebra, balance beam, infinity, laundry, helper---person, caregiver, depression breakup, counselor patient, and empathy, based on MHC. The second paper presents an empirical test of a mathematical model of the upper limits of the stage of development ("smarts") based on Gibbs and Lieberman (1987) data. It proposed that the rate of change in stage is proportional to log2age. That provides an explanation for how differences in rate of stage change results in differences in terminal state (highest stage). The third paper discusses major stage themes in the development of ultra---modern science. The study uses MHC to propose that the culture including science is in a transition to an ultramodern society. The fourth study constructs an instrument predicting crime risk. Six new predictors of criminality were used including social perspective taking skill, attachment relationship, impulsivity, risk, anger and depression. All the factors were tested by unidimensional instrument based on MHC.

Papers:

THERE IS ONLY ONE DOMAIN IN STAGES OF DEVELOPMENT

Sagun Giri[1], William Joseph Harrigan[2] & Michael Lamport Commons[2]
[1]Dare Institute, Cambridge, MA, USA; [2]Harvard University, Cambridge, MA, USA,

WHY THERE ARE UPPER LIMITS TO THE STAGE OF DEVELOPMENT

Michael Lamport Commons[1], Leonard Sidney Miller[2] & Sagun Giri[3]
[1]Harvard University, Cambridge, MA, USA; [2]University of California (Berkeley), CA, USA; [3]Dare Institute, Cambridge, MA, USA

THE TRANSITION TO ULTRAMODERN SOCIETY: RETHINKING POLITICS, STAGE, AND SOURCE OF INFORMATION

William Joseph Harrigan[1], Michael Lamport Commons1 & Sagun Giri[2]
[1]Harvard University, Cambridge, MA, USA; [2]Dare Institute, Cambridge, MA, USA

A MODEL FOR PREDICTING CRIMINALITY BASED ON SOCIAL PERSPECTIVE TAKING, ATTACHMENT RELATIONSHIP, IMPULSE, ANGER AND DEPRESSION

Gangqin Li
Sichuan University, Chengdu, China

S4.2 FLOURISHING MORAL SELVES: EXPLORING THE LIVES OF HISTORICAL MORAL EXEMPLARS

Friday (11/7) 2:00 --- 3:15 **FOUNTAIN II/III**

Elizabeth Vozzola, Organizer

Moral exemplars provide us with important case studies of optimal moral flourishing. Major figures in the exploration of moral selves such as Blasi, Damon & Colby and Walker suggest that the centrality of morality to people's sense of self lies at the heart of moral motivation and action. In this symposium, we explore the most useful theoretical lens for exploring the moral selves of two historical moral exemplars: U.S. President Abraham Lincoln, and Dutch rescuer Miep Gies. For many years a Freudian perspective has dominated the practice of psychobiography, with some recent work coming out of the social psychology wing of the hybrid field of political psychology. We could uncover no evidence that biographical treatments of people our field might consider moral exemplars has ever utilized specific theories from moral development. We evaluate how the developmental credo of "For which person, under which circumstances?" can also be applied to selecting appropriate theoretical and research approaches to the analysis of moral exemplars that are no longer available for the substantive interviews or sophisticated measures used in much contemporary moral research. Our third paper provides a critical commentary on the promise and challenges of the two analyses' theoretical methods and findings from the perspective of developmental counseling and life histories.

Papers:

FROM LAWYER TO LEADER: AN ANALYSIS OF ABRAHAM LINCOLN's MORAL SELF

Elizabeth Vozzola[1], Paul Cimbala[2] & Karen Palmunen[1]
[1]University of Saint Joseph, West Hartford, CT, USA; [2]Fordham University, New York, NY, USA

MIEP GIES AS MORAL EXEMPLAR

Rebecca Glover
University of North Texas, Denton, TX, USA

MORAL EXEMPLARS, MORAL DEVELOPMENT AND PROFESSIONAL ETHICAL IDENTITY: REFLECTIONS ON LINCOLN AND GIES

Victoria Foster
College of William and Mary, Williamsburg, WV, USA

S4.3 METAPHORS AND THE MORAL LIFE

Friday (11/7) 2:00 --- 3:15 **FOUNTAIN IV**

Kelly McEnerney, organizer

We selected contributors for this symposium who could provide diverse perspectives on the role of metaphor in our everyday moral lives. Metaphors underlie our interpretations of race, sporting contests, and volunteer experiences among other interpretations. In the domain of race, research has shown that people more easily associate black stimuli with negative words and white stimuli with positive words (Nosek, Banaji & Greenwald, 2002), as consistent with the metaphorical expression of "light is good" and "black is bad." Similarly, people tend to characterize sporting contests using the metaphorical expressions of "contest is a battle" and "contest is war." Likewise, people describe service experiences in terms of giving back to society or paying off debts owed to society, expressions that reflect the metaphors of "service as reciprocity" and "service as payment." The rationale of this symposium is to propose that metaphors, the material through which we construct meanings, shape our beliefs, decisions, and conduct. Metaphors can be both insidious and powerful. They are malleable to the effects of new experiences in which people consciously construct new meaning. In short, by studying people's expressions of metaphor, researchers seek to understand the nature of beliefs, decisions, and conduct, and to evaluate educational experiences in terms of their opportunities for   meaning---making.

Papers:

THE EFFECTS OF A DIVERSITY APPRECIATION READING PARTNERSHIP ON CHILDREN's EXPRESSION OF METAPHOR

Kelly McEnerney
Saint Louis University, St. Louis, MO, USA

METAPHORS AND MORALITY: EVIDENCE FOR CONTESTING THEORY

David Shields

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

PERSONAL MEANING-MAKING IN VOLUNTEER CONTEXTS – ·· THE METAPHORS COLLEGE STUDENTS SERVE BY

Bryan Sokol[1] & Ray Quirolgico[2]

[1]Saint Louis University, St. Louis, MO, USA; [2]The Art Center College of Design, Pasadena, CA, USA

P4.4	MORAL EDUCATION, RELATIONSHIPS, AND EMERGING ADULTS	Friday (11/7) 2:00 --- 3:15 **LEISHMAN**

COLLEGE STUDENTS' PERCEPTIONS OF PARENTAL COMMUNICATION AND MORAL JUDGMENT DEVELOPMENT

Brian Collin & Stephen Thoma

The University of Alabama, Tuscaloosa, AL, USA

College students' current and perceived differences from high school in rates of parental disclosure/secrecy, information management strategy, and reasons for non---disclosure about risky behaviors, academics, personal/peers, and multi---faceted issues were sampled. The DIT---2 was also administered, a measure of moral judgment development. College students reported they disclosed more about academics than high school, while females reported they were more secretive about risky behavior in college. Older college students/higher scores of moral judgment development was associated with non---disclosure of personal, peer, and multi---faceted issues because of privacy, whereas younger college students/lower moral judgment development was associated with anticipation of negative feelings.

MUTUALITY IN SEXUAL RELATIONSHIPS: A MORAL IDEAL OR A MORAL RESPONSIBILITY

Sharon Lamb[1] & Doret De Ruyter[2]

[1]University of Massachusetts, Amherst, MA, USA; [2]VU University, Amsterdam, The Netherlands

This paper explores the idea of mutuality as an ethical standard applied to sexual relationships in addition to the principle of informed consent. Even though we might agree that mutuality is a moral quality of sexual relationships and sexual interaction, the question is whether or not this can be regarded as a moral norm, which means that persons who are not interested in furthering the well---being of the other person(s) act morally wrong or if this is a moral ideal, which implies that although some might find the sexual act or relationship morally reprehensible, the person does not do anything that can be regarded as morally wrong.

DELIBERATION OF COLLEGE TEACHERS OVER ETHICAL ISSUES: A PROCESS DOCUMENTED THROUGH A COLLABORATIVE RESEARCH

France Jutras[1], Luc Desautels[2], Christiane Gohier[3] & Philippe Chaubet[3]

[1]L'Université de Sherbrooke, Sherbrooke, QC, Canada; [2]Cégep régional de Lanaudière à L'Assomption, Repentigny, QC, Canada; [3]L'Université du Québec à Montréal, Montréal, QC, Canada

Building on earlier research on the value of group deliberation in the analysis and decision making related to ethical concerns and dilemmas, a collaborative research was conducted to document the process of college teachers' ethical reflection. Two groups met six times a year for discussions, in Montreal (2011---2012), and Québec City (2012---2013). The participants suggested the topics of the discussions, with one exception each year (a case study and a code of ethics). Both groups developed a thriving community of practice spirit: as cases were deconstructed in a dialogic approach, profound perspectives were built on situations themselves and on education.

P4.5	SCHOOL COMMUNITY AND MORAL FORMATION	Friday (11/7) 2:00 --- 3:15 **SAN PASQUAL**

FLOURISHING IN A JUST COMMUNITY SCHOOL - - - THE SAFE SCHOOL

David Rowse
Values Education for Life, Birmingham, UK

Kohlberg is best known for his moral stage development theory, but less so for the related practical work he carried out in a number of Just Community Schools. As a result of a visit to one of these Just Community schools, a similar school was set up in Birmingham, UK, in order to build on Kohlberg's practice; this was later called the Safe School by the students. The purpose of this paper will be to share some of the experiences from the Safe School and the ways in which such a just community encouraged disengaged youngsters to flourish.

MORALITY, COMMUNITY, CONFLICT: THE ROLE OF THE SCHOOL COMMUNITY IN MORAL EDUCATION

Gideon Dishon
University of Pennsylvania, Philadelphia, PA, USA

This presentation aims to re---conceptualize the role of the school as a moral community, focusing on two central shortcomings of existing models. First, the school community is often explored instrumentally --- as promoting individual moral development. Instead, I posit that moral education should foster interdependence: developing children's identity as morally responsible for, and dependent on, other community members. Second, I propose that conflict should not be portrayed as a sign of moral dysfunction, but rather a validation of a heterogeneous, vibrant moral community. The school community should allow opportunities to engage in conflict and its resolution, in a secure setting.

SCHOOL DEMOCRACY IN THE CROSSFIRE: STAKEHOLDERS' PERSPECTIVES ON STUDENT GOVERNANCE OPPORTUNITIES IN MIDDLE SCHOOL "NATIONAL SCHOOLS OF CHARACTER"

Wolfgang Althof & Spring Schmidt
University of Missouri (St. Louis), St. Louis, MO, USA

This paper will explore preliminary results of a mixed---methods study on student governance opportunities in National Schools of Character from the perspective of diverse school stakeholders (students, teachers and principals) and identify common areas of agreement, sources of tension, challenges to implementation, and relevance to body of knowledge on effective character and citizenship ed. in the complex middle school context.

P4.6 MORAL EMOTIONS AND THE MORAL SELF — Friday (11/7) 2:00 --- 3:15 **SAN GABRIEL**

HOW DOES SHAME CONTRIBUTE TO KEEP INDIVIDUALS AND COMMUNITIES THRIVING?

Sula You
University of Oklahoma, Norman, OK, USA

Even though shame is often seen as contradictory to human flourishing, some moral philosophical arguments take note of the moral element and prosocial aspect of the shame---experience. In this regard, shame may promote personal and social well---being if the right environment is provided.

JOURNEY INTO SHAME: ARISTOTLE's SEMI-VIRTUE AND BEYOND

Roger Bergman
Creighton University, Omaha, NE, USA

Aristotle called shame a semi---virtue in the young. James Fowler distinguishes two types of healthy shame and four types of unhealthy shame and relates the former to conscience. Various authors have identified shame as a moral engine for social change. John Howard Griffin's "Black Like Me" was originally titled "Journey into Shame." James Gilligan and Michelle Alexander see shame at work in the criminal justice system. The presenter echoes Fowler's observation that once you become alert to shame, you see its varied manifestations everywhere. This paper will explore awareness of shame as an essential element in education for social justice.

MORAL PRIDE: VIRTUE OR VICE?

Tobias Krettenauer
Wilfrid Laurier University, Waterloo, ON, Canada

In the present study, it is argued that moral pride comes in two different forms: authentic ("feeling good about what I did") or hubristic ("feeling good about who I am"). These two different forms of pride can be reliably assessed, as demonstrated in sample of 217 Canadian adolescents and young adults. Whereas the self---importance of moral values (labeled "internalization" in Aquino's and Reed's measure) and internal moral motivation predict authentic pride, it is the importance to appear moral in public ("symbolization") together with external moral motivation that predicts hubristic pride. Overall, the study provides clear evidence that pride is two---headed, depending on what people feel proud about.

P4.7 AFFECT REGULATION AND MORAL BEHAVIOR — Friday (11/7) 2:00 --- 3:15 **ARCADIA**

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

Victoria Foster & Rip McAdams
College of William and Mary, Williamsburg, WV, USA

This presentation describes the process and outcome of an intensive program of family therapy, parent education, and youth therapy groups specialized for families with children who display externalizing behaviors, including aggression and violence, that incorporated moral reasoning. Many families find themselves struggling to thrive in an environment where fixed standards of right and wrong are no longer clearly laid out. We will report on the process of the family therapy model and the youth group sessions, and offer videos of moral dilemma discussions within these formats for review. Reflections from participating counselors will offer further elaboration.

RELATIONS OF GRATITUDE TO POSITIVE AND NEGATIVE AFFECT AND NEUROENDOCRINE REGULATION IN CHILDREN

M. Jennifer Kitil & Kimberly A. Schonert-Reichl
University of British Columbia, Vancouver, Canada

The main purpose of this research was to determine the relationship between gratitude and the stress response, as measured by salivary cortisol output, among children. Participants were 154 5th graders from schools located in a large, diverse Western Canadian city. Results indicate that significant positive correlations were found between positive affect and gratitude. Negative affect was significantly and negatively correlated with positive affect and gratitude. Controlling for grade and gender, gratitude was a significant predictor of salivary cortisol in children.

SELF-REGULATION, NEUROSCIENCE, AND RELIGIOUS PARTICIPATION: HOW PRACTICE LEADS TO MORAL FORMATION

Matthew Jarvinen
Fuller Theological Seminary, School of Psychology, Pasadena, CA, USA

How is it that people put on new habits and a transformed character? How is it that people come to act morally in the midst of tendencies to the contrary? By drawing from moral philosophy, neuroscience, and psychological literature on character strengths and virtues, this paper demonstrates how self---regulation serves as both an important mechanism in the process of moral action, and provides a practical avenue through which the moral goods of institutions (and particularly religious institutions) come to be embodied.

| P4.8 | MORAL EDUCATION IN THE NATIONAL CONTEXT | Friday (11/7) 2:00--- 3:15 | **ALTADENA** |

PROPOSAL FOR INTERVENTION STRATEGIES TO PROMOTE SCHOOL ADAPTATION OF NORTH KOREAN REFUGEES CHILDREN AND YOUTHS IN SOUTH KOREA

Sooyeon Byun
Harvard University, Cambridge, MA, USA

North Korean refugees (NKR) are the largest refugee population in South Korea. North Korean people have suffered from chronic famine, poverty and political oppression for a number of years, which made many of them escape from their own country. This paper introduces the backgrounds of these challenges, and proposes intervention strategies to promote their adaptation into school. Adverse influences of these risk factors disturb successful school adaptation of NKR children and youths (e.g. Choi, 2010; Jeong et al., 2004). Based on the review of risk and protective factors for NKR children and youths in South Korea, two important foci on intervention strategies for successful school adaptation were identified: academic functioning and social and emotional learning (SEL). As an example of interventions, this paper introduces an integrative SEL intervention using standardized academic resources. South Korea has common core standards and corresponding standardized textbooks. To improve academic functioning and social relationship at the same time, we propose an integrative SEL intervention using standardized textbooks to promote school adaptation among NKR children and youths. Specific examples of the intervention curriculum will be presented.

MORAL EDUCATION REPRESENTATIONS BY AGENTS OF BRAZILIAN PUBLIC SCHOOLS

Maria Suzana S. Menin
Universidade Estadual Paulista --- UNESP --- São Paulo, Brazil

This paper is about the representations of moral education projects among teachers, coordinators and principals of Brazilian public schools. They were invited to answer a questionnaire which was analyzed using Alceste, a textual analysis software. Two questions will be explored in this paper: one is related to the alleged reasons to develop moral programs and the other is about the methods used. The main motives to develop moral programs are related to the lack of moral values in society and family. There was no consensus about methods or how this type of education should be carried out in schools.

MORAL DOMAIN AND HUMAN RIGHTS IN SHIPIBO-KONIBO, ASHÃ NINKA AND QUECHUA COMMUNITIES OF PERU

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

Peru's indigenous population suffers historical processes of discrimination. Many initiatives have attempted to reverse this situation, and during this process, different legal and ethical dilemmas arise: in the name of cultural diversity, is it possible to be neutral while facing cultural practices and traditions that affect the rights and welfare? What is the relationship between education, human rights and moral development? Based on information collected in Shipibo, Asháninka and Quechua communities of Peru, this paper analyzes the way three adults members of those indigenous communities examine cultural practices and the moral dilemmas that may arise within them. Results show that participants display a moral point of view and concern for human rights when analyzing cultural traditions. We discuss these results exploring how the psychology of moral development may contribute to the debate about particularities and universals in human rights. We also discuss how social knowledge domains theory contributes to educational and community interventions aimed at promoting the fulfillment of human rights and welfare in contexts of cultural diversity.

BREAK   3:15 ---3:30

SESSION V

P5.1 CIVIC EDUCATION IN DIVERSE CONTEXTS   Friday (11/7) 3:30 --- 5:15 **FOUNTAIN I**

CIVIC ENGAGEMENT AND DIVERSITY LEARNING: IMPACTS ON LONG--TERM WELL--BEING AND PURPOSE

Jay W. Brandenberger[1], Daniel Lapsley[1], Nicholas Bowman[2], Patrick Hill[3] & Paul Stey[1]
[1]University of Notre Dame, Notre Dame, IN, USA; [2]Bowling Green University, Bowling Green, OH, USA;
[3]Carleton University, Ottawa, ON, Canada

The college years provide students critical opportunities to explore and transform how they think and what they deem worthy of their talents and commitments. Understanding of prosocial development and purpose during college is important, though too often research focuses on short---term outcomes. This session presents results of a longitudinal project following the classes of 2001 and 2003 at two institutions. Results showed that engagement and prosocial orientations during college were significantly predictive of adult well---being a decade after graduation. We will share additional findings, discuss a conceptual model that grounds the study, and welcome collaboration for further research.

MOVING FROM MORAL EDUCATION TO CIVIC ENGAGEMENT: CONSEQUENCES FOR HUMAN FLOURISHING

Ashley L. Floyd
The University of Alabama, Tuscaloosa, AL, USA

The word moral is no longer very popular in higher education, having been replaced by the modern buzzword "civic engagement." This conceptual paper addresses the implications for human flourishing in light of this move from moral development to civic engagement. Using Brighouse's (2005) definition of human flourishing, I consider whether this shift in emphasis results in college students being more or less likely to flourish. Ultimately, I argue the move towards civic engagement is negative and question the sufficiency of civic engagement as an aim of higher education.

SEX EDUCATION AS CIVIC EDUCATION

Sharon Lamb, Renee Randazzo & Sam Gable
University of Massachusetts, Amherst, MA, USA

This paper presents qualitative research on how students negotiate and develop ethical views about sex and sex in society during lessons from the Sexual Ethics for a Caring Society Curriculum (SECS---C). We use classroom   discussions of 9th graders and focus on sex education as a form of civics education by exploring two recurring conversations: one that ignores power differences in matters of consent and another that confronts the individualized, neoliberal perspective that pervades ethical discussions on sex.

LONGITUDINAL STUDY OF CIVIC ENGAGEMENT IN THE TRANSITION TO ADULTHOOD

Hyemin Han, Indrawati Liauw & Heather Malin
Stanford University, Palo Alto, CA, USA

Young people decline significantly in some civic activities, such as volunteering and community service, and become eligible for others, such as voting. Furthermore, not all adolescents are participating in civic activities at the same rate. In particular, non---college bound youth are less civically engaged than their college---bound peers, setting in motion two distinct developmental trajectories that lead to significant political inequities. To better understand civic development from adolescence to adulthood, and the different civic trajectories that emerge in late adolescence, this project explored changes in civic engagement and future civic intentions over the transition out of high school.

P5.2 CHARACTER AND CITIZENSHIP EDUCATION ON THE NATIONAL SCALE   Friday (11/7) 3:30 --- 5:15 **FOUNTAIN IV**

DOES CHARACTER EDUCATION WORK? - - - A STUDY OF THE PEDAGOGIC INTERVENTIONS OF CHARACTER SCOTLAND

Katherin Barg & James Conroy
University of Glasgow, Glasgow, Scotland

We present the results of an evaluation of a character education program which was developed by a Scottish charity to promote students' reflection on, and development of, moral qualities and aspirations. We attempt to identify the longer term effects of the program through the analysis of secondary students' self---reported moral identity, self---knowledge, positive emotion disposition and aspirations two years after their participation in the program. We designed a quasi---experiment through comparing these students with a largely similar control group of students who did not participate in the program.

ACTUAL PRACTICAL VALUE EDUCATION IN GERMANY

Birgitta Kopp, Sandra Niedermeier & Heinz Mandl

Ludwig Maximilians University, Munich, Germany

The goal of this study is to provide an overview of how value formation takes place in Germany and to develop knowledge about how children and youth form values in modern society. A structuring model is introduced for the presentation of theories and approaches for forming values which focuses on the aims of value education in practice, the value topic which was taught, and the implemented measures for value education. The study provides insights into the practice of value formation in Germany in light of different societal levels for the socialization aspects of family, day care, school and youth employment.

CREATIVE THINKING IN THE AUSTRALIAN NATIONAL CURRICULUM: HOW MIGHT MORAL EDUCATION CONTRIBUTE?

Terence Lovat & Daniel Fleming

University of Newcastle, Australia

The paper will focus on a general capability statement in the new National Curriculum of Australia that includes creative thinking as a central curriculum goal. It will firstly establish a philosophical defence of this goal within a framework of human flourishing, and then explore and expound on the nature, definition and pedagogical bounds of the goal, highlighting its relationship to imagination and utilizing updated neuroscientific insights to inform the exploration. It will then appraise the potential of moral education to constitute an especial pedagogical contribution to such a goal, using data from in the Australian Values Education Program.

P5.3 TEACHING VIRTUES — Friday (11/7) 3:30 --- 5:15 **LEISHMAN**

CAN VIRTUE BE TAUGHT? THE CHILDREN's PERSPECTIVE

Valentina Mazzoni
University of Verona, Verona, Italy

Different approaches in moral education stress different ways to teach (learn) values or virtues. Character Education considers the importance to foster positive habits; the cognitive---developmental model focuses on reasoning and moral dilemmas. The virtue approach encourages cultivating human capacities and sensibilities for self and other regards. In this paper I take into account the children's perspective about how it is possible to acquire virtues. Presenting the results of an empirical research with primary school children, the paper outlines the richness of children's experience about virtues and their awareness about education.

CHILDREN WRITE ABOUT VIRTUES

Luigina Mortari & Valentina Mazzoni

University of Verona, Verona, Italy

We created a virtues journal in order to foster children in behaving according to virtue and to think about their actions as virtuous ones. Cognitive process (moral judgment) and practice (actions) do not have to be independent: the growth of habitus needs to go hand in hand with the development of understanding --- habits should be understood as intelligent action (Dewey). Children wrote their journals for two years and we analyzed their writings over time. The results show changes in children's narratives and thinking. The discussion will analyze the possibility to foster children's moral growth considering both doing and thinking.

DEFINING KINDNESS: INSIGHTS FROM EARLY ELEMENTARY STUDENTS

John-Tyler Binfet[1] & Amy Gaertner[2]
[1]University of British Columbia (Okanagan), Kelowna BC, Canada; [2]University of British Columbia, BC, Vancouver, Canada

Little is empirically known about students' understanding of kindness and this study sought to identify how students define kindness. Participants were 112 students in kindergarten through second grade who were asked to draw what kindness looked like to them and to provide an example of kindness done at school. Results revealed that students understand kindness to happen in dyads, to happen most frequently with known others, and to involve acts aimed at maintaining relationships. Examples of kindness revealed that young students differentiate between helping physically and helping emotionally and that kind acts are often aimed at including others.

P5.4 MORAL EDUCATION AND HUMAN FLOURISHING — Friday (11/7) 3:30 --- 5:15 **SAN PASQUAL**

DEBATES ABOUT MORAL FUNCTIONING: A MULTI-LEVEL APPROACH

Silvia Diazgranados
Harvard University, Cambridge, MA, USA

I discuss the tensions that exist in the research literature among bio---evolutionary scientists, cognitive developmental psychologists and socio---constructionist researchers about our moral functioning, making explicit the assumptions of each theory, the disciplinary fields that inform their conceptual models, and the empirical evidence they use to sustain their claims. I argue that the divisions that exist within these scientific communities can be conceptualized in terms of different levels of analysis, which focus on different populations and use or assume different units of time. I illustrate how the different levels of analyses can be seen as nested within each other, and how different scientific endeavors strive to account for different sources of variance in our moral behavior. I suggest that our moral decisions are the products of complex interactions between different levels and should be approached from a multi---level lens.

ON MORAL EDUCATION AS A NECESSARY DIMENSION OF EDUCATION FOR HUMAN FLOURISHING

Doret de Ruyter
VU University, Amsterdam, The Netherlands

Normally parents hope that their children will be able to lead a flourishing life and do their best to raise their children in such a way that makes possible that they can do so. This means, I will argue, that they should hope that their children not only have the opportunity but also the disposition to lead a life that expresses their individual human qualities in the best possible way. In the presentation I will defend that the opportunity requires and that human flourishing implies the development and expression of moral qualities, and will discuss what this might involve in a relatively individualistic democratic society, where people engage in a diversity of social networks that cross community and society borders.

HUMAN FLOURISHING AND UNIVERSITY EDUCATION TODAY: A RETURN TO THE COMMUNITY OF UNIVERSITAS

Francisco Esteban

University of Barcelona, Barcelona, Spain

University education and human flourishing are inextricably tied together. In recent years, this has been called into question by the collective imaginary that the social reality has built around what the university should be doing today. This has led to the emergence of pedagogies that have enjoyed excellent results and, yet, human flourishing, the moral growth that forms a part of university education, has been affected. We propose a return to the community (universitas), to the very essence of university education, not to immerse ourselves once more in the past, but rather to recover those ideas and principles that may very well be useful today.

RELIGIOUS DEVELOPMENT AND HUMAN FLOURISHING: MORMON YOUTH AND RELIGIOUS COMMITMENT AND DEVOTION

Lloyd Newell
Brigham Young University, Provo, UT, USA

Mormon (LDS) youth are unique in their religious convictions and devotion. Using the NSYR, a LDS youth study and recent surveys, this paper constructs a framework for the how, what, and why Mormon youth have a strong religious identity, measure high in overall wellbeing, and integrate their faith and life by both public and personal religiosity. What is it about Mormon faith and culture that translates into commitment and devotion? Does that moral and religious commitment lead to human flourishing and community cohesion in a particular way? What are Mormon families and the LDS Church doing to strengthen their youth?

P5.5 PHILOSOPHICAL AND RELIGIOUS ISSUES IN MORAL EDUCATION
Friday (11/7) 3:30 --- 5:15 **SAN GABRIEL**

ARISTOTELIAN VIRTUE ETHICS AND CHARACTER EDUCATION

Wouter Sanderse, winner, Kuhmerker Dissertation Award
Fontys University of Applied Sciences, Eindhoven, Netherlands

'Character' and 'character education' are currently hot in educational theory and practice, but these notions are not always understood well. This paper investigates what Aristotelian virtue ethics can illuminate about what it means to cultivate children's character and virtue. It distinguishes Aristotelian character education from other approaches to moral education by discussing its philosophical and psychological underpinnings and educational implications. The paper examines whether a developmental model can be derived from Aristotle's virtues, what it means for teachers to be a moral exemplar, and how a controversial notion like 'virtue' can be taught in schools in a multicultural society.

AN EMPIRICAL INVESTIGATION OF PHILOSOPHY AS MORAL EDUCATION

Charles Wright
College of Saint Benedict & Saint John's University, St. Joseph, MN, USA

A Philosophy Department seeks to inculcate intellectual dispositions ('virtues') in its students that are relevant for (a) their ability to discharge future professional responsibilities, (b) the quality of their civic engagement and (c) their capacity to develop coherent conceptions of a well lived life. This presentation will first review a five year effort to develop statistically valid measures for these dispositions and some evidence they provide about whether students actually develop them. It will then review the development of a measure of department specific teaching practices and evidence concerning the relationship between those practices and students' acquisition of the department's target dispositions.

STRANGERS TO OURSELVES: ON EDUCATION AND THE EXILE AS WELL AS THE "HOMECOMING" OF MAN

Gao Desheng

Nanjing Normal University, Nanjing, China

Man has the need to know the outer world as well as the need to know oneself. Comparatively speaking, knowing of oneself is more difficult. Modern science and technology greatly enhanced the ability of mankind to recognize the world, meanwhile, the ability of mankind to recognize oneself atrophied. We have become, one might say, strangers to ourselves. Education was originally an activity to help man know oneself; however, as an ally of the modern society, modern education pushes mankind away from knowing himself. The process of going apart from himself that modern man is going through caused severe consequences to humanity and morality. Will education still be the beacon fire alongside the path to mankind's self---cognition? It depends on whether it can perform a adjustment to its driving force and a transformation of its conformation or not.

P5.6 MORAL EDUCATION IN COMMUNAL LIFE   Friday (11/7) 3:30 --- 5:15 **ARCADIA**

AUTONOMY, MORAL EDUCATION, AND PERSONAL AND COMMUNAL FLOURISHING: CONFLICT AND CONGRUENCE BETWEEN COMMONLY CITED GOODS

James Bigari

University of British Columbia, Vancouver, Canada

Autonomy is often said to facilitate personal flourishing. In past work, I have argued that the personal autonomy of a community's members also facilitates the flourishing of that community. In this interdisciplinary presentation I will explore the role of moral education (e.g., Darcia Narvaez's Integrated Ethics Education) in this dynamic in order to elucidate the interrelation of education for autonomy and morality, and personal and communal flourishing. An exploration of different conceptions of flourishing (both religious and secular) will delineate the limitations of my discussion, problematizing the use of flourishing in justifying educational policy and practice.

MORAL EDUCATION LESSONS AS A PROCESS OF LISTENING TO OTHERS AND SELF--REFLECTION

Yen--Hsin Chen[1], Kohtaro Kaminzono[2] & Ko Okazaki[3]

[1]National Taichung University of Education, Taichung, Taiwan; [2]Nagasaki Institute of Applied Science, Nagasaki, Japan; [3]Postgraduate Student, Faculty of Education, Nagasaki University, Japan

A moral education lesson, defined in Japan and Taiwan as 'values education', is based on training in listening and reflection by students. 7 classes of values education, including 2 in Taiwan, by means of the same learning material, same lesson plan and same teacher make it clear that the success of moral education lesson for self--- affirmative consciousness depends on listening to others, appropriate learning material and reflection on oneself.   This triangle of factors seems not to depend on cultural differences between Japan and Taiwan, but on the   atmosphere of each classroom, created by the teacher, school and environment.

MORAL PRACTICES IN SHARED FAMILY LIFE

Maria Rosa Buxarrais

University of Barcelona, Barcelona, Spain

Sharing family life in the same space and time requires a minimum of organization to establish some ways of being, doing and living in order to manage diverse lifestyles, so that those involved can optimize their tasks, feelings, experiences and wishes as much as their commitment and convictions allow them to do. That is the reason why moral education plays an important role in human flourishing. To educate morally means to accompany the process of moral growth, a process where those capacities and competencies that allow the person to develop personally and socially are allowed to flourish. That is when moral education makes sense, when it promotes shared ways to organize ourselves. These conclusions are drawn from research carried out in Catalonia (Spain). Two simultaneous research processes were developed, one inductive and the other one deductive. The deductive process was designed to establish the values inherent in family practices in relation to conciliation. A survey study was conducted with 471 individuals: 301 mothers and 170 fathers, which was representative of the most populated urban areas in Catalonia. In the inductive process, based on Grounded Theory, we analyzed 35 interviews (20 with mothers and 15 with fathers).

P5.7 RETHINKING MORAL EDUCATION THROUGH CULTURAL COMPARISONS

Friday (11/7) 3:30 --- 5:15 **ALTADENA**

INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES: AN INTERNATIONAL COMPARATIVE PERSPECTIVE THROUGH A "MORAL LENS"

Tatyana Tsyrlina-Spady[1], Vita L Jones[2], Melinda R. Pierson[2] & Debra L. Cote[2]
[1]Seattle Pacific University, Seattle, WA, USA; [2]California State University, Fullerton, CA, USA

Russia and the United States are working to implement the requirements of the UN Convention on the Rights of Persons with Disabilities (2006), creating an inclusive social environment. This presentation will focus on the two countries' comparative analysis within the following issues: the laws on education for people with disabilities and the special education language and terms through the moral lens; perceptions and attitudes of the broad community towards inclusive education. The paper calls for the necessity of raising moral sensibility and moral reasoning of school administrators, teachers, and students to create the social context of overall care and support.

THE THEORETICAL REVISION OF THE COGNITIVE DEVELOPMENT-ORIENTED MODEL IN WESTERN MORAL EDUCATION

Ruifang Xu
East China Normal University, Shanghai, China

The cognitive development---oriented model which aimed to develop students' moral cognitive ability in Western moral education brought some problems in its practice. According to Eamonn Callan's restricted modification of moral rational autonomy philosophy, this laid much stress on individual's moral sentiments rather than the individual's moral cognitive ability; the cognitive---development---oriented model can perfect itself through adjusting its educational goal, deepening educational contents and improving educational methodology. The perfection of the cognitive development---oriented model in Western moral education could provide an important inspiration for China's moral education construction.

TOWARDS AN EDUCATION THAT IS MORAL: REDEFINING MORAL EDUCATION

Tian Yu
Southern Illinois University (Edwardsville), Edwardsville, IL, USA

In this paper I argue for a moral purpose that drives our policies and practices in education and a need to restore the moral mission of schooling that is missing from the current school reform movement. I argue that our ultimate pursuit should be an education that is moral and this ought to be our guiding principle when we discuss "moral education." Current efforts represented by the popular character education movement are critiqued.

THE GAP BETWEEN OFFICIAL EDUCATIONAL POLICIES AND PRACTICED POLICIES: TOWARD DEVELOPING ETHICAL GUIDELINES

Orly Shapira-Lishchinsky
Bar-Ilan University, Ramat Gan, Israel

The goal of the present study is to explore teachers' ethical decision-making. A qualitative analysis of 81 Israeli teachers' reports of critical ethical incidents revealed multifaceted subcategories of ethical dilemmas nested in scenario categories of 'applying unreasonable force,' 'interactions with parents' and 'academic process.' The discrepancies we noted between the actual and official policy reveal that teacher training programs should prepare teachers to deal with critical incidents, while exposing them to the requirements of the official educational policy. In addition, the findings may encourage teachers to take part in building ethical guidelines which could help them deal with ethical challenges.

BREAK   5:15 --- 5:30

SE1

Friday 11/5, 5:30 PM

POSTER SESSION: FOUNTAIN BALLROOM

Reception sponsored by The Thrive Foundation for Youth, Menlo Park, CA

Saturday, November 8, 2014

SESSION VI

S6.1	REFLECTIONS ON CORE AIMS OF (MORAL) EDUCATION. PRACTICAL SELF–UNDERSTANDING, MIXED TRAITS OR CORE VIRTUES IN MORAL EDUCATION AND ASSESSMENT OF EFFECTS.	Saturday (11/8) 8:30 --- 9:45 **FOUNTAIN I**

Mariette van den Hoven, organizer

This symposium combines work of three researchers at Utrecht University all working on (professional ethics) education. Presentation I lays out projects on the aims of education; Presentation II involves the debate on what core virtues to teach if we can(not) measure them; and Presentation III discusses how tools are being developed to measure an increase in moral competence at Utrecht University while at the same time also skeptically reviewed (can we measure the effects of ethics education at all, should we strive for it). The presentations are combined by the following questions, which will be leading for a plenary discussion: (1) Should we strive to develop (moral) education in such ways that it can be measured or is human flourishing incompatible with instrumental views on education? (2) What role should human flourishing and virtues have in (moral) education and what does it imply? (3) Can we determine what the main aims of ethics education should be if we have difficulties settling whether core virtues exist, what philosophical view to adopt on education and what core moral competences are required of future professionals?

Papers:

MORAL EDUCATION AS PRACTICAL SELF–UNDERSTANDING: FOUNDATION NOT AIM

Kirsten Pols
Utrecht University, Utrecht, The Netherlands

SEARCHING FOR "THE MATERIAL OF MORAL EDUCATION": LOOKING AT THE DIFFERENT QUESTIONS INVOLVED

Mitchel van der Geest
Utrecht University, Utrecht, The Netherlands

REFLECTIONS ON ASSESSING EFFECTS OF PROFESSIONAL ETHICS EDUCATION. IS IT LIKE FRIENDSHIP: THAT WHICH CANNOT BE MEASURED?

Mariette van den Hoven
Utrecht University, Utrecht, The Netherlands

S6.2	CHARACTER, SPIRITUALITY, AND VALUES: THEIR IMPACT ON YOUTH THRIVING	Saturday (11/8) 8:30 --- 9:45 **FOUNTAIN II/III**

Sarah Schnitcker, organizer

This symposium examines three possible influences on youth thriving: developing effective character traits, having a sense of the transcendent, and the discovery of personal values through volunteer activity. The first paper presents data from a study in which participants were assigned to perform an activity targeting increases in patience (reappraisal), self---control (using non---dominant hand), or no change. Results indicate that the non---dominant hand activity increased self---control and beliefs about God moderated the effectiveness of activities. The second paper examines the role of transcendence, fidelity, and action and their relationship to morality in the lives of highly spiritual youth. The third paper investigates the role of volunteer activity in resiliency in at---risk youth as youth actualize prosocial values, in the process realizing personal efficacy and purpose.

Papers:

SELF–CONTROL AND PATIENCE INTERVENTIONS IN ADOLESCENTS AND MODERATION BY GOD CONCEPT

Sarah Schnitker, Nathaniel Fernandez, Nanyamka Redmond, TJ Felke & Amber Blews
Fuller School of Psychology, Pasadena, CA, USA

HIGH FIDELITY: MORALITY IN THE LIVES OF DIVERSE SPIRITUAL EXEMPLARS

Pamela King
Fuller School of Psychology, Pasadena, CA, USA

LEARNING TO PERSIST: PROSOCIAL VALUES AND VOLUNTEER ACTIVITY IN UNDERSERVED ADOLESCENTS

Kevin S. Reimer[1], Lynn C. Reimer[2], Tamara Tate[2] & Mark Graves[3]
[1]Azusa Pacific School of Nursing. Azusa, CA, USA; [2]University of California, (Irvine), Irvine, CA, USA; [3]Fuller Graduate School of Psychology, Pasadena, CA, USA

P6.3   THE MORAL BRAIN   Saturday (11/8) 8:30 --- 9:45   **FOUNTAIN III**

A META-ANALYSIS OF FMRI STUDIES OF MORALITY AND ITS IMPLICATIONS

Hyemin Han

Stanford University, Palo Alto, CA, USA

What is the neural---level basis of human morality? Various empirical studies, such as fMRI investigations, have been conducted to answer this question. However, because the majority of the previous studies have focused on human moral functioning in a specific domain, such as moral decision making or moral affection, they have not been able to examine the common neural substrate of human morality across diverse psychological functional domains. To address this limitation, the present study conducted a meta---analysis based on the previous fMRI investigations focused on diverse moral functions. In addition, philosophical and psychological implications of the result are discussed.

THE EFFECT OF TRANSCRANIAL DIRECT CURRENT STIMULATION (TDCS) ON MORAL DECISION-MAKING

Erin O' Connor & Steve Thoma

The University of Alabama, Tuscaloosa, AL, USA

Previous research indicates that moral decision---making requires engagement of both cognitive and emotional processes and that increasing the emotional context of a moral decision can alter some of its features. Based on literature that identifies areas of the brain relevant to these processes, this study seeks to better understand these influences by stimulating and inhibiting these areas using the non---invasive method of brain stimulation, transcranial direct current stimulation (tDCS). During and following tDCS stimulation, participants complete the short form of the DIT---II, ICM and rate and sort 25 moral/conventional/mixed domain   items.

THE EFFICACY OF MENTAL SIMULATION INTERVENTIONS IN PROMOTING PROSOCIAL INTENTIONS AMONG ADOLESCENTS AND YOUNG ADULTS

Rachel Baumsteiger

Claremont Graduate University, Claremont, CA, USA

Prosocial behavior promotes positive development, well---being, and continued prosociality across the lifespan. The current study tests the efficacy of interventions aimed at promoting prosocial intentions. These interventions involve three forms of mental simulations: remembering one's own prosocial behavior, engaging in general prospection, and prospecting about one's own prosocial behavior. This project has implications for how prosocial development can be encouraged among young people.

P6.4   THE ROLE OF NARRATIVE IN MORAL MOTIVATION   Saturday (11/8) 8:30 --- 9:45   **LEISHMAN**

NARRATIVE OPENINGS: CULTIVATING OPEN-MINDEDNESS AND MORAL SENSITIVITY THROUGH STORIES

Susan Verducci
San José State University, San José, CA, USA
This paper argues that the development of moral sensitivity depends upon conditions of perceptual openness, and that educators can use narratives to help alter or "open" certain cognitive constraints to this openness. The argument begins with an exploration of the intellectual virtue of open---mindedness and develops a conception of genuine openness. It then identifies and examines three preconscious and pre---reflective perceptual impediments that can narrow, distort or close off perceptual openness, desensitizing us to environmental information critical for moral perception and discernment. It concludes by showing how the use of the narrative arts in classroom can help overcome some of these impediments.

PROMOTING HONESTY: THE INFLUENCE OF STORIES ON CHILDREN'S LIE---TELLING BEHAVIORS AND THEIR MORAL UNDERSTANDING

Karissa Leduc
McGill University, Montreal, QC, Canada
The current study investigates the influence of moral stories on children's lie---telling behaviors. Children witnessed a research assistant break a toy and were asked to keep the incident a secret.   They were then read one of three moral stories by a second research assistant and asked a series of questions about the transgression.   Results showed that children who were read a positive story were more likely to be honest than children who were read a negative or neutral story. Children in the positive condition were also less likely to maintain their lie during follow---up questioning. Finally, it was shown that children's lie---telling behavior was not related to their moral evaluations of lies.

| P6.5 | RELATIVISM, SITUATIONISM AND MORAL LIVING | Saturday (11/8) 8:30 --- 9:45 | **SAN PASQUAL** |

LET'S NOT AGREE TO DIFFER? PRINCIPLED PRACTICE AND THE PROBLEM OF RELATIVISM

Michelle Forrest[1] & Linda Wheeldon[2]

[1]Mount Saint Vincent University, Halifax NS, Canada; [2]Acadia University, Wolfville NS, Canada

The authors perform a classroom drama depicting the tension between relativism and the belief that it is possible to extrapolate from experience valid and binding principles for practice. The drama is discussed in terms of the distinction between descriptive and normative relativism, and in light of the characters' relativist assumptions. Does a character demonstrate an anti---realist relativism whereby choice is arbitrarily justifiable, or is she a realist, i.e., one who relativizes to a framework? Implications for the conflation of descriptive and normative forms of relativism are discussed in terms of preparing students for the ethical complexities of teaching.

SITUATIONISM, CONFUCIAN ETHICS AND MARTIAL ARTS TRAINING: AN UNEXPECTED SOLUTION TO A PROBLEM OF CHARACTER FORMATION IN THE MODERN WORLD

Charles W. Wright

College of Saint Benedict & Saint John's University, St. Joseph, MN, USA

Philosophers Harman and Doris have argued recently that the very idea of a "character trait" is misguided. If they are correct, the moral educator's aspiration to foster character development loses coherence. This paper first examines critics who show that the Confucian tradition of moral philosophy offers a robust account of character formation that takes the influence of situation into consideration. It then considers the martial art Aikido as a system of practical moral training that satisfies the need for 'embodied engagement' with rituals, etiquette and rules of propriety characteristic of Confucian moral education.

SITUATIONISM, SKEPTICISM, AND ASCETICISM

Rico Vitz

Azusa Pacific University, Azusa, CA, USA

In this paper, I explain the situationist challenge to traditional conceptions of virtue, elucidate some of the more prominent replies to this challenge, and explain a few of the ways in which these replies are inadequate. I then identify two sets of global resources --- one in the Far East; the other in the Near East --- that seem to offer promising resources for advancing the current debate about the merits of virtue ethics. More specifically, I elucidate some of the ways in which (what I will call) the ascetic tradition of the Near East seems particularly promising for developing a more adequate reply to the situationist challenge.

| P6.6 | EXPLORING MORAL ATMOSPHERE IN CONTEXT | Saturday (11/8) 8:30 --- 9:45 | **SAN GABRIEL** |

EXPLORING THE "LIVED EXPERIENCES" OF TEACHER CARE AMONG MÄORI AND PASIFIKA STUDENTS: A COMPARATIVE CASE STUDY

Nalini Chand, Jason M. Stephens & Christine Rubie-Davies

The University of Auckland, Auckland, New Zealand

How do students describe their experiences of teacher care? Specifically, when explaining their engagement and achievement in math, to what extent do these students describe teacher care as a factor? In New Zealand, as elsewhere in the world, there is a troubling "achievement gap" between majority, White students and minority students. In this comparative case study we explore this gap through the lens of teacher care; seeking to describe the "lived experience" of teacher care among a diverse sample students in hopes of better understanding how students experience such care and its role in their engagement and achievement in mathematics.

HOW EXPEDITIONARY LEARNING BUILDS UP JUSTICE AND CARING MORAL ATMOSPHERE OF SCHOOLS. WENLI JUNIOR HIGH SCHOOL IN NEW TAIPEI CITY AS AN EXAMPLE

Ping Huang Liao

National Taiwan Normal University and Outward Bound Taiwan, Taipei City, Taiwan

This paper is going to introduce how Wanli Junior High School applied "Expeditionary Learning" in building justice and caring moral atmosphere in the school. The content includes why they introduced "Expeditionary Learning". 1. Early Introduction (2008---2010): School's prospect and common/mutual consensus. 2. Expanding Stage (2010---2012) Personnel adjustment and expansion of expeditionary activities. 3. Self---Acceptance Stage (2012---2014) Confirm the moral atmosphere at the school and develop school's own culture. 4. How about future? After the present principal leaves, what would the teachers follow? How will the school culture keep developing? 5. Research Methods, Participant Observer Research, Documentary Research, Case study.

TEACHER PERCEPTIONS ABOUT CHARACTER AND CITIZENSHIP EDUCATION IN SINGAPORE

Thavamalar Kanagaratnam

Ministry of Education, Singapore

This study focuses on secondary level Singapore teachers' perceptions about Character and Citizenship Education (CCE) in our schools. It examines their moral and citizenship values, and how these affect their perceptions about CCE, as well as how they deliver the planned curriculum. Studying teacher perceptions about CCE and how these affect their instructional choices would be an important starting point for policy makers, administrators and curriculum developers to be able to respond effectively to these perceptions, attitudes and practices, and address teachers' needs more directly.

P6.7 EMBODYING MORAL LEADERSHIP   Saturday (11/8) 8:30 --- 9:45   **ARCADIA**

C.S. LEWIS: CHARACTER EDUCATOR

Mark Pike

University of Leeds, West Yorkshire, England

This paper examines the seminal contribution of C.S. Lewis as a character educator by drawing upon both his analysis of human character in his Narnia novels and Ransom (science fiction) trilogy and his educational vision. Remarkably, Lewis offers us resources for character education in his fiction and both pedagogic insight (concerning how to go about character education) and a philosophy of character education (underpinned by his wide literary and cultural scholarship) in his non---fiction. Moreover, it is shown how C.S. Lewis' work, in drawing upon different cultures and traditions, may profitably be employed in increasingly plural and diverse schools.

CONNECTING THE THEORETICAL, THE PERSONAL, AND THE ETHICAL IN PSYCHOLOGY: GEORGE KELLY AND EMMANUEL LEVINAS

Edwin E. Gantt[1] & Jeffrey L. Thayne[2]
[1]Brigham Young University, Provo, UT, USA; [2]Utah State University, Logan, UT, USA

George Kelly's Personal Construct Psychology uniquely blends elements of both a postmodern, constructivist philosophy and elements of a modernist, scientific philosophy. However, Kelly's theory offers little in the way of guidance regarding moral judgment, moral action, and responsibility. Although Kelly's theory escapes epistemological relativism, it still engenders the potential for moral relativism because it fails to address genuinely ethical questions. We argue the work of Emmanuel Levinas provides a compelling account of how ethical responsibility is grounded in lived---experience, rather than in mental construction, and thus provides a way to   more fruitfully address ethical questions from a Kellian perspective.

DEONTIC TRAITS IN TRADITIONAL LEADERSHIP: A NARRATIVE APPROACH TO GROUNDED THEORY IN UNDERSTANDING GHANAIAN CHIEFTAINCY

Alexander Kyei Edwards & Baafour Atta Asare
University of Education, Winneba, Ghana

Traditional leadership is yet to be fully understood. Currently, the hybridity of most African traditional leadership is marginalizing traditional leaders to being less significant and debatable. With existing theories of leadership, the 'stories' of 12 spirited traditional leaders are studied qualitatively. The focus is on the Asantehene and the Asante people. The purpose is to examine deontic traits among traditional leadership and their impact on the society as a thriving force. Two questions are raised regarding influence and what socio---morals account for the thriving of the Ashanti people. The study is significant in terms of traditional leadership in Ghana.

P6.8 IMPROVING THE MORAL ATMOSPHERE OF SCHOOLS   Saturday (11/8) 8:30 --- 9:45   **ALTADENA**

COMPASSION, HOPE AND TRUST: A FLOURISHING PERSPECTIVE ON SCHOOL IMPROVEMENT

Sabre Cherkowski[1] & Keith Walker[2]
[1]University of British Columbia (Okanagan), Kelowna, BC, Canada; [2]University of Saskatchewan, Saskatoon, SK, Canada

In this paper, the authors present a conceptual model on flourishing in schools to re---imagine educational improvement from a positive research perspective. The model was developed from their research with school leaders and the research literature in positive psychology and positive organizational scholarship and is offered as a possible template for noticing, fostering and sustaining compassion, trust and hope as foundational to flourishing in schools. The authors suggest that the positive research perspective underpinning their model may lead to new ways of noticing, measuring and sustaining positive organizational climates and the facilitative elements for flourishing in diverse school communities.

RESPONSIBLE ADULT CULTURE: A GROUP-BASED COGNITIVE BEHAVIORAL PROGRAM FOR OFFENDERS

John C. Gibbs[1], Granville Bud Potter[3], Molly Robbins[2], Peter E. Langdon[3], Renee Devlin[4]

[1]The Ohio State University, Columbus, OH, USA; [2]Franklin County Community-Based Correctional Facility, OH, USA; [3]University of East Anglia, Norwich, UK; [4]Haugland Consulting, Columbus, OH, USA

Responsible Adult Culture is a treatment program for offenders. RAC is based in group meetings that motivate offending adults to change and equip them with more responsible (mature, accurate, competent) habits of thought, choice, social perspective---taking perception, and action. RAC's cognitive behavioral curriculum encompasses moral development, anger management, and social skills training. RAC has been adapted for use with adult offenders who have intellectual and developmental disabilities. In a recent study, RAC participants evidenced lower (and longer latency) recidivism rates relative to a comparison facility. Given adequate implementation, RAC can induce responsible behavior among initially antisocial adults.

TEACHERS´ REPRESENTATIONS ABOUT GOALS OF SCHOOL: RELATIONS BETWEEN INSTRUCTION AND MORAL EDUCATION

Ricardo Fernandes Pátaro[1] & Geiva Carolina Calsa[2]

[1]State University of Parana, Cascavel, Brazil; [2]State University of Maringá, Maringá, Brazil

This paper investigates teachers´ representations about goals of school. We assume the complexity of the school and an interaction between instruction and moral education. Focus groups were conducted with public school teachers. We demonstrated that the goals of school are understood in a fragmented way when teachers make an overvaluation of instruction rather than moral education. The complexity of representations also shows that teachers recognize the importance of moral education, although it is perceived as an overload. The research intends to prepare teachers to develop moral education along daily teaching activities without dichotomies.

BREAK   9:45–10:15

Sponsored by Claremont Graduate University

PL 3   PLENARY: HUMAN FLOURISHING IN THE DIVERSE COMMUNITIES OF SOUTHERN CALIFORNIA

Saturday (11/8) 10:15-11:45 **FOUNTAIN I/II/III**

RACE, ETHNICITY, AND SOCIAL ADJUSTMENT OF ADOLESCENTS: HOW (NOT IF) SCHOOL DIVERSITY MATTERS

Sandra Graham

Presidential Chair in Education and Diversity, Professor, Graduate School of Education and Information Studies

University of California, Los Angeles, CA, USA

 In this talk I will describe a program of research on how school racial/ethnic diversity facilitates the psychosocial development of adolescents from multiple racial/ethnic groups. I focus on three mechanisms --- the formation of cross---ethnic friendships, development of complex social identities, and coping with peer harassment --that partly explain how greater school diversity can lead to more positive intergroup attitudes and reduced feelings of vulnerability in middle school youth. Some of the challenges as well as the benefits of school diversity also are discussed.

DEVELOPMENTAL IMPLICATIONS OF GROWING UP IN THE SHADOWS OF UNDOCUMENTED STATUS: EQUAL OPPORTUNITIES FOR ALL?

Carola Suárez-Orozco

Co---Director of the Institute for Immigration, Globalization, and Education.
Professor, Graduate School of Education and Information Studies,
University of California, Los Angeles, CA, USA

Nearly 5.5 million immigrant origin children in the United States are growing up in the shadows of undocumented status. In this session, I will review what is known about the ecological domains of influence in children's and adolescents' lives as well as health, cognitive, socio---emotional and educational outcomes. I will reflect upon the ethical implications for this growing demographic group.

Discussant: Olivia Williams, Grand Valley State University, Allendale Charter Township, MI, USA

LUNCH   11:45 – 1:30
SESSION VII

S7.1	BEHAVIORAL ETHICS, MORAL PSYCHOLOGY AND MORAL EDUCATION	Saturday (11/8) 1:30 --- 2:45 **FOUNTAIN I**

Gerhard Minnameier, organizer

Economics is not normally associated with ethics, and if it is, it is usually conceived as the antipode of ethics. However, at least on the academic level, behavioral economists have long discovered behavioral ethics as a key topic of their research, since real human beings quite obviously gain utility from what is called "social preferences" e.g. when they allocate parts or even half on their endowments to another player in the so---called dictator game. On the other hand, experimental research has also revealed an enormous degree of self---deception (see e.g. Dana, Weber & Xi Kuang, 2007), so that people's morality (or social preferences) seem to be constrained by self---serving biases. What's more, moral reasoning even seems to be able to crowd out first---order moral intuitions, when post---hoc reasoning is used to justify unfair behavior (Haidt, 2001; 2008). And to make things even worse, we also observe a great deal of situation---specificity in people's moral judgment (Krebs & Denton, 2005) and action (Liberman, Samuels & Ross, 2004). These empirical results leave us with important questions on the theoretical and the practical level of morality. The theoretical task is to explain moral agency psychologically and in terms of behavioral economics. The practical task is to determine which kinds of moral agency are desirable and which are undesirable from an ethical point of view and in order to draw the right educational consequences. These questions are addressed in this interdisciplinary symposium combining views from moral philosophy, moral psychology, behavioral economics and moral education.

Papers:

IS "MORAL REASONING" STILL A VIABLE OBJECTIVE IN PROFESSIONAL ETHICS EDUCATION? A VOYAGE OF HOPE AND DESPAIR THROUGH BEHAVIORAL ETHICS

Bruce Maxwell
The University of Québec at Trois-Rivières, QC, Canada

DESIRE FOR A POSITIVE MORAL SELF---REGARD EXACERBATES ESCALATION OF COMMITMENT TO INITIATIVES WITH PROSOCIAL AIMS

Scott S. Wiltermuth[1] & Rebecca L. Schaumberg[2]
[1]Marshall School of Business, University of Southern California, Los Angeles, CA, USA; [2]Stern School of Business, New York University, NYC, NY, USA

SOCIAL FRAMING EFFECTS FROM THE POINT OF VIEW OF BEHAVIORAL ECONOMICS, MORAL PSYCHOLOGY AND MORAL EDUCATION

Gerhard Minnameier
Goethe-University of Frankfurt am Main, Germany

THE PRACTICAL AND THEORETICAL CHALLENGES OF BEHAVIORAL ETHICS

Matthew W. Keefer
University of Missouri-St. Louis, St. Louis, MO, USA

S7.2	THE ROLE OF PROSPECTION IN MORAL DEVELOPMENT	Saturday (11/8) 1:30 --- 2:45 **FOUNTAIN II/III**

Kendall Bronk, organizer

Is prospection, or the tendency to pre-experience the future in one's mind (Gilbert & Wilson, 2007), associated with a moral sense? Prospection represents an emerging area of research; few studies have examined it directly (Seligman, et al., 2013). However, the broader future orientation construct suggests that such a relationship likely exists. For instance, future orientation scores positively correlate with consideration of future consequences, conscientiousness, and preferences for consistency and negatively correlate with lying (Holman & Zimbardo, 2009; Zimbardo & Boyd, 1999). Additionally, future orientation is negatively related to self---reported delinquent behavior and destruction of resources (Kruger, Reischl & Zimmerman, 2008), and individuals who consider future consequences tend to be less tolerant of morally questionable actions (Agerstrom & Bjorklund, 2013). Similarly, people with a future time perspective are more condemning of others who break ethical rules (Eya, Liberman & Trope, 2008), and they tend to be more committed to following ethical rules themselves (Nordhall & Agerstrom, 2013). Based on this growing body of research, we would expect to find that people who prospect about the future more often are more likely to display moral concerns (Nordhall & Agerstrom, 2013). This symposium will discuss the importance of the emerging prospection construct with regards to moral development. The first presentation will examine the relationship between prosociality and prospection. The second takes a closer look at prospection and moral identity, while the third concentrates on the link between prospection and prayer.

Papers:

PROSPECTION AND PROSOCIALITY

Rachel Baumsteiger

Claremont Graduate University, Claremont, CA, USA

PROSPECTION AND MORAL IDENTITY

Brian Riches

Claremont Graduate University, Claremont, CA, USA

PROSPECTION AND PRAYER

Susan Mangan

Claremont Graduate University, Claremont, CA, USA

P7.3 | SOCIAL JUSTICE PEDAGOGY | Saturday (11/8) 1:30 --- 2:45 **FOUNTAIN IV**

FIGHTING FOR JUSTICE, OR FIGHTING FOR FIGHTING?: A FOUCAULDIAN DISCOURSE ANALYSIS OF YOUTH RESPONSES TO HYPOTHETICAL INSTANCES OF SOCIAL INJUSTICE

Janet Kwok

Harvard University, Cambridge, MA, USA

Youth civic engagement research has largely focused on the promotion of attitudes and behaviors, but little is known about how youth actually interpret the choices that are available to them. This mixed methods secondary data analysis examines students' multiple choice responses to two hypothetical instances of racial discrimination and their written justifications of these choices. Based upon a statistical analysis of students' choices, I selected student responses representing the highest and lowest range of predictor values and analyzed these using Foucauldian Discourse Analysis. Results suggest that civic engagement interventions should focus less on action and consider students' motivations more seriously.

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

Tom Wilson

Paulo Freire Democratic Project, College of Educational Studies, Chapman University, Orange, CA, USA

La Escuela Freire: Academy for Culture, Leadership and Civic Engagement (LEF) is a proposed small, secondary charter 9---12 school to be located in downtown Santa Ana, CA, a large urban immigrant enclave of some 78% Latino/a population with 93% of the Santa Ana Unified School student identified as Hispanic. LEF's mission is the development of an exemplary educational program that fosters academic competence, civic engagement, cultural capital, aesthetic sensibility and creative competence. Fundamental is the belief that an academically rigorous, community focused, experientially based education is critical not only for student individual development across intellectual, moral, ego, aesthetic and interpersonal domains but also for the ongoing cultivation of an inclusive, dynamic, and just garden of democracy that needs constant tending. Just how we believe in meeting this challenge is the focus of the paper.

TO BE CONCERNED: YOUNG PEOPLE'S FEELINGS ABOUT CIVIC JUSTICE AND THEIR PERCEPTION OF GOOD CITIZENSHIP IN RELATION TO THEIR VIEWS ABOUT THE WELFARE OF SOCIETY

Sigrun Adalbjarnardottir

University of Iceland, Reykjavik, Iceland

Interest is growing in understanding young peoples' concerns about social issues. The focus of this mixed---methods study is on young people's perceptions of their own civic justice feelings, and their concepts of good citizenship and democracy, in relation to their concerns about the welfare of society in the future. The participants are about 1000 Icelandic young people, age 14 and 18. Both quantitative (questionnaires) and qualitative (interviews) methods are used in data collection and analysis. Results from both data sets will be integrated and discussed.

P7.4 | COMPARATIVE STUDIES IN MORAL FOUNDATIONS | Saturday (11/8) 1:30 --- 2:45 **LEISHMAN**

ARE SOME MORAL FOUNDATIONS SOCIAL CONVENTIONS?

Peter Samuelson[1], Matthew Jarvinen[2] & Tom Paulus[2]

[1]Thrive Foundation for Youth, Menlo Park, CA, USA; [2]Fuller School of Psychology, Pasadena, CA, USA

In this study, we asked 54 four to six year old children (mean age: 5.5 yrs) to rate stories depicting a series of actions drawn from Moral Foundation Theory (Haidt, 2003) and Social Moral Theory (Turiel, 1983) according to how universally wrong these actions were (adapting a protocol from Smetana & Braeges, 1990). We found significant differences in ratings between three sets of stories with harm and stealing rated most universally wrong (moral violations), wearing pajamas to school rated the least wrong (conventional violation), and purity, disloyalty, and disobedience to authority falling in between these two poles (moral/conventional violations).

MORAL JUDGMENT AND MORAL INTUITION: EXPLORING RELATIONSHIPS BETWEEN KOHLBERG's LEVELS AND HAIDT's FOUNDATIONS

Neil Ferguson

Liverpool Hope University, Liverpool, England

Kohlberg's theory stresses deliberate moral reasoning, while Haidt' s theory is based on moral intuition. While these theories seem conflicting, they may reflect a theoretical overlap, with support of individualizing foundations or binding foundations being indicative of conventional or more profound principled moral reasoning. To explore these relationships measures of Haidt's Moral Foundations (MFQ) and Kohlberg's moral judgments (MJT) were completed by undergraduates. Results from this study demonstrated that preference for binding foundations was associated with conventional reasoning, while post---conventional reasoning was associated with greater preference for the individualizing foundations.

MORAL FOUNDATIONS FINDINGS IN TWO MEXICAN HIGH SCHOOLS

Sandra Gudino Paredes & Juan Manuel Fernández-Cárdenas

Monterrey Institute of Technology and Higher Education, Monterrey, Mexico

With an exploratory design and a mixed methods approach we aimed to analyze the scores obtained by a Mexican high school students sample (n=288) applying the Moral Foundations Questionnaire developed by Haidt and Graham (2011). We also aimed to prove the null hypothesis that socioeconomic and sex factors influenced the scores. The MANOVA test performed in SPSS program, showed statistically significant results for socioeconomic factor and no statistical significance for sex factor. The qualitative part of the study consisted in two semistructured interviews with the institutions principals expressing their point of view about the scores obtained by their students.

P7.5 USING LITERATURE IN MORAL EDUCATION — Saturday (11/8) 1:30 --- 2:45 **SAN PASQUAL**

CIVIC VIRTUE THROUGH LITERATURE

Aine Donovan
Dartmouth College, Hanover, NH, USA
The cultivation of civic awareness is often thought of as a correlate to moral education, but this paper will show how the two concepts are separate yet complementary within the college curriculum.

ETHICAL ENGLISH TEACHING

Mark Pike
University of Leeds, West Yorkshire, England
It has been claimed that "literature has more potential than almost any other subject for expanding the moral imagination and helping students to understand moral possibilities" (Halstead, 2011, p.340). But is this the whole story? Doesn't the teaching of literature have an ethical responsibility to do more than foster imagination and students' understanding of the consequences of action? Doesn't such teaching in liberal democracies, in particular, have a moral obligation to actively inculcate the virtues that underpin good character? This paper proposes answers to these questions by applying a classical framework to the ethics of English to contemporary plural societies.

NARRATIVES OF INCLUSION: REPRESENTATIONS OF LEGACY AND DIVERSITY IN PERCEPTIONS OF SCHOOL IDENTITY

Christopher Hanks, Olivia Williams & Shawn Bultsma
Grand Valley State University, Allendale Charter Township, MI, USA
This paper reports on findings of a study exploring the social ecology of secondary schools expressing commitment to cultural diversity and inclusion. Qualitative data gathered at three secondary schools with prestigious reputations reveal that a distinct narrative emerges in each setting. Each narrative offers an account of the school's established legacy while situating the school's efforts to integrate traditionally underrepresented students within that legacy. Discussion includes tensions between legacy and inclusion at each school, as well as possible implications of each narrative for the school's efforts toward inclusion, and potential for add'l research.

P7.6 TEACHING BUSINESS ETHICS
Saturday (11/8) 1:30 --- 2:45 **SAN GABRIEL**

DAOIST VIRTUE CULTIVATION: CAN IT INFORM BUSINESS ETHICS PEDAGOGY?

Tom Culham

University of British Columbia, Vancouver, BC, Canada

Scholars argue business schools have been unsuccessful in educating ethical leaders because reason is assumed to be the foundation of education. Neuroscience, however, has recently overturned notions that reason forms the basis of sound decisions and concluded body, emotions and reason together inform moral decision making. Daoist virtue pedagogy relies on inculcating tranquility in the whole person; body, emotions, and mind, enabling virtue, to emerge unselfconsciously from within. This presentation examines Daoist virtue pedagogy as articulated in the Neiye, Laozi, Zhuangzi, and Huainanzi as a means of informing ethics pedagogy for today's business leaders.

ETHICAL THEORY AND TEACHING PROFESSIONAL ETHICS

Michael S. Pritchard[1] & Elaine E. Englehardt[2]

[1]Western Michigan University, Kalamazoo, MI, USA; [2]Utah Valley University, Orem, UT, USA

A goal of courses in professional ethics is to help students make good ethical decisions in their chosen careers. We focus on engineering, but our thesis applies to other professions, as well. We argue that reflection on the sorts of ethical problems that arise in engineering practice should be the starting point, with ethical theory surfacing only in this context. This is in contrast to a more "top/down" approach that tries to "apply" theory to practice only after laying out a spectrum of philosophically grounded theories, each of which attempts to give us a comprehensive picture of ethics, as such.

USING MORALLY COURAGEOUS FICTIONAL EXEMPLARS TO TEACH BUSINESS ETHICS

Michael Schwartz[1] & Debra Comer[2]

[1]Royal Melbourne Institute of Technology, Melbourne VIC, Australia; [2]Hofstra University, Hempstead, NY, USA

Business ethics courses attempt to raise students' awareness of moral issues and teach them to reason about these issues. Unfortunately, however, they typically overlook the importance of enabling students to take moral action. Consequently, these courses are faulted for not improving students' moral behavior. Our presentation introduces a new business ethics course designed to help students develop the moral courage needed to implement ethical decisions in the workplace. Course readings are works of literature featuring protagonists who exercise moral courage in organizations. We discuss the contents of this course and our plans for assessing its effectiveness.

P7.7 CREATIVE STRATEGIES FOR MORAL DISCOURSE
Saturday (11/8) 1:30 --- 2:45 **ARCADIA**

AN ARCHITECTURE OF STUDY, THE CENTRAL VIRTUE OF SCHOOLING, PLACED IN DIALOGIC RELATION WITH CERTAIN WORKS OF AMERICAN CONCEPTUAL ART AND QUOTATIONS FROM CONCEPTUAL ARTISTS

Daniel J. Kramarsky

The House of Study, New York, NY, USA

"Did you learn anything from this sentence?" Through engagement with this question, the presentation demonstrates that learning requires attention, dialogue (or dialogic reflection), and interpretation. Each of these is further examined. Works of conceptual art and quotations from artists and philosophers are interspersed without comment. We conclude that we learned from the original question because we took it seriously, reflected on it, and forged a personal understanding based on our appreciation and reflective practice. The components of attention, dialogue and interpretation are found to be ethical, not technical, so the legitimate aim of schooling is to inculcate intellectual virtue.

ETHOS IN CONVERSATION

Ying Ma

University of British Columbia, Vancouver, BC, Canada

Aristotle argues a fully flourishing human life consists of three resources: phusis (natural virtue), ethos (good habituation) and logos (reasoning) (Politics, VII.12). In this paper, I will focus on ethosas: a dynamic habituating process by exploring its tension with hexis: habitus or habit. In response to the criticism of Aristotle's lack of normative framework about what counts as good ethos, I turn to the Aristotelian concept of phronesis and argue that each could permeate the other. Also I introduce the Confucian notion of li as another significant source for imagining the normative layers of ethos. I conclude with an exploration of some implications of ethos for the moral education in today's schools.

BREAK   2:45 – 3:00

SESSION VIII

S8.1 UNDERSTANDING POLITICAL VIOLENCE THROUGH HISTORY   Saturday (11/8) 3:00 --- 4:15   **FOUNTAIN I**
EDUCATION: HISTORICAL NARRATIVES IN SPANISH,
COLOMBIAN AND AMERICAN SCHOOL TEXTBOOKS
Angela Bermudez, organizer

This panel presents a qualitative comparative study of the representations of political violence offered in history textbooks in Spain, the United States, and Colombia. We offer an approach to core moral issues from the angles of peace education and history education. These fields are paying increasing attention to the process of narrative production, dissemination, and consumption, studying how social narratives provide people with a "collectively held ethos," which affects the way that they make sense of their experience, explain a conflict, interpret the actions of ˜the other", and justify how they relate with the ˜opponent." Drawing upon this scholarship, we examine how historical narratives foster or not a critical understanding of political violence. Representations of collective violence abound in history education resources. Often, violence appears as necessary means to achieve valued national goals such as progress or freedom. Other times violence is sanitized or downplayed. Rarely, narratives interrogate its legitimacy. As a result, history teaching often contributes to normalize and legitimize violence. Authors in this panel employ cognitive---developmental and discourse analysis models to investigate how specific representations of political violence are constructed in historical narratives in three countries, and the ways in which these representations contribute to interrogate, normalize or legitimize political violence. A better understanding of these issues is central to efforts to build sustainable cultures of peace. We first explain the research goals and design of the Study, providing a common framework for the discussion of the findings obtained in the United States, Spain, and Colombia.

Papers:

UNDERSTANDING POLITICAL VIOLENCE THROUGH HISTORY EDUCATION: RESEARCH GOALS AND METHODOLOGICAL DESIGN OF A QUALITATIVE COMPARATIVE STUDY

Angela Bermudez
 Deusto University, Bilbao, Spain

THE NOISE OF SILENCE: HOW HISTORY TEXTBOOKS MUTE SUFFERING AND RESISTANCE PERTAINING THE FORCED MIGRATION OF INDIAN NATIONS IN THE UNITED STATES

Alan Stoskopf[1] & Angela Bermudez[2]
[1]Harvard University, Cambridge, MA, USA; [2]Deusto University, Bilbao, Spain

THE REPRESENTATION OF VICTIMS OF POLITICAL VIOLENCE IN SPANISH HISTORY TEXTBOOKS

Angela Bermudez & Irene Gantxegi
Center for Applied Ethics, Deusto University, Bilbao, Spain

EDUCATING FOR PEACE OR EDUCATING FOR WAR? TEACHING THE HISTORY OF POLITICAL VIOLENCE IN COLOMBIA

Angelica Padilla
Deusto University, Bilbao, Spain

S8.2 THE CHALLENGES FOR COEXISTENCE OF DIFFERENCES   Saturday (11/8) 3:00 --- 4:15   **FOUNTAIN II/III**
AMONG STUDENTS IN BRAZILIAN SCHOOLS
Monique Longo, organizer

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. Longo and Jerez, following Jean Piaget, conducted empirical research (observation and interviews) that sought to understand how students in upper grades of elementary education at a public school in the city of Rio de Janeiro feel and deal with the nicknames, and in particular, if pejorative nicknames or cause any damage or not. In the second presentation, Peregrino discusses how prejudices are formed with reference to the thoughts of Hannah Arendt, and their implications, in an attempt to elucidate what is occult from the prejudice against the deaf and their consequences for the education of these subjects. Esteves, the third presenter discusses the phenomenon of bullying, considering it not only as a result of the difficulty of accepting and valuing differences, but also, taking as reference the thought of Hannah Arendt, as a banal behavior, probably derived from inability of thought and reflection. In the last presentation, Camara discusses the supposed impotence or inability of adults to fulfill their role as educators forward to new generations, because of the loss of authority in modern and contemporary societies, from the reflections of Walter Benjamin and Hannah Arendt.

Papers:

WHAT THE NICKNAMES HAVE TO DO WITH MORAL EDUCATION: THE EXPERIENCE AT A BRAZILIAN SCHOOL

Monique Marques Longo, Raquel Botin Jerez & Marcelo Andrade

Rio de Janeiro State University, Rio de Janeiro, Brazil

PREJUDICE AGAINST DEAF STUDENTS IN BRAZILIAN SCHOOL

Giselly Peregrino

Rio de Janeiro State University, Rio de Janeiro, Brazil

BULLYING: A BANAL EVIL?

Pamela Esteves

Rio de Janeiro State University, Rio de Janeiro, Brazil

THE LOSS OF TEACHER AUTHORITY: THE ROLE OF NARRATIVE AND TRADITION ACCORDING TO BENJAMIN AND ARENDT

Luiz Camara

Rio de Janeiro State University, Rio de Janeiro, Brazil

P8.3 **MORAL IDENTITY AND MORAL MOTIVATION** Saturday (11/8) 3:00 --- 4:15 **FOUNTAIN IV**

DEVELOPMENTAL TRAJECTORIES OF MORAL MOTIVATION

Lawrence J. Walker

University of British Columbia, Vancouver, BC, Canada

How does moral motivation develop across the lifespan? Previous research has indicated that moral exemplars have integrated the typically oppositional motives of agency and communion. The present research maps developmental trajectories in the instrumental---terminal framing of these motives that may lead to integration. Results indicated that agency was the dominant instrumental motive at all ages and, while agency was also the dominant terminal motive early in development, the effect progressively weakened and, by mid---adulthood, had dissipated. The pattern of instrumental agency for communal goals increased across age groups, implying that replacing agency with communion as the characteristic terminal motive represents an important goal for moral development.

THE MEDIATING EFFECT OF MORAL IDENTITY ON THE COMMUNITY INVOLVEMENT, IDENTITY ACHIEVEMENT RELATIONSHIP

Logan Tufte, Elizabeth Harris, Angie Kurth & Tonia Bock
University of St. Thomas, St. Paul, MN, USA

How do we ensure the continuance of millennial volunteerism into their adult years? Research has suggested that community involvement in adolescence fosters achieved identities which in turn will generate further community involvement. In a sample of 171 college students we tested the mediational effects of moral identity on the relationship of personal identity achievement and community involvement. Whereas previous studies have focused on the mediational effects of social responsibility, our results suggest that future community involvement is increased by integrated moral and personal identities in achieved individuals.

CAROL WHO? GENDER, RELATIONAL ORIENTATION, AND THE "GOODNESS" OF CARING

Karl Hennig & Lisa Do Couto
University of Guelph, Guelph, ON, Canada

Carol Gilligan's seminal book "In a different voice" (1982) proposed that women were more relationally orientated than were men, placing women in our culture at greater risk for internalizing disorders. Outside of moral psychology many of her propositions have found support. Women do have a greater relational orientation than do men (Cross et al., 2000), and Rudolph's (2005) trade---off model has simultaneously linked gender with relational orientation and depression. More recently, Hennig and Walker (2008) proposed a mitigation model distinguishing adaptive and maladaptive forms of relational orientation. Research is discussed in light of models of "care" and "goodness."

P8.4 **PERSPECTIVES ON HUMAN FLOURISHING AND THE MORAL LIFE** Saturday (11/8) 3:00 --- 4:15 **LEISHMAN**

ECONOMIC GAME BEHAVIOR OF EXEMPLARS OF COMPASSION

Warren S. Brown, Michael Spezio, Mark Graves, Remya Nair & Andrea Beckum,

Habitvs Project, Travis Research Institute, Fuller Graduate School of Psychology, Pasadena, CA, USA

The psychological and behavioral characteristics of exemplars of various virtues is largely unknown. We used variations of economic games (e.g. forced dictator and rescuer paradigm) to investigate the nature of the virtues of generosity, compassion, and honesty in the caregivers in the L' Arche community, who choose to live in community with unrelated neurologically disabled adults (typically with Down's Syndrome). Despite the obvious virtuous nature of L' Arche community caregivers, there was not evidence in our preliminary results (N = 17) that they are particularly generous, honest, or compassionate as a group with respect to their game behavior. There was considerable heterogeneity in their approach to both games. To better understand the characteristics of these exemplars of virtue, our study also examines L' Arche caregivers using a battery of religion/spirituality self---report measures, self---identity narratives, brain activity (EEG) during these economic games, and patterns of visual search while viewing pictures evoking empathy.

ARISTOTLE ON THE DEEP CONTINUITY BETWEEN INDIVIDUAL AND COMMUNAL FLOURISHING

Blaine J Fowers & Jordan Ainsley
University of Miami. Coral Gables, FL, USA

This presentation builds on Aristotle's ethics to indicate how the social nature of human beings creates a natural interest in the well---being of one's community. As intensely social beings, human individual welfare is deeply dependent on the well---being of the community. For Aristotle, the community is the whole and the individual is a part. We draw on research results that strongly support the view that individuals are naturally motivated to contribute to communal welfare. The Aristotelian conclusion is that the goal of moral education is the activation of communal interest more than the inculcation of rules, principles, and imperatives.

ON GROUNDING THE MORAL: WHAT THE "GOOD AND FLOURISHING LIFE" REQUIRES

Richard N. Williams & Edwin E. Gantt
Brigham Young University, Provo, UT, USA

The notion of the "good and flourishing life" is ancient, and has grounded directly or indirectly nearly every conception of ethics and morality. Nevertheless, it has received little direct attention in contemporary scholarly work on moral education. This paper addresses why this is so, and why the good and flourishing life has become a "thin" concept. It is argued that the notion of the good and flourishing life is linked to our ontological nature. The paper argues that the notion must be dealt with at the ontological level first. Morality must be dealt with at that same level. The paper finally argues for the central role on intentionality (as found in Brentano and Husserl) in any notion of morality or the good and flourishing life.

P8.5   TEACHING PROFESSIONAL ETHICS   Saturday (11/8) 3:00 --- 4:15   **SAN PASQUAL**

BUILDING AN ETHICAL PROFESSION: PRELIMINARY FINDINGS FROM THE "EDUCATOR ETHICS RESEARCH PROJECT"

Ashley Norris & Troy Hutchings
University of Phoenix, Tempe, AZ. USA

There is a critical need to develop national model standards for ethics in teaching that may be adopted by national educational organizations and state policy makers. The purpose of this study was to conduct research resulting in 1) a greater understanding of the context of educator decision---making, 2) delineating the categorical domains of teacher decision---making, 3) constructing ethical standards that will become a "Code of Ethics," and 4) the creation of exemplars of ethical decision---making to support the ethical standards. This session will present the preliminary findings from the study, and describe plans to further this work.

ETHICAL FORMATION IN THE BRAZILIAN PROFESSIONAL, SCIENTIFIC AND TECHNOLOGICAL EDUCATION NETWORK.

Leonardo Lemos de Souza[1] & Vinãcius Bozzano Nunes[2]
[1]São Paulo State University, Campus de Assis, São Paulo, Brazil, [2]Instituto Federal de Educação, Ciência e Tecnologia de Mato Grosso do Sul, Brazil

The ethical paradigm crisis is a topic discussed by many thinkers and receives perceptible preoccupation in everyday discourse. The ethics formation is a possibility in the educational context and, in Brazil, should be extended to all forms of education. Professional, Scientific and Technological Education (PSTE) is one of those and is in expansion process in the Brazilian scenario. The central question of this study was: how does ethical formation in PSTE occur? The results suggest that it is appropriate to insert ethical formation in the list of relevant topics to be discussed, whether in the academic or the educational policies scope.

MITIGATING MISHAPS IN AVIATION: PROFESSIONAL ETHICAL DEVELOPMENT AS KEY TO REDUCING PILOT ERROR

Bill Rhodes[12],Deonna Neal[2], ,Fred Gibson[23] & Scott, Wilbur[2]
[1]Aerworthy Consulting, LLC; [2]USAF Academy, CO, USA; [3]University of Colorado, Colorado Springs, CO, USA

Pilot error underlies most aviation mishaps. Substantial research has been devoted to understanding its causes. No one has yet viewed the problem through the lens of moral education. We present an approach relying on field research conducted from perspective of ethical development. We adapted the Four Component Model to fit the aviation domain, collected field observations, and developed an understanding of the gap between the best and worst developed aircrew. Ongoing simulator---based research validates and refines our understanding. We conclude that crew performance can be meaningfully assessed and developed in terms of professional ethical development.

AME COMMUNITY MEETING   Saturday 11/8 4:30–5:30 **FOUNTAIN II/III**

AME BANQUET   **EDEN GARDEN RESTAURANT 175 E Holly St. Pasadena**   **7:00 PM**

Posters

Po1   Relations Between Developmental Conceptions of the Beautiful and Three Types of Moral Development

Albert Erdynast, Wendy Chen, Jason Fracaro, Nettie Freed & Loren Annie Smith

Antioch University, Los Angeles, CA, USA

Research subjects are interviewed about their responses to a) a battery of images of works of art, by Picasso and by Michelangelo; b) they were given a moral judgment interview (justice reasoning, Colby and Kohlberg, 1987) and c) conceptions of compassion interviews (Erdynast and Rapgay, 2008) and d) 3 types of conceptions of generosity interview: generosity emanating from benevolence, 2) generosity emanating from the duty of mutual aid or social responsibility, and 3) generosity emanating from magnanimity which is part the supererogatory self--- chosen virtue of love of humankind, done for the sake of another's good at considerable cost or risk to the self.

Po2   Adult Developmental Moral Conceptions of Generosity

Albert Erdynast, Wendy Chen, Jason Fracaro, Nettie Freed, Loren Annie Smith, Sidisa Levin---Katz, Loren A. Smith & Leah Hanes
Antioch University, Los Angeles, CA, USA
This poster reports on an ongoing cross---sectional empirical study, with 180 subjects whose age range is 18 to over 80, of developmental conceptions of three distinct types of generosity in the use of one's talents to benefit others.

Po3   Adulthood Developmental Conceptions of Compassion

Albert Erdynast Wendy Chen, Jason Fracaro, Nettie Freed, Sidisa Levin-Katz, Loren A. Smith & Leah Hanes
Antioch University, Los Angeles, CA, USA
The cross---sectional study, with 180 subjects who range in age from 18 to over 80, examines supererogatory compassion as motivation for action in resolving competing claims, whether compassion is structured into a hierarchy of developmental levels and also examines distinctions between natural duties and compassion. Two sets of developmental instruments and measures are used: a measure that assesses developmental stages of justice reasoning (Colby and Kohlberg, 1987) and a measure of conceptions of compassion (Erdynast and Rapgay, 2009). The study also compares the content and developmental structures of decisions motivated by compassion with content and developmental structures of decisions motivated by judgments of the obligations and natural duties rooted in justice---reasoning.

Po4   A Four Domain Model of Adult Development

Albert Erdynast
Antioch University, Los Angeles
Distinctions can be made about the domain of the issues under developmental study from among four domains: I) the real, II) the good, III) justice and right and IV) the beautiful, or some combination of domains that are involved if beyond a single distinct one. The domain, and sub---domains, of the types of problems presented to the subject specify the types of problem---solving thinking and choices between alternatives required to resolve the dilemmas. At the highest levels w/in each of the 4 domains a distinct set of principles resolves the domain---specific problems.

Po5   Let's Have the Talk: Parental Strategies used to Promote Adolescent Abstinence

Alexandra L. Knell, Taylor Parsons, Michelle Chandler, Sam Hardy & David Dollahite
Brigham Young University, Provo, UT, USA

In attempts of better understanding the tools that parents utilize a pilot study (in preparation for a longitudinal study) conducted a survey of N = 451 parents of adolescents. Using the FAITHS questionnaire participants reported to questions regarding to their family religious activities and how they most influence their adolescent's sexual decisions. After coding the responses the most frequent tools implemented are: communication (N = 71), morals and values (N = 68), parental expectations (N = 28), facilitation (N = 23), and godly expectations (N = 22). However, further studies are required to study the effectiveness of these strategies as relating to adolescent sexual abstinence.

Po6 Past Action Measure, Moral Orientation and Prediction

Alexandra Thiel, Kallie Renfus, Danielle Grover & Darcia Narvaez
University of Notre Dame, Notre Dame, IN, USA

Morality is often measured with reasoning or evaluation rather than action. Our goal here was to develop ways to measure past moral action. We validated the Past Action Measure (PAM) in three studies using the Triune Ethics framework. To assess construct validity we correlated Past Action Measure subscales with matching TET mindsets (which represent goals and habits of bunker, vicious, wallflower, engaged communal); to assess convergent and divergent validity, we correlated personality measures (distrust, forgiveness). To test predictive validity, we examined public moral action for the less fortunate. PAM scores were also related to childhood experience and stress.

Po7 The Peaceableness Scale

Alexandra Thiel, Kallie Renfus, Danielle Grover & Darcia Narvaez
University of Notre Dame, Notre Dame, IN, USA

To fill a lacuna in measures, we developed a peaceableness scale. We collected data from adults in three studies and calculated convergent, divergent and predictive validity. Peaceableness had good reliability and performed as expected with personality, morality and behavior. It was positively correlated with forgiveness, perspective---taking, agreeableness, and negatively correlated with distrust, dominance and trait aggression. It was related to triune---ethics (TET) moral orientations, positively with engagement and communal imagination, negatively with bunker and with past action matching TET predictions. Peaceableness related to childhood experience, positively with family togetherness, positive home climate, responsiveness to needs, and play in childhood.

Po8 Validation of the Religious Internalization Scale

Amber Cazzell Nadal & Sam Hardy
Brigham Young University, Provo, UT, USA

The present study sought to assess the reliability, factor structure, and validity of the Religious Internalization Scale (RIS) created by Neyrinck and colleagues in 2006. This measure assesses different types of motivations for religious involvement as outlined by Self Determination Theory. Three samples from across the U.S. were collected of approximately 400 teens each, using online survey panels. Confirmatory factor analyses were conducted to assess reliability, factor structure, and validity. In terms of factor structure, a number of alternative models were compared to determine whether the measure is best suited to capture an overall factor for religious internalization, two factors of controlled and autonomous motivation, or five factors (external, introjected, identified, integrated, and intrinsic). In terms of validity, we examined relations with a number of other aspects of religiosity and spirituality, and assessed the relative role of religious internalization in predicting a number of positive and negative youth outcomes.

Po9 Differing Conceptualizations of Moral Identity in the Ideal Self

Angela Kurth, Anna Hangge, Taylor Larson, Kelsey Tisthammer & Tonia Bock
University of St. Thomas, St. Paul, MN, USA

In the past decade, different conceptualizations of moral identity have emerged in the literature. Aquino and Reed (2002) conceptualize moral identity as moral traits that are much like Aristotelian---like virtues, while Frimer and Walker (2009) conceptualize it as the integration of agentic and communal values. We used these two approaches to form groups, differentiating individuals who strive for Aristotelian---like virtues, agentic and communal values, or a combination of both. With a sample of 82 college students, we examined group differences for three moral motivational variables and found significant differences specifically in integrity scores.

Po10 Learning to Think about Others: Contributions of Theory of Mind to the Development of Moral Reasoning in Adolescence

Anne G. Seni[1], Evelyn Vera-Estay[1], Julian J. Dooley[2] & Miriam Beauchamp[1]
[1]University of Montreal, Montreal, Canada; [2]Edith Cowan University, Mt Lawley, Australia

This study aimed to investigate the relationship between the ability to understand others' mental states (ToM) and moral reasoning (MR) in adolescents using a new ecological, self---paced visual MR task developed to appropriately reflect adolescent reality. Methods: ToM and MR skills were assessed in healthy adolescents (N = 50, 22 males) aged 12 to 17 years. Results: MR maturity was found to be positively correlated with ToM First--- Order False Beliefs (FB) (r = 0.44, p = 0.001) but not with Second---Order or Third---Order FB. CONCLUSION: Results indicate First---Order FB may be an important building block for MR in adolescence.

Po11 Adolescents' Ethical Plan Asset

Atani de Souza Monte & Denise D' Aurea-Tardeli
Universidade Católica de Santos, Vila Matias, Santos, SP, Brazil

Adolescence is characterized traditionally by a transition period in human development, which has the function to put the individual in the social context represented by the adult world. However, the current context shows that most young people hesitate to make commitments that define adulthood and that these young people cannot find the kind of engagement that makes life complete. Why does this happen? What values are being built by teens today that may interfere with their future choices? Establishing the relationship between the way adolescents adhere to (moral) values and their life projects is the aim of this study.

Po12 Capturing Kindness: Methodological Considerations when using the Drawing-Telling Approach with Young Students

John-Tyler Binfet & Amy Gaertner
University of British Columbia (Okanagan), Kelowna, BC, Canada

The aim of this poster is to illustrate how early elementary---age students' perceptions of kindness may be captured using a drawing---telling methodology in which students draw in response to a prompt (e.g., "What does kindness look like to you?") and the researcher asks, in situ, for clarification around key components of the drawing. Information regarding the coding of drawings is provided including steps involved in both pictorial analysis and conventional content analysis. Drawings from a sample of 112 kindergarten through second grade participants will illustrate the drawing---telling methodology.

Po13 A Two-Dimensional Theoretical Framework for the Assessment of Moral Judgment

Huan-Wen Chen
National University of Tainan, Tainan, Taiwan

The purpose of this study is to propose a new framework for the assessment of moral judgment. Integrating literature review and research results from various fields such as moral and political philosophy, moral psychology, neurophysiology, social psychology, sociology and cultural psychology, a general theoretical framework for the assessment of moral reasoning in public sphere is advocated and its implication for the assessment of moral judgment is discussed. Morality in this model is divided into two different main dimensions, namely, horizontal and vertical. There are four components subsumed under these two dimensions. The assessment model emphasizes the elaboration of both the horizontal and vertical dimensions to facilitate the measurement of moral reasoning. This assessment model focuses on the reality that behind most of moral issues or dilemmas, moral judgments have to be made between different considerations of conflicting rights, claims, and responsibilities. It is hoped that this new assessment model of moral reasoning will further our understanding of individuals' moral inference along the continuum of the horizontal and vertical dimensions. The implications and applications of this assessment model will also be discussed.

Po14 The Development of a Modern Toleration Scale: The Measurement of Tolerance of Free Speech and Religion in Organizational Scenarios

Huan-Wen Chen & Jia-Yu Jiang
Graduate Institute of Measurement & Statistics, National University of Tainan, Tainan City, Taiwan

The purpose of this study is to develop a modern scale of toleration to evaluate and tap the current status of the civic attitudes on toleration in organizational scenarios. In this project, new ways of assessing toleration is proposed and, as a result, a scale which is very different from the ones constructed in previous research is developed. The item format adopted, the level of institutions involved, the scope of the freedoms and liberties covered, and the type of test items employed are the major ingredients of this newly constructed toleration scale. It is hoped that the construction of this new toleration scale and the exploration of this study will provide us with an important instrument available for future use that will have implications for understanding the civic attitudes on toleration in modern democratic society.

Po15 Strategies To Abstain From Having Sex And Drinking Alcohol

Christina Love, Claudia Gonzalez & Sam Hardy
Brigham Young University, Provo, UT, USA

Previous research has focused on reasons why teens have abstained from having sex and drinking alcohol, but there is no systematic measure that assesses strategies teens use to avoid these risky behaviors. The purpose for this study was to find strategies teens use to abstain from sex and alcohol. An online survey was administered to 756 participants from ages 14---17. The results suggest that most teens have a vague idea of what strategies they are using. However, for those who could indicate a strategy, the primary strategy to abstain from both sex and alcohol is avoiding bad situations.

Po16 The Mediating Role of Teacher Efficacy in the Relationship between Motivations for Teaching and the Integration of Moral Values in Instruction: A Study of Secondary Teachers in Singapore

Nicholas Chua Chee Liang, Jason M. Stephens & Annaline Flint
The University of Auckland, Auckland, New Zealand

In the context of Character and Citizenship Education (CCE) in Singapore, this study examined the relations between secondary teachers' (N=130) motivations for choosing teaching as a profession, self---efficacy for moral education, and integration of the CCE's "core values" in instruction. Results from Structural Equation Modeling revealed that motivation to teach related personal utility did not not predict (directly or indirectly) integration of core values. In contrast, motivation to teach related social utility predicted integration of core values both directly and indirectly through teacher efficacy. Implications for teacher recruitment policies and professional development as well as future research are discussed.

Po17 Purpose: a Study on Young Students' Purposes Coping with Social Vulnerable Conditions in the City of São Paulo

Daniela Haertel & Ulisses F. Araújo
University of São Paulo, São Paulo, Brazil

This research aimed to identify life goals and purposes of young Brazilians in conditions of social vulnerability. We sought to determine whether the youth had life goals, purposes and what their characteristics were. To do so, this research project is based on Damon's (2009) concept of purpose. The results show that the majority of young people surveyed had a life goal or a purpose with ethical intentions and that the condition of social vulnerability can undermine the prospect of stability of purpose.

Po18 Teaching Toward An Ethics of Sustainability

Deborah K. Deemer
University of Northern Iowa, Cedar Falls, IA, USA

The "linguistic turn," and complexities in our understanding of subjectivity, disrupted the Kohlbergian view of moral education as a democratic practice and universal quest for social justice. In lamenting the loss of such an organizing framework, Eric Hartman calls for a return to democracy as a national educational agenda. In contrast, this author argues for sustainability as a more inclusive and fluid framework. Consistent with this value claim revisions in a child and adolescent development course are presented to evoke dialogue and potential change to traditional preservice teacher education.

Po19 Adolescence, Purpose and Career Choice

Denise D' Aurea--Tardeli
Universidade Católica de Santos, Vila Matias, Santos, SP, Brazil

The objective of this study was to analyze the consistency between what adolescents idealize about career choice and future projections. The theoretical body of research is framed in Psychology of Morality and Developmental Psychology, in addition to studies and research by William Damon. The method consisted of interviews with 766 adolescents of both sexes aged between 15 and 21 years and attending the 3rd year of private or public high schools. Future work stands for the vast majority as a way to achieve success and fulfillment in the adolescents' lives but the joint participation in society appears very insignificant.

Po20 The Perception of the Construction Self--Realization Design Life Teen

Denise D' Aurea--Tardeli
Universidade Católica de Santos, Vila Matias, Santos, SP, Brazil

How to relate the selection of a purpose to the perception of self---accomplishment given the current context of postmodernity and how this process can interfere with future choices of adolescents? To establish the relationship between self---realization and adolescence, moral character and life projects of adolescents is the aim of this study being developed with 175 subjects, boys and girls, educated in public and private schools in the city of Santos, São Paulo, Brazil. With a profile questionnaire and a questionnaire on purpose, and a theoretical framework in the field of moral psychology and human development, this research is nearing completion.

Po21 Strengthening the Prediction of Helping Behavior: Empathy, College Major, and Class

Elise Murray, Kallie Renfus, Angela Kurth & Darcia Narvaez

University of Notre Dame, Notre Dame, IN, USA

This cross---sectional study is directed at the power of the combination of college major and empathy when predicting the helping behaviors of students. Volunteers were undergraduates in the Business and Liberal Arts colleges of Notre Dame. Students completed a survey comprised of measures evaluating empathy and helping behavior, as well as demographic information including college major. Data collection is currently underway. We hypothesize, that with the added measure of college major, business students would have lower scores of empathy, predicting lower scores of helping behavior; I hypothesize that liberal arts majors will have higher empathy scores, thus predicting higher scores of helping behavior. I further predict that liberal arts majors will show growth in empathy levels over time, thus predicting higher scores of helping behavior, while predicting stagnant empathy scores over time for business majors, and consequently stagnant helping behavior scores.

Po22   Moral Education In Japan: A Reconsideration

Fumiyuki Ohnishi
Yokohama City University, Kanagawa, Japan

In Japan, moral education in the compulsory school is implemented throughout all educational activities with a moral education class. The objectives of moral education are based on the basic spirit of education stated in Education Acts aimed at cultivating morality as a foundation for developing proactive Japanese citizens (COS,2011). However moral education doesn't work well. I discuss weak points in moral education in Japan from moral psychological theories and research. The pertinent theories are cognitive developmental, social learning, psychoanalytical, and personality theories. I discuss theory based on concept of proprium (from personality theory) and propose an integrated theory for a reconsideration for moral education in Japan based on theories mentioned above, and neuroscience theories, which focus on self, free will and others.

Po23   Purpose, Moral Education and the Organizing Models of Thought

Hanna Danza & Valeria Arantes
University of São Paulo, São Paulo, Brazil

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. In the first phase of research, 240 students from high school were interviewed. In the second phase, 5 students from school had a systematized moral education program and were interviewed before and after the school intervention. As a general result, the different models in which subjects organize their purpose in life is highlighted, showing that the adoption of intentional moral education programs favors the construction of purposes with moral commitment.

Po24   Will Children Use Other's Information When Making Decision in Moral Context?

Jeeyoung Noh, Laura Elenbaas & Melanie Killen
University of Maryland, College Park, MD, USA

Children's reliance on testimony of others was investigated in an explicit moral transgression. In addition, the status of the informants (peer group versus adult authority) was included as a variable of interest. Children at 3---8 years (N = 227) participated in this study. The findings revealed that children relied on their own interpretation of the situation, and did not use the testimony of others, whether it came from a peer group or an authority, when making decisions in morally relevant social contexts.

Po25   Explore Digital Piracy from Multiple Theoretical Perspectives

Jie Wang, Rebecca J Glover & Prathiba Natesan
University of North Texas, Denton, TX, USA

This study combined four theoretical perspectives (i.e. ethical reasoning, the Theory of Planned Behavior, the Neutralization Theory, and all the other factors) to predict four different types of digital piracy among college students (N = 104). The result demonstrated that attitude and peer association were two significant predictors of software piracy; strength of religious belief was a significant predictor of ebook piracy; and the strength of religious and participants' feelings of guilt and shame were significant predictors of music piracy. This study indicated that no single predictor or theoretical perspective explained the most variance of all digital piracy.

Po26   An Exploration of Online Peer Support for Adolescents Expressing Romantic Relationship Difficulties

Jung--Eun Kim, Robert Selman & Emily Weinstein
Harvard University, Cambridge, MA, USA

The current study investigates the patterns and themes that emerge in adolescents' responses to peers' personal accounts of romantic struggles, posted anonymously to an online platform. We found that adolescents were most likely to offer either reflection/judgment on the situation or concrete advice on how to approach the situation. Among different types of concrete advice, adolescents were most likely to suggest breaking up or stopping communication with the partner. In addition, adolescents responded differently to personal accounts about abusive relationships compared to those about obsessive/controlling relationships, break---ups, and trust/cheating/jealousy issues.

Po27 Playing for Peace: Possible Intersections Between Moral Education and Sport-for-Peace Programs

K. Amy Banas
University of California (Berkeley), Berkeley, CA, USA

Sport---for---peace programs aim to build peace in conflict and post---conflict settings by bridging together youth from both sides of the battle line. While there has been some success, at least in the short run, studies question the ultimate effectiveness of these programs. A potential cause of the ineffectiveness of sport---for---peace programs may be their lack of understanding of moral development and how people reason and make judgments about the "rightness" of harming others. This paper seeks to offer a theoretical framework based in moral development and education to help guide and strengthen the peace---building process of sport---for---peace programs.

Po28 Parenting Ideals: Childhood Experience, Attachment, and Morality

Kayla Polcari, Anna Fish, Daniella Grover & Darcia Narvaez
University of Notre Dame, Notre Dame, IN, USA

Parenting ideals are often divided into authoritarian, permissive and authoritative. In this project we expanded types of parenting ideals in a first study (n=453) where we factor---analyzed multiple measures of parenting ideals. Five parenting ideals emerged: control, punishing, detached, nurturing and discussion. In a second study (n=409) we examined how the five types of parenting ideals were related to respondents' early experience (evolved developmental niche, attachment) and to triune ethics moral orientations. Early experience of different kinds was related to each parenting style ideal. Generally, relations to moral orientations followed predictions, with the exception of controlling parenting.

Po29 The Construction of Solidarity and Responsibility Values in a School Project of Environmental and Citizenship Education

Marco Antonio Silva & Ulisses F. Araújo
University of São Paulo, São Paulo, Brazil

This research aimed to study how an environmental and citizenship education approach could promote an experience of values as solidarity and socioenvironmental responsibility in students of 6th grade. As a complex research developed in a naturalistic setting, a multi---methodology approach was adopted for the data collection, using written reports, describing direct observations, and written questionnaires to evaluate students' ethical and environmental awareness. Results showed that the engagement of students, teachers and the nearby school community in facing local environmental issues promoted a systematic experience of moral education, which led students to a concern with solidarity and socioenvironmental responsibility.

Po30 "Everyone's Doing It!:" Parental Reports of Adolescent Motivations for Sobriety

Michelle A. Chandler, Alexandra L. Knell, Taylor Parsons, Sam Hardy & David Dollahite
Brigham Young University, Provo, UT, USA

In order to assess which religious activity most influences adolescents' choices regarding consumption of alcohol we conducted a study of N = 451 parents of adolescents. Parents responded to the FAITHS questionnaire, a mixed methods tool regarding family religious activities and the impact they have on specific behaviors (sobriety, abstinence). Following coding we determined four Motivational Pillars of Sobriety that influence adolescent sobriety. They are: parental monitoring (N = 242), religious motivations (N = 193), secular tools (N = 166), adolescent engagement (N = 105). Despite the prevalence of peer influence with regards to alcoholic consumption, parents feel that they are the most influential.

Po31 Chikuro Hiroike's Approach to Post-conventional Morality

Nobumichi Iwasa
Reitaku University, Kashiwa, Japan

Chikuro Hiroike published his *Dotoku---kagaku no Ronbun* (Treatise on Moral Science) in 1928 in Japanese. In the course of more than 3,000 pages, the book tried to clarify the essential characteristics of post---conventional morality (termed 'supreme morality' by Chikuro Hiroike), in contrast to those of conventional morality. The essence of supreme morality was distilled from the lives and teachings of the great spiritual leaders of mankind such as Socrates, Jesus Christ, Sakyamuni and Confucius. This poster presentation aims to outline the contents of the Treatise and major principles of supreme morality, and to provide excerpts from important passages from the Treatise such as "Justice and benevolence as the first basic idea of supreme morality and their working".

Po32 Moral Competence Measurement: A Meta-Analysis of Brazilian Studies

Patricia Unger Raphael Bataglia & Sebastião Carvalho
São Paulo State University, Campus de Assis, São Paulo, Brazil

Studies on moral development in psychology led to the building of explanatory models in various approaches: psychoanalysis, social learning, genetics, socio---cultural and ecological psychology are some of the most productive. The focus of this proposal is in the results and problems arisen from studies in the genetic psychology approach since Piaget and derived approaches as Kohlberg's cognitive---developmental and Lind's dual aspect theory of moral development. Specifically, it will be presented a meta---analysis on the works about measurement of moral competence in Brazil. We have collected about 3000 cases that lead us on some reflections about this concept and measurement.

Po33 The Relation of Basic Needs Fulfillment to Morality and Wellbeing

Rebecca Noble & Darcia Narvaez
University of Notre Dame, Notre Dame, IN, USA

How does basic needs fulfillment relate to human morality and wellbeing? This study validates and tests the usefulness of the Basic Needs Satisfaction Scale (BNSS) which evaluates the satisfaction of 5 basic psychological needs identified by previous research: belongingness, understanding, control, enhancing self, and trust. We test both convergent and predictive validity by comparing participants' BNSS responses with existing measures of basic needs and their consequences, respectively. In 2 studies we demonstrate construct validity and predictive ability.

Po34 From Classrooms to Cyberspace: Topics in Teen Sexual Health

Rebecca Vaudreuil, Robert Selman, Emily Weinstein & Karthik Dinkar
Harvard Graduate School of Education, Harvard University, Cambridge, MA, USA

Teen sexual health continues to be a crucial yet controversial topic for adolescents. Research for this project was gathered from A Thin Line (ATL), an initiative created by MTV in 2011, aimed at the reduction of online abuse including "sexting", cyber bullying, digital dating abuse, and racial slurring. The ATL dataset was evaluated with a focus on issues surrounding teen sexual health and specific topics of the electronic submissions, questions, and peer responses. Research focused on the questions: (1) What are the prevalent issues that teens are facing in regards to sexual health on ATL?; (2) What is the frequency of incidence of these issues in the various contexts of: digital, non---digital, and both?

Po35 Moral Education And Human Rights At School: Project-Based Curriculum And The Contextualization Of Knowledge

Ricardo Fernandes Pataro
State University of Paraná, Paraná, Brazil

This poster investigates how project---based curriculum, associated to themes presents in the Universal Declaration of Human Rights, can offer possibilities for moral education. The basic premise is to search for alternatives to disciplinary knowledge based on a cumulative and transmissive model of school. To achieve the objectives we analyze a project developed with students from a Brazilian elementary school. The investigation was based on project activities. We have demonstrated that project---based curriculum, which proposes situations of interdisciplinary and contextualized learning, can help to combine disciplinary knowledge and moral education and lead schools to succeed in implementing moral education.

Po36 A Comparative Study of Japanese Moral Education and American Character Education

Ryota Yaginuma
Gifu University, Gifu, Japan

In this poster, I consider the comparison of Japanese moral education and American character education. Regarding similarities: both establish moral goals, teach core values intentionally, and involve all teachers in cooperation with home and communities. Regarding differences: character education connects with student guidance and extracurricular activities, while Japanese moral education is distinguished from them. Next, character education nurtures well-matched cognitive, emotional, and behavioral learning, while Japanese emphasizes the emotional side. Thirdly, character education emphasizes verifying scientific evaluation, while Japanese doesn't dare to do evaluation. As such, Japanese moral education should refer to character education for providing its effectiveness and diversity.

Po37 Moral Identity and Adolescent Prosocial and Antisocial Behaviors: The Moderating Roles of Moral Disengagement and Self-Regulation

Sam Hardy, Dallas Bean & Joseph Olsen

Brigham Young University, Provo, UT, USA

The purpose of this study was to assess moral disengagement and self-regulation as moderators of relations between moral identity and prosocial (charity; civic engagement) and antisocial behaviors (aggression; rule breaking) among adolescents (N = 449). Four significant interactions were found using structural equation modeling. For prosocial behavior, moral identity more strongly predicted civic engagement at higher self-regulation. For antisocial behaviors, it seemed that moral identity moderated relations to outcomes for moral disengagement and self-regulation, rather than vice-versa. Specifically, at lower levels of moral identity, moral disengagement more strongly predicted aggression, and self-regulation strongly predicted aggression and rule breaking.

Po38 Value Education In Germany: Organizations An Implementation Model

Sandra Niedermeier & Heinz Mandl

Ludwig-Maximilians-Universität München, Germany

There are deficits in the value orientation of managers and employees in organization in the germane financial sector. Therefore the goal of the present study is to implement a work-oriented training measures supported by practitioners to foster values in organizations in the financial sector. This paper presents an implementation approach for developing training measures to foster values in banks and shows the requirements analysis, conception and realization.

Po39 Moral Education Challenges: How Brazilian Youth Expect to Raise Virtuous Values

Brigitte Ursula Stach-Haertel

Universidade Federal do Tocantins, Brazil

Since the days of Aristotle, human virtues have been understood as a kind of human excellence. A virtuous human being can be considered as one who preserves virtuous values in the majority of its initiatives. Virtues applied to moral psychology are understood --- by the scope of this study --- like "moral character gage" which could drive ethical principles and behaviors. In this framework, moral education raises a huge importance nowadays, in the complex contemporary society, in which gathering parameters to our moral judgments base are tangled by variables like context, motivation, skills, and attitudes in a growing diversity environment.

Po40 The Impact of an On-line "Psychology of Interpersonal Forgiveness" Course on College Students' Moral Development and Individual Flourishing

Suzanne Freedman

University of Northern Iowa, Cedar Falls, IA, USA

The purpose of this poster is to describe the impact that taking a three credit on-line course on the "Psychology of Interpersonal Forgiveness" had on college students attending a mid-western public university. Forgiveness has been considered a human strength and impacts human development in relation to moral behavior, relationships with family and friends and psychological well-being (Baharudin, et al., 2011; Enright, 2001; McCullough, 2000). In this poster quantitative and qualitative results will be presented regarding the personal impact that an on-line college course on the psychology of interpersonal forgiveness had on students' personal relationships, forgiveness of an offender and individual well-being and flourishing.

Po41 Socioemotional Predictors of Moral Decision-Making in Youth

Vincent Chiasson[1], Evelyn Vera[1], J.J .Dooley[2] & Miriam Beauchamp[1]

[1]University of Montreal, Canada; [2]Edith Cowan University, Mt. Lawley, WA, Australia

In the current study, the contribution of moral reasoning (MR), empathy and planning to moral decision---making (MDM) was examined in a group of 92 adolescents. Empathy approached significance as an independent predictor, whereas planning and MR were significant independent predictors of MDM. Together, these variables explain 18% of the variance in adolescents' levels of socially adapted decisions.

Po42 Development of Japanese Children's Motivation for Telling Lies or Truth about Prosocial Behaviors

Yayoi Watanabe & Lee Kayou

Hosei University, Tokyo, Japan

"Honesty" is taught to children as an important value in elementary and junior high schools. This study considers diversity and development of motivations for announcing prosocial behavior. It clarifies whether disclosing good deeds to teachers is a function of children's grades in schools and how such motivations change with age. Questionnaires from 1,031 elementary and junior high school students in Japan were analyzed. Results showed that communicating tendency peaked in the fourth grade of elementary school, gradually decreasing thereafter. Children refrained from communicating from the third grade of elementary school, fearing negative evaluation by others and compliance with modesty.

Po43 Developing Altruism in Adolescents Through a Democratic School Climate.

David Pyo, Danielle Neddo., Shin Ock., C. Clements & Anne A. Nolty Turk

Fuller School of Psychology, Pasadena, CA, USA

The impact of democratic school climates on adolescent prosocial development was examined in a unique school program focused on social justice and peace. Twenty---one students completed self---report measures assessing their perception of the school's ability to foster a democratic school climate and their altruistic beliefs. Although there was no significant difference between middle and high school students with regards to their perceptions of a democratic school climate, there was a significant trend suggesting that older students had developed higher levels of altruism. There was, however, no correlation between altruism and perceptions of a democratic school climate. These findings suggest that the students sampled from this unique school program might experience more autonomy and feel that they have a voice earlier than is the case in many schools, and that the development of altruism involves more than just a perception of democracy at school.

Po44 Trends in Moral Education Curricula

Danielle Neddo, Shin Ock & Anne A. Nolty Turk

Fuller School of Psychology, Pasadena, CA, USA

According to Kohlberg's "just community" approach to moral education, schools with a democratic climate, discussion of moral issues, and opportunities to rehearse moral actions enhance moral development. Further, the character education movement has promoted proactive moral behavior and citizenship in students through the development of programs and curricula that intentionally teach and model morality and involve the collaboration of the whole school community. This project has sought to synthesize these foundational trends within more recent moral education and character education literature in order to identify a core set of objectives for the development of a moral education curriculum.

CORRESPONDING AUTHORS, SYMPOSIA ORGANIZERS AND PLENARY SPEAKERS

The following pages contain the names, institutional affiliation and the emails of **the corresponding authors of the papers presented, the organizers of symposia, and the plenary speakers only.** These are listed alphabetically by last name so you can acquire a copy of the presentation, should you desire. If a paper was a part of a symposium, please contact the symposium organizer for a copy.

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Map of Area Surrounding Westin Hotel with some Breakfast and Lunch Places
(not to scale)
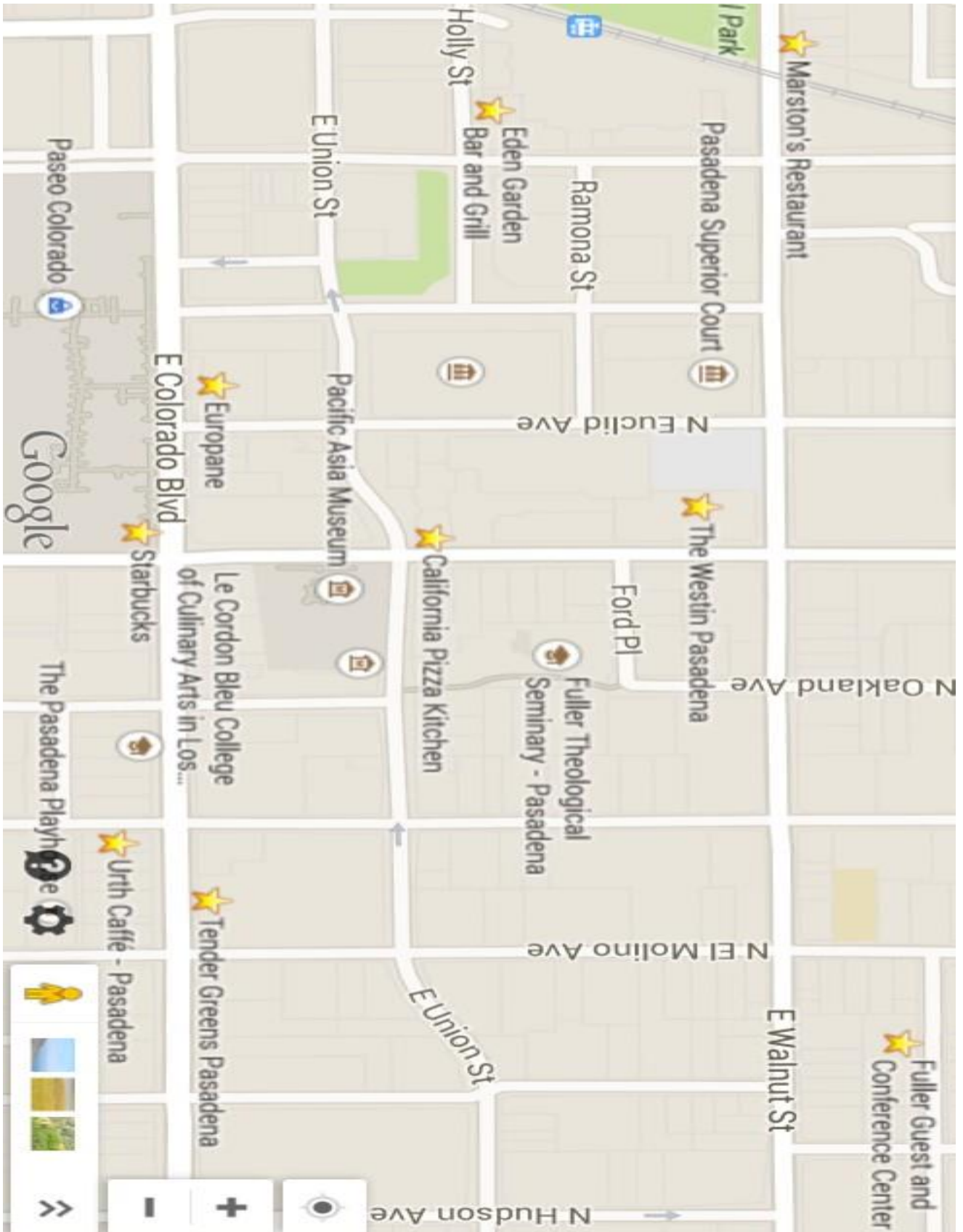
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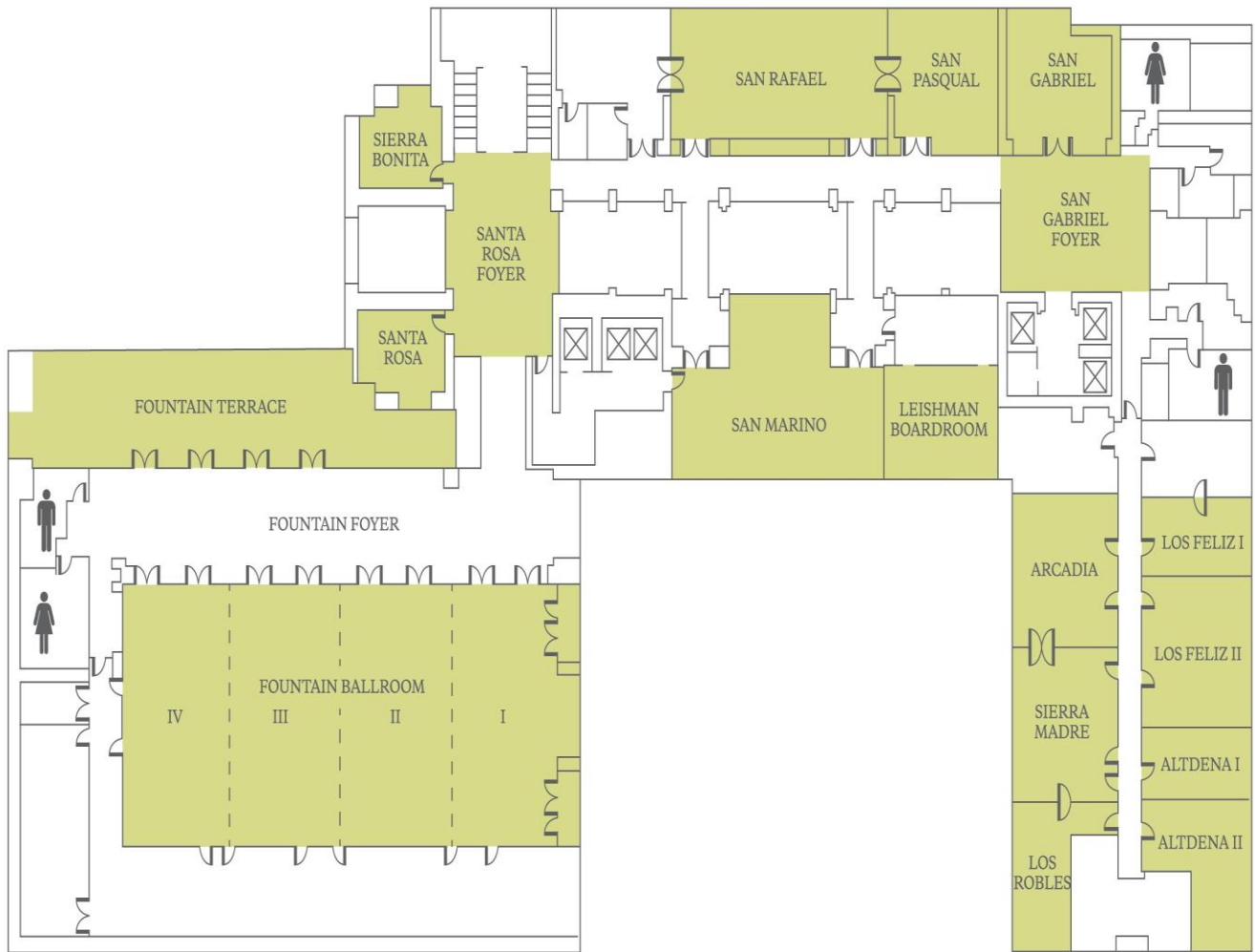
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