

41st Association for Moral Education Conference

November 05-07, 2015, Santos-Brazil

Table of Contents

Sumário

2015 Conference Schedule at a Glance	2
<i>Programação Geral da AME 2015</i>	
Area Map of Parque Balneário Convention Center	3
<i>Mapa do Centro de Convenções do Parque Balneário Hotel</i>	
Welcome from AME President, Wolfgang Althof.....	4
<i>Palavra do Presidente da AME, Wolfgang Althof</i>	
Welcome from the 2015 Conference Chair, Ulisses Araújo	6
<i>Palavra do Coordenador Geral da AME 2015, Ulisses Araújo</i>	
Current AME Executive Board	7
<i>Conselho Executivo da AME</i>	
2015 Annual Conference Planning Committee	8
<i>Comissão Organizadora da AME 2015</i>	
Invited Speakers	10
<i>Palestrantes convidados</i>	
Schedule and Location of Paper, Symposia, and Plenary Sessions	12
<i>Programação e ensalamento das Comunicações Orais, Simpósios e Palestras</i>	
Thursday, 11/05	12
<i>Quinta-feira, 05/nov.</i>	
Friday, 11/06	24
<i>Sexta-feira, 06/nov.</i>	
Saturday, 11/07	37
<i>Sábado, 07/nov.</i>	
List and Abstracts of Posters	42
<i>Resumos dos pôsteres</i>	
Emails of AME 2015 participants.....	51
<i>Emails dos participantes da AME 2015</i>	

Conference Schedule at a Glance

Programação Geral da AME 2015

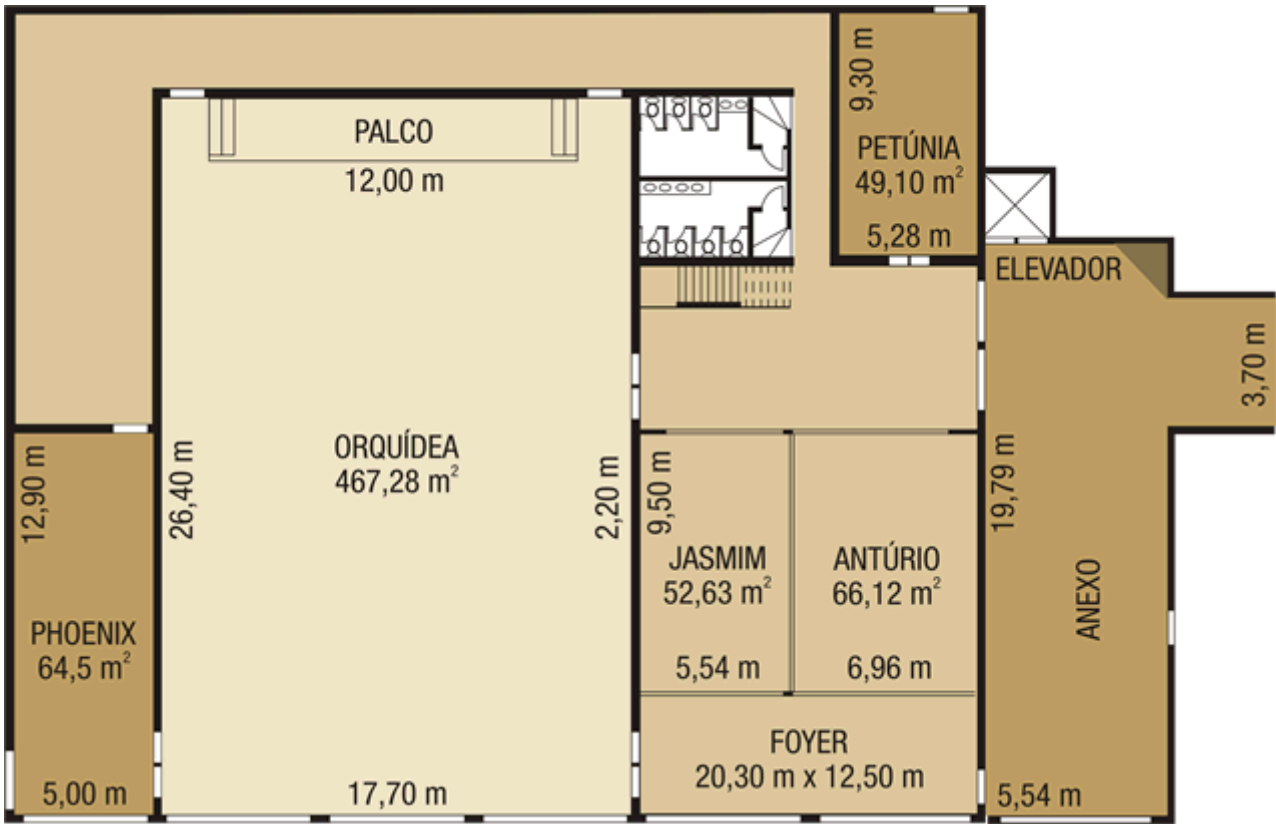
WEDNESDAY 11/4 <i>Quarta-feira, 04/nov</i>	THURSDAY 11/5 <i>Quinta-feira, 05/nov</i>	FRIDAY 11/6 <i>Sexta-feira, 06/nov</i>	SATURDAY 11/7 <i>Sábado, 07/nov</i>
	8:30 - 10:00 AM <i>8h30 às 10h</i>	8:30 - 10:00 AM <i>8h30 às 10h</i>	8:30 - 9:40 AM <i>8h30 às 9h40</i>
	Opening Ceremony / Keynote 1 <i>Cerimônia e Conferência de abertura</i>	Symposium/Paper Session 4 <i>Simpósios/Comunicações Orais 4</i>	Keynote 3 <i>Palestra 3</i>
	10:00 - 10:30 AM BREAK <i>10h às 10h30</i>	10:00 - 10:30 AM BREAK <i>10h às 10h30</i>	9:40 - 10:00 AM BREAK <i>9h40 às 10h</i>
	10:30 AM - 12:00 PM <i>10h30 às 12h</i>	10:30 AM - 12:00 PM <i>10h30 às 12h</i>	10:00 - 11:30 AM <i>10h às 11h30</i>
	Symposium/Paper Session 1 <i>Simpósios/Comunicações Orais 1</i>	Kohlberg Memorial Lecture	Symposium/Paper Session 7 <i>Simpósios/Comunicações Orais 7</i>
	12:00 - 1:30 PM LUNCH <i>12h às 13h30 ALMOÇO</i> New member gathering <i>Reunião com novos membros</i>	12:00 - 1:30 PM LUNCH <i>12h às 13h30 ALMOÇO</i> Special Interest Groups	11:30 - 12:30 PM LUNCH <i>11h30 às 12h30 ALMOÇO</i> Community Meeting <i>Encontro membros da AME</i>
	1:30 - 3:00 PM <i>13h30 às 15h</i>	1:30 - 3:00 PM <i>13h30 às 15h</i>	2:00 - 4:00 PM <i>14h às 16h</i>
2:00 - 4:00 PM <i>14h às 16h</i>	Symposium/Paper Session 2 <i>Simpósios/Comunicações Orais 2</i>	Symposium/Paper Session 5 <i>Simpósios/Comunicações Orais 5</i>	Workshops
Visit to Santos' public schools <i>Visita a escolas públicas de Santos</i>	3:00 - 4:30 PM <i>15h às 16h30</i>	3:00 - 4:10 PM <i>15h às 16h10</i>	2:00 - 5:00 PM <i>14h às 17h</i>
	Symposium/Paper Session 3 <i>Simpósios/Comunicações Orais 3</i>	Keynote 2 <i>Palestra 2</i>	Board Meeting <i>Encontro do Conselho da AME</i>
	4:30 - 5:00 PM BREAK	4:10 - 4:30 PM BREAK	
4:30 - 7:00 PM <i>16h30 às 19h</i>	5:00 - 6:30 PM <i>17h às 18h30</i>	4:30 - 6:00 PM <i>16h30 às 18h</i>	
City tour in downtown Santos, including visit to the Coffee Museum, Mont Serrat and old trolley ride <i>City tour em Santos, incluindo visita ao Museu do Café, Monte Serrat e passeio de bonde</i>	AME-JME event	Symposium/Paper Session 6 <i>Simpósios/Comunicações Orais 6</i>	
	7:30 - 9:00 PM <i>19h30 às 21h</i>	6:00 - 7:30 PM <i>18h às 19h30</i>	BOA VIAGEM!!!
	Brazilian Night <i>Noite Brasileira Point 44 Choperia</i>	Poster Session/Awards Ceremony <i>Sessão de Pôsteres/ Cerimônia de Premiação</i>	

CODE FOR SESSIONS: SYP = Symposia / *Simpósio*, PS = Paper Session / *Comunicações Orais*, PO = Poster / *Pôster*
First number corresponds to session number / *O primeiro número indica o número da sessão*

Area Map of Parque Balneário Convention Center

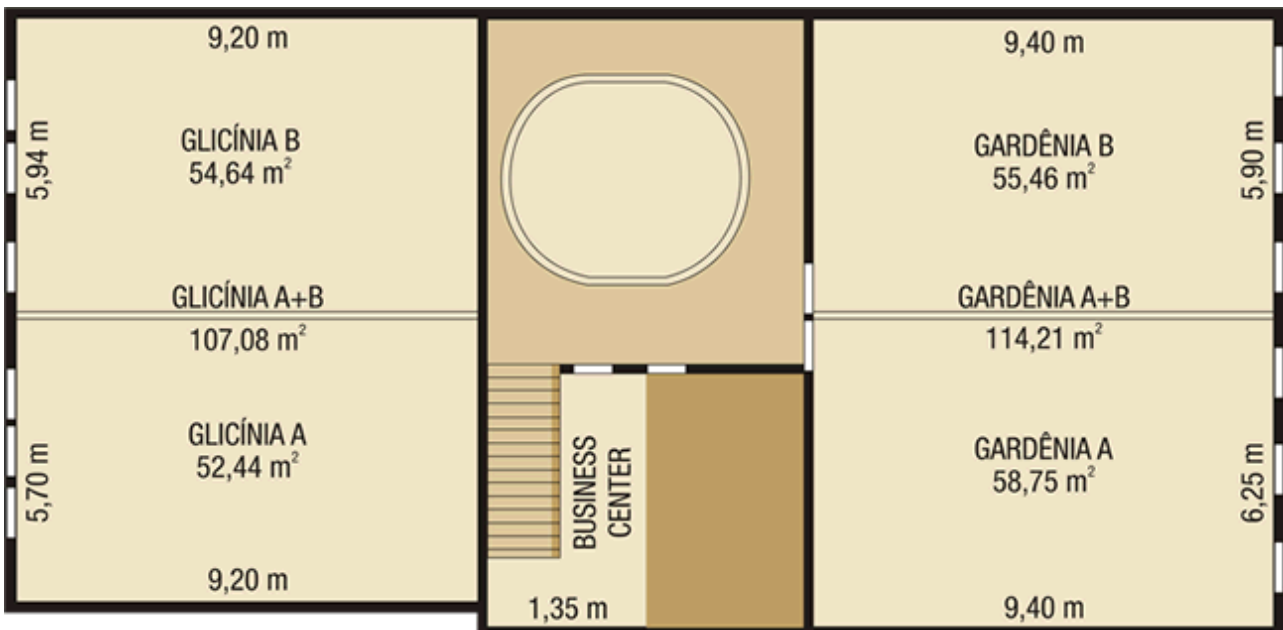
Mapa do Centro de Convenções do Parque Balneário Hotel

Parque Balneário Convention Center / Centro de Convenções do Parque Balneário Hotel



All sessions at ORQUÍDEA Room will be translated to Portuguese and Spanish.
Todas as sessões realizadas na Sala ORQUÍDEA terão tradução em português e espanhol.

Parque Balneário Convention Center - Mezzanine / Centro de Convenções - Mezanino



Welcome from AME President, Wolfgang Althof ***Palavra do Presidente da AME, Wolfgang Althof***

Dear Conference Participants,

On behalf of the conference planning committee and AME's Executive Board it is my pleasure to welcome you to the 41st annual meeting of the Association here in the beautiful city of Santos! 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 in many a country that continue to fill the news.

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 world 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 24 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, Peru, South Africa, Taiwan, and The Netherlands who really are from those countries, plus a Colombian working in Spain and another Colombian studying at Harvard, a Chinese living in the United States, two Americans wound up in New Zealand, and two Germans, one in Canada and one in the United States. Two of the four new members of the board, elected this year, come from Malaysia and Spain. In case you wonder, yes, there also is a handful elected board members and members of the AME executive who are US Americans and who actually live and work in the United States.

It is particularly exciting to meet in Brazil! This is only the second time that AME has gone to places anywhere else than North America or Europe, after a meeting in Nanjing, China, in 2011. For the local participants, practitioners or scholars, our conference might offer a rare chance to listen and talk to experts in moral education, moral psychology, moral philosophy – called ethics – or other branches of the field from all around the world. For many participants from other parts of the world, this might well be the first visit to Latin America in general and to Brazil in particular. This means enormous opportunities for observation and conversation: to learn about Brazil's people and culture, about nature and urban life, and about politics and the economy.

We hear that Brazil went through difficult times for the economy recently and that this led to some political unrest. Those who come from richer countries in Europe and North America might be initially pleased to see that they get significantly more for their Euros and Dollars here than they anticipated half a year ago – but then might pause for a moment and think about what it means for the Brazilian economy, Brazilian businesses and certainly most individuals in Brazil that their currency, the Real, has lost 50% against the US Dollar so far this year and probably more against the Euro, what it means that ordinary people have to spend so much more of their income and savings – the harvest of their hard work – to match their basic daily needs or to fulfill a special desire nourished over a long time. Five years ago, I recently read, Brazil was growing at 7.5 percent. Today, it's struggling with a 9.56 percent inflation rate and a fiscal deficit. Unemployment hit a five-year high of 7.5 percent this year, and experts say that number will keep climbing. Next year the economy, the world's eighth largest and the biggest in Latin America, is expected to contract 2 percent, and Brazilians are feeling the pain. It is easy to see what the challenges to social justice are in a struggling "threshold country". The theme for the conference was picked before the current crisis but it turns out to be extremely timely and well-chosen in this context: *Inequity, Social Justice and Moral Education*.

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 and I would like to highlight that this is also a strength of the journal that AME has a very special relationship with – the *Journal Moral Education (JME)*. Darcia Narvaez who is honored as the presenter of the Kohlberg Memorial Lecture this year is the chief-editor of the *JME*. Her associate editors cover articles from psychology, philosophy and ethics, and curriculum and education, respectively. (And, again, they are international: a US American, a German-Canadian and a Dutch.) Our chance as an association and *JME's* chance as a journal 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 Ulisses Araujo, 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. Professor Araujo initially suggested Sao Paulo as the conference site and later compromised with the cowards on the AME board and executive who were scared stiff with the perspective of meeting in a busy metropolitan area with a population of over 20 million – I was one of those cowards. With the move to Santos, Ulisses was in the same situations as four conference chairs before him in a row (Monica Taylor, Becky Glover, Bruce Maxwell and Peter Samuelson): He had to face 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 by diverse sponsors as well as the contributions of many volunteers from the region and abroad are greatly appreciated, like the AME Secretary Kaye Cook and the four coordinators of the proposal reviews, Stephen Sherblom for the proposals in English, Patricia Bataglia and Haller Shunemann for those in Portuguese and Susana Frisncho for the proposals in Spanish language; and Cristina and Ricardo Pátaro who took care of many infrastructure issues. 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 be alive and grow. Finally, let me express how strongly AME appreciates the cooperation with and the support of the Journal of Moral Education and its Board of Trustees. Most participants will receive a one-year subscription of the journal with their conference fee. I bet you will make it a habit to unpack and begin reading the journal as soon as you receive it, four times a year!

AME has very loyal members and many of them have attended the annual meetings even for decades. The organization is holding its 41st annual conference this year in Santos. 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 came to Santos 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 return and 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 Ulisses 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

Welcome from the 2015 Conference Chair, Ulisses Araújo
Palavra do Coordenador Geral da AME 2015, Ulisses Araújo

Dear AME2015 Participants,

Welcome to the 41st annual meeting of the Association for Moral Education, a premier international academic gathering that brings together scholars, practitioners, students and researchers to share their knowledge and practices on Moral Education, Psychology, Philosophy and Sociology.

We are honored to host this conference in Brazil, in the city of Santos and, for the first time, in Latin America. Since 2011 in Beijing (China) we applied annually to host an AME meeting, confident that its realization in Brazil would be a great opportunity to develop this field of knowledge in Brazil and in Latin America. I owe special thanks to Wolfgang Althof, Andrew Garrod and Monica Taylor, who supported this initiative from the beginning.

Personally, I always had two main goals in organizing an AME conference in Brazil. The first was to help AME to hold an international conference in a region whose academic life it has not previously experienced. Participating in the annual meetings since Glasgow in 2000, I always had a feeling that AME would benefit from openness to other cultures and experiences. Human morality is a matter for reflection in all cultures and there are so many different, contradictory and maybe complementary visions about its core issues that it is worth learning about it from and with others. Brazilian and Latin American researchers have a considerable academic output on moral education and its related sciences, often not disseminated beyond the region due to language barriers. So, making a multilingual conference became a goal and a challenge that we will try to overcome with simultaneous translation in many sessions and with a programme planned to bring about interaction in academic and social activities. Also, plenary speakers and invited symposia will reflect these different experiences, cultures and perspectives.

My second goal was to bring to the center of discussions in the moral field the context of poverty, social and economic inequality and inequity of the region, disadvantages which are present throughout the world. This context impacts deeply on human relations and on morality, and deserves our attention, reflection and a search for methods and projects to address it. This focus underpins the theme of Inequity, Social Justice and Moral Education, which reflects latinoamerican historical roots and social challenges, and aims to foster academic discussion in the conference that may lead to the construction of knowledge and practices for an education based on justice, democracy and citizenship development.

Along with other endeavours which always feature in the AME annual meetings and that will be represented in exciting sessions throughout the three days of the Conference, we hope that every one of over 260 participants from 24 countries and all the six continents will enjoy the academically rich climate of AME2015 and Brazilian hospitality and friendship.

I wish to acknowledge all the partners, friends, colleagues, students, sponsors and supporters listed in the program committees, from Brazil and elsewhere. So many people made this Conference possible that I cannot list them all. But to each and every one of them for their specific roles I give them my grateful thanks. I especially want to thank the AME Board and its executive board who believed we could organize this conference in the southern hemisphere and help the Association for Moral Education to reach its core goals and mission.

Prof. Dr. Ulisses F. Araujo
University of São Paulo (Brazil)
AME2015 Conference Chair

Current AME Executive Board **Conselho Executivo da AME**

President *Wolfgang Althof* – University of Missouri - St. Louis

Secretary *Kaye Cook* – Gordon College, Wenham, MA

Treasurer *Phyllis Curtis-Tweed* – Berkeley Institute, Pembroke, Bermuda

Communications Coordinator *Eric Marx* – Stephens College, Columbia, MO
Jason Stephens – University of Auckland, New Zealand

**Journal of Moral Education
Representatives** *Wolfgang Althof* - University of Missouri - St. Louis
Nancy Nordmann – National Louis University, Chicago, IL
Brian Gates – University of Cumbria, Carlisle, UK
Stephen Sherblom – Lindenwood University, St. Charles, MO

Elected Board Members 2015-2018

Vishalache Balakrishnan – The University of Waikato, Hamilton, New Zealand
Maria Rosa Buxarrais – Universidad de Barcelona, Barcelona, Spain
Matthew Hayden – Drake University, Des Moines, IA, USA
Larry Nucci – University of California - Berkeley, Berkeley, CA, USA

2014-2017

Doret de Ruyter – Vrije Universiteit, Amsterdam, The Netherlands
Victoria Foster – College of William & Mary, Williamsburg, VA
Susana Frisancho – Pontificia Universidad Católica del Perú, Lima, Peru
Stephen Sherblom – Lindenwood University, St. Charles, MO

2013-2016

Ulisses Araujo – University of Sao Paulo, Brazil
Angela Bermudez – Deusto University, Bilbao, Spain
Tobias Krettenauer – Wilfrid Laurier University, Canada
Sharlene Swartz – Human Sciences Research Council, South Africa

2012-2015

Yen-Hsin Chen – National Taichung University of Education, Taiwan
Silvia Diazgranados Ferrans – Harvard University, MA
Don Reed – Wittenberg University, OH
Jenny Vaydich – Seattle Pacific University, WA

Appointed Board Members 2014-2015: *Dawn Schrader* – Cornell University, Ithaca, NY
2014-2015: *Tianlong Yu* – Southern Illinois University, Edwardsville, IL

Standing Committees

Membership Committee

Kaye Cook, Chair

**Nominations and Elections
Committee**

Jenny Vaydich, Chair

Publicity/Publications Committee

Eric Marx/Jason Stephens

Lawrence Blum

Elly Vozzola

Kaye Cook

Sharon Lamb

Chi-Ming (Angela) Lee

Susana Frisancho (Spanish)

Tatyana Tsyrlina-Spady (Russian)

Brian Cohen (ex-officio)

Ad Hoc Committees

President's Executive Committee

Kaye Cook, Secretary

Phyllis Curtis-Tweed, Treasurer

Eric Marx, Communications Coordinator

Jason Stephens, Communications

Coordinator

President's Advisory Committee

Executive Committee

Fundraising Committee

Ann Higgins-D'Alessandro
Marvin Berkowitz
Doret de Ruyter (Initiatives Coordinator)
Sharon Lamb
Phyllis Curtis-Tweed
Wolfgang Althof
Kaye Cook
Tatyana Tsyrlina-Spady

Nominating Committee for President-Elect (three past presidents)

Sharon Lamb, Past President, 2010-2013
Jim Conroy, Past President, 2007-2010
John R. Snarey, Past President, 2004-2007

Conference Site Selection Committee

Wolfgang Althof
Tobias Krettenauer
Don Reed

2015 Annual Conference Planning Committee ***Comissão Organizadora da AME 2015***

Chair *Ulisses Araújo* – Universidade de São Paulo, Brasil

Organizing committee *Ulisses Araújo* – Universidade de São Paulo, SP, Brasil
Cristina Satiê de Oliveira Pátaro – Universidade Estadual do Paraná, PR, Brasil
Denise Tardelli - Universidade Metodista de São Paulo, SP, Brasil
Haller Schunemann – Centro Universitário Adventista de São Paulo, SP, Brasil
Patricia Unger Raphael Bataglia – Universidade Estadual Paulista, SP, Brasil
Ricardo Fernandes Pátaro – Universidade Estadual do Paraná, PR, Brasil

Promotion and Organization USP – Universidade de São Paulo
AME – Association for Moral Education
PPGSeD – Programa de Pós-Graduação Sociedade e Desenvolvimento/Universidade Estadual do Paraná
JME – Journal of Moral Education
UNESP – Universidade Estadual de São Paulo
FEUSP – Faculdade de Educação da Universidade de São Paulo
UNASP – Centro Universitário Adventista de São Paulo
Routledge Taylor & Francis Group
FAPESP – Fundação de Amparo à Pesquisa do Estado de São Paulo

Scientific Committee	<i>Alessandra Morais</i>	<i>Jenny Vaydich</i>	<i>Sigrun Adalbjarnardottir</i>
	<i>Angela Bermudez</i>	<i>Juliana Franzi</i>	<i>Stephen Sherblom</i>
	<i>Angela Chiming Lee</i>	<i>Julio Rique</i>	<i>Steve Thoma</i>
	<i>Ann Higgins D'Alessandro</i>	<i>Kaye Cook</i>	<i>Susana Frisancho</i>
	<i>Cristina Satiê de O. Pátaro</i>	<i>Lawrence Blum</i>	<i>Tian Yu</i>
	<i>Daniel Brugman</i>	<i>Lawrence Walker</i>	<i>Tobias Krettenauer</i>
	<i>Dawn Schrader</i>	<i>Maria Sucupira Lins</i>	<i>Tonia Bock</i>
	<i>Denise Tardeli</i>	<i>Maria Teresa C. Trevisol</i>	<i>Ulisses F. Araújo</i>
	<i>Don Reed</i>	<i>Patricia Bataglia</i>	<i>Valéria Amorim Arantes</i>
	<i>Doret De Ruyter</i>	<i>Raul Aragão Martins</i>	<i>Victoria Foster</i>
	<i>Glen Rogers</i>	<i>Rebecca Glover</i>	<i>Viviane Pinheiro</i>
	<i>Haller Schunemann</i>	<i>Ricardo Fernandes Pátaro</i>	<i>Wolfgang Althof</i>
	<i>Jason Stephens</i>	<i>Sharlene Swartz</i>	<i>Yen-Hsin Chen</i>

Grant Committees	Travel Grants <i>Patricia Bataglia (Presidente)</i> <i>Phyllis Curtis-Tweed</i> <i>Ulisses Araújo</i> <i>Monica Taylor</i> <i>Susana Frisancho</i>	JME/AME Reduced Membership Rate Grants <i>Wolfgang Althof</i> <i>Kaye Cook</i> <i>Ulisses Araújo</i>
Awards	Good Work Award <i>Doret de Ruyter (Presidente)</i> <i>Roger Bergman</i> <i>Andrew Garrod</i> <i>Elly Vozzola</i>	Kuhmerker Career Award Committee <i>Fritz Oser (Presidente)</i> <i>Steve Thoma</i> <i>Clark Power</i> <i>Lawrence Walker</i> <i>John Snarey</i>
	AME Dissertation Award Committee <i>Jan Boom (Presidente)</i> <i>John Gibbs</i> <i>Nobi Iwasa</i> <i>Terry Lovat</i> <i>Maosen Li</i> <i>Gerhard Minnameier</i> <i>Maria Judith Sucupira C. Lins</i>	
Fundraising	<i>Wolfgang Althof</i> <i>Sharon Lamb</i> <i>Sharlene Swartz</i>	<i>Kaye Cook</i> <i>Steve Sherblom</i> <i>Roger Bergman</i>
Social Media	<i>Eric Marx</i> <i>Rochelle Jo</i>	
Membership Task Force	<i>Dawn Schrader (Chair)</i> <i>Kaye Cook (Co-Chair)</i> <i>Phyllis Curtis-Tweed</i> <i>Steve Sherblom</i> <i>Tobias Krettenauer</i> <i>Wolfgang Althof</i>	

Invited Speakers *Palestrantes convidados*

Kohlberg Memorial Lecture



DARCIA NARVAEZ

Professor of Psychology at the University of Notre Dame. She publishes extensively on moral development and education. Her books include “Moral Development in the Professions” (with Rest; 1994, Erlbaum); “Postconventional Moral Thinking” (with Rest, Bebeau and Thoma; 1999, Erlbaum); “Moral Development, Self and Identity” (with Lapsley; 2004, Erlbaum); “Personality, Identity and Character” (with Lapsley; 2009, Cambridge); “Evolution, Early Experience and Human Development” (with Panksepp, Schore & Gleason; 2013, Oxford); “Ancestral Landscapes in Human Evolution: Culture, Childrearing and Social Wellbeing” (with Valentino, Fuentes, McKenna & Gray; 2014, Oxford); and “Neurobiology and the Development of Human Morality: Evolution, Culture and Wisdom” (2014, Norton). She is executive editor of the Journal of Moral Education. She also writes a popular blog for Psychology Today (“Moral Landscapes”).

Docente de Psicologia na Universidade de Notre Dame. Possui diversas publicações sobre desenvolvimento moral e educação. Dentre seus livros destacam-se: “Moral Development in the Professions” (com James Rest; 1994, Erlbaum); “Postconventional Moral Thinking” (com J. Rest, M. Bebeau e S. Thoma; 1999, Erlbaum); “Moral Development, Self and Identity” (com D. Lapsley; 2004, Erlbaum); “Personality, Identity and Character” (com Lapsley; 2009, Cambridge); “Evolution, Early Experience and Human Development” (com J. Panksepp, A. Schore e T. Gleason; 2013, Oxford); “Ancestral Landscapes in Human Evolution: Culture, Childrearing and Social Wellbeing” (com K. Valentino, A. Fuentes, J. McKenna e P. Grey; 2014, Oxford); e “Neurobiology and the Development of Human Morality: Evolution, Culture and Wisdom” (2014, Norton). É editora executiva do Journal of Moral Education. Escreve ainda para o blog Psychology Today (“Moral Landscapes”).

Keynote speakers *Palestrantes*



ABRAHAM MAGENDZO KOLSTREIN

Received a Master’s in Education and History (Hebrew University in Jerusalem – Israel), a Doctorate in Education (University of California – Los Angeles, California) and Postdoctoral in Curriculum (Institute of Education the University of London – England). Academic Director of the Doctoral Degree Program in Education and the UNESCO Chair on Human Rights Education Universidad Academia de Humanismo Cristiano in Santiago, Chile. Areas of interest: Curriculum and Pedagogy; Education in Human Rights, Citizenship Education, School Coexistence, Conflict resolution, bullying, school violence.

Graduado em Educação (Universidade do Chile), com Mestrado em Educação e História (Universidade Hebraica de Jerusalém – Israel), Doutorado em Educação (Universidade da Califórnia – Los Angeles, Califórnia) e Pós-Doutorado em Currículo (Instituto de Educação da Universidade de Londres – Inglaterra). Diretor Acadêmico do Doutorado em Educação e Coordenador da Cátedra UNESCO em Educação e Direitos Humanos da Universidade Academia de Humanismo Cristiano. Áreas de interesse: Currículo e Pedagogia; Educação em Direitos Humanos, Educação Cidadã, Convivência Escolar, Resolução de conflitos, bullying, violência escolar.



LARRY NUCCI

Faculty member at the Graduate School of Education at UC Berkeley and Professor Emeritus of Educational Psychology at the University of Illinois at Chicago. Nucci has published extensively on children's moral and social development and education. His 8 books include the Handbook of Moral and Character Education (Edited with Darcia Narvaez and Tobias Krettenauer: Routledge, 2014); Nice is Not Enough: Facilitating Moral Development (Pearson, 2009; Chinese translation) and Education in the Moral Domain (2001; Chinese, Dutch, Italian and Spanish translations). An aspect of his work has focused on children's judgments about issues considered personal matters of privacy and discretion. This research has been carried out in a number of contexts including Asia and Brasil (where he was a Fulbright Fellow). Recently his work has focused on the assessment of moral and social reasoning and on the integration of moral education within the regular academic curriculum. He is Editor in Chief of the journal Human Development and a member of the editorial boards of Cognitive Development, Parenting Science and Practice, and the Journal for Research in Character Education.

Docente da Faculdade de Educação da Universidade de Berkeley e Professor Emérito de Psicologia Educacional da Universidade de Illinois, em Chicago. Possui diversas publicações sobre desenvolvimento e educação moral e social da criança. Dentre seus 8 livros destacam-se: "Handbook of Moral and Character Education" (Organizado com Darcia Narvaez e Tobias Krettenauer: Routledge, 2014); "Nice is Not Enough: Facilitating Moral Development" (Pearson, 2009; traduzido para o idioma chinês) e "Education in the Moral Domain" (2001; traduzido para os idiomas: chinês, holandês, italiano e espanhol). Parte de seus trabalhos tem focado o julgamento de crianças sobre questões pessoais de privacidade e discrição. Tal pesquisa foi realizada em diferentes contextos, incluindo Ásia e Brasil (com apoio do Fulbright Fellowship Program). Atualmente, seu trabalho tem abordado a avaliação do raciocínio moral e social e a integração da educação moral no currículo escolar regular. É editor-chefe da revista Human Development e membro do conselho editorial dos seguintes periódicos: Cognitive Development, Parenting Science and Practice, and the Journal for Research in Character Education.



SILVIA HELENA KOLLER

Silvia Helena Koller is Brazilian and works as a Full Professor and Chair of the Center for Psychological Studies of At-Risk Populations in the Department of Psychology at the Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil. Collaborator Professor at North West University, in Vanderbijlpark, South Africa. She was awarded as Honorary Professor at Universidad de Chiclayo and Universidad Autónoma del Peru, Peru, and as the 2010 the Society for Research on Adolescence (SRA) International Fellow and the 2010 Association of Psychological Societies Fellow. President of the Brazilian Association for Research and Graduate Studies in Psychology and of the Brazilian Society of Developmental Psychology. The Human Sciences Research Council and UNICEF consultant in Africa. Her research focuses primarily on positive and ecological development and applied psychology, children's rights, resilience, and prosocial moral development. She lectured at different universities around the world, such as North-West University (South Africa), University of Zurich (Switzerland), UIUC, UNL, UNC, and ASU (USA), Universidad del Valle, Universidad Nacional de Colombia, Pontifical Universidad Católica Javeriana, and Universidad de Baranquilla (Colombia), Universidad San Marco, Pontifical Universidad Católica, Universidad Autónoma, and Universidad de Chiclayo (Peru), Pontifical Universidad Católica (Chile), and others.

É brasileira e trabalha como Professora Titular e Presidente do Centro de Estudos Psicológicos sobre Meninos e Meninas de Rua, do Departamento de Psicologia da Universidade Federal do Rio Grande do Sul, Porto Alegre, Brasil. Professora Colaboradora da North West University, em Vanderbijlpark, África do Sul. Recebeu os prêmios de Professora Honorária da Universidade de Chiclayo e da Universidad Autónoma del Peru, Peru, além de ter sido contemplada, em 2010, pela Society for Research on Adolescence (SRA) Fellow Internacional e pela Association of Psychological Societies Fellow. Presidente da Associação Brasileira de Pesquisa e Pós-Graduação em Psicologia e da Sociedade Brasileira de Psicologia do Desenvolvimento. Consultora do Conselho de Pesquisa de Ciências Humanas e da UNICEF na África. Sua pesquisa tem foco na Psicologia Positiva de desenvolvimento e aplicada, desenvolvimento ecológico, direitos das crianças e adolescentes, resiliência e pró-socialidade. Lecionou em diversas universidades ao redor do mundo, tais como: North-West University (África do Sul), Universidade de Zurique (Suíça), UIUC, UNL, UNC e ASU (Estados Unidos), Universidad del Valle, Universidad Nacional de Colombia, Pontifical Universidad Católica Javeriana e Universidad de Baranquilla (Colômbia), Universidad San Marco, Pontifical Universidad Católica, Universidad Autónoma e Universidad de Chiclayo (Peru), Pontifical Universidad Católica (Chile), e outras.

Schedule and Location of Paper, Symposia, and Plenary Sessions

Programação e ensalamento das Comunicações Orais, Simpósios e Palestras

THURSDAY 11/5

Quinta-feira, 05/nov

2015 CONFERENCE OPENING

ABERTURA DA AME 2015

8:30 – 10:00 AM

Location / Local: ORQUIDEA

08h30 às 10h00

Moral Emotions of At Risk Children: Brazilian Research Pathways

Silvia Helena Koller (Universidade Federal do Rio Grande do Sul, Porto Alegre, Brasil)

The history of children and adolescents who live in at risk situations in the majority world lead us to an attempt to understand how they express and build morality/emotions. Brazil may be an example of how research can be done with diverse social, cultural, educational, socioeconomic, ethnic, or racial subgroups. Psychology has to provide theories and methods to work with with street children, children living in poverty, and in many unique contexts. The street children group, for example, teaches us about a singular setting for the development of moral behavior due to its dimension of limits/rules. Some research will be presented related to the moral contents reported in the lives of at risk children (street and low-income). Those studies assessed moral judgment, prosocial moral reasoning, moral intuition, and emotional content (joy, pity, disgust, contempt, guilt, shame, gratitude, and anger). Diverse methods were used to deal with children's educational levels, use of instruments, and unusual settings were data were collected. Guardians' ability to provide care/protection will be discussed. Violation of their rights, parental rejection, domestic violence and street life appear to be relevant factors in explaining variance in moral contents. Emotions provided access to the social reality and offered clues to understanding the morality of these children. Results suggested that the culture of each life context had a direct effect on the domain of morality. Directions for future research are suggested.

BREAK

INTERVALO

10:00 – 10:30 AM

10h00 às 10h30

SYMPOSIUM/PAPER SESSION 1

SIMPÓSIOS/COMUNICAÇÕES ORAIS 1

10:30 AM – 12:00 PM

10h30 às 12h00

SYP 1.1 10:30 - 12:00	Moral education sensu Kohlberg - review and outlook	Location / Local: ORQUIDEA
---------------------------------	--	--------------------------------------

Organizer: *Boris Zizek* (Gutenberg University Mainz, Institute of Educational Sciences, Mainz, Germany)

For Kohlberg, reasoned and reasonable moral judgements, made in the context of freedom, autonomy, individual and social self-governance constitute the essence of moral development and moral learning (Garz 2009). His approach to these issues continues to stimulate researchers and educators worldwide (Zizek/Garz/Nowak 2015) as his work still offers knowledge, methods and inspirations for understanding moral cognition and behavior, as well as how to foster it. The aim of this symposium is to revisit Kohlberg's concept of moral education, to review the concept and reconstruct it systematically, historically and with a practical orientation. The goal is to stress what Kohlberg's original intentions were, how they were applied and what the potentials of their renewed use might be. In "Lawrence Kohlberg's Radical Educational Legacy: Developing the Autonomous, Agentic Self" Ann Higgins-D'Alessandro stresses Kohlberg's two radical claims concerning education: development and morality. For Kohlberg they were central, but they had never played a role in schooling until then. In "Just Community Sources and Transformations. A Conceptual Archeology of Kohlberg's Approach to Moral and Democratic Schooling" Wolfgang Althof reconstructs the concept and history of Kohlberg's approach and its applications. In "Moral Cognition and Moral Functioning from a Neo-Kohlbergian Point of View" Gerhard Minnameier integrates intuition into the moral cognitive frame of reference. Fritz Oser shows in "Act and Discourse: The stop and change model of the late Kohlberg" that if we look in a more ethnographic way at Kohlberg's Just Community Model we discover a more classical model of moral and character education.

Paper 01: Lawrence Kohlberg's radical educational legacy: developing the autonomous, agentic self

Ann Higgins-D'Alessandro (Fordham University, New York City, NY, USA)

Paper 02: Just community sources and transformations. A conceptual archeology of Kohlberg's approach to moral and democratic schooling

Wolfgang Althof (University of Missouri – St. Louis, St. Louis, MO, USA)

Paper 03: Moral cognition and moral functioning from a Neo-Kohlbergian point of view

Gerhard Minnameier (Goethe University Frankfurt, Frankfurt, Germany)

Paper 04: Act and discourse: the stop and change model of the late Kohlberg

Fritz Oser (University Fribourg, Fribourg, Switzerland)

SYP 1.2 10:30 - 12:00	Brutal inheritances: exploring diverse students responses to racial, ethnic, language and religious privilege in four African universities	Location / Local: JASMIN
---------------------------------	---	------------------------------------

Organizer: *Sharlene Swartz* (Human Sciences Research Council and University of Cape Town, Cape Town, South Africa)

This symposium reports on initial analysis of students' understandings of privilege in four African universities in Sierra Leone, Cameroon, South Africa and Nigeria. It does so through interviewing students in each context and asking them to reflect on a particular aspect of privilege, namely, race in South Africa (Breakey), language in Cameroon (Nyamnjoh), ethnicity in Sierra Leone (Bokarie), and religion in Nigeria (Arogundade). Undergirded by a post-colonial conceptual framework that recognises the

impact of the past on the present it amplifies and integrates a theory of change based on geo-location and understandings of social solidarity, recognition and restitution. This symposium offers initial findings from this study (n=80) that includes historical and current understandings of privilege and conflict alongside emergent strategies for how privilege might be disrupted as part of a participatory research agenda in moral education. This study is funded by the inaugural grant from the Journal of Moral Education Trust. Each of the researchers is a graduate student from the country under investigation or with familial ties to the country.

Paper 01: 'Black anger and white obliviousness': forgiveness, race and privilege at the 'Rhodes Must Fall' university in South Africa

Jessica Breakey (University of Cape Town, Cape Town, South Africa)

Paper 02: A loveless marriage: youth reflection on Anglophone-Francophone integration in Cameroon

Anye Nyamnjoh (University of Cape Town, Cape Town, South Africa)

Paper 03: Slavery in Freetown: creating privilege and ethnic rivalry in Sierra Leone

Abioseh Bockarie (University of the Western Cape, Cape Town, South Africa)

Paper 04: Divided by rule: ethnicity, religion and the politics of power in Nigeria

Emma Arogundade (University of Cape Town, Cape Town, South Africa)

SYP 1.3 10:30 - 12:00	Youth purpose around the world	Location / Local: ANTÚRIO
--	---------------------------------------	--

Organizer: *Jenni Mariano* (University of South Florida Sarasota-Manatee, Sarasota, FL, USA)

Purpose provides a beacon for one's important life work, and when engaged during youth purpose helps a person proactively lead a good life that contributes to society (Moran & Mariano, 2015, p. 1). Geographical location and culture influence purpose, and thus purpose options vary (Moran & Mariano, 2015, p. 1). However, there is no investigation of youth purpose across cultures that provides truly integrative perspectives. We need to fill this knowledge gap because purpose is a tool for youth to find a productive place within the economy and society (Moran & Mariano, 2015). International initiatives to promote global youth development underscore purpose (e.g., see UNESCO's report by Shaw, Brennan, Chaskin, & Dolan, 2012). Authors in this symposium are collaborators in a six country study of youth purpose. Each paper is organized by lead author(s) who gather and synthesize findings from all contributing authors/countries. Moran and Mariano first discuss definitional and historical roots of purpose, showing how key traditions representing western, eastern, and southern perspectives provide the foundation for purpose today and a rationale for a "tapestry" view of purpose. Each paper then addresses one question through review of research and country case studies: what kinds of purposes do today's young people endorse and how do they pursue them? (Araujo & Pataro); and what is the current state of purpose education around the world? (Jiang).

Paper 01: Youth purpose worldwide: historical roots and contemporary possibilities

Seana Moran (Clark University, Worcester, MA, USA), *Jenni Menon Mariano* (University of South Florida Sarasota-Manatee, Sarasota, FL, USA)

Paper 02: Purposes of contemporary youth

Ulisses Araujo (University of Sao Paulo, São Paulo, Brazil), *Cristina Pataro* (State University of Paraná, Campo Mourão, Brazil)

Paper 03: The current state of purpose education

Fei Jiang (Northeast Normal University, Changchun, China)

SYP 1.4 10:30 - 12:00	Ethical formation: experiences, alternatives and debates on its institutionalization at the University Le	Location / Local: PETÚNIA
--	--	--

Organizer: *Cristina de la Cruz-Ayuso* (Deusto University, Bilbao, Spain), *Angela Bermudez-Velez* (Deusto University, Bilbao, Spain)

The debate on the social role of the university on matters of justice and equality has a background built on the varied reflections from the university scholars. The incorporation of different initiatives regarding students' ethical and political education has been one of the strategies of greatest reach. This ethical and political education has been considered a "nuclear and distinctive element" of tertiary (post-secondary) education, and is conformed by a vast set of knowledge related to "learning to be." However, a deep analysis of this approach gives us a poorly articulated image of such education. This panel analyzes different experiences and realities related to the moral education at the tertiary level. By ethical education we understand all issues related to ethical formation be it fundamental ethics, professional ethics, civic ethics and any other approach with more or less denominational emphasis of the study of morality, citizenship, human rights, and the construction of peace, etc. It's a type of education that encompasses much more than what commonly and erroneously has been associated with the humanities or the ample study of social sciences. The main objective of this panel is to project a reflection from different conceptual frameworks that allow us to break away from the use of the "commonplaces" and the generalizations of some of the arguments that insist on the importance of the humanistic education at the university. In these presentations we will focus on critical subjects through the analysis of three case studies: 1) we will emphasize the structural dimensions of Value Education at the Jesuit Universities; 2) we will analyze the process of institutionalizing ethical education in all areas of knowledge at the University of the Andes; 3) we will discuss the possibilities of translating a non-formal educational experience born out of violence and war into a formal program of political education for peace. Through these experiences we hope to generate debate about the role of ethical education at the university level from different perspectives making special emphasis on the need of the institutional support required for their implementation. We will talk about the impact these Programs may have in the generation of conditions of Justice and Equality in present day globalized societies.

Paper 01: Cosmopolitan responsibility at Jesuit Universities

Maria Cristina de la Cruz-Ayuso (Deusto University, Bilbao, Spain)

Paper 02: The institutionalization of ethical formation at the University Level: ethical discussion across the curriculum at Los Andes University, in Bogota Colombia

Juny Montoya-Vargas (Universidad de los Andes, Bogotá, Colombia)

Paper 03: Can knowledge acquired amidst war and conflict in non-formal settings be transferred into a formal Political Science Program for Peace? If so, what needs to be done?

Rosario Jaramillo-Franco (University Institute for Peace, Barrancabermeja, Colombia)

PS 1.1 10:30 – 12:00	Moral psychology	Location / Local GLICÍNIA A
---------------------------------------	-------------------------	--

Children's strategies for self-correcting their "mistakes" in the moral, conventional and personal domains: implications for moral agency

Allegra Midgette (University of California, Berkeley, USA)

Previous research has found that when children engage in social and moral transgressions, they employ various strategies to either remedy or explain their behavior (Nucci, 1985; Pasupathi & Wainryb, 2010). However, there have been no systematic investigations into the actual strategies children employ to "correct" their behavior in future situations. Therefore, this paper investigated the developmental changes in children's reasoning about their self-defined mistakes across the three domains suggested by social domain theory, and children's strategies for self-correction. Implications for studying and expanding our definitions of moral agency and improving social and emotional learning programs are discussed.

Self representation, feelings and values in children and adolescents with ADHD

Betânia Dell' Agli, Sylvia Maria Ciasca (Universidade Estadual de Campinas, Campinas, Brazil)

The aim of this study was to analyze aspects of the self-construction in students with ADHD. Participated of the study 36 children and adolescents of both sexes and ages between 8-14 years old. Clinical interview was conducted by hypothetical history. They showed negative representation of themselves as students. They did not show guilt feeling about their conflicts, projecting the guilt on the others. About the values, there was not difference between the positive and the negative in relation to the study. It is believed in the need of expanding the studies about self-construction in children and adolescents with ADHD.

The feeling of shame in children and adolescents with attention deficit and hiperactivity disorder (ADHD)

Ana Fernandes, Betânia Dell' Agli, Sylvia Ciasca (State University of Campinas, Campinas, Brazil)

The aim of the study was to understand the judgment of the feeling of shame in situations of violation of the rules, involving parents, teachers and peers in 10 children and adolescents diagnosed with Attention Deficit and Hyperactivity Disorder and 10 without behavioral complaints. Moral development and understanding of the feeling of shame were investigated using hypothetical stories. The results showed that the level of moral development was similar, but showed differences between the groups with regard to understanding the feeling of shame in situations of violation of the rules and in relation to those involved in the stories.

Self-reported moral behaviours, social desirability, empathy, and values in four countries

Klaus Helkama (University of Helsinki, Helsinki, Finland), Liisa Myyry (University of Helsinki, Helsinki, Finland), Kristina Petkova (Bulgarian Academy of Sciences, Sofia, Bulgaria), Joaquim Pires Valentim (Universidade de Coimbra, Coimbra, Portugal), Kadi Liik (University of Tallinn, Tallinn, Estonia), Toomas Niit (University of Tallinn, Tallinn, Estonia)

University students (n=746) from Bulgaria, Estonia, Finland, and Portugal were given a list of 30 morally relevant behaviours (MRB), drawn up by a panel of experts, the Paulhus Social Desirability (SD)Scale, the Schwartz Value Survey, and Davis' Interpersonal Reactivity Index. A factor analysis of MRB yielded 4 dimensions: prosocial behaviours, interpersonal transgressions, secret transgressions, and antisocial behaviours. While the three latter dimensions were largely predicted by SD, prosocial behaviours were not. They were related to universalism (in Estonia) or empathy (in the 3 other countries).

PS 1.2 10:30 – 12:00	Religion, philosophy, and morality	Location / Local GLICÍNIA B
---------------------------------------	---	--

Morality and modernity: A values analysis of the Protestant ethic in Brazil and the US

Kaye Cook (Gordon College, Wenham, MA, USA), Suzana Ramos Coutinho (Mackenzie University, São Paulo, Brazil), Rodrigo Franklin de Sousa (Mackenzie University, São Paulo, Brazil), Isabelle Skillen (Gordon College, Wenham, MA, USA), Si-Hua Chang (Gordon College, Wenham, MA, USA), Peter Hill (Biola University, La Mirada, CA, USA)

Parallel interviews will be conducted in Boston and Sao Paulo with 10 Protestant adults (5 males, 5 females) in each setting who have been pastor identified as mature church members, and a comparison sample of 10 non-Protestants. Measures allow assessment of values which change with modernity, including agency and communion (Frimer & Walker, 2009), values hypothesized to be present in Protestants according to the Protestant ethic (Schwartz, 2006), and cultural ethics, i.e., Shweder's ethics of community, autonomy, and divinity. Results contribute to the literature on the cultural context of values, with focus on recent growth in this particular Brazilian subculture.

Is something missing? The Catholic understanding of conscience: a critical appraisal

Daniel Fleming (The Broken Bay Institute, Sydney, Australia)

This paper analyses the Catholic philosophical understanding of conscience in order to assess whether it can remain credible today. The paper looks to three potential threats to this vision of conscience: new forms of determinist moral psychology; the rise of attention to the role of ideology in moral reasoning; and problem of Catholic ethics focusing its attention on abstract moral reasoning about specific moral issues and not on conscience formation. The paper utilizes moral philosophy and psychology to respond to these challenges, and provides a vision for a refined Catholic philosophy of conscience which is credible in our current context.

The mind in a meal: mind perception of animals in vegetarians and omnivores

Eric Marx, Gabriella Murray (Stephens College, Columbia, MO, USA)

The current study aimed to explore how accordance of mind to animals differs according to diet preferences. Mind perception ratings of 32 animals from 236 participants formed two components: experience and agency, which explained 37-48% and 33-

46% of variance in mind perception, respectively. Higher consumers of animal products ascribed less agency to animals than did those who consume few to no animal products, but perceptions of experience in animals were largely consistent across diet preference. The present study provides further support for the “meat paradox” and adds to knowledge of the construction of mind perception.

PS 1.3 10:30 – 12:00	Approaches to moral education	Location / Local GARDÊNIA A
---------------------------------------	--------------------------------------	--

Current approaches to moral education in the State of Oklahoma

Sula You (University of Oklahoma, Norman, OK, USA)

The purpose of this inquiry is to illustrate the present condition of moral education in the State of Oklahoma. In Oklahoma, Character Education is increasingly implemented, but broadly, one may say that Oklahoma does not have specific curricular identity or location for public moral education. Accordingly, in order to know what Oklahoman moral education looks like, we need to find more expansive information. For mapping moral education in Oklahoma, teacher interviews were conducted in addition to examining a variety of relevant documents.

Moral education for self-affirmative consciousness in East Asia --Clinical comparison of consciousness of children

Kohtaro Kamizono (Nagasaki Institute of Applied Science, Nagasaki, Japan), Ko Okazaki (Nagasaki University, Nagasaki, Japan)

Moral education differs between Japan and China. Will this difference be reflected in the consciousness of children? The authors carried out the same 5 lessons in schools in Nagasaki-prefecture and in Shenyang-city. The purpose was to enhance self-affirmative consciousness, and we employed an association method for an assessment. As a result this of lesson an enhanced self-affirmative consciousness was observed in both Japan and China. However, the qualitative direction was different: the Japanese tendency was interpreted as a reflection of democratic individuality, and the Chinese tendency was interpreted as a reflection of politics for love for country.

Transformative learning as moral education for East African youths

Andrew Nalani, Andrew C. Garrod (Dartmouth College, Hanover, NH, USA)

Transformative learning happens when an individual changes a meaning-making scheme after undergoing a disorienting dilemma. Although transformative learning theory and praxis have facilitated lifelong adult learning, they also have significant implications for the moral development of youth. This paper examines a pilot leadership program, The African Youth Leadership Experience, for East-African youth between ages fifteen and twenty, which the first author co-designed and directed using transformative learning principles and arts-based practices with the goals of developing self-awareness, promoting dialogue across gender, ethnic and religious differences, and encouraging community engagement—all aspects of moral education.

Bounded tolerance as moral education

John Covalesskie (University of Oklahoma, Norman, OK, USA)

In this paper I argue that tolerance as a democratic virtue is both somewhat incoherent and frequently undesirable. Part of moral formation is learning what one's morally normative community finds constitutively obligatory and what it finds constitutively prohibited, intolerable. Moral outrage at the intolerable is how members learn the norms (as opposed to the rules or laws) of their community. Democratic politics must have a broad range of norms, but at the same time there must be limits: not everyone is fit to play the game of democratic life, nor does everyone wish to do so.

PS 1.4 10:30 – 12:00	Ética e Contemporaneidade	Location / Local GARDÊNIA B
---------------------------------------	----------------------------------	--

Algumas considerações sobre a Ética habermasiana, a Teoria de Piaget e a formação ética do pedagogo no Brasil

Bruna Assem Sasso, Patrícia Unger Raphael Bataglia (Universidade Estadual Paulista, Marília, Brasil)

De cunho bibliográfico, este trabalho objetiva além de procurar entender qual o real sentido da ética discursiva que Habermas releva para, então, traçar-se aproximações e/ou distanciamentos entre eles; também situar a formação ética do pedagogo, a fim de, sobretudo, discutir a aplicabilidade das referidas teorias na realidade da formação do educador. Conjecturou-se apresentar a teoria de Piaget, em relação à linguagem, numa visão dinâmica e dialógica, o que, por sua vez e à primeira vista, não pôde garantir uma total convergência com a ética habermasiana. Por fim, destaca-se a necessidade de se vivenciar a ética nos cursos de Pedagogia.

O ideal de autenticidade no contexto da contemporaneidade

Márcia de Oliveira Cruz (Instituto Federal de São Paulo, São Paulo, Brasil)

Ser autêntico. Na indeterminação dos tempos atuais, tal aspiração ainda existe? Se existe, o que significa isso hoje? É um ideal ético ou simplesmente um sintoma do individualismo? Em que medida o investimento no autoconhecimento e na realização dos projetos pessoais coloca em segundo plano os projetos voltados para a coletividade e o compromisso com a vida pública? Tais questões precisam ser analisadas à luz da hermenêutica do sujeito, pois envolvem a constituição da identidade pessoal. Elas também requerem a compreensão da emergência da ideia de consciência, no âmbito da concepção moderna de mundo, e dos pressupostos da sociedade individualista.

Por um novo lugar: condições e imagem moral do homem

Flávia Martins Guimarães Fung (Pref. Municipal de Campinas- Universidade S. Francisco - Faculdade Pitágoras, Campinas, Brasil)

Este artigo trata da obra de Victor Hugo, Os Miseráveis, em sua versão para o cinema, tendo como foco de estudo ética, desenvolvimento e conduta moral humana. Sob o fundamento teórico de pensadores como Aristóteles, Durkheim, Freud, Adler, La Taille e principalmente da teoria do desenvolvimento Moral de Kohlberg, base para a análise do perfil moral representado pelos principais personagens do dilema, questões sobre certo e errado, possibilidade de formação de uma moral coletiva e o fato de que cada um dá significado particular a um enredo vivido em tempo e espaço comuns, conduzem este estudo.

Desafios da formação ética na Educação Profissional, Científica e Tecnológica no Brasil

Vinicius Nunes (Instituto Federal de Educação Profissional, Científica e Tecnológica, Coxim, MS, Brasil), Leonardo Lemos de Souza (Universidade Estadual Paulista, Marília, SP, Brasil)

A crise de paradigma ético é tema discutido por muitos pensadores e preocupação perceptível no discurso cotidiano. A formação ética é uma possibilidade no contexto educacional e, no Brasil, deve alcançar a todas modalidades educacionais. A

Educação Profissional, Científica e Tecnológica (EPCT) é uma dessas modalidades e está em processo expansão no país. Assim, a pesquisa apresentada teve como questão central: como ocorre a formação ética na EPCT? Os resultados sugerem que é oportuno inserir formação ética na lista de tópicos relevantes a serem discutidos, quer no âmbito acadêmico quer no campo das políticas públicas educacionais.

LUNCH

12:00 - 1:30 PM

ALMOÇO

12h00 às 13h30

New member gathering

SYMPOSIUM/PAPER SESSION 2

1:30 – 3:00 PM

SIMPÓSIOS/COMUNICAÇÕES ORAIS 2

13h30 às 15h00

SYP 2.1 1:30 - 3:00	Construção e aplicação de uma escala de valores sociomoraís	Location / Local: ORQUIDEA
-------------------------------	--	---

Organizer: *Patricia Bataglia* (Universidade Estadual Paulista, Marília, SP, Brasil)

Esse simpósio tem por objetivo apresentar o processo de construção, aplicação e validação da Escala de Valores Sociomoraís. Os valores abordados por esta Escala são justiça, respeito, solidariedade e convivência democrática. Tais valores foram eleitos tendo por base os Parâmetros Curriculares Nacionais (BRASIL, 1997) que colocam a Ética como um dos temas transversais na Educação e elegem tais valores como os mais importantes para o desenvolvimento moral e ético de crianças e adolescentes. A amostra foi composta por estudantes do ensino Fundamental e Médio (4503 crianças e 4193 jovens) e professores de Educação Básica (1310) em escolas públicas e privadas do estado de São Paulo, Brasil. Os referenciais teóricos utilizados para a elaboração da Escala foram autores da psicologia do desenvolvimento como Piaget, Kohlberg e Selman, dentre outros. A metodologia envolveu a construção de uma matriz dos valores com seus descritores, a elaboração de itens sobre cada valor e o uso de questionário com histórias em situações-problema e alternativas pró e contra valor em três níveis de perspectiva social: egocêntrica, sociocêntrica e moral e; a aplicação da teoria de resposta ao item segundo o modelo para itens politômicos. A partir desta metodologia foi possível classificar os participantes segundo o seu nível de adesão a cada um dos valores e posteriormente relacionar o nível de adesão às características de perfil e de contexto escolar e familiar dos participantes. Alguns dos resultados mais importantes foram: os professores posicionaram-se em níveis mais avançados de adesão aos valores do que jovens e crianças, as progressões observadas foram diferentes em cada valor. O valor que obteve índices de adesão mais avançados foi a solidariedade, seguindo-se os valores de respeito e justiça. O valor com índices de adesão menos avançados foi o de convivência democrática. Nas relações com as variáveis obtivemos que as meninas tiveram médias de adesão aos valores maiores que os meninos em todas as séries escolares. Os estudantes de séries mais avançadas tiveram maiores médias do que os de séries mais iniciais e como um dos resultados mais profícuos em termos de estabelecimento de propostas de trabalho em educação moral, constatou-se a forte relação entre a qualidade das relações vividas na escola e o modo de adesão aos valores. Quanto mais as interações na escola foram sentidas como positivas, maiores as adesões aos valores e mais amplas as perspectivas sociais em que se embasaram. Serão apresentados neste simpósio três trabalhos. Os professores Raul Aragão Martins, Patricia Unger Raphael Bataglia e o doutorando Adriano Moro apresentarão o processo de construção do instrumento. As professoras Maria Suzana Menin e Marialva Tavares apresentarão os resultados do estudo e seu processo de validação e as professoras Telma Pileggi Vinha e Luciene Paulino Tognetta apresentarão as relações entre os resultados e as variáveis de perfil e contexto dos sujeitos.

Paper 01: Processo de construção da escala de valores sociomoraís

Raul Aragão Martins (Universidade Estadual Paulista, São José do Rio Preto, Brasil), *Patricia Unger Raphael Bataglia* (Universidade Estadual Paulista, Marília, Brasil), *Adriano Moro* (Universidade Estadual de Campinas, Campinas, Brasil)

Paper 02: Resultados da aplicação e validação da escala de valores sociomoraís

Maria Suzana de Stefano Menin (Universidade Estadual Paulista, Presidente Prudente, Brasil), *Marialva Tavares* (Fundação Carlos Chagas, São Paulo, Brasil)

Paper 03: Relações entre os resultados da aplicação de validação da escala de valores sociomoraís e variáveis de perfil e de contextos

Telma Pileggi Vinha (Universidade Estadual de Campinas, Campinas, Brasil), *Luciene Regina Paulino Tognetta* (Universidade Estadual Paulista, Araraquara, Brasil)

SYP 2.2 1:30 - 3:00	Civic understanding and deep culture; examples from China	Location / Local: JASMIN
-------------------------------	--	---

Organizer: *Helen Haste* (Harvard Graduate School of Education, Cambridge, MA, USA)

As every nation has its own processes and institutions of citizenship and its own dominant civic values, young people's civic development needs to be understood within local contexts. Culture and tradition frame the moral and civic definitions, narratives and discourses upon which young people draw to make sense of their civic world. The project conducted by Zhao, Selman and Haste with young people in Shanghai and Nantong about civic and moral beliefs is yielding many insights both specifically about China, and also about how cultural factors affect the construction of core concepts and values. China is self-consciously in transition from a Communist society with a strong collectivist ethos, to a society which both embraces entrepreneurial values and competition, and also is reinterpreting and reclaiming many traditional Confucian values. Furthermore, how the young people address and resolve civic and moral questions is often markedly different from what is found in Anglophone research. This panel presents four papers exploring aspects of these issues. The paper by Haste et al. looks at how 8th and 11th grade students conceptualize a 'good person' and a 'good citizen'; how these are similar and different, and

what they reflect about civic understanding. The paper by Zhang et al looks at teachers' perspectives on the desirability or otherwise of students' engagement in civic action, and also how these perspectives relate to their beliefs about good personhood and good citizenship. The paper by Zizek reports a close reading of how students talk about the performance of particular roles within the community, and how this talk shows a contrast between the collectivist ideology and an emergent more individualistic perspective. The paper by Zhao and Selman reports how Chinese adolescents respond to a hypothetical situation that involves witnessing a student being teased for wearing a pair of ratty shoes, and the dilemma they face between the feeling of compassion for others in distress and the need to protect self-interest in a society that is perceived as discouraging if not punishing compassionate action. Overall, the panel's papers present an in-depth analysis of the management of beliefs, values and concepts in the process of cultural change.

Paper 01: Is a good citizen a good person? Cultural implications of the concept of 'low moral quality'

Helen Haste (Harvard Graduate School of Education, Cambridge, MA, USA), *Xu Zhao* (University of Calgary, Calgary, Canada), *Xin Xiang* (Harvard Graduate School of Education, Cambridge, MA, USA), *Ashley Lee* (Harvard Graduate School of Education, Cambridge, MA, USA), *Megan Cotnam-Kappel* (Harvard Graduate School of Education, Cambridge, MA, USA), *Zhi Liu* (North East Normal University, Changchun, China), *Siwen Zhang* (Harvard Graduate School of Education, Cambridge, MA, USA)

Paper 02: How Chinese teachers conceive good (and appropriate) civic action

Siwen Zhang, *Helen Haste*, *Xu Zhao* (Harvard Graduate School of Education, Cambridge, MA, USA)

Paper 03: How 11th Graders in rural and urban Chinese Schools talk about civic ideology

Boris Zizek (Gutenberg University Mainz, Mainz, Germany)

Paper 04: The Ratty Shoe case: when and why do Chinese youth consider taking compassionate action as a good and bad idea?

Xu Zhao (University of Calgary, Canada), *Robert L. Selman* (Harvard University, Cambridge, MA, USA)

SYP 2.3 1:30 - 3:00	Professional ethos of teachers: what does it mean? (Part 1)	Location / Local: ANTÚRIO
--------------------------------------	--	--

Organizer: *Horst Biedermann* (University of Salzburg, Salzburg, Austria), *Fritz Oser* (University of Fribourg, Fribourg, Switzerland)

In the past decade the concept of teachers' professional ethos was widely discussed and empirically modeled. In this effort one of the major problems consist in the distinction of ethos compared to similar constructs: If we state that professional ethos is neither social climate, nor moral judgment, nor a pro-social structure, nor just care – how can we conceive it and what are possible parts of its essence? To conceive ethos we must define it negatively in a first attempt. To possess not professional ethos means to be unaware of the necessity as helping each student to be involved, taking in account the weakness of each learner, taking responsibility for learning processes etc. Turned positive, teachers' professional ethos (1) is always related to a concrete teaching act, (2) means accountability and availability with respect of this teaching act, and (3) is routed in professional community that certificates for this special teaching act. Nevertheless it is used differently, and Heinzer (2015) demonstrated that researcher use it in different understandings (as an attitude towards moral values, a prosocial commitment, a virtue, a cognitive ability to judge a teaching act morally, a sensitivity etc. – see also Oser, 1998). This double-symposium has two parts and goals: On the first part we give an overview on the notion of ethos. And on the second part we articulate the concept of teachers' ethos with respect to different aspects as school administration, ICT-leadership, teacher performance of understanding etc. The first part of the symposium contains three papers referring to the question of what does professional ethos of teachers mean: In a first paper Oser and Biedermann analyze situation specific reactions of odd teaching situations. Embedded in this part the authors give an overview over the structure of the new handbook on teacher ethos in addition. The second paper of Selman, Barr, Lowenstein & Adalbjarnardottir pose the question how teachers bring together the three elements (1) fostering a climate of respect and safety, (2) creating opportunities for civic engagement and critical reflection of subject matter, and (3) engaging students in building positive peer relationships. Concluding this first part of the symposium in the third paper Araujo considers the question of forming teachers to construct a school ethos based on moral values. The second part of the symposium covers the topic of how does professional ethos of teachers work: Veugelers and Schuitema start with a paper on how teachers handle controversial issues, what topics they find controversial, how do they work with these controversial issues, and how do they react in view of the fact that students bring in these controversial issues. The fifth paper of Higgins-D'Alessandro, Guo and Merriweather shows that teacher ethos is separable from school climate and can be enhanced by interventions that connect curricular expertise with school-wide reform. And the sixths and last paper of Biedermann and Oser sketches empirically the ethical leadership of teachers with respect to the responsible handling of their students in the field of information and communication technology.

Paper 01: Situated ethos: conceptual differences concerning an often used construct

Horst Biedermann (University of Salzburg, Salzburg, Austria), *Fritz Oser* (University of Fribourg, Fribourg, Switzerland)

Paper 02: How teachers respond to ethical issues that arise in classrooms? Code development in a measure of teacher performance of understanding

Robert Selman, *Dennis Barr*, *Ethan Lowenstein*, *Sigrun Adalbjarnardottir* (Harvard University, Cambridge, MA, USA)

Paper 03: Forming teachers to construct a school ethos based on moral values

Ulisses Araujo (University of Sao Paulo, São Paulo, Brazil)

PS 2.1 1:30 – 3:00	Ética, ciudadanía y desarrollo moral	Location / Local: PETÚNIA
-------------------------------------	---	--

Epistemological challenges to the psychological versions of moral development

Alicia Barreiro, *José Antonio Castorina* (University of Buenos Aires - National council of scientific and technical research, Buenos Aires, Argentina)

The aim of this presentation is to discuss the scope and limitations of the concept of development in moral psychology. We examine the theoretical responses given to: Does moral development follows the rationality immanent to cognitive development or it is determined by context? ¿What is the involvement of biological disposition in that process? ¿It is possible to attribute a central role to reconstructive individual activity into the appropriation process of values and collective beliefs? Finally, we establish provisory balance considering the multiplicity of meanings of the term development, as well as ethic and epistemological assumptions that underlie to psychological research.

Lo que piensan los estudiantes sobre la enseñanza de los ‘temas controversiales’ en el curso de historia

María Isabel Toledo Jofré (Universidad Diego Portales, Santiago, Chile), Abraham Magendzo (Universidad Academia de Humanismo Cristiano, Santiago, Chile), Virna Gutiérrez (Universidad Diego Portales, Santiago, Chile), Ricardo Iglesias (Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile), Ramón López-Facal (Universidad de Santiago de Compostela, Santiago de Compostela, España)

Se analiza lo que informan los estudiantes sobre la enseñanza de ‘temas controversiales’ durante el primer ciclo de enseñanza secundaria. Se encuestó 1210 estudiantes de una muestra no-probabilística, aleatoria y estratificada. Se utiliza estadística descriptiva y se construye una tipología de profesores. Los temas más controversiales corresponden a violaciones de derechos humanos. Los profesores presentan distintas interpretaciones y desarrollan actividades, estrategias, procedimientos didácticos y evaluaciones innovadoras. Ellos asumen un rol activo, valoran el diálogo, solicitan la opinión del profesor y desean construir sus interpretaciones. Pero, para que la transformación pedagógica ocurra, se requiere del despliegue de prácticas empoderadoras y transformadoras.

La vida buena como propiedad emergente de la ciudadanía

Miguel Moreno, Sanjay Nanwani (Universidad de los Andes, Bogotá, Colombia)

El propósito de la ponencia es explorar el concepto de vida buena a partir del constructo sistémico de emergencia. El marco de la propuesta es el desarrollo de un modelo de formación de ciudadana sistémica. Se desarrolla el concepto de vida buena desde una perspectiva aristotélica, enmarcándolo en la discusión de ethos. Finalmente, se presenta una comprensión del concepto de emergencia y un análisis de la vida buena en términos de 6 criterios que permite afirmar que la vida buena es una propiedad emergente de la ciudadanía.

Seguimiento a la ética a través del currículo desde la investigación-acción

Angela Salas García, Mónica Almanza, Juny Montoya (Universidad de los Andes, Bogotá, Colombia)

Presentamos la construcción de una forma de seguimiento a los cursos disciplinares que incluyen un componente de ética. En esta experiencia se usó la metodología de investigación-acción así que describimos el proceso de i) formular objetivos de aprendizaje sobre la formación ética, ii) introducir estos objetivos de manera transversal en el currículo y ii) reflexionar sobre dos actividades que usan para alcanzar esos objetivos (análisis de dilemas y portafolios). A partir de estos aportes se espera abrir una discusión sobre las posibilidades de evaluación de la formación en ética a través del currículo.

PS 2.2 1:30 – 3:00	Factors in moral development	Location / Local GLICÍNIA A
-------------------------------------	-------------------------------------	--

The effect of moral inclusion/exclusion, empathy, and perspective-taking on moral judgment: a comparison between Finnish and Chinese students

Shanyi Peng, Klaus Helkama (University of Helsinki, Helsinki, Finland)

This study aimed to find out the effects of moral inclusion/exclusion, empathy, and perspective-taking on moral judgment. Starting from a study by Passini (2014) who found that the group membership of the protagonists in moral dilemmas influenced the moral reasoning scores of those participants who tended to morally exclude out-group members, an attempt was made to experimentally examine the mechanism behind this finding. It was hypothesized that exposure to a dilemma with an out-group protagonist leads to switching off empathy and social perspective-taking.

The importance of narratives and stories to moral development

Sonia Maria Pereira Vidigal (University of São Paulo, São Paulo, Brazil/CAPES), Mariana Guimarães Wrege (State University of Campinas, Campinas, Brazil/CAPES)

The power of the narrative is broadly discussed in different areas claiming that when people engage with a story they tend to connect with the plot and act towards the object that is being proposed. Many of the skills that are developed when someone connects with a narrative are necessary for moral development. In the Education field the use of the narrative should be broader than just developing language skills or promoting entertainment. This paper discusses the importance of stories to engage people in the stories’ plot and how this could help them develop moral values and moral reasoning.

Ten things exemplars reveal about morality and its development

Lawrence Walker (University of British Columbia, Vancouver, Canada)

This presentation highlights ten major findings from a program of research on moral exemplars. At the outset, the case is made for the utility of studying exemplars. The exemplars in the research reviewed here were either recipients of awards for moral action or historical figures who were rated by experts on their moral character. The findings support a dispositional explanation for their behavior, reveal different varieties of moral exemplarity, indicate that personality helps to bridge the judgment–action gap, identify the foundational core of moral functioning, and suggest that moral motivation arises through the synergistic integration of agency and communion.

(Don’t fear) The psychopath: conditioned fearlessness and neurological implications

Kaylee Seddio (University of North Texas, Denton, TX, USA)

The proposed theoretical paper investigates the relationship between fear, parental attachment, empathy, and brain function in criminal psychopaths. Much of the research concerning psychopathy have found stimulus-reinforcement learning deficits in this population, specifically regarding fear and threat detection. Without a secure attachment figure, the child never learns appropriate fear responses. To date, no studies have made the link between parental attachment, HPA, and its role on stimulus-reinforcement learning. Based on the psychopathy literature, it is reasonable to converge each of these variables into an eclectic theoretical model for investigation.

PS 2.3 1:30 – 3:00	Youth's sense of purpose in life	Location / Local GLICÍNIA B
-------------------------------------	---	--

Youth purpose and the meaning of emotions and feelings in reasoning

Cristina Satie de Oliveira Pátaro (State University of Paraná, Campo Mourão, Brazil)

Based on Organizing Models of Thinking theory and on the concept of youth purpose (Damon, 2008), this paper analyses the relations among feelings, emotions and Brazilian youth purposes. Data were collected from 30 high school students, using interview related to youths' concerns and previous experience, identity, daily activities, ideal world, future projections, as well as feelings and emotions regarding to these issues. It was identified different organizing models applied by participants, which showed different meanings assigned to feelings and emotions mentioned. The results suggest that meanings of feelings and emotions in reasoning have influences on youth purpose engagement.

Youth purpose and the Organizing Models of Thinking data analysis method

Valeria Amorim Arantes (University of São Paulo, São Paulo, Brazil)

Based on the Organizing Models of Thinking theory (Moreno et al., 1988) as a theoretical and methodological framework, this research aims to extend the study of relations between cognition and affectivity on Brazilian youth purposes. It is also grounded on the concept of purpose developed by William Damon (Damon et al., 2003; Damon, 2008). In this paper, we focus on the functional aspects of reasoning by describing the steps of data analysis that gives visibility to mental processes and to a continuum towards thinking, feeling and acting. It is emphasized the regularities, the diversity and singularities of human reasoning.

Youth purpose and happiness – a study based on the Organizing Models of Thinking

Mariana Gonçalo, Valéria Amorim Arantes (University of São Paulo, São Paulo, Brazil)

This study aims to identify and understand the beliefs that young people have in relation to their projections for their future and what they consider happiness. The research was based on the Organizing Models of Thinking theory (Moreno et al., 1988) as a theoretical and methodological framework, and also on the concept of purpose developed by William Damon (Damon et al., 2003; Damon, 2008). The data were collected with young students from public schools in the five Brazilian regions.

Integration and regulation of values and feelings in youth Brazilians purposes

Viviane Pinheiro (University of São Paulo, São Paulo, Brazil)

This work aims to investigate the processes of integration and regulation between values and feelings present in young Brazilians purposes. Coming from a big research on Youth Brazilians Purposes, we used the responses of 200 young students from public schools of the Brazilians five macro-regions to the questionnaire prepared by the Stanford Center on Adolescence, adapted to the purposes of this research. The analysis, based on the framework of the Thought Organizing Models Theory, showed that there are complexes of values and feelings that govern the psychic organization in the development of purposes.

PS 2.4 1:30 – 3:00	Moral, democratic and character education	Location / Local GARDÊNIA A
-------------------------------------	--	--

An action research on character education approaches in an teaching university library

Yanan Xie (Northeast Normal University Library)

Since 2013, the researcher has explored the approaches of character education in an teaching university library through online course of data searching, course of information literacy service learning and course of reading skills service learning.

Contributions of a moral education curriculum in a high school to the development of youth purpose

Hanna Cebel Danza, Valéria Amorim Arantes (University of São Paulo, São Paulo, Brazil)

This research aimed to investigate high school students purpose and the contributions of a moral education curriculum for their purposes. The research was conducted with 120 students of one school in São Paulo city (Brazil) who had a systematized moral education program being developed in its daily curriculum activities. Results showed purposes structured by values such as work, family, social and financial raise and social commitment. The data suggest, moreover, that pedagogical activities developed by the school have contributed to the improvement of self knowledge and ethical sense of purposes.

Learning opportunities to foster democratic competence at schools. Empirical results from a pilot study using the Konstanz Method of Dilemma Discussion (KMDD)

Daniel Tello Silva (Universidad de Concepción, Chile)

Students can have opportunities to experience democracy to foster their competence within the school life. The purpose of the current pilot study was to evaluate the use of KMDD on students of two secondary schools in Chile (260 students). The MJT was used to assess the results. Pre-test showed an average low level (C-Score between 14.67 and 21.98). After KMDD sessions, all the groups rise their C-Score between 1% and 15%. KMDD offers a method to develop moral-democratic competence during the school time in short structured sessions. Their results depend on the experience of the instructor (Lind, 2009).

Rhythm of life: an articulation between moral education and narrative therapy

Adriana Müller (Crescent/FDV, Vitória, ES, Brazil)

This work aims at presenting an articulation between moral education and narrative therapy, using the Rhythm of Life methodology as an example. Moral education happens in different social contexts, always aiming to form autonomous, cooperative and ethical individuals who can be the protagonists of changes. Narrative therapy considers that each person's story is intertwined with a sociocultural context, and, when shared, these stories can contribute to the life of others. The 'Rhythm of Life' is a collective narrative practice methodology that uses the music metaphor to help people to be the legitimate author of their lives.

PS 2.5 1:30 – 3:00	Desenvolvimento moral em crianças e adolescentes	Location / Local GARDÊNIA B
-------------------------------------	---	--

Avaliação do nível de desenvolvimento moral crianças e adolescentes

Alice Melo Pessotti, Antonio Carlos Ortega, Heloisa Moulin de Alencar (Universidade Federal do Espírito Santo, Vitória, Brasil)

Este estudo teve por objetivo analisar o nível do desenvolvimento moral alcançados por crianças e adolescentes. Para isso, aplicamos o Instrumento de Avaliação do Desenvolvimento Moral (IANDM), composto por oito itens apresentados por Piaget

(1932/1994). Participaram desta 60 estudantes com idades entre 5 e 10 anos. Os resultados mostraram que crianças de 5 anos em sua maioria foram classificadas como nível I, de 10 anos predominantemente como nível II e de 15 anos, entre os níveis II e III. Fica evidente a evolução do nível de desenvolvimento moral e os dados obtidos na pesquisa, tal qual proposto por Piaget.

Observação da ação da trapaça: um estudo com crianças e adolescentes

Alice Melo Pessotti, Antonio Carlos Ortega, Heloisa Moulin de Alencar (Universidade Federal do Espírito Santo, Vitória, Brasil)

O objetivo desta pesquisa foi verificar se crianças e adolescentes trapaceiam em uma situação de jogos de regras. Participaram 60 estudantes, com idades entre 5 e 10 anos. Para a concretização do estudo realizamos um experimento no qual havia um campeonato entre a pesquisadora e o participante, que eram observados através de espelho unidirecional. Verificamos maior incidência de comportamentos de trapaça entre os participantes de 5 anos (n=18; 90%), em relação aos de 10 anos (n=7; 35%) e de 15 anos (n=20; 100%). Isso permite notarmos que há relação a incidência dos comportamentos de trapaça e a faixa-etária pesquisada.

Aprendizagem Baseada em Problemas e práticas pedagógicas no Ensino Fundamental

Selma Regina de Oliveira, Cleide de Oliveira Fernandes (Universidade de São Paulo / Universidade Virtual do Estado de São Paulo, São Paulo, Brasil)

A Escola EMEB Rotary Club, priorizou realizar intervenções pedagógicas no projeto pedagógico escolar articulada com a Aprendizagem Baseada em Problemas. No decorrer dos anos de 2012, 2013, 2014 e 2015 com a participação de 10 professores. Os resultados dos projetos no decorrer dos anos foram: 60% acreditam na relevância da Aprendizagem Baseada em Problemas; 60% nas práticas democráticas como uma prática pedagógica mais significativa para o aluno, já para 70% é importante a formação continuada na escola. As maiores dificuldades descritas pelos docentes referem-se à desmotivação dos alunos; problemas de disciplinas, e principalmente a relação com a família.

Atitudes que contribuem para a prática do estudo no Ensino Fundamental: A experiência de um projeto de autorregulação da aprendizagem

Carolina Aparecida Tenca, Jussara Tortella (Pontifícia Universidade Católica de Campinas, Campinas, Brasil)

Este trabalho apresenta constructos teóricos e pesquisa que buscou identificar as mudanças de atitudes manifestadas por alunos do 5º ano do Ensino Fundamental participantes do Projeto “Aprender a aprender”. Os dados coletados por meio de narrativas dos oitenta e cinco alunos, entrevistas com três professoras e inventários de autorregulação evidenciaram mudanças por parte dos alunos com relação às suas atitudes perante os momentos de aprendizagem e que projetos podem colaborar para melhores relações dos alunos com seu próprio processo de aprendizagem e na construção da autonomia e de atitudes de ajuda e colaboração com os pares na escola.

SYMPOSIUM/PAPER SESSION 3

3:00 – 4:30 PM

SIMPÓSIOS/COMUNICAÇÕES ORAIS 3

15h00 às 16h30

SYP 3.1 3:00 - 4:30	Moral education and the work of Paulo Freire	Location / Local ORQUIDEA
--------------------------------------	---	--

Organizer: *Wiel Veugelers* (University of Humanistic Studies Utrecht, Utrecht, The Netherlands)

The Brazilian pedagogue Paulo Freire had an enormous influence on theory and practice of education in all parts of the world. His educational work was on empowering people and creating a more just world. Freire presented his work more as educational and political than as moral. But following his way of thinking we would argue that all political is moral and all moral is political, or at least embedded in political power relations. Freire’s educational work became influential in the seventies and eighties, in the same period as Kohlberg and colleagues developed their theories and practices on moral development and education. Being for the first time in Latin America, the Association of Moral Education wants to pay attention to the work and legacy of Paulo Freire and the relationship of his work with moral education. In this symposium we will analyze which moral values Freire was emphasizing in his writing and his practice, and which educational environments and experiences he tried to build. We also will focus on contemporary developments in the ‘Freirian’ tradition.

Paper 01: The moral in Paulo Freire’s work and what moral education can learn from Paulo Freire

Wiel Veugelers (University of Humanistic Studies Utrecht, Utrecht, the Netherlands)

Paper 02: Intercultural ethics from Paulo Freire’s point of view

Manuela Guilherme (Centro de Estudos Sociais, Universidade de Coimbra, Portugal / Departamento de Letras Modernas, Universidade de São Paulo, São Paulo, Brasil)

Paper 03: The moral and political in Pedagogy in Latin America

Oscar Espinoza (Programa Interdisciplinario de Investigaciones en Educación (PIIE))

SYP 3.2 3:00 - 4:30	The understanding youth have of the social conflicts that arise in their schools and in their countries: lessons from Brazil, Israel, and the United States	Location / Local JASMIN
--------------------------------------	--	--

Organizer: *Robert Selman* (Harvard University, Cambridge, MA, USA)

The premise of this symposium is that whether one is listening to how students talk about the interpersonal social conflicts that arise among students in their classrooms, or the intergroup conflicts that arise between factions within their society, there are analytic frameworks that can be used to understand the qualities of their interpretations of and communications about social actions and events. In Study 1, Observations of students’ (ages 3 to 14) interpersonal conflicts that occur in classrooms in Sao Paolo, Brazil; analyzing causes, strategies and outcomes. 250 students across ages 3 to 14 in 6 Brazilian public schools were observed and interviewed about what conflicts they saw in their classes and how they would resolve them. Comparisons of their explanations and suggestions are made across age and gender. In Study 2, Acts of Taking Social Perspective: A Functional Construct and the Validation of a Performance Measure for Early Adolescents, a new method to assess how early adolescents in the United States use their social perspective taking (SPT) skills in multiple-actor social problems is described. The validity and

reliability of this new scenario based Acts of Social Perspective Taking Measure is described. In Study 3, Peace Building: An analysis through the lens of Acts and Levels of Social Perspective Coordination, the discussion among Israeli Arab (8) and Jewish (13) university students (ages 19 to 25) about the recent events surrounding the violent Charlie Hebdo and Koshier restaurant attacks was analyzed using a theoretical framework aligned with those which served as the foundation for the analysis of studies 1 and 2: This developmental analysis of the perspective coordinating acts that occur between Palestinian and Jewish students in discussion is tested to see whether such a framework can serve as a tool for analyzing in-depth processes of peace building between conflict groups, especially with intractable conflict.

Paper 01: Interpersonal conflict between students from 3 to 14 years old: analyzing causes, strategies and outcomes

Livia Maria Ferreira da Silva, Carolina de Aragão Escher Marques, Mariana Tavares Almeida Oliveira, Telma Pileggi Vinha (Universidade Estadual de Campinas, Campinas, Brasil)

Paper 02: Acts of Social Perspective Taking: a functional construct and the validation of a performance measure for early adolescents

Silvia Diazgranados (Harvard Graduate School of Education, Cambridge, MA, USA), *Robert Selman* (Harvard University, Cambridge, MA, USA), *Michelle Olive Dionne* (Harvard Graduate School of Education, Cambridge, MA, USA)

Paper 03: Peace building: An analysis through the lens of Acts and Levels of Social Perspective Coordination

Zehavit Gross (UNESCO chair for Values Education, Tolerance and Peace, School of Education, Bar-Ilan University, Ramat Gan, Israel)

SYP 3.3 3:00 - 4:30	Examining “meta issues” in civic education in China: challenges and possibilities	Location / Local ANTÚRIO
-------------------------------	--	---------------------------------

Organizer: *Tian Yu* (Southern Illinois University Edwardsville, Edwardsville, IL, USA)

When talking about the development of civic education in China, we must be sensitive to the larger social, cultural, political, and educational contexts of the country, its historical and contemporary trajectories, and past injuries and present aspirations. A careful contextual analysis will especially help us better understand the many challenges and resistances facing our education efforts. Aiming to examine these “meta issues” in civic education in China, this symposium attempts to expose the larger barriers/resistances facing the development of civil society and civic education, and envision some new theoretical lenses/approaches to break through and move forward. Specifically, Paper 1 critically reviews the current political climate in China, an economically driven national pride, a recurring anti-Western impulse, and a pervasive cultural tradition, all of which creates and sustains roadblocks and resistances to the development of modern democratic civic education. Paper 2 focuses on the problems within the Chinese educational system. It discusses the still prevailing competition-driven culture in schools and how this culture continues to produce a new generation who are self-centered, emotionally isolated and civically disengaged. After these cautionary notes, Paper 3 offers an educational approach to potentially help us move forward. It emphasizes civic engagement as a cultural process and highlights a dialectical/dialogic understanding of individual life and its social context. This theoretical model is explored with reference to data from Chinese young people making sense of social, moral and civic issues, and their own civic identities. It also considers how these reflect changing Chinese society and issues relevant to future civic education.

Paper 01: Roadblocks and resistances to civic education in China: a critical socio-cultural analysis

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

Paper 02: How Global Economic Competition Influences National Education Reform and Shapes Youth Development in China?

Xu Zhao (University of Calgary, Calgary, Canada)

Paper 03: Civic identity, efficacy, positioning and the narratives that fuel civic engagement

Helen Haste (Harvard Graduate School of Education, Cambridge, MA, USA)

PS 3.1 3:00 – 4:30	Projetos de Vida	Location / Local PETÚNIA
------------------------------	-------------------------	---------------------------------

Educação moral e Design Thinking: contribuições para a elaboração dos projetos de vida de jovens estudantes do Ensino Médio

Hanna Cebel Danza (Universidade de São Paulo, São Paulo, Brasil)

O objetivo do presente estudo foi investigar os resultados de uma intervenção pedagógica no âmbito da Educação Moral para a elaboração dos projetos de vida de 143 estudantes do Ensino Médio. Os resultados indicaram que a intervenção contribuiu para a percepção dos estudantes sobre a possibilidade de atuação ética por meio das profissões tradicionais, e, em menor escala, para a aquisição de um sentido moral para seus projetos de vida.

O Projeto de Vida: escolas do Programa Ensino Integral

Sandra Fodra (Secretaria Estadual de Educação de São Paulo, São Paulo, Brasil)

Este artigo trata do desenvolvimento do Projeto de Vida dos alunos nas escolas do Programa Ensino Integral, da Secretaria Estadual de Educação de São Paulo. A escola não tem atendido as necessidades da formação cidadã dos jovens para a sua inserção no mundo moderno, que exige habilidades complexas e autonomia pessoal. Além das defasagens de aprendizagem, os estudantes concluem a Educação Básica sem perspectivas pessoais e/ou profissionais. O Projeto de Vida é o eixo central das atividades das escolas deste Programa, visando o “despertar do sonho” dos alunos e a organização de um planejamento para a sua realização futura.

Projeto de vida e a expectativa do aluno em relação à vida escolar sobre a percepção de alunos do Ensino Médio da cidade de São Paulo – Brasil

Valquiria Madureira Viscaino, Adailton Pereira De Ataiades, Apoena Regina Ramos Da Luz, Iara Dos Santos Ramos, Janierk Francelino Da Silva, Marcos Roberto De Godoy (Rede Pública Estadual de São Paulo, São Paulo, Brasil)

A pesquisa foi elaborada na disciplina Projeto de Pesquisa do Curso de Especialização Ética, Valores e Cidadania pela UNIVESP – USP oferecido aos professores das redes de ensino do Estado de São Paulo. A investigação principal foi a relação dos jovens do Ensino Médio com a escola e como a escola contribui para a construção de seu projeto de vida. A partir do Design Thinking utilizado no curso, implementamos junto aos professores um protótipo de intervenção pedagógica que propiciou a troca de experiências entre graduandos de universidade pública e a oferta de referências para o desenvolvimento profissional e pessoal.

Autorrealização e projeto de vida adolescente

Denise D’Auria-Tardeli (Universidade Metodista de São Paulo, São Paulo, Brasil)

Este projeto de pesquisa refere-se a uma investigação sobre a tendência da autorrealização manifesta nos projetos de vida de aproximadamente 600 adolescentes escolarizados, meninos e meninas, da cidade de Santos/SP, com a intenção de explorar a ideia deste sujeito como ser ativo e participativo nas questões de ordem política e cultural, capaz de atuar no mundo profissional, projetar-se na construção de seu futuro e da sociedade em si, valorizando os laços afetivos e sua preocupação com o outro – autorrealização. Esta investigação tem como base teórica a área da Psicologia do Desenvolvimento e a Psicologia Moral.

PS 3.2 3:00 – 4:30	Measurement issues	Location / Local GLICÍNIA A
-------------------------------------	---------------------------	--

Internal definition but external measurement and education of moral competence? Critical reflections on moral research and education

Georg Lind (University of Konstanz, Germany)

While moral behavior is generally defined as behavior guided by internal moral orientations, measurement and education mostly rely on methods that impose external, social norms. In this presentation I will argue that aligning internal moral philosophy with internal measurement and internal aims of moral education is the prerequisite for any progress in moral psychology, and that it is possible. I will present the Moral Competence Test (MCT, formerly MJT) and the Konstanz Method of Dilemma Discussion (KMDD) as examples.

Implicit associations test of triune ethics theory

Angela Kurth, Ryan Woodbury, Darcia Narvaez (University of Notre Dame, Notre Dame, IN, USA)

Moral psychology research typically emphasizes moral reasoning or moral identity. However, these approaches do not take into account neurobiological emphases on moral development. Triune ethics theory integrates neurobiological, psychological, and developmental literatures, modeling its theory after MacLean’s identification of three global brain states that emphasize differing goals: self-preservation, affiliation, and reflection. From these brain states, triune ethics identifies three ethical orientations: safety, engagement, and imagination, respectively. These orientations have been distinctively related to big-five personality, moral emotions, moral personality, worldview, and moral reasoning. This study presents an implicit measure of Triune ethics and compares its performance with an explicit measure.

Moral emotions and adolescents’ decision-making: its evaluation through the use of moral vignettes

Benilde García-Cabrero, Susana Equía-Malo, Mónica Juárez, Erandi García, Olimpia Gómez, Nazira Calleja (Universidad Nacional Autónoma de México, Mexico)

The purpose of the present study was to validate an instrument to evaluate the presence and intensity of six moral emotions: anger, disgust, shame, guilt, compassion and admiration, as well as the intentions, the harm caused, the benefit obtained, and the intentionality of behavior involved in decision making in moral scenarios. The 30 items used contain real-life situations that involve the violation of social or moral norms, familiar to secondary school students, (12 to 15 years old), where it’s possible to identify different roles (perpetrator, bystander, victim), assumed by protagonists. Results from factor analysis and reliability coefficients are presented.

PS 3.3 3:00 – 4:30	Wellbeing and commitment	Location / Local GLICÍNIA B
-------------------------------------	---------------------------------	--

Self-deception and flourishing

Stephen Sherblom (Lindenwood University, USA)

Scholars have long recognized self-deception as a weakness in moral engagement. Self-deception enables psychological distancing making possible objectification, dehumanization, and other forms of immorality. Despite this danger, conceptions of flourishing don’t adequately deal with the human propensity for self-deception. Thinking through the implications for moral development suggests the need to develop critical self-reflection for ethical self-awareness to fully flourish. Critical self-awareness has great promise for diminishing immoral behavior because both modern research literature and ancient spiritual traditions argue that to the extent we become and remain truly aware of what we are doing, we do better things.

Does democracy in the family and school promote adolescents’ psychological well-being?: Findings from urban and rural China

Shaogang Yang (Guangdong University of Foreign Studies, P. R. China), Sharon To (University of Toronto, Canada), Charles C. Helwig (University of Toronto, Canada)

This research wants to study the question of whether democracy in the family and school promotes adolescents’ psychological well-being among children from China and Canada. The results show that autonomy support was highly positively associated with all measures of psychological well-being, and the democratic climate was just as strongly related to psychological well-being. And democratic family climate was especially strongly related to psychological well-being. The conclusion is that the research findings are not consistent with claims that concepts of rights, democracy, and personal autonomy are not held or are not important to individuals in collectivistic societies such as China.

Purpose and well-being, influential elements

Douglas Pereira (University of São Paulo, São Paulo, Brazil)

The aim of this study is to explore the relations between the data collected in a research on Life Projects of the Brazilian Youth and The Pursuit of Happiness and Well-being. This research was carried out by means of a non-probabilistic sample composed by 118 individuals. They responded to a survey about Values and Life Projects and another one about Happiness and Well-being,

through Eudaimonic and Hedonic Happiness Instrument. The results show that Brazilian youth have a strong focus on family care and not only a higher interest in their professional career, but also in doing something relevant for society.

Canadian street-involved youth as emerging adults: moral commitment and ethical interests

Doug Magnuson (School of Child & Youth Care, University of Victoria, Canada), Michael Jansson (Center for Addictions Research British Columbia, University of Victoria, Canada), Cecilia Benoit (University of Victoria, Canada)

The transition into adulthood of youth who spend time in street situations in high income countries provides an important contrast to the transition to adulthood by youth in samples collected by emerging adulthood scholars. Street-involved youth emerge into adulthood at a younger age than other youth and their responsibilities are compressed in time and with limited moral and ethical guidance from adults. We describe the moral commitments and ethical choices made by a sample of 189 street-involved youth in one Canadian city.

PS 3.4 3:00 – 4:30	Desenvolvimento moral de pessoas institucionalizadas ou em situação de risco	Location / Local GARDÊNIA A
-------------------------------------	---	--

Formação moral de educador/cuidador para educação moral de crianças e adolescentes que vivem em Abrigo Institucional: espaço para reflexão de suas práticas educativas

Carla Andressa Placido Ribeiro de França, Adrián Oscar Dongo Montoya, Patrícia Unger Raphael Bataglia (Universidade Estadual Paulista, Marília, Brasil)

Baseando-se na perspectiva teórica piagetiana propomos apresentar neste trabalho algumas considerações a respeito da formação moral de educadores/cuidadores e a possível influência dessa formação no desempenho de sua função em um Abrigo Institucional para crianças/adolescentes em situação de risco. Assim, apresentaremos parte de um trabalho de intervenção de caráter de formação continuada voltado para educação moral. Os principais resultados apontam que a formação pessoal/profissional, inicial/continuada, voltada para a autonomia moral, é fundamental para o educador ser capaz de constituir um ambiente sociomoral favorável para o desenvolvimento moral autônomo de seus educandos. Assim, somente sujeitos autônomos poderão formar sujeitos autônomos.

Aspectos do desenvolvimento moral de crianças em situação de risco social

Daiana Stursa de Queiroz, Antonio Carlos Ortega, Sávio Silveira de Queiroz (Universidade Federal do Espírito Santo, Vitória, Brasil)

Este trabalho investigou, em uma perspectiva psicogenética piagetiana, aspectos do desenvolvimento moral de 20 crianças em situação de risco social, de ambos os sexos, com 7 e 10 anos de idade, residentes em Vitória-ES, Brasil. Utilizamos o Instrumento de Avaliação do Nível de Desenvolvimento Moral (IANDM) que é constituído por oito itens com questões e histórias-dilema (consciência e práticas das regras, justiça entre crianças, responsabilidade, roubo, mentira; sanção, justiça retributiva e distributiva, igualdade e autoridade). Os resultados permitiram verificar que as crianças de 10 anos apresentaram respostas com níveis superiores em relação às de 7 anos.

Desenvolvimento moral e cognitivo: um estudo com crianças em situação de risco social

Daiana Stursa de Queiroz, Antonio Carlos Ortega, Sávio Silveira de Queiroz (Universidade Federal do Espírito Santo, Vitória, Brasil)

Este trabalho consiste em um estudo sobre o desenvolvimento moral e cognitivo de 20 crianças em situação de risco social, de ambos os sexos, com 7 e 10 anos, residentes em Vitória-ES, Brasil. Utilizamos o IANDM e o IANDC que são constituídos por oito itens sobre aspectos do desenvolvimento moral e cognitivo. Os resultados permitiram verificar, em ambos os instrumentos, que as crianças de 10 anos apresentaram níveis superiores em relação às de 7 anos na maioria dos itens específicos e, que na reunião dos itens de cada instrumento, as crianças mais velha também atingiram níveis maiores.

A ressocialização de presos sob a perspectiva do desenvolvimento moral e da educação em valores: um estudo contextualizado no Método APAC (Associação de Proteção aos Condenados)

Luciana Borges, Juçara Luzia Leite, Roberta Caliani Gueiros Bernardes Dias, Suilyanna Lievore, George Otavio Salles Flau, Krislainy Souza Degen (Universidade Vila Velha, Vila Velha, Brasil)

Objetivamos compreender as ações do Método APAC e refletir acerca da relevância do desenvolvimento moral e da educação em valores voltados para o contexto específico do encarceramento. Realizamos uma pesquisa bibliográfica e constatamos, entre outros fatores, que, apesar de o referido método estar baseado em princípios que norteiam o convívio social, reproduz na prática uma estrutura repressiva de ressocialização, baseada na vigilância e no patrulhamento das ações, tal qual o modelo tradicional de encarceramento. Por esta razão, trazemos à tona as possibilidades da ressocialização sob a perspectiva da educação em valores morais, como o da vida, por exemplo.

PS 3.5 3:00 – 4:30	Interesses e participação dos estudantes	Location / Local GARDÊNIA B
-------------------------------------	---	--

Interesses e dificuldades de estudantes no curso semi-presencial "Ética, Valores e Cidadania"

Cássio R. F. Riedo, Marta Garcia (Universidade Estadual de Campinas, Campinas, Brasil)

The school has a fundamental role in the moral development of the students and the University of São Paulo (USP), under the program of the State of São Paulo Virtual University (UNIVESP), offered for practicing teachers in public schools the free specialization course "Ethics, Values and Citizenship". It was released in semi-presential format, with fortnightly regular classes and content available on the web. It aims to prepare teachers to promote ethics education and the construction of moral values. The 4 groups on analysis were from Campinas region and was fulfilled in the State University of Campinas (UNICAMP). These groups began in 2012 with 49 participants and ended in 2013 with 38 enrolled in the last discipline of the course. This study analyzed 32 essay thesis to get the students' interests from the keywords listed in the essays' summaries, totaling 101 keywords and 82 unique identifications, categorized into cultural, educational, moral, psychological, and social matters and school and its levels. The main interest (27 nominations) stayed on pedagogical matters' category, as teaching practice or training; social matters (25), as democracy or social inclusion; and from school and its levels (19), as early childhood education or public school. There were 15 nominations on moral matters, directly related with moral education which appeared in almost 50% of the 32 analyzed essays. There was also interest in psychological matters (10), as intelligence or motivation; and cultural matters (5), as

children's literature or theater. The difficulties were revealed from direct observation and from 16 indications to the 8 essays that didn't pass in the first correction phase. Each essay was assessed considering the clarity, the validity and the general assessment of the referee, by one internal and another external. According to the observation, the difficulties started in the definition and delimitation of the subject, probably due to lack of experience of practicing teachers with the academic production. Also appeared difficulties in writing and with the exposition of own ideas, probably due to lack of reading habit. The advanced use of computerized tools was noted too, as text editor, within paragraphs' characteristics or with the summary's automatic preparation; or spreadsheet, with data analysis and graphs. This perception were confirmed by the information founded in the referees' indications: methodological problems (15 nominations), writing problems (7), superficiality (6), confused ideas, erroneous and incomplete information (6), formatting problems (6) and plagiarism (4). In any case, the problems didn't refer to the moral education content. Against all, the theme served up as a motivation factor for enrollment and to the development of the knowledge, didn't matter how great were the difficulties founded. As conclusion, it must be highlighted the insertion of the moral education into the continuous formative process could improve the professional development and promote learning from diverse approaches.

Protagonismo juvenil na gestão escolar participativa em apoio a uma escola sustentável

Flávia M. G. Fung (Universidade de São Paulo / Universidade Virtual do Estado de São Paulo, São Paulo, Brasil)

The protagonism is increasingly being present in pedagogical discourse. But protagonism must be taught and need an intentional action to promote participation and shared responsibility about school management among students. There must exist provocation and opportunities for dialogue, reflection and decisions in resolving problems involving the school community. Considering moral development theories, protagonism, relating it to everyday perception of their own responsibilities, is, direct or even indirect, a practical way to develop students' autonomy. It's possible to create cooperative interactions and more active roles, assumed by each student in the school organization, proposing to the students to observe how their actions and behaviors interfere in the social relationships. To achieve better results for the community, effective protagonism must recognize the need to act in accordance with other members of the group, being fundamental the perception of the other and the different points of view. Collective activities, with the educational purpose of commit to solve everyone's problems, need to be planned and implemented involving all participants and the educators must encourage and promote the involvement of students. This is a case study that examined effects and consequences of student mobilization in search of a sustainable school through participatory management. A questionnaire was applied to the students from a public school which promoted a "Internal Conference of Sustainable School". The answers were categorized using content analysis to reflect about the developments and achievements reported in the questionnaire. It was sought to identify how students perceived human relationships at school, the adequacy and the use of school spaces and the actions aimed to promote commitment on improving the life quality in the school. The observation of the actions reported within the collected data made possible to identify and recognize an interdependent dynamic between the opportunity to participate and the student protagonism that has extended the success from actions to improve the quality of life in school. When the school has created opportunities for student participation, organizing themselves for the "Internal Conference of Sustainable School", students were able to actively mobilize and, through the student protagonism, expanded the possibility of success from proposed actions with the students involvement. However, despite the students had recognized their own responsibility to revert inappropriate behavior, the need for adult punishment was indicated, as a total heteronomy framework for the student community. Therefore, the greatest challenge to the students' protagonism is to develop their autonomy to make them become aware of their responsibilities about their actions and social relations in the collective search for a more meaningful learning, which will be reflected in the improvement of life quality in the school and in a sustainable development.

Impactos da literatura na escola: as vozes de alunos e professores

Priscila Barbosa Arantes (Rede Estadual e Rede Municipal de São Paulo, SP, Brasil), Raphael Gregory Bazílio Lopes (Rede Estadual e Municipal de São Paulo, SP, Brasil), Angela Klein (Prefeitura Municipal de Florianópolis, SC, Brasil)

Dada a necessidade da escola se tornar um espaço rico em experiências, a Aprendizagem Baseada em Problemas e por Projetos se mostra um caminho, pois reconhece o papel ativo dos alunos na construção do conhecimento e alenta a possibilidade de uma educação voltada aos princípios éticos concernentes à prática cidadã. O trabalho investigou a adoção da Literatura na escola a partir de um protótipo que utilizou o marketing como estratégia. Foram ouvidos professores e alunos envolvidos nas diferentes fases de execução. Constatou-se que os mesmos sentiram-se engajados na efetivação do protótipo, graças à metodologia ativa empregada e pela obra escolhida.

BREAK

4:30 – 5:00 PM

INTERVALO

16h30 às 17h00

AME-JME COMMUNITY EVENT

5:00 – 6:30 PM

Location / Local:

ENCONTRO AME-JME

17h00 às 18h30

RECEPTION: BRAZILIAN NIGHT

7:30 – 9:00 PM

Point 44 Choperia

NOITE BRASILEIRA

19h30 às 21h00

All AME2015 participants are invited to a Brazilian Night at the Point 44 Choperia, located a 5 minutes walk from the Parque Balneário Hotel. Sponsored by Taylor & Francis, The Journal of Moral Education and the Association for Moral Education, the Bar will serve Brazilian appetizers from 7:30 PM to 9 PM, accompanied by live Brazilian music. Beverages will not be provided but will be available at a cash bar. After 9 PM people are welcome to stay at their own expense in the Point 44 and join Brazilian dance

Todos os participantes do congresso AME2015 estão convidados para uma Noite Brasileira na Choperia Point 44, distante 5 minutos a pé do Parque Balneário Hotel. Patrocinado pela Taylor & Francis, The Journal of Moral Education e pela Association for Moral Education, o Bar servirá aperitivos brasileiros das 19h30 às 21h, acompanhado por música brasileira ao vivo. Enquanto a comida é por conta do congresso, as bebidas deverão ser adquiridas individualmente pelas pessoas. Após as 21h as pessoas poderão curtir a noite no Point 44, que oferece musica

FRIDAY 11/6

Sexta-feira, 06/nov

SYMPOSIUM/PAPER SESSION 4

SIMPÓSIOS/COMUNICAÇÕES ORAIS 4

8:30 – 10:00 AM

08h30 às 10h00

SYP 4.1 8:30 - 10:00	Moral development, moral conflicts and moral education within the Amazonian Rain Forest	Location / Local ORQUIDEA
---------------------------------------	--	--

Organizer: *Susana Frisancho* (Pontificia Universidad Católica del Perú, Lima, Peru)

The scenario in which Amazonian indigenous peoples have to live nowadays is extremely complex, and this complexity sets up many developmental tasks for them. Many of these tasks are moral in nature. This symposium will address moral conflicts and dilemmas, moral development, and moral education in contexts of cultural diversity. In this presentation we will refer to two Amazonian indigenous groups, the Shipibo-Konibo and the Asháninka. Although our arguments apply for any cultural diverse society, we will use some of the life experiences of these two groups to illustrate our points. Amazonian indigenous people suffer cultural oppression, political marginalization and racial discrimination, showing that Peruvian society has historically failed to acknowledge and value its cultural diversity. Peruvian indigenous people are confronting forces of globalization that are invading their territory and threatening their basic existence. There is corruption in the regional and national governments and so logging mafias can kill indigenous peoples with impunity, because the communities lack police posts in dangerous border regions. Moreover, indigenous peoples have the highest incidence of poverty, lowest access to health care and quality education, and high rates of undocumented individuals. Because of these very hard and unfair life conditions, the lives of many Amazonian indigenous people have been and are marked by a fierce and continuous defense of their human rights. Undoubtedly, these complex social, political and economical processes transform indigenous peoples' way of life, their subjective identities and their moral development. The situation of social exclusion and marginalization of Amazonian indigenous peoples is in itself morally reprehensible. Taking the former into account, and assuming that it is through an ongoing dialogue with cultural values and traditions that any understanding of ourselves as moral persons comes into being, in this symposium we will discuss some of the moral experiences of Amazonian indigenous communities. Because participants on this symposium will be two academics from the city of Lima and two indigenous leaders and educators from the Ashaninka people, we will also have the opportunity to reflect on both the philosophical and the psychological foundations of intercultural dialogue. It is important to remember that knowing Amazonian's cultural values and traditions, moral conflicts, life experiences, spiritual beliefs, and motivations for pursuing the good is fundamental not only for advancing larger ethical and political democratic projects but also as context for individual self and moral development.

Paper 01: The Shipibo-Konibo people, capitalism and solidarity

Enrique Delgado (Pontificia Universidad Católica del Perú, Lim, Peru)

Paper 02: The ethics of Shamanism: conflicts and dilemmas in the practice of Shamanism among Asháninka and Shipibo-Konibo people

Susana Frisancho (Pontificia Universidad Católica del Perú, Lima, Peru)

Paper 03: Moral role and conflicts of indigenous leaders

Reyder Sebastián (ORAU - Organización Regional de Aidesep de Ucayali, Lima, Peru)

Paper 04: Moral aspects of intercultural education

Benigno Vicente (ACONAMAC - Asociación de Comunidades Nativas de Masisea y Callería, Lima, Peru)

SYP 4.2 8:30 - 10:00	Professional ethos of teachers: how does it work? (Part 2)	Location / Local JASMIN
---------------------------------------	---	--

Organizer: *Horst Biedermann* (University of Salzburg, Salzburg, Austria), *Fritz Oser* (University of Fribourg, Fribourg, Switzerland)

In the past decade the concept of teachers' professional ethos was widely discussed and empirically modeled. In this effort one of the major problems consist in the distinction of ethos compared to similar constructs: If we state that professional ethos is neither social climate, nor moral judgment, nor a pro-social structure, nor just care – how can we conceive it and what are possible parts of its essence? To conceive ethos we must define it negatively in a first attempt. To possess not professional ethos means to be unaware of the necessity as helping each student to be involved, taking in account the weakness of each learner, taking responsibility for learning processes etc. Turned positive, teachers' professional ethos (1) is always related to a concrete teaching act, (2) means accountability and availability with respect of this teaching act, and (3) is routed in professional community that certificates for this special teaching act. Nevertheless it is used differently, and Heinzer (2015) demonstrated that researcher use it in different understandings (as an attitude towards moral values, a prosocial commitment, a virtue, a cognitive ability to judge a teaching act morally, a sensitivity etc. – see also Oser, 1998). This double-symposium has two parts and goals: On the first part we give an overview on the notion of ethos. And on the second part we articulate the concept of teachers' ethos with respect to different aspects as school administration, ICT-leadership, teacher performance of understanding etc. The first part of the symposium contains three papers referring to the question of what does professional ethos of teachers mean: In a first paper Oser and Biedermann analyze situation specific reactions of odd teaching situations. Embedded in this part the authors give an overview over the structure of the new handbook on teacher ethos in addition. The second paper of Selman, Barr, Lowenstein & Adalbjarnardottir pose the question how teachers bring together the three elements (1) fostering a climate of respect and safety, (2) creating opportunities for civic engagement and critical reflection of subject matter, and (3) engaging students in building positive peer relationships. Concluding this first part of the symposium in

the third paper Araujo considers the question of forming teachers to construct a school ethos based on moral values. The second part of the symposium covers the topic of how does professional ethos of teachers work: Veugelers and Schuitema start with a paper on how teachers handle controversial issues, what topics they find controversial, how do they work with these controversial issues, and how do they react in view of the fact that students bring in these controversial issues. The fifth paper of Higgins-D'Alessandro, Guo and Merriweather shows that teacher ethos is separable from school climate and can be enhanced by interventions that connect curricular expertise with school-wide reform. And the sixths and last paper of Biedermann and Oser sketches empirically the ethical leadership of teachers with respect to the responsible handling of their students in the field of information and communication technology.

Paper 01: Teachers' ethos and controversial issues

Wiel Veugelers, Jaap Schuitema (University of Humanistic Studies Utrecht / University of Amsterdam, Amsterdam, The Netherlands)

Paper 02: Teacher engagement and teacher ethos

Ann Higgins-D'Alessandro, Ping Guo, Tina Merriweather (Fordham University, New York, NY, USA)

Paper 03: Do teachers know what students are doing? Teachers' professional information and communications technology responsibility

Horst Biedermann (University of Salzburg, Salzburg, Austria), *Fritz Oser* (University of Fribourg, Fribourg, Switzerland)

SYP 4.3 8:30 - 10:00	Engaging youth purpose: global perspectives	Location / Local ANTÚRIO
---------------------------------------	--	---

Organizer: *Jenni Mariano* (University of South Florida Sarasota-Manatee, Sarasota, FL, USA), *Seana Moran* (Clark University, Worcester, MA, USA)

Purpose is a long term aim to do something meaningful for self and to contribute to the world beyond the self (Damon, Menon, & Bronk, 2003). A feature of full purpose is that individuals must enact their purposes within situations, and without such engagement, one's focus is not a purpose but simply a dream (Moran, 2009). When engaged during the period of youth, purpose can help identify pathways for individuals to lead a good life that contributes to society: In this way, purpose is a critical feature of development that supports moral action (Moran & Mariano, 2015, p. 1). Organized education that directly and systematically engages purpose is varied around the world. However, many best practices in education that are used globally may also be effective for teaching purpose: This symposium critically reviews and presents some promising strategies. Each paper presents purpose teaching strategies from a different angle; each is a critical review of the literature, drawing on the empirical research and drawing examples from specific country case studies. Tirri and Kuusisto address the question, what best pedagogical practices can be used to teach purpose in diverse societies? Aramburuzabala, Opazo & Ramírez show how the features of service-learning make it an effective tool for encouraging several aspects of purpose. Mariano, Folgueiras, Biglia, and Palou discuss the state of the purpose intervention field in multinational context and share sample purpose activities used around the world by educators, nonprofit leaders, and business trainers. Authors in this symposium are collaborators in a six country study of youth purpose and service learning. Each paper is organized by lead author(s) who gather and synthesize findings from all contributing authors/countries.

Paper 01: Possibilities for purpose education

Kirsi Tirri, Elina Kuusisto (University of Helsinki, Helsinki, Finland)

Paper 02: Effects of service-learning on purpose

Pilar Aramburuzabala, Héctor Opazo, Chenda Ramírez (Autonomous University of Madrid, Madrid, Spain)

Paper 03: Engaging purpose

Jenni Menon Mariano (University of South Florida Sarasota-Manatee, Sarasota, FL, USA), *Pilar Folgueiras* (University of Barcelona, Barcelona, Spain), *Barbara Biglia* (Roviri i Virgili University, Tarragona, Spain), *Berta Palou* (University of Barcelona, Barcelona, Spain)

SYP 4.4 8:30 - 10:00	The social construction of citizenship: reflections on theories and methodologies for its measurement	Location / Local PETÚNIA
---------------------------------------	--	---

Organizer: *Benilde García-Cabrero* (Universidad Nacional Autónoma de México, Ciudad de México, México)

It is well known that education has the mission to convey to younger generations the socially constructed knowledge, but also to prepare them to be critical, questioning this knowledge and propose new ways of coping with the various scientific, social and moral problems that are located in personal, school, and community settings, and in the global society in which they now move. Today, it is recognized that the effects of schooling go beyond the acquisition of more or less clear conceptual notions about the rights and obligations of citizens, and that the curriculum can be used to promote cohesion and social justice, especially in divided societies. Also, the goal of schooling encompasses the need to ensure that national economies count with a creative work force that is able to compete in global markets, and to ensure that young people have the confidence and skills to resist the call of fundamentalism and dogma, emphasizing the promotion of critical citizenship. Education for citizenship is essential for teaching of democratic values, to create a collective identity and to have access to justice. Lopez (2011) mentions that there are two directions through which, projects with these characteristics should aim: personal construction and social harmony. This symposium will address theoretical, as well as methodological approaches to define and measure different countries' goals on Civic and Citizenship Education, as well as local and global initiatives to measure these constructs, and to identify related variables that determine, or are related to students' participation/engagement in this realm.

Paper 01: Assessing the quality of adolescents' informed social reflection and engagement

Robert L. Selman (Harvard University, Cambridge, MA, USA), *Dennis Barr* (Facing History and Ourselves, Brookline, MA, USA),

Paper 02: Civic and political knowledge and attitudes: its influence on political participation in Mexican adolescents

Benilde García-Cabrero (Universidad Nacional Autónoma de México, Ciudad de México, México), *María Guadalupe Pérez-Martínez* (Universidad Autónoma de Aguascalientes, Aguascalientes, México), *Andrés Sandoval Hernández* (International Association for the Evaluation of Educational Achievement – Data Processing and Research Center, Hamburg, Germany)

Paper 03: Citizenship education in Chile: the role of schools and teachers in the acquisition of civic knowledge, attitudes, and future participation among secondary students

Ernesto Treviño, Consuelo Béjares, Cristóbal Villalobos, Eloísa Naranjo (Universidad Diego Portales, Santiago, Chile)

Paper 04: The individual, school and community level characteristics that account for the civic empowerment gap in Colombia, Chile and Mexico

Silvia Diazgranados (Harvard University, Cambridge, MA, USA), *Andrés Sandoval* (International Association for the Evaluation of Educational Achievement – Data Processing and Research Center, Hamburg, Germany)

PS 4.1 8:30 – 10:00	Analyzing the formation of values and values education	Location / Local GLICÍNIA A
------------------------	--	--------------------------------

Scale to investigate moral educative conceptions: construction and validation

Luciana Maria Caetano, Maria Thereza Costa Coelho de Souza (University of São Paulo, São Paulo, Brazil)

The purpose of this study was to develop and validate an instrument for psychological evaluation that allowed the investigation of moral educative conceptions. The sample consisted of 860 parents, fathers (20,6%) and mothers (79,4%) of teenagers. There were participants from the five different regions in Brazil. The scale model had 36 assertions. The Confirmatory Factor Analysis (LISREL) indicated the appropriateness of the four constructs: respect, obedience, justice and autonomy (GFI = 0,933, $\chi^2/df = 5,2$, RMSEA = 0,0702). The Educative Conceptions Scale finalized with 25 items, being, 4 items for obedience, 5 for respect, 8 for justice, and 8 for autonomy.

Model for analyzing value education in institutions

Birgitta Kopp, Sandra Niedermeier, Heinz Mandl (University of Munich, Germany)

This study introduces a model for analyzing value education in institutions and to exemplify it with data of projects fostering value education in schools in Germany. Our model includes five steps, namely objectives, macro-level, meso-level, micro-level and results. We analyzed 51 projects of value education launched in the last five years in schools according to this scheme. Results show first, that the model permits the comparison of different projects according to the same criteria. Second, projects are differentiated according to objectives, meso- and micro-level, but not according to results that show the effectiveness of the projects. This should be improved.

Towards an inductive method to research the formation of values in active citizenship

Alexandro Escudero (Autonomous University of Queretaro, Mexico)

Challenging economic and political conditions are appealing people to get involved in civic engagement. Some of these actions are creating new ways of participation and widening active citizenship, which is desirable, but some others are threatening democratic values. Moral education research has the key role of finding out the relationship between unprecedented ways of active citizenship and the formation of democratic moral values. This paper proposes an inductive research process aimed to trace the formation of moral values in active citizenship, having as mainstays the epistemology of the Actor-Network Theory, and the general researching process of the Grounded Theory.

The Achieving with Integrity Seminar: Theoretical underpinnings and empirical results

Jason Stephens (The University of Auckland, Auckland, New Zealand), *David Wangaard* (The School for Ethical Education, Milford, CT, USA)

For anyone concerned about students' moral development, academic dishonesty presents a pervasive problem but also a promising possibility. It is with this sense of possibility in mind that we developed the Achieving with Integrity (AwI) Seminar. Rooted in Rest's four component model (FCM) of moral functioning, the AwI Seminar seeks to develop students' ethical sensitivity, judgment, commitment, and action related to academic integrity. In the proposed presentation, we describe the AwI Seminar in greater details as well as results from two quasi-experimental studies of its effectiveness in promoting moral development and reducing academic dishonesty.

PS 4.2 8:30 – 10:00	Decision making and responsibility in applied fields	Location / Local GLICÍNIA B
------------------------	--	--------------------------------

The moral dimension of uncertainty in entrepreneurs' moral dilemmas

Maria Clara Ames, Maurício C. Serafim (Universidade do Estado de Santa Catarina, Florianópolis, Brasil)

This essay aims to understand how both economic and social entrepreneurs deal with moral dilemmas, emphasizing the uncertainty's moral dimension, based on work of Frank Knight (1972). We develop a conceptual framework of moral uncertainty by integrating the theories of uncertainty and entrepreneurship, moral development theory from Kohlberg and moral dilemmas. From sociology we consider the substantive and instrumental rationality, the tension between ethics, both from Weber (1999) and Guerreiro Ramos (1989). We present some analytical categories to address moral uncertainty and make some propositions related to moral development. We suggest four sources of moral uncertainty involving the moral reasoning.

Deciding justice: understanding and developing moral decision making

Daniel Marangoni (Oklahoma State University, Stillwater, OK, USA), *Francis Grabowski* (Rogers State University)

Enacting justice often begins with carefully made decisions. During legal proceedings, for example, jurors are tasked with the responsibility of making careful decisions from the information provided. Such decisions require clear understanding, reflection, and deliberation to ensure that justice is done. This paper presents data from a decision making experiment that engaged participants as jurors in a court case. It will discuss the results of the process to show the impact that order effects and frame of mind have on decisions. It provides discussion regarding the nature of deciding justice, and offers suggestions to improve the

decision making process.

Care-related moral conflicts and burden among informal working-aged caregivers of chronically ill family members

Liisa Myrny, Mia Silfver-Kuhlampi, Kaisa Kauppinen (University of Helsinki, Helsinki, Finland)

Informal caregiving of chronically ill family members or other close ones is often regarded as a moral duty in society. From a democracy and justice perspective this might be problematic because caregivers and care receivers often have no voice in issues concerning them. Our study shows that in Finland many informal caregivers perceive their relationship with health and other authorities problematic. However, those reporting moral conflict involving relationship to authorities, felt less burden than those whose moral conflict concerned interpersonal relationship with the care receiver. Instead conflicts between work and care were rare in our data.

A critical analysis of various stakeholders' perceptions of the research review process for international studies when resolving conflicting ethical standards

Jenny Sherer, Leilani Endicott (Walden University, USA)

Tasked with providing ethics feedback to researchers, Research Ethics Committees may encounter challenges when determining practical applicability for research conducted in foreign countries, especially when local customs conflict with regulations of the organization providing oversight. In prior work, Endicott and Sherer (2014) discussed challenges and solutions that the ethics committee of an online, US based university, identified in providing support for such studies. Building on our previous work, this paper will analyze records and interview data from those involved in the review process and discussing their evolving perceptions as they determined culturally appropriate participant protections and other ethical measures.

PS 4.3 8:30 – 10:00	Peace education and moral education	Location / Local GARDÊNIA A
--------------------------------------	--	--

Can theater help heal the wounds of genocide? A Rwandan Romeo & Juliet

Andrew C. Garrod, Stephanie Abbott-Grobicki, Andrew Nalani (Dartmouth College, Hanover, NH, USA)

This presentation explores the motivations and experiences of actors, mainly university-age students in Kigali, trying out for and participating in a trilingual (Kinyarwanda, French, and Shakespeare's iambic verse) production of Shakespeare's Romeo & Juliet in Summer 2013. The actors, the children of Tutsis and Hutus, were able to draw on their tragic past to help them bring Shakespeare's romantic tragedy to life. The relevance of the Capulet/Montague feud was enhanced by locating the production in Rwanda rather than Verona. The emphasis in the play on the power of reconciliation resonated deeply in the minds and hearts of our young actors.

Conquering peace. The moral implications of students' historical thinking of controversial history

Everardo Perez-Manjarrez, Liliana Jacott (Autonoma University of Madrid, Madrid, Spain)

The present paper reports on students' historical thinking and moral reasoning regarding controversial common history. Outcomes of Foucauldian Discourse Analysis are presented from the analysis of two case studies on the Conquest of Mexico. The study examines the psychological mechanisms of young learners who represent the historical event as a peaceful and justifiable process, in tension with its violent nature. The findings suggest a significant moral influence on adolescents' historical thinking, which entails specific moral actions such as justification, legitimization, attribution of blame and normalization of violence in history. Finally, implications in teaching history and citizenship education are discussed.

Moral educative conceptions of future educators

Karina Luciane Silva Deolindo (Universidade Estadual de Maringá, Maringá, Brazil), Luciana Maria Caetano (University of São Paulo, São Paulo, Brazil)

The main objective of this research was to investigate the moral educational conceptions from the students in Pedagogy. We used two kind of instruments in this research. The first one was one open questionnaire with four questions that was inspired in the "Moral Educative Conceptions Scale". The second questionnaire was intended to investigate the relationships that the participants establish between the scientific knowledge built over the course. Participated in the research 58 students of Pedagogy in the 4th grade. The results showed that the students have a good intention deal with their students in a respectful and just manner.

Complexity and teacher representations about school goals: relations between instruction and moral education in contemporaneous society

Ricardo Fernandes Pataro (State University of Paraná, Campo Mourão, Brazil), Geiva Carolina Calsa (State University of Maringá, Maringá, Brazil)

This article presents a research that analyzes the teachers' representations about the school's goals. We assume the complexity of the school and the basic premise that the school has a dual mission: instruction and moral education. We demonstrated that the school's goals are often understood in a fragmented way, and are hyper valued the instructional aspects at the expense of the moral education aspects. The research results have implications for teacher training pointing out some needs to work with potentially formative elements of teachers' representations in order to develop, in addition to instruction, also moral education.

PS 4.4 8:30 – 10:00	Global citizenship	Location / Local GARDÊNIA B
--------------------------------------	---------------------------	--

The moral making of the global citizen: the case of the United World College in Mostar

Andrew C. Garrod, Andrew Nalani (Dartmouth College, Hanover, NH, USA)

The struggle for justice, citizenship development, inclusion and democracy are at the heart of the philosophy of Kurt Hahn, the German educator whose ideas have shaped the United World College Movement. The United World College in Mostar, the largest city in Herzegovina, is the only United World College situated in a former conflict zone. Through its rigorous International Baccalaureate Program, its international faculty and student body and its orientation to emphasizing service in the development of the responsible citizen, it provides a vital form of moral education for its students who come from both the Balkans and many international countries.

Understanding cosmopolitan citizenship: and moral development

Tatiana García-Vélez, Liliana Jacott, Vanesa Sainz, Everardo Pérez, Almudena Juanes, Antonio Maldonado (Universidad

This paper analyze the representations of Secondary Spanish teachers and students about cosmopolitan citizenship issues. Cosmopolitan citizenship is linked to the framework of social justice across 10 theoretical subscales relevant for citizenship education. Results indicate that a more cosmopolitan conception of citizenship is related to higher educational level and teacher experience, showing a more social awareness towards social justice and citizenship issues, such as being more concerned on social participation and on the recognition of diversity and human rights. We propose that cosmopolitan citizenship education has an important moral component, understanding this as an interaction between cognition, emotion and behavior.

Inclusion in a multicultural nation: realities through case studies

Vishalache Balakrishnan (The University of Waikato, Hamilton, New Zealand)

According to Inclusion Press International, inclusion is not just a 'disability issue' but about living full lives, about learning to live together and treasuring diversity and building community. When Malaysia obtained her independence from the Britain in 1957, one of the main ruling was all three ethnicity should live together as one nation. No individual should be excluded from any aspects of education, economy and social. After almost six decades, many individuals in Malaysia are still unhappy with the social injustice due to exclusion based on several factors such as ethnicity and historical roots.

Participatory action research as a practice of empowerment in deprived communities

Soile Juujärvi, Lund Virpi (Laurea University of Applied Sciences, Espoo, Finland)

Participatory action research (PAR) has been applied in deprived urban neighborhoods, especially in Latin America. It is a collaborative enterprise of researchers, residents, and other stakeholders, starting as a bottom-up process towards social action. A successful PAR project enhances empowerment of individuals and communities through shared reflection and collaborative learning. The present paper describes results and experiences from a PAR project in a deprived suburban area, Finland. Supportive partnerships, timely communication of knowledge, and shared reflection were found to enhance empowerment process. Workshops as a research practice may also exclude the least disadvantaged people with deficient interpersonal and communication skills.

BREAK

INTERVALO

10:00 – 10:30 AM

10h00 às 10h30

KOHLBERG MEMORIAL LECTURE

KOHLBERG MEMORIAL LECTURE

10:30 AM – 12:00 PM

Location / Local: ORQUIDEA

10h30 às 12h00

Indigenous wisdom and organic morality

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

Narvaez proposes an evolutionary moral developmental systems theory. Humans are social mammals who are biosocially, dynamically and epigenetically shaped, building enactive, embodied sociomoral understanding from embedded social experience. When humans follow their true evolutionary inheritances starting in early life, it leads to other-regarding personalities and greater justice for humans and nonhumans. These characteristics are found in nomadic foraging communities all over the world. When the evolved developmental niche is undermined, as is often the case in modern societies, individuals develop into self-regarding shadows of their human potential, leading to threat-reactive moral mindsets that promote unjust treatment of other humans and nonhumans. We can restore flourishing and primal wisdom by integrating executive, top-down practical wisdom with bottom-up, deep ecological ethical practice. Full moral virtue development entails flourishing for the natural world and requires an ecological rootedness that respects biodiversity, evolved inheritances and humanity's place in the tree of life.

LUNCH

ALMOÇO

12:00 - 1:30 PM

12h00 às 13h30

Special Interest Groups

SYMPOSIUM/PAPER SESSION 5

SIMPÓSIOS/COMUNICAÇÕES ORAIS 5

1:30 – 3:00 PM

13h30 às 15h00

SYP 5.1 1:30 - 3:00	The Organizing Models of Thinking Theory: a theoretical-methodological approach to study moral conflict resolution	Location / Local ORQUIDEA
--------------------------------	---	--------------------------------------

Organizer: *Valeria Amorim Arantes (University of São Paulo, São Paulo, Brazil)*

The Organizing Models of Thinking Theory, anchored in Jean Piaget's theory and developed by professors from the University of Barcelona and Geneve (Moreno, Sastre, Bovet & Leal, 1998) is a powerful theoretical-methodological approach to study moral conflict resolution. By Organizing Model we mean a functional psychological system that synthesizes the results from diverse cognitive and affective activities unfolded by subjects when evaluating specific situations. Among these activities, the following are outlined: a) Abstraction and selection of the situation elements; b) meaning given to elements considered relevant; c) the Relationship and/or implications established between the meaning given and selected elements. Through inferences and the implications established between all the elements abstracted and the meaning given each subject organizes psychologically the situation and create an organized model of thought. In this way, the Organizing Models of Thinking are what each individual holds to be the "reality" out of which he/she elaborates patterns of conduct and explanations. They are based not only on the logic of human's thought but also incorporate the desires, feelings, affects, social representations and values of the subject. This symposium aims to present both aspects that sustain this theoretical-methodological approach when studying moral conflict resolution. The functional psychological process that human beings use to reason and act when facing a moral conflict; and research data collected in the past 20 years, in Spain and Brazil, demonstrating how psychologists and educators can access this functioning and address educational strategies to foster moral development.

Paper 01: Moral, feelings and Organizing Models of Thinking
Montserrat Moreno Marimon (University of Barcelona, Barcelona, Spain)

Paper 02: Organizing Models, love feelings and relational ethics
Genoveva Sastre Vilarrasa (University of Barcelona, Barcelona, Spain)

Paper 03: Contributions of the Organizing Models of Thinking Theory to the research in moral psychology
Leonardo Lemos de Souza (Universidade Estadual Paulista, Assis, Brazil)

Paper 04: The theoretical-methodological development of the Organizing Models of Thinking Theory
Valeria Amorim Arantes (University of Sao Paulo, São Paulo, Brazil)

SYP 5.2 13:30 - 3:00	Reinventing Freire: From São Paulo to Santa Ana	Location / Local JASMIN
---------------------------------------	--	--

Organizer: *Pilar O’Cadiz* (University of California, Irvine, USA)

We offered an introduction to La Escuela Freire (LEF) at the 2014 AME conference in Pasadena, California. This symposium builds upon that experience as an opportunity to expand and deepen an understanding of LEF within the context of Brazil’s Freirean public school reform history and the current politics of public schooling in the United States. We assert a moral imperative for a democratic public education inspired by two seminal educational philosophers of the 20th Century, John Dewey and Paulo Freire, while presenting the evolution of LEF, a public charter school project. Informed by reforms to municipal schooling implemented under Freire’s tenure as Secretary of Education in São Paulo, La Escuela Freire aims to create a democratic and transformative educational program in the Latino immigrant community of Santa Ana, California. Establishing a collaborative and inclusive schooling model, the LEF educational program focuses on the facilitation of knowledge, dispositions, and ethics for democratic citizenship. The symposium will explore the political and practical implications of conceptualizing and implementing a public educational project that upholds the primacy of moral and ethical aims. Three panelists address: (1) the genesis of the LEF project and its basis on philosophies of moral and democratic education; (2) the role of Freirean public schooling reform in Brazil and how that experience impacts educators in California working to address learning needs of marginalized immigrant Latino youth in Santa Ana; (3) the educational landscape in the United States, and more specifically in Santa Ana, an urban immigrant enclave located in Southern California, and how the current politics of community organization, public schooling, charter school challenges and contradictions, shape the moral context of creating La Escuela Freire.

Paper 01: Youth development and community transformation in the city of Santa Ana
Melody González (Santa Ana Building Healthy Communities, Santa Ana, CA, USA)

Paper 02: Recreating a Freirean curriculum for immigrant inner-city youth in California
Maria del Pilar O’Cadiz (University of California, Irvine, USA)

Paper 03: Democracy in a neoliberal context—a community project
Anat Herzog (Chapman University, Orange, CA, USA)

SYP 5.3 1:30 - 3:00	Moral and citizenship development via history teaching in Europe, Russia and Latin America	Location / Local ANTÚRIO
--------------------------------------	---	---

Organizer: *Tatyana Tsyrlina-Spady* (Seattle Pacific University, Seattle, WA, USA)

A modern world of education faces a renewed interest in history teaching as an important ideological tool, which is especially noticeable at the high school level. Panelists from different countries and continents will discuss the issue of how national history of the 20th century as a required class has been regularly used and misused for the purposes of political brainwashing and indoctrination, citizenship development and shaping pride in one’s homeland, and how it has affected the overall process of moral and civic development of the younger generation. Using a comparative analysis of current history textbooks and pedagogical practices, presenters are going to demonstrate how problems of war and peace, political violence, local and broader conflicts, change of regimes and governments have been covered in history teaching across the globe, and why certain national leaders are being chosen to serve as moral and patriotic exemplars, and finally, how the inclusion of heroic events and triumphant victories together with exclusion and silencing of dark and embarrassing happenings in national histories transforms educational results. Alternatively, they will also discuss the potential of history education to foster in students a critical understanding of the past that contributes to ongoing efforts of peace building. Examples from modern history textbooks in Argentina, Colombia, Northern Ireland, Russia, and Spain will be introduced and analyzed. Researchers will also debate the role of history teachers, textbooks, and other sources of information and examine their importance in the process of fostering moral and social development of school students. Rationale for Symposium: Researchers in this study agree the symposium format is best for this presentation type for three key reasons. First, the symposium allows us to bring several leading history textbook analysis experts together in one room, naturally and deliberately enriching discourse on the multiple facets and perspectives of this topic. Second, we are confident the panel design of our talk will allow us to maximize time allotted to our session, ensuring that each expert has the floor for an appropriate amount of time and can add to ongoing discourse as she/he sees fit. Third, the panel format will invite audience participants to ask questions and contribute to the discourse in a productive, efficient manner.

Paper 01: Developing the identity of a generation: moral and civic directives in Russian History Textbooks
Tatyana Tsyrlina-Spady (Seattle Pacific University, Seattle, WA, USA), *Michael Lovorn* (University of Pittsburgh, Pittsburgh, PA, USA)

Paper 02: Political violence in history education resources and practices in Spain, Colombia, and the United States
Angela Bermudez (Deusto University, Bilbao, Spain)

Paper 03: Remembering the Argentine “conquest of the desert”: History teaching and morality development
Mario Carretero (Autonoma University of Madrid, Madrid, Spain), *Alicia Barreiro* (University of Buenos Aires and National

Paper 04: Education in a divided society: the impact of pedagogical practice on peace building in Northern Ireland

Neil Ferguson (Liverpool Hope University, Liverpool, UK)

PS 5.1 1:30 – 3:00	Intervenções de educação moral em escolas	Location / Local PETÚNIA
-----------------------	---	-----------------------------

Em busca de caminhos que promovam a convivência respeitosa na escola: avaliação do clima escolar e proposta de intervenção

Telma Vinha (Universidade Estadual de Campinas, Campinas, Brasil), Luciene R. P. Tognetta (Universidade Estadual Paulista, Araraquara, Brasil), Roberta G. Azzi (Universidade Estadual de Campinas, Campinas, Brasil), Ana Maria F. Aragão (Universidade Estadual de Campinas, Campinas, Brasil)

Os problemas de convivências muitas vezes traduzidos como indisciplina ou violência, aparecem como uma das maiores dificuldades enfrentadas pelas escolas. Considerando que há uma correspondência entre a qualidade do clima escolar e das relações interpessoais, essa pesquisa visa avaliar o clima, elaborar e desenvolver um projeto de intervenção objetivando a melhoria da convivência em duas escolas públicas de ensino fundamental. Para tanto foram construídos instrumentos adaptados à realidade das escolas brasileiras para avaliar o clima e, a partir deste diagnóstico inicial, foi proposta uma intervenção envolvendo a comunidade educativa. Esses instrumentos passam por processos de testes e evidências de validação.

Desenho animado e conflitos interpessoais: uma proposta de intervenção

Dilian Martin Sandro de Oliveira, Alessandra de Moraes (Universidade Estadual Paulista, Marília, Brasil)

Numa abordagem construtivista, esta pesquisa teve como objetivos compreender a influência dos conteúdos presentes no desenho animado na forma como as crianças resolvem conflitos hipotéticos e reais e verificar o efeito de um Programa de Intervenção. A amostra foi de 30 crianças de seis a onze anos de idade. Os instrumentos utilizados foram: sessões de exposição do desenho animado, aplicação de um Programa de Intervenção, sessões de observação e aplicação da Children's Action Tendency Scale-CATS. Através dos resultados encontrados podemos afirmar que algumas diferenças foram importantes, pois no grupo que participou do Programa as formas agressivas diminuíram no pós-teste.

A avaliação do clima escolar: construção e evidências de validação de instrumentos de medida para a realidade brasileira

Alessandra Moraes (Universidade Estadual Paulista, Marília, Brasil), Adriano Moro (Fundação Carlos Chagas / Universidade Estadual de Campinas, Campinas, Brasil)

Este estudo objetiva a construção e análise de evidências de validação de dois instrumentos sobre clima escolar. Após investigação de pesquisas nacionais e internacionais que abordassem o construto clima escolar, elaborou-se uma matriz com oito dimensões, considerando-se a realidade brasileira. Foram construídos, então, dois instrumentos, voltados para alunos e professores das séries finais do ensino fundamental. Realizada a análise de conteúdo por especialistas, foi feita análise empírica em uma amostra de 797 alunos e 243 professores. Os instrumentos demonstraram adequada fidedignidade e a análise fatorial confirmatória indicou a adequação dos itens às diferentes dimensões.

O desenvolvimento moral na educação infantil: contribuições da literatura infantil e dos jogos dramáticos e teatrais

Clarisse Zan de Assis Bastos, Alessandra Moraes, Ana Paula Cordeiro, Sebastião Marcos Ribeiro de Carvalho (Universidade Estadual Paulista, Marília, Brasil)

Fundamentado na Psicologia Genética de Jean Piaget, o estudo investigou se a Literatura Infantil e os jogos dramáticos e teatrais poderiam contribuir para o desenvolvimento do juízo moral de dezessete crianças de cinco a seis anos, de uma turma de Educação Infantil. A metodologia foi a da pesquisa-ação, com entrevista clínica para a avaliação dos efeitos da intervenção. Os resultados demonstraram que na análise comparativa entre o pré e pós-teste, houve uma evolução no juízo moral das crianças, as quais passaram a apresentar no pós-teste mais respostas entre o juízo moral heterônomo e autônomo, quando no pré-teste foram predominantemente heterônomas.

A aplicação da Educação em Direitos Humanos na sala de aula

José Roberto De Caria (Rede Pública Estadual de São Paulo, São Paulo, Brasil)

O presente trabalho tem o objetivo de verificar o potencial dos alunos de conviverem no ambiente escolar voltado para a Ética e Valores, através da Educação em Direitos Humanos. Identificamos através da bibliografia utilizada que a Educação em Direitos Humanos, é um caminho que pode conscientizar os alunos sobre a importância do respeito ao outro no dia a dia. Este trabalho tem como base as orientações do livro Os Direitos Humanos na Sala de Aula: Ética como tema transversal (ARAÚJO; AQUINO, 2002). Este trabalho foi realizado em uma turma do 1º ano do EM.

PS 5.2 1:30 – 3:00	Bullying, violência e cultura de paz	Location / Local GLICÍNIA A
-----------------------	--------------------------------------	--------------------------------

Desengajamentos morais e bullying: a inequidade nas relações humanas

Luciene Regina Paulino Tognetta (Universidade Estadual Paulista, Araraquara, Brasil), José María Avilés Martínez (Universidade de Valladolid, Valladolid, Espanha), Pedro José Sales Luiz da Fonseca Rosário (Universidade do Minho, Guimarães, Portugal)

A investigação apresentada trata especialmente da relação entre bullying e desengajamentos morais. Foi conduzida com 1600 adolescentes brasileiros de 14 a 16 anos que indicaram envolvimento em situações de bullying e partir de situações hipotéticas, mostraram-se engajados ou desengajados moralmente. Os resultados apontam uma correspondência entre desengajamento moral e participação em situações de bullying: alvos mostram-se “culpabilizando a vítima” da mesma forma como autores e espectadores. Agressores de bullying apresentam mais “desumanização” de que seus pares. As conclusões deste estudo nos permitem compreender mecanismos psicológicos presentes no bullying, e repensar as intervenções realizadas para que a convivência seja um valor.

Educação e violência

Silvia Maria Panattoni Martins (Colégio Notre Dame de Campinas, Campinas, Brasil), Ulisses Araújo (Universidade de São Paulo, São Paulo, Brasil)

Este trabalho traz parte da pesquisa de doutorado realizada pela autora, que abordou as relações entre cultura, gênero e

violência. O recorte apresentado tem como objetivo analisar a percepção da violência no cotidiano. A teoria dos Modelos Organizadores do Pensamento fundamentou teórica e metodologicamente a análise dos dados. A pesquisa envolveu 240 sujeitos - 120 mulheres/120 homens. Cada sujeito recebeu, por escrito, um conflito hipotético, envolvendo a agressão física entre um casal e respondeu a questões sobre o mesmo. Os resultados evidenciaram a legitimação e a naturalização desse fenômeno social, que vem tornando-se arraigado no âmbito das relações interpessoais.

Violência: uma questão moral

Sabrina Sacoman Campos Alves, Adrian Oscar Dongo-Montoya (Universidade Estadual Paulista, Marília, Brasil)

A violência, e suas consequências desastrosas, tem atingido a sociedade de forma geral. A escola também tem sido cenário deste fenômeno, e a forma como meninos e meninas têm pensado e se posicionado perante isto nos chama a atenção e nos objetivou a compreender se há um desenvolvimento da noção de violência e a possível relação com a moral. Então, entrevistamos oitenta sujeitos, entre sete e quatorze anos, utilizando o método clínico. Os resultados apontam um desenvolvimento da noção de violência e uma relação entre esta e a psicogênese do respeito, fator central do desenvolvimento moral.

Cyberbullying e cyberagressão: características e propostas de intervenção escolar

Thais Cristina Bozza, Telma Vinha (Universidade Estadual de Campinas, Campinas, Brasil)

Trata-se de uma pesquisa bibliográfica do tipo Estado do Conhecimento, que tem como objetivo identificar propostas educativas nacionais e internacionais, que descrevem programas de prevenção e intervenção ao cyberbullying e a cyberagressão, no período de 2000 a 2015; e analisar, à luz da psicologia moral, se tais práticas são favoráveis ao desenvolvimento da autorregulação por parte dos protagonistas do problema (autor, alvo e espectador), tão necessária para o alcance da autonomia moral. Foram selecionados trabalhos coletados nas bases de dados Scielo, BVS, Eric, APA psycnet e Bireme, bem como trabalhos indicados por pesquisadores de referência na área.

PS 5.3 1:30 – 3:00	Difficult relationships in the school	Location / Local GLICÍNIA B
-----------------------	---------------------------------------	--------------------------------

Using parent, teacher, and student reports to understand the etiology of bullying and victimization in childhood

Mary Mitchell, Prathiba Natesan, Rebecca J. Glover (University of North Texas, Denton, TX, USA)

Although bullying has been well documented and studied for over 3 decades, few widespread efforts have been made to predict bullying behaviors before they occur. Using data from the Early Childhood Longitudinal Study Kindergarten (ECLS-K) cohort, parent, teacher, and student reports predicted bully and victim status at 8th grade. SEM analyses indicated acceptable fit, Satorra-Bentler scaled $\chi^2=34477.34$ ($p < .0001$), RMSEA = 0.062 (0.061, 0.062), GFI = 0.94, CFI = 0.92, suggesting the family environment, parents' marital relationship, and the child's classroom behaviors can identify children at risk for becoming a bullying or being victimized by others.

Bullying - What does the school community wants to know?

Luciana Lapa, Adriana Ramos (State University of Campinas, Campinas, Brazil)

Violence - inside and outside of schools has become a major concern for families/educators. A specific type of violence, bullying, has become more prominent in media coverage. Bullying is a specific form of violence and/or intimidation. Our research is characterized by a descriptive study, derived from documents, based on Constructivist Theory, and data analysis conducted from a qualitative point of view. We investigated an online forum related to the subject, carried out by a specialized magazine in Education, from December 2010 to January 2011. We analyzed the questions sent to the forum and the profiles of educators who sought support.

Cassandra in the classroom: teaching and moral madness

Doris Santoro (Bowdoin College, Brunswick, ME, USA)

Drawing on the figure of Cassandra from Greek myth, I examine the ways in which teachers may be driven to moral madness. My philosophical analysis, combined with original qualitative research, reveals that moral madness arises when teachers are given moral responsibility to advance the wellbeing students but are not credited as moral agents when they raise moral concerns about their work. I argue that the feminized subject location of teachers makes it difficult for teachers' moral concerns about justice to be heard as moral. Moral madness ensues when teachers' moral claims are cast as the selfishly-motivated concerns of unreliable individuals.

Changes in interpersonal relationships: from dependence to autonomy at the classroom

Kristie Helene Durante (University of São Paulo, São Paulo, Brazil)

By the end of the course Ethics, Values and Citizenship in School, from Universidade de São Paulo, at the years 2011/2012, I've made a research about the interpersonal relationships between the students from a public school at Cubatão, SP, Brazil, and would like to present and show the results of it, revealing meaningful changes at their behavior.

PS 5.4 1:30 – 3:00	Critique of policies and ideologies	Location / Local GARDÊNIA A
-----------------------	-------------------------------------	--------------------------------

Some (implicit and explicit) hermeneutical assumptions of character education

David Aldridge (Oxford Brookes University, Oxford, UK)

The contention of this paper is that when close attention is paid to hermeneutical assumptions across the disciplines from which character education has been advocated, substantial shared ground can be identified even where there are areas of significant disagreement. On both sides, the hermeneutical influence of E D Hirsch - what might be called a 'critical', rather than a 'phenomenological,' hermeneutics - is not to be underestimated. These hermeneutic assumptions are impoverished. They cannot do justice either to the specifically ontological reach of character education, or to the transformation that Aristotelian exemplarity must undergo when transferred into a pedagogical context.

How to reform moral education so that it ceases to be the primary cause of inequity and social injustice

Christopher Santos-Lang

Evaluativism is a substantially subconscious bias which causes us to disregard the perspectives of others whose genes lead them to opposing moral positions. We will discuss scientific evidence that evaluativism stunts moral learning, is a leading cause of

inequity and social injustice, and is reinforced primarily (although perhaps unintentionally) by moral education. Rather than suspend moral education until we can distinguish those moral disagreements which actually do stem from error and ignorance from those which stem from valuable evaluative diversity, this paper considers more practical reforms.

“Citizen” or “Simin (私民)”? — Analysis of the survey of Secondary School student civic virtues in Mainland China from the perspective of modernization

Jianwu Ban, Chanbao Tan (Beijing Normal University, Beijing, China)

This paper explores the status of the civic virtues of middle school students in mainland China by a sampling questionnaire survey. This study divides civic virtues into three perspectives of political virtues, economic virtues, and social virtues. The data of this investigations shows that the civic virtue of nowadays middle school students is as follows: 1) Most students prioritize their own self-interest. 2) They pursue economic virtue more than political and social virtues. 3) In addition, there are also discrepancies between their virtues and deeds. All these problems are deeply rooted in the incomplete modernization drive in China.

Moral, conventional, and personal rules: The perspective of rural left-behind children in China

Jianjin Liu (Guangdong University of Foreign Studies, Guangzhou, China)

The current study is based on the social domain theory proposed by Turiel (1983), and is trying to use criterion judgment methodology to compare the evaluations and judgments of social rules in moral, conventional and personal domains between left-behind children and normal children in rural China. We are going to interview about 40 subjects (half male half female) for each group (left-behind children and normal children) at two age levels (middle childhood, early adolescence). Our assumptions are: (1) the left-behind children distinguish judgments between the moral, conventional, and personal domain, just as normal children; (2) the left-behind children may refer to social conventional reasoning even when evaluating moral and personal rules and violations; (3) sex differences exist — girls may use more conventional reasons for judgments than boys; (4) age differences exist — early adolescents may use more personal reasons for conventional rules and violations.

PS 5.5 1:30 – 3:00	Social justice: issues of race and ethnicity	Location / Local GARDÊNIA B
-------------------------------------	---	--

How the arts, moral education and service empower children and parents to address racial discrimination

Meishi Lim Haslip, Michael James Haslip (Harvard Graduate School of Education, Cambridge, MA, USA)

Using the theory of change model, this paper provides a case study of an intervention of a moral and character program, Unity in Diversity Program (UDP) in an effort to address a racism issue at a community school that delivers moral education to children and youth in Jenjarom, Malaysia. The UDP incorporates arts to bridge the racial gaps between two ethnic groups. The paper describes a brief analysis of UDP and its inputs, outputs and expected outcomes of the program. The author applies the theory of change model to guide evaluation and examine the effects of the UDP.

Racial identity and ideals of race blindness: a comparison of Brazil, South Africa, and the United States

Lawrence Blum (University of Massachusetts Boston, Boston, MA, USA)

Brazil, South Africa, and the US have large populations of African ancestry. Their different histories have produced quite distinct conceptions of race and racial identity. In addition, all three countries have generated ideals of “race blindness” — that an ideal society would overlook or suppress consciousness of race. Yet these ideals (“racial democracy” in Brazil, “color blindness” in the US, and “non-racialism” in South Africa) have functioned historically, and sometimes still function in the present, very differently in the three countries. The identities and the ideals in question mutually illuminate one another through a comparison of the three countries in historical context.

“Not it!” When the rules of the game are written in the shadow of legacy

Olivia Williams, Shawn Bultsma (Grand Valley State University, Allendale, MI, USA)

This paper provides a context for a conversation around the intersection of race, SES, and legacy in elite schools. Our study discusses the concept of contemporary integration in U.S. schools. It takes a historical recount of segregation, discusses an attempt to interrupt it where students in largely Black and Latino dominated under-resourced schools integrate into largely white and well-resourced or elite schools. Specifically, this paper discusses the significance of looking at the intersection of issues beyond race to include SES and Legacy (history) when examining school integration in the 21st century.

Civic learning and ethical exploration through oral narratives: perspectives from Indigenous communities

Maung Nyeu (Harvard University, Cambridge, MA, USA)

Since the dawn of civilization, the tradition of story-telling has been a hallmark of human experience all over the world. Over the millennia, it has taken many forms, including songs, poetry, dance, etc. Even today, Indigenous communities around the world maintain a rich oral story-telling tradition. Oral story-telling is used as a method for teaching ancestral knowledge and moral values to young children. In this paper, I explore oral story-telling as a vehicle for civic lessons and ethical exploration from three indigenous communities: Jumma people in Hill Tracts, Bangladesh, Navajo in the United States, and the Maasai people in Kenya.

KEYNOTE	Location / Local: ORQUIDEA	PALESTRA
3:00 – 4:10 PM		15h00 às 16h10

Educación en Derechos Humanos: desafíos ético morales

Abraham Magendzo (Coordinador Cátedra Unesco en Educación en Derechos Humanos / Universidad Academia de Humanismo Cristiano, Santiago, Chile)

La educación en derechos confronta una serie de dilemas ético morales, dado que desde siempre, y hoy más que nunca, se plantea respecto a situaciones controversiales referidas a los problemas que la sociedad enfrenta actualmente en los planos político, económico, social y cultural en las cuales los derechos humanos están involucrados. En efecto, persisten tensiones éticas entre el discurso de la educación en derechos humanos y una realidad político-social-cultural que los conculca cotidianamente. Se vive en un sistema formalmente democrático; sin embargo, la clase política y los partidos políticos están desprestigiados, así como lo están los poderes ejecutivo y legislativo y el sistema judicial; existe una desconfianza generalizada en las autoridades. Perduran las desigualdades e inequidades económicas, culturales y educacionales. Permanecen las injusticias sociales en su dimensión tanto

redistributiva de los recursos económicos y simbólicos, de reconocimiento de la diversidad social y cultural, como las injusticias de representación que dificultan que todos los miembros de la sociedad participen en las decisiones que les atañen. Se mantienen altos índices de violencia y de corrupción, de marginación y exclusión de las mayorías vulnerables. Además, la educación en derechos humanos tiene que lidiar con una serie de dilemas ético morales vinculados con los derechos civiles y políticos que apuntan a la existencia de desigualdad ante la ley, de discriminaciones e intolerancias, a limitaciones de libertades de pensamiento y conciencia, y l de participación en la dirección de los asuntos públicos. Asimismo, la educación en derechos humanos debe bregar e indagar en los derechos económicos, sociales y culturales que se relacionan con una serie de otros valores controversiales que tienen que ver con la justicia, la solidaridad, el trabajo y la recreación, la vida en un medio ambiente saludable, la educación y la cultura. De igual manera, la educación en derechos humanos esta éticamente impelida a poner atención en el valor de la inclusión que demanda erradicar la marginación y la exclusión de la vida ciudadana en las que se encuentra la mayoría de nuestras poblaciones, en especial los más pobres. El valor de la inclusión se vincula directamente con el de la diversidad social y cultural, que se refiere no sólo al respeto y escucha que se debe tener a la multiplicidad de voces coexistentes en la sociedad sino que también a que estas voces sean incluidas en el proceso de toma decisiones de la sociedad desde sus muy particulares identidades. Adicionalmente, la experiencia traumática que nuestras sociedades han experimentado bajo regímenes dictatoriales en los que la violación a los derechos humanos constituyó una política institucionalizada desde el Estado interpela política y éticamente a la educación en derechos humanos. Demanda que se comprometa con la democracia y con el “Nunca Más”. Frente al contexto descrito, surge la pregunta: ¿es posible educar en derechos humanos, a partir de esta realidad? Mi respuesta es sí; es posible, impostergable e imperativo. Sin embargo, mi recomendación es que asuma desde una *pedagogía controversial*, que se sustenta en la pedagogía crítica, dialógica y de la alteridad.

BREAK

4:10 – 4:30 PM

INTERVALO

16h10 às 16h30

SYMPOSIUM/PAPER SESSION 6

4:30 – 6:00 PM

SIMPÓSIOS/COMUNICAÇÕES ORAIS 6

16h30 às 18h00

SYP 6.1 4:30 - 6:00	Educación moral y ciudadanía	Location / Local ORQUIDEA
--------------------------------------	-------------------------------------	--

Organizer: *Mariarosa Buxarrais Estrada* (Universidad de Barcelona, Barcelona, Spain)

A partir de un modelo teórico común, el GREM (Grupo de Investigación en Educación Moral de la Universidad de Barcelona) ha llevado a cabo investigaciones en diversos ámbitos: formales (la escuela, el instituto, la universidad), informales (la familia, la comunidad, los medios de comunicación), y contextos de exclusión social. Además, ha formado y asesorado a investigadores de países del contexto latinoamericano, que se han doctorado en la Universidad de Barcelona, algunos de ellos gracias a la OEI (Organización de Estados Iberoamericanos para la Educación, la ciencia y la cultura). En algunos de los países miembros de la OEI se han implementado programas educativos basados en el modelo de construcción de la personalidad moral, diseñado y elaborado por el GREM. En este simposium presentamos algunas de las investigaciones derivadas de la aplicación del modelo de la construcción de la personalidad moral y llevadas a cabo por colaboradores del grupo de investigación que, en estos momentos, son profesores en sus respectivas universidades: 1) El voluntariado como estrategia informal para construir valores interculturales. 2) Re-pensando ciudadanía: reflexiones sobre la socialización política y subjetivación de los jóvenes universitarios. 3) El saber práctico del profesor.

Paper 01:

Alexandro Escudero Nahón (Universidad Autónoma de Querétaro, Querétaro, México)

Paper 02:

Miquel Martinez (Universidad de Barcelona, Barcelona, Spain)

Paper 03:

Diego Fernando Barragán Giraldo (Universidad de La Salle - Universidad Santo Tomás, Bogotá, Colombia)

Paper 04:

Maria Rosa Buxarrais Estrada, M. Martínez Martín (Universidad de Barcelona, Barcelona, Spain)

SYP 6.2 4:30 - 6:00	Beyond cyberbullies and Queen Bees: managing the good and the bad of social relationships online	Location / Local JASMIN
--------------------------------------	---	--

Organizer: *Robert Selman* (Harvard University, Cambridge, MA, USA)

There is considerable interest in ways to support adolescents in their digital lives, particularly related to the social, moral, civic, and other forms of relational challenges they face. While researchers have explored extensively coping with cyberbullying, and other forms of digital technology-based hostility, the scope of relevant digital issues is considerably broader. In addition, social media is designed to share personal information with whomever we choose. It can facilitate relationships and affirm a sense of self and well-being, or lead to cyberbullying if contexts collapse. Thus, we begin to see how a focus only on the good or only on the bad of how digital social networks are used by youth can present at best only an uneven picture. In the first paper, Schrader and her colleagues examine forms and functions of talk that female youth use in about online social relationships and the media affordances that influence the outcomes of online sharing of personal information. Weinstein and Selman, looking through the lens of online peer responses to personal accounts explore recommended strategies for coping with different experiences of socio-digital stress, including both hostility-oriented issues and digital challenges related to navigating attempt to form, maintain, or redefine close relationships. Zizek and Selman use sequential analyses to reconstruct some unexpected effects of

growing up in the age of digital social media. On the one hand, social expectations and demands towards oneself increase, while tolerance for one's own imperfections decrease. On the other hand, demands made by the self on the "other" strongly increases.

Paper 01: Talking about private information: social media affordances, context collapse, and social aggression

Dawn E. Schrader (Cornell University, Ithaca, NY, USA), *Alison Soong* (Cornell University, Ithaca, NY, USA), *Rachel Lacks* (Cornell University and Harvard University, USA), *Meghna Tallapragada* (Cornell University, Ithaca, NY, USA)

Paper 02:

Robert L. Selman, Emily C. Weinstein (Harvard University, Cambridge, MA, USA)

Paper 03:

Boris Zizek (Institut für Erziehungswissenschaft, Mainz, Germany), *Robert L. Selman* (Harvard University, Cambridge, MA, USA)

SYP 6.3 4:30 - 6:00	Views of parents and teachers on the moral development of children and adolescents	Location / Local ANTÚRIO
--------------------------------------	---	---

Organizer: *Luciana Maria Caetano* (University of São Paulo/IPUSP, São Paulo, Brazil)

The purpose of this symposium is to present the views of parents and teachers on the moral development of children and adolescents in different theoretical and methodological perspectives. The first study aimed at investigating relationships between the strategies of conflict resolution of preadolescents and their perception of their parents' and teachers' views on these, as well as differences in the two sources of influence. The second study discusses the perceptions of mothers about the moral feelings of their children diagnosed with dyslexia and ADHD, as well their perceptions concerning school ineffectiveness, teacher's lack of sensitivity and knowledge to deal adequately with these difficulties. And the last study investigates moral educational conceptions of parents and teachers regarding obedience, respect, justice and autonomy of their children and students respectively. Mapping to opinions, perceptions and conceptions of parents and teachers on the moral development of children and adolescents in school, family and clinical context, enables the expansion of knowledge about intervention strategies favoring the construction of moral knowledge process in these contexts. Furthermore, these studies raise the possibility of developing new research questions to consider affective, cultural and relational aspects of the development of morality by the child.

Paper 01: Pre adolescents' perceptions of parent's and teachers opinions about their conflict resolution strategies

Maria Isabel da Silva Leme (University of São Paulo/IPUSP, São Paulo, Brazil)

Paper 02: Moral feeling: mother's perception of children with dyslexia and ADHD

Betânia Alves Veiga Dell'Agli (Centro Universitário das Faculdades Associadas de Ensino, São João da Boa Vista, SP, Brasil)

Paper 03: Parents' and teacher's moral educational conceptions

Luciana Maria Caetano (University of São Paulo/IPUSP, São Paulo, Brazil)

PS 6.1 4:30 - 6:00	Projetos de educação moral	Location / Local PETÚNIA
-------------------------------------	-----------------------------------	---

Relações entre escola e família em projetos bem sucedidos de educação moral

Alana Paula Oliveira, Maria Suzana De Stefano Menin (Universidade Estadual Paulista, Presidente Prudente, Brasil)

Este texto aborda as possíveis relações entre escola e família em projetos bem sucedidos de educação moral em escolas públicas de ensino fundamental (6º ao 9º ano) e médio do Estado de São Paulo. Assim como aponta a literatura da área, escola e família deveriam caminhar juntas para a educação moral de crianças e jovens. Contudo, a partir de visitas a seis escolas, constatamos que é quase inexistente uma parceria escola-família, sendo que os familiares comparecem nas escolas apenas em reuniões ou quando são convocados por conta do que a escola considera como mau comportamento dos alunos.

As práticas morais nas escolas brasileiras: o estado do conhecimento

Flávia Vivaldi, Telma Vinha (Universidade Estadual de Campinas, Campinas, Brasil)

Pesquisa bibliográfica do tipo Estado do Conhecimento, cujos objetivos foram identificar os artigos científicos brasileiros publicados em periódicos, entre 2002 a 2012, descrevendo pesquisas empíricas em Psicologia e Educação sobre as práticas morais escolares e analisar se estas seriam favoráveis ao desenvolvimento da autonomia moral. O critério de seleção - estudos empíricos em Psicologia e Educação contendo as práticas escolares direcionadas à aprendizagem de valores - identificou 17 artigos. Desses, sete relataram práticas escolares consideradas como favoráveis à construção da autonomia moral. Constatou-se a escassez tanto de estudos brasileiros indexados, como de trabalhos educacionais orientados efetivamente ao desenvolvimento da autonomia.

Aprendizagem de virtude e desenvolvimento moral nas aulas de educação física

Ana Lidia Felipe Guimarães (Secretaria Municipal de Educação-RJ / Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil), *Maria Judith Sucupira da Costa Lins* (Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil)

Este trabalho faz referência a pesquisa empírica que teve como objetivo investigar como se desenvolve o ensino/aprendizagem das virtudes na prática pedagógica do professor de Educação Física no modelo pedagógico competitivo e cooperativo Ensino Fundamental. A fundamentação teórica foi a filosofia de Alasdair MacIntyre (2001), que propôs a prática das virtudes em oposição ao emotivismo, tendo como ponto de partida a teoria Aristotélica. Destacou-se também a contribuição teórica de Theodor Adorno, no que diz respeito a Barbárie Social com intuito de aproximação ao conceito de Desordem Moral de MacIntyre. As virtudes escolhidas para esta pesquisa foram: Amizade, Perseverança, Coragem e Justiça.

Diretrizes de produção de games para o ensino de Ética

Luciene de Sousa Teixeira Vales, Maria Judith Sucupira da Costa Lins, Leni Ferreira Theodoro (Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil)

O artigo apresenta e analisa as diretrizes "o game educativo deve ter definição clara dos seus objetivos educacionais" e "o

design instrucional e a programação do game devem contribuir para a aprendizagem”, desenvolvidas durante o processo de produção de um Game digital denominado Aretè (virtude em grego). Ele servirá como recurso digital para o ensino de ética para crianças. A ética das virtudes de Aristóteles é a norteadora da pesquisa e a contextualização para a atualidade é feita por meio das contribuições de MacIntyre. Piaget contribui para a compreensão da criança e do seu desenvolvimento moral.

PS 6.2 4:30 – 6:00	Resolução de conflitos	Location / Local GLICÍNIA A
-------------------------------------	-------------------------------	--

Solucionar conflitos e problemas sociais: são conteúdos para o Ensino Médio?

Isis Brum (Universidade Estadual de Campinas, Campinas / Universidade Estadual Paulista, Araraquara, Brasil), Luciene Tognetta (Universidade Estadual Paulista, Araraquara, Brasil)

A partir da análise de desempenho da Competência V (proposta de intervenção), na prova de redação do Exame Nacional do Ensino Médio, cujos dados foram oficialmente disponibilizados em relatórios pedagógicos elaborados pelo Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, órgão do Ministério da Educação, de 2001 a 2008, constatou-se que uma das grandes dificuldades dos estudantes é propor soluções aos problemas sociais sugeridos como tema da avaliação em questão. Verifica-se, à luz da epistemologia genética, que o problema dos alunos do Ensino Médio no Brasil está relacionado à maneira pela qual tendem a resolver os seus próprios conflitos.

Cultura de Paz no Senac São Paulo: reflexões e práticas educacionais da não violência na formação profissional

Andrea Nunes (Senac São Paulo, São Paulo, Brasil)

Esta proposta tem o objetivo de apresentar a experiência realizada pelo Programa de Cultura de Paz do Senac São Paulo, uma entidade privada sem fins lucrativos e foco na educação profissional. A proposta deste programa é instrumentalizar equipes internas - administrativa e pedagógica - com conceitos, valores e práticas que contribuam para o desenvolvimento de ações e projetos voltados a todos os públicos com os quais se relacionam, promovendo a humanização da convivência, a prevenção, o enfrentamento da violência e a transformação dos conflitos em oportunidades de aprendizagem integral do ser humano.

As classes "difíceis" e "não difíceis" e os conflitos interpessoais na escola

Adriana de Melo Ramos (Universidade Estadual de Campinas / Universidade Estadual Paulista, Campinas, Brasil)

Este estudo trata da análise de parte dos dados de uma pesquisa de doutoramento, retratando as concepções de alunos e equipe pedagógica de duas escolas (pública e privada) de São Paulo/Brasil sobre os conflitos interpessoais na escola. Embasada na teoria construtivista, a análise enfoca as intervenções das escolas em classes consideradas “difíceis” e “não difíceis” do Ensino Fundamental II. Análise qualitativa indicou que os conflitos interpessoais eram vistos como negativos, devendo ser evitados e contidos. Havia transferência para as famílias dos problemas enfrentados no ambiente escolar, muitas sanções expiatórias, que não promoviam a autorregulação e mudança de comportamento.

PS 6.3 4:30 – 6:00	Teaching about values	Location / Local GLICÍNIA B
-------------------------------------	------------------------------	--

Change in teaching practice at the graduate course "Ethics, Values and Citizenship at School"

Monica Garbin (State University of Campinas, Campinas, Brazil), Carolina Magalhães Costa Cavalcanti (University of São Paulo, São Paulo, Brazil), Marília Pugliese Branco (University of São Paulo, São Paulo, Brazil), Ulisses Araújo (University of São Paulo, São Paulo, Brazil)

This paper presents some of the results obtained in a blended graduate course that aimed to train and educate São Paulo State teachers on issues related to ethics, values and citizenship. The results have showed that the contents of citizenship and values in addition to the methodology used to develop collaborative projects has impacted the professional practice of the participants, who have incorporated the knowledge and methodology learned in the graduate course into their teaching practice.

Moral Education at school: how Elementary school teachers have learned and now teach about moral values

Adriana Müller (Crescent/FDV, Vitória, ES, Brazil) Heloisa Moulin Alencar (Federal University of Espírito Santo, Vitória, ES, Brazil)

This work aims at presenting the results of a survey regarding Elementary Schools teachers (6th and 9th grades) in Vitória/ES/Brazil. The analyzed data involved the following themes: how teachers conceptualize moral values and justice, if they consider justice should be taught at school, and a comparison between how they suppose they learned about justice at school when they were students and the way they suppose they teach about justice in class. Results emphasize that teachers consider Moral Education to be relevant at school, but they still teach as they've been taught: through impositive actions that generate heteronomy, not autonomy.

The difficulties of an inclusive education in a public school

Raimundo A. Luz (Universidade de São Paulo/Universidade Virtual do Estado de São Paulo, São Paulo, Brazil), Cássio Riedo (Universidade Estadual de Campinas, Campinas, Brazil)

Although the inclusive education is a global trend, the Brazilian schools has low trained professionals for an effective inclusion. To evaluate the hypothesis, a questionnaire were distributed in a public school in São Paulo State. The results point out to the need for better professional and psychological preparation of teachers to deal with difference. It was also revealed some resistance regarding the credibility, feasibility and validity of the inclusion process. For inclusive education really becomes effective, it is important withdrawal of socially negative bias hovering over her.

PS 6.4 4:30 – 6:00	Locations of civic learning and engagement	Location / Local GARDÊNIA A
-------------------------------------	---	--

"I think ...": Young people's perceptions of parenting style and classroom climate in relation to their civic awareness

Sigrun Adalbjarnardottir (University of Iceland, Reykjavik, Iceland)

Concern is growing about ways to better understand young peoples' civic awareness and provide educational opportunities that give them a voice. This mixed-method study explores young people's perceptions of both parenting style and classroom climate that support open discussions and how those opportunities relate to their civic awareness. A special focus is on how their feelings about civic justice may mediate the relationship between these educational opportunities and their civic awareness. The participants are about 1000 Icelandic young people, age 14 and 18. Results from both quantitative (questionnaires) and

qualitative (interviews) data sets will be integrated and discussed.

Demo-critical classrooms: democracy and critical thinking converge

Sanjay Nanwani, Miguel Moreno (Universidad de los Andes, Bogotá, Colombia)

This investigation, framed under democratic citizenship education, proposes the creation of demo-critical classrooms to cultivate a type of moral citizen equipped with moral traits; cognitive and emotional capacities; a democratic disposition (an inclination towards a type of moral behavior). The context is Colombia - a defective democracy, currently negotiating a peace agreement. It centers on two specific spheres of classroom life: relationships, and teaching and learning. It proposes a strategic future investment to create classroom environments where democracy and critical thinking act symbiotically - not as separate pedagogical elements in educational settings, as has been the inclination thus far.

Bridging local schools and broader communities: student community forums

John Spady (National Dialogue Network, Seattle, WA, USA)

The presentation describes an innovative project of high school students' analysis, engagement, and insights into complicated social and community issues. While adults give encouragement, assistance, and oversight, students organize themselves into leadership teams to complete goals and learn a generalized process for community engagement. This presentation will describe: (1) an overall theoretical foundation and the process largely designed by students between 2011 and 2015, (2) the general strategy, community outreach, and methods of meaningful engagement, feedback, and reporting, (3) the difficulties and successes students experienced, and (4) the opportunity for expansion of this collaborative model to other schools and communities.

Learning morality and citizenship through online participation: three paradigms of cyber civic learning among Chinese university students in the age of social media

Ke Lin (UCL Institute of Education/Faculty of Education, Beijing Normal University, Beijing, China)

Social media play increasingly important roles in changing young people's moral and civic learning styles. This paper, based on a virtual ethnographic study, examines how online forums and social network sites facilitate Chinese university students to participate in moral and civic discussions and activities, arguing that student can learn different knowledge, values and skills from their online civic engagement. The paper presents three learning paradigms within the context of mainland China, namely dutiful, actualizing and active responsible civic learning. It aims to explore an innovation of moral education and citizenship education in the digital age.

PS 6.5
4:30 – 6:00

Social justice and educational setting

Location / Local
GARDÊNIA B

Conceptions of poverty and positive justice: College Students' understandings of inequality and responsibility for social change

Jay Brandenberger (University of Notre Dame, Notre Dame, IN, USA)

Poverty and inequality are normative conditions for a majority of the world. Within moral education, the development of moral reasoning, virtues, and character—often framed individually—are positive starting points but incomplete for addressing complex social challenges. What is known developmentally about what has been labeled positive justice? How do young adults understand poverty and inequality? How may colleges and universities, often functioning as institutions of privilege, encourage attention to such concerns and effectively promote actionable conceptions of justice? This session will address such questions, integrating a review of the literature with findings from studies at the University of Notre Dame.

The impact of Affirmative-Action Bans in states with a history of state-sponsored discrimination in Higher-Education

Matthew Patrick Shaw (Harvard University and American Bar Foundation, Cambridge, MA, USA)

Due to the ubiquitous nature of state-sponsored segregation in the United States against black people in higher education until the early 1970s, many institutions in the southern United States were required to take affirmative action to improve black-undergraduate representation. Political resistance to these practices led to bans in Florida and Georgia colleges in 2000. Using a difference-in-differences strategy, I show how black-undergraduate representation in those colleges declined relative to other southern colleges where affirmative action was still allowed. My findings have implications for how colleges should proceed with race-sensitive diversity initiatives in a hostile political climate.

A DREAM Denied: How U.S. 1996 Welfare Reform depresses undocumented-student access to Higher Education

Matthew Patrick Shaw (Harvard University and the American Bar Foundation, Cambridge, MA, USA)

Two U.S. laws passed in 1996 (commonly called "Welfare Reform") forbid undocumented students from participating in federal financial aid programs and from taking advantage of lower in-state-resident-tuition prices. Using a difference-in-differences analysis of U.S. Census data, I find that Welfare Reform depresses undocumented students' abilities to access a college education. The moral, political, and legal implications of my findings are increasingly magnified by the growing population of undocumented youth who graduate from U.S. high schools and are unable to attend college or participate fully in American life.

Understanding social justice: a study of social justice representations of secondary students and teachers in Spain

Liliana Jacott, Vanesa Sainz, Tatiana García-Vélez, Almudena Juanes, Everardo Pérez Manjarrez, Antonio Maldonado (Universidad Autónoma de Madrid, Madrid, Spain)

In this paper we present the results of an empirical study conducted in different regions of Spain that explores students' and teachers' representations of social justice. A specific questionnaire was designed including a set of different dilemmas that focused on the main dimensions of social justice: representation, recognition and representation. These dilemmas are situated in education and everyday contexts describing a real or hypothetical problem or situation related to social justice issues. Results show significant differences in the representation of social justice regarding the level of education and gender of participants. The educational implications for moral development are discussed.

POSTER SESSION/AWARDS CEREMONY

SESSÃO DE PÔSTERES/CERIMÔNIA DE PREMIAÇÃO

6:00 – 7:30 PM

Location / Local: ORQUIDEA

18h00 às 19h30

Posters authors and abstracts: Page 42

Autores e resumos dos Pôsteres: Página 42

RECEPTION: Brazilian Steakhouse Dinner**JANTAR**

8:00 – 10:00 PM

Churrascaria Tertúlia

20h00 às 22h00

SATURDAY 11/7**Sábado, 07/nov****KEYNOTE****PALESTRA**

8:30 – 9:40 AM

Location / Local: ORQUIDEA

08h30 às 09h40

Recovering the Role of Reasoning in Moral Education to Address Inequity and Social Justice*Larry Nucci (University of California - Berkeley, CA, USA)*

Historically, the foundation of the educational mission of the AME has been directed at how to promote the development of structures of moral reasoning (Power, Higgins & Kohlberg (1989). In recent year, however, the role of reasoning for moral functioning has been downplayed. Influential authors such as Jonathan Haidt (2001) have made the case that most moral decisions are generated through intuitions rather than reflective judgments, and that reasoning is largely a matter of rationalizations rather than the source of moral actions. Others, such as the Greater Good Science Center at UC Berkeley have shifted the focus of moral education away from the development of moral cognition toward an emphasis upon the stimulation of moral virtues or sentiments such as gratitude, empathy, forgiveness, compassion, and happiness. The focus of this talk will be on recent work that will help to reconceptualize the role of reasoning in moral education, and to re-assert the centrality of reasoning as the long-term focus for moral education. The talk will differentiate between the need for attention to affective processes and basic socio-emotional structures in early childhood and elementary education, and the long-range goal of educating for a moral citizenry. Working toward this long-range goal means attending to three often conflated aspects of moral reasoning:

1. The development of structures of moral and societal understanding
2. *Reasoning* as a social-emotional collective process rather than an individual act of cognition (Laden, 2012).
3. The linkage between ontogenic development of the individual with the sociogenetic processes that feed into individual microgenesis within social contexts and classrooms, that reciprocally contribute to socio-genesis (Saxe, 2014) and attendant shifts in cultural moral values.

These strands in the talk will be illustrated through current work being done in classrooms integrating moral education within the teaching of middle school history (Nucci, Creane & Powers, 2014). Information will be provided for how we may rethink our approaches to the analysis of the academic curriculum as a source for student discourse around moral and societal values. Included will be discussion of how to structure that discourse, and how to analyze it for its social and emotional as well as cognitive components. The talk will end with a discussion of how this larger view of moral reasoning moves us away from the constraints of Kohlberg's (1984) stage theory, and toward a more attainable educational process for achieving Kohlberg's Progressive educational vision. This shift will require the integration of structural development and universalistic elements of morality with socio-genetic and sociocultural processes.

BREAK**INTERVALO**

09:40 – 10:00 AM

09h40 às 10h00

SYMPOSIUM/PAPER SESSION 7**SIMPÓSIOS/COMUNICAÇÕES ORAIS 7**

10:00 – 11:30 AM

10h00 às 11h30

SYP 7.1 10:00 - 11:30	The future of moral psychology and the future role of AME: a vision panel	Location / Local ORQUIDEA
--	--	--

Organizer: *Wolfgang Althof* (University of Missouri - St. Louis, St. Louis, MO, USA and President of the Association for Moral Education)

Five distinguished panelists discuss the current and anticipated development of the field of moral psychology (and its relevance for moral education) and the future role or niche of AME in the context of these developments. Each of the panelists gets three minutes for a quick diagnosis of the field and another five minutes to answer two questions: If you had just one wish for the study of moral development, what would it be? What role could AME play in supporting this vision? This part will take about 45 minutes. The second half of the session will be reserved for a discussion among the panelists and interaction between the panelists and the audience.

Panelists:

Darcia Narvaez (University of Notre Dame, Notre Dame, IN, USA and chief-editor of the Journal of Moral Education)

Larry Nucci (University of California-Berkeley, Berkeley, CA, USA and chief-editor of Human Development)

Ulisses Araujo (University of Sao Paulo, organizer and host of 41st Annual Meeting of AME)

Helen Haste (University of Bath and Harvard University, Cambridge, MA, USA, organizer and host of the upcoming 42nd Annual Meeting of AME in Cambridge, MA - December 2016)

Jason Stephens (University of Auckland, Auckland, New Zealand)

SYP 7.2 10:00 - 11:30	A comprehensive account of what may account for moral and immoral action	Location / Local JASMIN
--	---	--

Organizer: *Michael Commons* (Harvard Medical School, Cambridge, MA, USA)

A behavioral-developmental model using up to ten variables may account for moral or immoral action. They are social-perspective-taking skill, strength of attachment, impulsivity, anger, depression, lying, delusions, anxiety, sense of responsibility and risk. The first study shows that being a criminal or not is predicted by first six of these variable and their interactions, $r = 0.86$. The second paper generalizes this model to ten variables mentioned. It shows how they may be tested to predict action. The third paper shows how some of these variables may explain the successful transition from co-sleeping between parents and children to independent sleeping. It talks about the moral issue of upsetting the children by poor practices during the transition. It also discusses manner and timing to avoid upsetting them. One of the usual variables found to be predictive in a number of present and past studies was stage of social perspective-taking. These stages are based on the Order of Hierarchical Complexity (OHC) of the tasks. The axiomatic model assumes that a task is at a higher order and therefore more difficult if: 1) It is defined in terms of two or more adjacent lower order task actions; 2) It organizes those adjacent lower order task actions; 3) This organization is non-arbitrary. There are 17 known Orders of Hierarchical Complexity. Another finding was that it was not neither single variables nor the sum of variables but the product of variables that was most predictive: attachment*anger, risk*impulsivity and delusion*lying.

Paper 01: A model for blind detection of incarceration versus not being criminal

Sarthak Giri (Dare Association, Cambridge, MA, USA), *Gangqin Li* (Sichuan University, Chengdu, China)

Paper 02: A behavior developmental model for predicting action

Michael Lampport Commons (Harvard Medical School, Cambridge, MA, USA)

Paper 03:

Patrice Marie Miller (Salem State University, Salem, MA, USA)

SYP 7.3 10:00 - 11:30	Efforts to gain compliance: educational consequence along America's school-to-prison pipeline	Location / Local ANTÚRIO
--------------------------	---	--------------------------

Organizer: *Krista Goldstine-Cole* (Harvard Graduate School of Education, Cambridge, MA, USA)

Exclusion takes many forms in the United States, including suspension from school and detention along what is commonly known as the "school-to-prison" pipeline. Exclusion disrupts education, increasing risk for poor life outcomes. This symposium explores three critical areas: teacher perception of power and school discipline; educational policy and practices within juvenile detention; and the timing, sequence and accumulation of risk factors related to school completion and incarceration among men serving time in prison. As practitioners of various kinds, the authors offer a number of options for action and further inquiry.

Paper 01:

Krista Goldstine-Cole (Harvard Graduate School of Education, Cambridge, MA, USA)

Paper 02:

Karin Liiv (Harvard Graduate School of Education, Cambridge, MA, USA)

Paper 03:

Lynette N. Tannis (Harvard Graduate School of Education, Cambridge, MA, USA)

PS 7.1 10:00 – 11:30	Competência moral e construção de valores	Location / Local PETÚNIA
-------------------------	---	--------------------------

Estudo sobre o desenvolvimento da competência moral em psicólogos de dois cursos de Especialização em Psicologia do Trânsito

Thaísa Angélica Déo da Silva Bereta, Patricia Unger Raphael Bataglia (Universidade Estadual Paulista, Marília, Brasil)

A pesquisa objetivou avaliar a eficácia de uma intervenção para o desenvolvimento da competência moral de psicólogos que participavam de dois cursos de Especialização em Psicologia do Trânsito. O delineamento da pesquisa foi quase experimental e exploratório, contando com 28 sujeitos, divididos em dois grupos. Foram aplicados: Moral Competence Test, instrumento qualitativo com casos-vinheta envolvendo dilemas morais da Psicologia do Trânsito e intervenções com o grupo experimental para a avaliação do desenvolvimento da capacidade reflexiva dos participantes. Os resultados demonstraram escore total de competência moral médio e que houve regressão baixa entre o primeiro e o segundo momentos do estudo.

Desenvolvimento da competência moral na graduação de enfermagem: estudo de caso

Adriana Aparecida de Faria Lima (Centro Universitário São Camilo, São Paulo, Brasil), *Márcio Fabri dos Anjos* (Centro Universitário São Camilo, São Paulo, Brasil), *Ana Maria Lombardi Daibem* (Centro Universitário São Camilo, São Paulo, Brasil), *Patricia Unger Raphael Bataglia* (Universidade Estadual Paulista, Marília, Brasil)

As Diretrizes Curriculares Nacionais do Curso de Graduação em Enfermagem prescreve que o egresso tenha competências éticas e morais. Para Kohlberg a competência moral se dá por meio da capacidade de tomar decisões e emitir juízos morais (baseados em princípios internos) e agir de acordo com tais juízos. Assim, indaga-se se a formação no ensino superior contribui para o desenvolvimento da competência moral do estudante de enfermagem?

Competencia moral democrática en futuros profesores y educación moral institucional

Marisa Meza (Pontificia Universidad Católica de Chile, Santiago, Chile)

El estudio presenta resultados de investigación asociados a la evaluación de competencia moral mediante el Test de Competencia Moral de Georg Lind en relación a la intencionalidad, explicitación y articulación de la oferta de formación moral de siete entidades formadoras de profesores de educación básica en Chile.

Estudo sobre o desenvolvimento da competência moral na formação do enfermeiro

Marcia S. de Oliveira (Fiocruz / Hospital Pedro Ernesto / Universidade do Estado do Rio de Janeiro, Rio de Janeiro, Brasil), *Sergio T. A. Rego* (Fiocruz / PPGBIOS)

O estudo avaliou a competência moral mediante uma intervenção pedagógica elaborada para o desenvolvimento moral, Foram realizadas com estudantes sessões de discussão de dilemas morais baseado na metodologia do método Konstanz de discussão de dilemas (KMDD). A avaliação do impacto do método foi com o Moral Judgement Test em suas duas versões (mjt e mjt xt), que fornece o C-score, uma medida objetiva da competência moral. Com o MJT, o grupo apresentou uma regressão no desenvolvimento da competência moral, Com a versão MJT (xt), o grupo não apresentou regressão, mas estagnação.

Projeto de vida de jovens universitários: influências do engajamento e pertencimento político-religioso

Thaís Serafim dos Santos, Frank Antonio Mezzomo, Cristina S. O. Pátaro (Universidade Estadual do Paraná, Campo Mourão, Brasil)

Compreendendo o projeto de vida como a prefiguração de ações em um cenário de valores, a pesquisa analisa os projetos de vida de jovens ingressantes em 2014 na Universidade Estadual do Paraná (Unespar), nas interfaces com o engajamento e pertencimento político e religioso. Os dados foram coletados por meio de survey aplicado aos 1313 ingressantes (15 a 29 anos) da instituição, bem como de entrevistas semiestruturadas a serem realizadas junto a jovens de diferentes pertencimentos religiosos. Busca-se analisar os valores que perpassam os projetos de vida dos jovens, tendo em vista seu pertencimento religioso e o engajamento em atividades político-sociais.

PS 7.2 10:00 – 11:30	Curricular issues	Location / Local GLICÍNIA A
---------------------------------------	--------------------------	--

Currere: WATER and the Cultivation of the Moral Imagination

Sara Soledad Garcia (Santa Clara University, Santa Clara, CA, USA)

This is a Levanian-Thoreau contrast examining a phenomenological reflection for developing conscious awareness using WATER as a catalyst for transcendence. Autobiographies written by teachers following Pinar’s Currere as a reflexive tool examine perceptions of Water as nature, not as distant but essential in vital survival to human life. As agents of change advanced learners as responsible teachers have a moral imperative to build a foundation for ethical relationships with other-than human entities and enduring change in conduct and attitude toward moral significance. Currere is a tool for inciting deep reflection on discourses of social justice and collective action through education.

Cultivating moral imagination in the special education teachers in Brazil: the role of continuing teacher education

Lyusyena Kirakosyan (Virginia Tech Institute for Policy and Governance, Blacksburg, VA, USA)

The educational reforms in the 1990s in Brazil were devised to address the challenge of constructing an educational system sensitive to diversity at schools, reshaping the identities of school educators, particularly special education teachers, who shouldered the responsibility for the positive outcomes in educational inclusion of students with disabilities. Starting with an overview of special education in Brazil and national policies concerning continuing teacher education, this paper discusses the importance of cultivating moral imagination in special education teachers as the agents of school inclusion, and broad implications for the inclusion of children and youth with disabilities in Brazil’s schools.

English Language in High School: report of a transverse project

Amanda Maria Bicudo de Souza Almeida (Instituto Federal de Educação, Ciência e Tecnologia de São Paulo, Caraguatatuba, Brazil)

This research has as its goal to report a didactic experience performed with students from a high school located in the suburb of Taubaté city during the English classes. The purpose aimed to make possible an intervention in the school environment, which had a reality marked by violence, drugs, disrespect with the teacher, depredation of public heritage, among others. The goal was to involve students in awareness activities against school violence. At the end of the project, it was possible to notice an improvement in the relationship among members of school community and in the conservation of public heritage.

Crossing cultural borders in school: international and Canadian Students’ perspectives about cross-cultural peer relationship

Xu Zhao, Nancy Arthur (University of Calgary, Calgary, Canada)

Research shows that students who have more cross-cultural friendships feel safer, less lonely, less vulnerable to social distress, and demonstrate more intercultural knowledge and skills. Fostering cross-cultural friendships between international and domestic students in North American schools potentially increases international students’ social integration, enhances domestic students’ intercultural competence, and helps prevent racial and cultural divisions. However, research suggests that this is a challenging task. This paper presents a qualitative study that explores the perspectives of both international and Canadian students about the challenges they face in forming and maintaining cross-cultural friendships with members of the other group.

PS 7.3 10:00 – 11:30	Convivência na escola	Location / Local GLICÍNIA B
---------------------------------------	------------------------------	--

Assembleias de classe e de segmento de caráter deliberativo: iniciativas para favorecer o diálogo e a boa convivência na escola

Carmen Lúcia Dias (Universidade do Oeste Paulista, Presidente Prudente, Brasil), Terezinha Ferreira da Silva Colombo (Colégio Criativo, Marília, Brasil), Alessandra Morais (Universidade Estadual Paulista, Marília, Brasil)

Tem-se como objetivo apresentar uma experiência de prática de assembleias de classes e de segmento, de caráter deliberativo, e refletir sobre o impacto dessa iniciativa na organização da escola como um espaço democrático e de convivência harmoniosa. A intervenção aconteceu em uma escola privada de Educação Básica, com participação de 574 alunos. Foram feitas assembleias de classe e de segmento com os alunos e membros da equipe gestora e docente. A experiência demonstrou que é possível e recomendado o uso de práticas de assembleias, a fim de se favorecer um espaço mais democrático e harmonioso de convivência na escola.

Em busca de caminhos que promovam a convivência respeitosa na escola: quando os alunos são protagonistas de sua história

Luciene Regina Paulino Tognetta (Universidade Estadual Paulista, Araraquara, Brasil), José Maria Avelés Martínez (Universidade de Valladolid, Valladolid, Espanha)

É parte integrante do programa de intervenção que se encontra em implantação para a redução da violência e a melhoria da convivência escolar a organização de formas de protagonismo juvenil, ou seja, a formação e acompanhamento dos alunos para os trabalhos de prevenção aos problemas de convivência e em especial, ao bullying, um dos aspectos particulares de violência já

apontados pela literatura como presentes nas instituições de ensino e como se pode constatar, no diagnóstico do clima escolar das escolas escolhidas para o trabalho de intervenção. Trata-se da implantação de um programa de “Equipes de ajuda” que serão apresentadas.

Convivência ética na escola todos os dias: A implantação de um projeto

Flávia Vivaldi, Livia M. F Silva, Carolina Aragão E. Marques (Universidade Estadual de Campinas, Campinas, Brasil)

Nessa apresentação será relatado o processo de construção e implantação de um programa de intervenção, com 15 meses de duração, que visa a redução da violência e a melhoria da convivência escolar, em duas escolas municipais de ensino fundamental. O referido programa consiste em: diagnóstico, por meio da avaliação do clima escolar; inserção no currículo de uma disciplina específica para a reflexão dos valores e da convivência; criação de espaços para a resolução dialógica de conflitos; formação continuada para toda a equipe escolar e para os professores responsáveis por essa disciplina.

Contribuições de uma metodologia problematizadora e participativa para a construção de valores morais: relatos de uma pesquisa de intervenção

Marco Antonio Morgado da Silva, Ulisses Ferreira de Araújo (Universidade de São Paulo, São Paulo, Brasil)

A intenção deste trabalho é explorar as contribuições que uma metodologia problematizadora e participativa de ensino-aprendizagem pode aportar para a educação moral. O objeto de pesquisa é um projeto de educação moral no âmbito escolar e a coleta dos dados foi realizada mediante quatro instrumentos: relatórios de campo; coleta de atividades realizadas pelos estudantes; entrevistas semi-estruturadas; e aplicação de um questionário aos estudantes no final do projeto. Os dados evidenciaram que a implicação dos educandos com a resolução de problemas reais proporcionou uma experiência pedagógica que contemplou três dimensões da construção de valores morais: cognição, afetividade e ação.

PS 7.4 10:00 – 11:30	Civil society and the limits of citizenship education	Location / Local GARDÊNIA A
-------------------------	---	--------------------------------

A study on the volunteer service practice for cultivating positive citizens in the United States

Xiuyun Kang (Northeast Normal University, Changchun, China)

Positive citizen means the person who devotes himself/herself to seek for and further shoulder the due responsibilities in the public life. Fostering positive citizens is a vital part of American history and cultural tradition. Currently, Volunteer Service is one of the most important practical methods for cultivating positive citizens in the United States. In order to fulfill the sustainable development of the volunteer service, a great many of mechanisms have been put forward and taken into practice. In the context of China, drawn from the American volunteer service experience, Chinese educators have developed their own practical way for civic education.

Young people’s volunteering and their concern for the welfare of others

Ragny Gudjohnsen, Sigrun Adalbjarnardottir (University of Iceland, Reykjavik, Iceland)

The discussion of young people’s civic awareness and engagement has in the 21st century been characterized by the concern of reducing voting numbers and the need to provide civic opportunities for youth (Hart, Donnelly, Youniss & Atkins, 2007). Young people’s interest and participation in volunteering has remained strong (Jennings og Stoker, 2004) and gives young people valuable opportunities (Yates & Youniss, 1999). This qualitative study focuses on young people’s perceptions on their volunteering. The findings indicate that the young people connect their volunteering to values such as equality, justice and helpfulness and their volunteering aims to personal and civic gains.

A literature study on donation and associations with Moral Psychology

Luciana de Souza (Universidade Federal do Rio Grande do Sul, Porto Alegre, Brasil)

We conducted a literature study on donation and the intent to identify themes related to implications from the moral psychology field. Search procedures identified 172 texts, and analyses selected 49 scientific articles. Qualitative treatment on data was via the complementary use of NVivo software tools and the steps of thematic analysis. Seventeen nodes (categories) resulted from the analyses, conducting to eight core themes: why donate, refusal to donate, ethical issues, negative feelings, religion, media, hope, and gratitude. Moral psychology literature supported data interpretation with emphasis on aspects such as benevolence, moral virtues and the social-cognitive processes that moves them.

Possibilities and limits of citizenship education in Brazil: some views of teachers and students

Gabriel Goldmeier (University College London, London, UK), Soraiá Bertin (Federal University of Rio Grande do Sul, Porto Alegre, Brazil), Marícia da Silva Ferri (Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brazil)

The political view that we consider more just is based on egalitarian liberalism – enhanced by some elements of republicanism, multiculturalism, and feminism. However, this political project depends on the development of certain virtues in the individuals like tolerance, integration with their fellow citizens, democratic deliberation, reflective thinking, sentiments of empathy and solidarity, and agreement to follow just rules. Admitted the need of cultivating such values, specifically here, we intend to report how they are currently taught in Brazilian schools. The method applied is a qualitative analysis based on observations of school environments and interviews with teachers and students.

PS 7.5 10:00 – 11:30	Interdisciplinaridade, transdisciplinaridade e cidadania	Location / Local GARDÊNIA B
-------------------------	--	--------------------------------

A transdisciplinaridade nos projetos escolares como ferramenta na construção da cidadania dos jovens do Ensino Médio

Ana Aniceto (Universidade Virtual do Estado de São Paulo / Universidade de São Paulo, São Paulo, Brasil)

O presente trabalho analisou as atividades realizadas por alunos das 3^{as} séries do Ensino Médio de uma escola na cidade de Jaú, São Paulo. Os projetos visavam uma intervenção na realidade da escola, utilizando a metodologia da estratégia de projetos tendo o tema transversal “Resíduos Sólidos” . Pretendeu-se avaliar as contribuições realizadas pelos grupos em alguns cursos técnicos que funcionam regularmente no mesmo prédio. As intervenções deixadas nos cursos pós realização dos projetos confirmaram a eficácia na utilização de um tema perpassando às disciplinas e contribuindo com a construção da cidadania destes jovens.

Olhar interdisciplinar: princípios de educação integral e a formação cidadã

Rosângela Almeida Valerio (Pontifícia Universidade Católica de São Paulo, São Paulo, Brasil)

O presente artigo tem a finalidade de tecer considerações de como os Princípios da Educação Integral adotados pela Secretaria de Estado da Educação de São Paulo, que são: Os quatro Pilares da Educação, o Protagonismo Juvenil, a Pedagogia da Presença e a Educação Interdimensional, contribuíram para a formação cidadã de jovens e adolescentes da rede pública estadual de São Paulo. Analisamos as relações e concluímos a consagração da possibilidade da formação do cidadão nas seguintes ações pedagógicas: Currículo Oficial, Acolhimento, Clubes Juvenis, Disciplinas Eletivas Líder de Turma, Projeto de Vida, entre outros.

Valores éticos e de cidadania no contexto escolar

Cleide de Oliveira Fernandes, André Flausino de Oliveira, Selma Regina de Oliveira, Rosângela de Freitas (Universidade de São Paulo/Universidade Virtual do Estado de São Paulo, São Paulo, Brasil), Ulisses Araújo (Universidade de São Paulo, São Paulo, Brasil)

Os projetos de promoção de valores éticos e de cidadania na escola é um desafio a ser enfrentado. Nesta pesquisa, foi investigado com 43 educadores da Educação Básica de instituições públicas o desenvolvimento de projetos sobre os valores éticos e de cidadania na escola; destes 32% descreveram desenvolvê-los no trabalho transdisciplinar; 21% nas áreas de arte e cultura, 12% integrados às disciplinas; 5% com atuação do grêmio sem vínculos com os conteúdos e 1% vinculados aos conteúdos das disciplinas. Concluímos que estudar sobre ética e cidadania é imprescindível para a busca de novas alternativas no contexto escolar.

Educação moral e ambiental: uma interdependência na formação do cidadão planetário

Adriana Braga (Universidade Federal de São Paulo, São Paulo, Brasil)

Este estudo aborda aspectos que relacionam meio ambiente, e o desenvolvimento moral. O referencial teórico traz a discussão de autores que discorrem sobre as questões ambientais atreladas ao modelo de desenvolvimento econômico, social, e ético da atual civilização, articulando estes conhecimentos com procedimentos que possibilitam uma maior consciência sobre a sustentabilidade a partir de responsabilidades interpessoais, e planetárias. Trata-se de forma específica sobre a contribuição que a educação moral, embasada na psicologia do desenvolvimento nos pressupostos teóricos de Jean Piaget, pode propiciar na formação da tomada de consciência para a melhoria da qualidade de vida, e, conseqüentemente, do meio ambiente.

COMMUNITY MEETING		REUNIÃO DE MEMBROS DA AME
11:30 AM - 12:30 PM	Location / Local: ORQUIDEA	11h30 às 12h30
LUNCH		ALMOÇO
12:30 - 2:00 PM		12h30 às 14h00
WORKSHOPS		WORKSHOPS
2:00 - 4:00 PM		14h00 às 16h00

Workshop 01	2:00 - 4:00 PM / 14h00 às 16h00	Location / Local: GLICÍNIA A
--------------------	--	-------------------------------------

How to align measurement and meaning of moral competence

Prof. Dr. Georg Lind (University of Konstanz, Konstanz, Germany)

In this workshop I will show how we can align measurement methodology with the meaning of moral competence without sacrificing objectivity and comparability of test scores. I will demonstrate the theory, experimental design, and individualized scoring of the Moral Competence Test (MCT, formerly called Moral Judgment Test).

Workshop 02	2:00 - 4:00 PM / 14h00 às 16h00	Location / Local: GLICÍNIA B
--------------------	--	-------------------------------------

RAVE: A skills- and relation-based Approach to moral character development

Darcia Narvaez (University of Notre Dame, Notre Dame, IN, USA), Tonia Bock (University of St. Thomas, St Paul, MN, USA)

The RAVE (relationships, apprenticeship, village, expertise) model provides an intentional, holistic, comprehensive, empirically-derived approach to moral character development. It is informed deeply by evolution, ancient philosophy and current developmental and learning sciences about what contributes to cultivate human flourishing. Participants learn to apply the four step model to their classroom or workplace, including foster moral expertise development and attending to triune ethics. Handouts will be provided and guidebooks from the Minnesota Community Voices and Character Education project are available.

Workshop 03	2:00 - 4:00 PM / 14h00 às 16h00	Location / Local: GARDÊNIA A
--------------------	--	-------------------------------------

Bridging local schools and broader communities: Student Community Forums

John Spady (National Dialogue Network, Seattle, WA, USA)

The presentation describes an innovative project of high school students' analysis, engagement, and insights into complicated social and community issues. While adults give encouragement, assistance, and oversight, students organize themselves into leadership teams to complete goals and learn a generalized process for community engagement. This presentation will describe: (1) an overall theoretical foundation and the process largely designed by students between 2011 and 2015, (2) the general strategy, community outreach, and methods of meaningful engagement, feedback, and reporting, (3) the difficulties and successes students experienced, and (4) the opportunity for expansion of this collaborative model to other schools and communities.

Workshop 04	2:00 - 4:00 PM / 14h00 às 16h00	Location / Local: GARDÊNIA B
--------------------	--	-------------------------------------

Dialog, complexity and emotional education: from understanding to transforming the conflict

Andrea dos Santos Pereira Nunes (SENAC - SP, São Paulo, Brazil)

This workshop proposal aims to offer a group experience of the concepts and values that give shape to Senac's Culture of Peace Program, which is intended to encourage in-depth reflections on their employees about the importance of gathering, listening

List and Abstracts of Posters *Resumos dos pôsteres*

P01: Conflitos do cotidiano e a prática docente: proposta de intervenção para superar o desengajamento moral

Alexandre Tadeu Dias da Silva (Universidade Estadual de Campinas, Campinas, SP, Brasil)

A efetivação da convivência democrática é vista como um dos principais desafios da educação. Percebemos uma dependência intrínseca entre ação docente, desempenho acadêmico dos alunos e relações interpessoais na escola. O desengajamento moral interfere na percepção destas dependências e na própria atuação profissional do professor. Desta forma, propomos um projeto de intervenção para a superação do desengajamento moral por meio de grupo operativo subsidiado pelo diálogo e reflexão do cotidiano e da ação docente. O projeto consiste em grupo de formação docente com carga horária de 60 horas, com 15 encontros de semanais e encontra-se em fase de desenvolvimento.

P02: Desenvolvimento moral: um estudo nos Alcoólicos Anônimos

Ana Ester Da Costa, Mauricio C. Serafim (Universidade do Estado de Santa Catarina, Florianópolis, SC, Brasil)

Evidências indicam que o processo de recuperação de Alcoólicos Anônimos estimula uma mudança no comportamento moral de seus participantes. O estudo avalia o nível de desenvolvimento moral à luz da Teoria do Desenvolvimento Moral de Kohlberg para compreender os mecanismos organizacionais que facilitam tal desenvolvimento. Os resultados obtidos em três unidades de A.A em Florianópolis-SC através do Definig Issues Test (DIT-2), são comparados com o número de servidores, suas atividades realizadas voluntariamente, e o tempo de A.A. Este estudo não é uma análise estatística, mas um estudo exploratório a respeito de resultados do A.A. no desenvolvimento moral de seus participantes.

P03: Jogos cooperativos e a construção de valores humanos na disciplina de educação física: um estudo com alunos do ano final do Ciclo I do Ensino Fundamental no Município de Bauru (SP)

Angela Cristina Russo (Secretaria da Educação do Estado de São Paulo - E.E. Prof. Henrique Bertolucci, Bauru, SP, Brasil), Lucas A. Teixeira (Universidade de São Paulo; Universidade Federal de São Paulo, Brasil), Lílian Ap. Ferreira (Universidade Estadual Paulista, Bauru, SP, Brasil)

Considerando que o período das Operações Concretas, que antecede a adolescência, é o mais propício para iniciar um trabalho com valores humanos. O objetivo geral deste estudo foi analisar a aplicabilidade dos Jogos Cooperativos na construção de Valores Humanos nas aulas de Educação Física. Através dos registros e relatos dos alunos, constatou-se uma prática educativa considerável nas aulas, promovendo cooperação e a construção de valores humanos, entretanto um trabalho em longo prazo facilitará o "Exercício da Convivência" buscando a "Consciência da Cooperação" em todas as dimensões humanas, tão importantes e cada vez mais extintos na sociedade de hoje.

P04: How does basic needs fulfillment relate to childhood experience and morality?

Angela Kurth, Rebecca Noble, Darcia Narvaez (University of Notre Dame, Notre Dame, IN, USA)

How does the fulfillment of psychosocial basic needs relate to human morality? The Basic Needs Satisfaction Survey (BNSS) is a new comprehensive measure that encompasses autonomy, belongingness, competence, control, life-satisfaction, purpose/meaningfulness, and trust. BNSS has two subscales, Life Effectance and Life Discouragement, which have been correlated with mental and physical health. Here we examine the relation between BNSS scores and moral variables (moral personality, triune ethics moral orientation and moral action). We also examine how basic needs fulfillment mediates the relationship between retrospective reports of childhood experience (e.g., emotional climate) and proxies of early development (attachment) to moral variables.

P05: Measuring ecological character

Angela Kurth, Kallie Renfus, Rebecca Noble, Jessica Zohrer, Maggie Moran, Darcia Narvaez (University of Notre Dame, Notre Dame, IN, USA)

Indigenous societies around the world traditionally have deep respect for the natural world as partner, life source and teacher. In reviewing differences between indigenous and mainstream Western worldviews, Narvaez (2013, 2014) noted several elements of difference: autonomy space, empathic core, and commonself perspective. This project examines whether these elements can be measured, as a form of ecological moral character. We developed several measures, conducted exploratory and confirmatory factor analyses and validated the resulting scales in two studies, examining convergent, divergent and predictive validity.

P06: Early experience, stress, and aggressive behavior

Angela Kurth, Alexandra Theil, Kallie Renfus, Daniella Grover, Darcia Narvaez (University of Notre Dame, Notre Dame, IN, USA)

Using a newly validated tool based on triune ethics theory, the Past Action Report (PAR) which measures moral action in the past year, we assessed actions that correspond with the protectionist aspects of triune ethics orientations, such as opposition, withdrawal, weakness, superiority, planful aggression, and detachment. Neurobiological evidence suggests a connection linking early life experience, stress, and aggressive behaviors. The goal of this study was to examine these relationships. Childhood negative experiences were correlated with stress reactivity and self-protectionist behaviors; stress reactivity partially mediating the

relationship between childhood experience and moral action.

P07: To lie or not to lie: It is better to protect a best friend than one's own country

Catherine Ann Cameron (University of British Columbia/ University of New Brunswick, Vancouver, Canada), Alessandra Mafra Ribeiro (Federal University of Santa Catarina, Florianópolis, Brazil), Winni Chou (University of British Columbia, Vancouver, Canada); Yuan Zhou (University of British Columbia, Vancouver, Canada), Elham Shams (University of British Columbia, Vancouver, Canada), Michael Lee (University of British Columbia, Vancouver, Canada), Wakana Tsuji (University of New Brunswick, Canada)

Cultural and situational differences in moral reasoning development have been documented in recent years. Children and youth socialized in Western and Eastern cultures judge and justify verbal deception and truth telling differently depending upon moral decision-making scenario contexts. We examined reports of behavioral intentions (or 'choices') of lying to protect or truth telling, to expose, a best friend or a person representing a national team committing a misdemeanor. Canadian youths chose to lie to protect their best friend over lying to protect their country in contrast to choices of Chinese participants. Educational interventions that highlight cultural differences will be considered.

P08: A educação integral e integrada como meio para a formação de uma sociedade mais justa

Claudia Cristina Leardini Grillo, Maria de Fátima Silveira Polesi Lukjanenko (Prefeitura do Município de Itatiba, Itatiba, SP, Brasil)

Numa sociedade injusta socialmente como a brasileira, se faz necessário pensar sobre como a criança da escola pública poderia ser educada para tornar-se agente de transformação das relações de convívio social. Como educar crianças e famílias menos favorecidas para contribuir com uma sociedade mais justa? Que ambiente sociomoral a criança precisa para se sentir aceita, protegida e importante? Este trabalho destacará realizações da Educação Infantil municipal de Itatiba nos últimos anos. O desenvolvimento integral do ser humano é o foco pedagógico e a expectativa é apropriação gradativa do mundo social pela criança, potencial agente de relações sociais mais justas.

P09: Análise das relações entre escola e comunidade em projetos de educação em valores

Claudiele Carla Silva, Maria Suzana Menin (Universidade Estadual Paulista, Presidente Prudente, Brasil)

Apresentam-se resultados de uma pesquisa que investigou relações entre projetos de educação em valores nas escolas e a comunidade extraescolar. Essas relações foram investigadas por meio da literatura da área e pela análise de 169 projetos desenvolvidas em escolas públicas do Estado de São Paulo/BR, buscando elucidar como deveria ser e como são relações entre escola e comunidade. As relações são assinaladas na literatura como complexas, não lineares e marcadas por tensões e contradições. Nos projetos desenvolvidos pelas escolas, 54% afirmaram estabelecer relações com seu entorno devido aos problemas, carências ou valores vivenciados pelos alunos e suas famílias na comunidade.

P10: Instrumento de Avaliação do Desenvolvimento Moral - IANDM: processo de construção e estabelecimento de critérios de análise e de níveis evolutivos

Daiana Stursa de Queiroz, Alice Melo Pessotti, Antônio Carlos Ortega, Heloisa Moulin de Alencar, Sávio Silveira de Queiroz (Universidade Federal do Espírito Santo, Vitória, ES, Brasil)

Nosso objetivo é apresentar o Instrumento de Avaliação do Desenvolvimento Moral (IANDM) desenvolvido com base em "O juízo moral na criança" de Piaget. Os oito itens são: questões sobre consciência e prática das regras e sobre histórias-dilema acerca de aspectos do juízo moral. Critérios de análise foram estabelecidos por meio de análises quantitativa e qualitativa. Assim, obtêm-se o Nível de Respostas ao Item (NRI), com níveis evolutivos: Nível I, II e III. De posse do NRI dos itens do IANDM encontramos o Nível Geral de Desenvolvimento Moral (NGDM), dividido em seis níveis evolutivos: IA, IB, IIA, IIB, IIIA e IIIB.

P11: Maternal parenting attitudes and child experience mediate the relation between maternal childhood experience and child proto-moral orientation

Daniella Grover, Ryan Woodbury, Darcia Narvaez (University of Notre Dame, Notre Dame, IN, USA)

Experiencing evolved parenting practices (e.g., positive touch, responsiveness, play, family togetherness) influence mother's attitudes towards the same parenting practices. We examined the relation to children's moral development. Mothers (n=445) of 3-5 year-olds completed surveys online. Mediation was used to explore the specific effects of maternal experience on children's moral development. For example, maternal play experience influenced later parenting attitudes and child's play experience, which mediated child's social enjoyment, a component of the engagement ethic according to triune ethics theory. Another example suggests that mother's childhood positive touch experience influenced her child's social consideration through maternal attitudes about positive touch.

P12: The intense happiness moments for Brazilian youth

Douglas S. Pereira (University of São Paulo, São Paulo, Brazil)

The aim of this study is to explore the relations between data collected in a research on Life Project (Purpose) of the Brazilian Youth and the pursuit of Happiness and Well-being. This research was carried out by means of a non-probabilistic sample composed by 118 individuals. They responded to a survey about Values and Life Projects and another one about Happiness and Well-being, through Eudaimonic and Hedonic Happiness Instrument, created by Antonella Delle Fave. The initial results show that 31% out of 51% of the happiest moments of the Brazilian Youth come from the Family and 20% from Work.

P13: Is it my business to help you?

Elise Murray (Tufts University, USA), Darcia Narvaez (University of Notre Dame, USA), Angela Kurth (University of Notre Dame, Notre Dame, IN, USA)

Do college majors differ in empathy and helping behavior? We examined the effect of students' college major on aspects of moral personality and orientation, as well as helping behavior, by way of a cross-sectional self-report. Our hypotheses about the general difference in empathy and helping behavior scores were upheld, and other comparisons were observed as statistically significant.

P14: Aulas eletivas: nova proposta de interação professor e aluno

Eliza Moura (Escola Estadual de Tempo Integral Ministro Costa Manso, São Paulo, Brasil)

Há várias formas de conhecimento que partilharam e ainda partilham, juntamente com o conhecimento científico do papel de realizar a explicação da realidade. São as formas artísticas, religiosas e mitológicas de conceber o mundo. A relevância das Aulas Eletivas está na construção do conhecimento científico que podem ser observadas na compreensão contextual como sinônimo de observação e para comprovação de teorias. Estas aulas funcionam como uma ferramenta na construção do conhecimento científico proporcionando uma aprendizagem significativa através da comprovação científica e, assim, oportunizando a construção do conhecimento. Desta forma, as Aulas Eletivas são meios para proporcionar esse conhecimento diversificado.

P15: Centrality of group membership in personal identity and relation to self-esteem and self-efficacy

Eric Marx, Ashley Landrum (Stephens College, Columbia, MO, USA)

This study examined the relationship between group identity and self-esteem and self-efficacy for majority vs. minority cultural group members. Eighty participants each completed the phrase "I am..." 20 times; responses were coded for percentage of statements related to group membership, percentage of group statements referring to naturally occurring groups, percentage of group statements referring to chosen groups, and presence (or not) of at least one statement about ethnicity, sexuality, gender, and religion. Among majority group participants, statements about sexuality were positively correlated with self-efficacy; among minority group participants, statements about ethnicity were negatively correlated with trait self-esteem.

P16: A metodologia de contação de histórias como contribuição para uma educação em valores na formação continuada de professores: uma pedagogia de projetos com a utilização da literatura infantil através do jogo de representação simbólica

Fabio Moraes (Universidade de São Paulo, São Paulo, Brasil)

O trabalho avalia as contribuições da literatura infantil no desenvolvimento e fortalecimento de valores na escola. Objetivou analisar qualitativamente as contribuições teóricas que relacionam o uso de textos da Literatura Infantil para o desenvolvimento da moralidade infantil e metodologia sob enfoque da formação continuada de professores. Tem como referencial teórico metodológico o Jogo Simbólico elaborado por Piaget como um recurso didático que utiliza a Literatura Infantil e a contação de histórias de modo a oferecer à criança o desenvolvimento de valores morais, expressar seus conflitos, bem como desenvolver habilidades para resolver as situações conflitantes vividas em seu cotidiano.

P17: Examining relations between gratitude and humility in childhood

Felipe Siqueira, Lia Freitas (Federal University of Rio Grande do Sul, Porto Alegre, Brazil)

Gratitude and humility are considered moral virtues in many cultures, and there is some empirical evidence that they develop during childhood. The main goal of our study was to examine the relations between gratitude and humility in childhood. We tested the hypotheses that: (a) for children, the absence of humility on the part of the benefactor is a reason for beneficiaries not to repay a favor; and (b) the frequency of this type of justification increases with age. We tested these hypotheses with 28 6- to 12-year-olds, using two vignettes. Our results supported both hypotheses.

P18: Como gerenciar os conflitos causados pela diversidade em sala de aula? a valorização das relações humanas no processo educacional

Graciete Henriques dos Santos (Centro Paula Souza - ETEC Adolpho Berezin), Alessandra Laragnoit Cainé (Prefeitura Municipal de Santos, Brasil), Emilia Gil (SESI – Santos, Brasil), Hirina Priscila da Silva (Prefeitura Municipal de Praia Grande, Brasil), Viviane de Sá Fernocchio (Governo do Estado de São Paulo, Praia Grande, Brasil)

O presente trabalho, desenvolvido na pós-graduação EVC oferecido pela USP/Univesp, em 2011, mostra a explanação acerca da diversidade e dos conflitos existentes em sala de aula, originados por diferentes necessidades. Para auxiliar a resolução dos conflitos, elegemos o estudo de caso do "Projeto Assembleia de Classes", implementado numa escola em Praia Grande/SP, por meio deste pôde-se observar e intermediar tantos dos conflitos já existentes como os advindos das próprias assembleias. Através do tema proposto pudemos obter resultados significativos, pois a assembleia incentivou os alunos e professores a pensarem e refletirem sobre mudanças diante de conflitos, privilegiando a construção de valores.

P19: The perception of teachers of his authority in the classroom

Haller Schunemann (Centro Universitário Adventista de São Paulo, São Paulo, Brazil)

Teacher is an authority figure in the school educational process. The teacher's authority is a consequence of two factors: the knowledge domain and the public function performed. The purpose of this research is to check the understanding that teachers have of yourself as an authority in the school context. The methodology involves ask the teacher to answer a questionnaire indicating behaviors favorable and unfavorable authority. Partial results indicate that teachers consider to have knowledge of the discipline and know teach how favorable the authority; and yell at students as unfavorable.

P20: Educação moral no contexto escolar: um estudo sobre a virtude da justiça com docentes do primeiro e do quinto ano do ensino fundamental

Heloisa Moulin de Alencar, Leandra Lúcia Moraes Couto (Federal University of Espírito Santo, Vitória, Brazil)

Pesquisamos os juízos de 23 docentes, 11 do primeiro e 12 do quinto ano do ensino fundamental, acerca do ensino da justiça. Realizamos entrevistas semiestruturadas com base no método clínico piagetiano, e analisamos os dados de acordo com esta teoria e a proposta de Delval. Resultados: as concepções de justiça das entrevistadas possuem características da moral autônoma, grande parte das docentes ensina a justiça pelo fato de ser uma responsabilidade da escola ou pela carência desse papel por parte da família, e a maioria dos procedimentos de ensino utilizados é embasada na imposição. Houve diferenças entre os anos escolares pesquisados.

P21: A educação moral como ponto de partida na superação das desigualdades de gênero

Ivania Skura, Thaís Serafim dos Santos, Cristina Satiê de Oliveira Pátaro, Frank Antonio Mezzomo (Universidade Estadual do Paraná,

Avaliar conotações de gênero permite desmistificar estereótipos femininos e masculinos que perpassam modelos sociais. Assim, questionam-se representações de teorias psicológicas que possam reforçar hierarquias de gênero e articulam-se problematizações empíricas que discutam modelos sexistas presentes em propagandas. A análise de anúncios dos anos 1960 e 1970 (do jornal Folha do Norte do Paraná) e da atualidade (veiculadas em plataformas digitais nos últimos anos) aponta representações de gênero que perpetuam modelos estereotipados. Suscita-se a necessidade de um conjunto de práticas de educação moral voltadas à diversidade, assumindo a complexidade dos sujeitos, especialmente em espaços pedagógicos tais como o midiático.

P22: Educação moral e a prevenção da violência e da indisciplina: uma análise de práticas escolares brasileiras

Juliana Aparecida Matias Zechi (Universidade Federal de Mato Grosso do Sul, Campo Grande, Brasil), Maria Suzana De Stefano Menin (Universidade Estadual Paulista, Presidente Prudente, Brasil)

A presente pesquisa tem como objetivo investigar as relações que as escolas públicas brasileiras e seus agentes fazem sobre Educação Moral e o enfrentamento da violência e indisciplina escolar. Inicialmente, aplicou-se questionário junto às escolas resultando na identificação de 193 projetos. Posteriormente, foram selecionados três projetos positivos e realizado entrevistas com professores e gestores. Os resultados dos dados analisados revelaram que a Educação Moral pode ser um recurso frente à violência e à indisciplina, desde que entendida como uma prática preventiva permeada pela gestão democrática, pelo trabalho cooperativo e pela valorização do protagonismo juvenil.

P23: Trial about the justice of quota in university public and moral competence : a pilot study

Kênia Eliber Vieira, Betânia Alves Veiga Dell'Agli (Centro Universitário das Faculdades Associadas de Ensino, São João da Boa Vista, SP, Brasil)

With the implementation of the Quota Law to reserve places based on social and racial character in Brazilian federal universities, discussions about justice of these reserves became necessary. The research investigated 19 Postgraduate strictu sensu students, in order to analyze the relevance of the tools to evaluate the trial about the justice of quotas and moral competence. Two instruments were used: Judgement of Justice and Moral Competence Test. The instruments were considered adequate with levels of acceptable correlations.

P24: EG Educação: uma proposta de aprendizagem baseada em problemas e por projetos

Leonardo Caputo, Juliana Todeschi (Colégio Eduardo Gomes, São Caetano do Sul, SP, Brasil)

O projeto EG Educação tem por objetivo integrar os estudantes do ensino fundamental II a fim de promover uma reflexão sobre nossa realidade escolar, desenvolvendo projetos e pesquisas para tornar o ambiente escolar ainda melhor. Objetiva-se também a construção de habilidades de pesquisa, organização e trabalho em equipe. Utilizando práticas da aprendizagem baseada em problemas e por projetos, os estudantes são estimulados a pensarem em propostas de melhorias para o colégio a partir do levantamento de problemas identificados por eles. Assim, o projeto visa o desenvolvimento de estudantes protagonistas no processo de aprendizado e para a resolução de conflitos cotidianos.

P25: Projetos de ensino e de aprendizagem interdisciplinares: em busca de um novo modo de ser e pensar na educação

Letícia Savaris, Maria Teresa Ceron Trevisol (Universidade do Oeste de Santa Catarina, Chapecó, Brasil)

Da Idade Moderna ao cenário da complexidade, o conhecimento encontra-se segmentado de tal forma, ao ponto de fragilizar o diálogo entre as áreas dos saberes e entre os seres humanos, desconsiderando, desse modo, as interligações e interdependências existentes entre ambos. Mas, o próprio contexto complexo e diverso atual contribui para o estabelecimento de diálogos e relações via interdisciplinaridade. Assim, ações e estratégias interdisciplinares constituem-se em alternativas possíveis de inovar os modos de ser e pensar dos sujeitos envolvidos na educação, inclusive no desenvolvimento social e individual dos educandos, buscando-se qualidade e significação dos processos de ensino e de aprendizagem.

P26: Ações de prevenção ao bullying na esfera governamental brasileira: análise de um programa

Loriane Trombini Frick (Universidade Federal do Paraná/Universidade Estadual Paulista, Brasil), Maria Suzana de Stefano Menin (Universidade Estadual Paulista, Presidente Prudente, Brasil)

Este trabalho objetiva analisar o Projeto "Tosco em Ação", adotado pela Secretaria de Estado de Educação Goiás como estratégia de prevenção e contenção ao bullying nas escolas da rede. Constitui-se num estudo descritivo e exploratório de caráter qualitativo. Centramos a análise no tipo e características das ações propostas, sobre quem incidem, na forma de participação da comunidade educativa, nos resultados, nas formas de avaliação e na formação docente. Concluímos que o projeto traz contribuições para a discussão sobre o problema da violência escolar, mas, com relação às ações antibullying, é tímido e pouco coerente com o indicado pela literatura.

P27: A importância dos Direitos Humanos como conteúdo escolar na construção da consciência crítica e cidadã dos alunos

Luana Bertholino (Universidade de São Paulo, São Paulo, Brasil)

A presente proposta tem como objetivo salientar a importância de ter os Direitos Humanos como conteúdo escolar desde as séries iniciais da educação básica, para que assim, as crianças e jovens construam um papel social baseado na cidadania e na consciência crítica e percebendo-se como pessoa de direitos. Vivemos um período crítico na construção da identidade brasileira, sendo que direitos que já conseguimos estão sendo rediscutidos e/ou esquecidos. É imprescindível que haja a discussão sobre Direitos Humanos e educação para que a tolerância, o respeito e a igualdade sejam valores jamais omitidos.

P28: A educação moral como estratégia de ação ressocializadora de infratores no cenário prisional Capixaba: reflexões teóricas sobre o Método APAC (Associação de Proteção aos Condenados)

Luciana Borges, Rodrigo Passos Almeida Silva, Leonardo Oliosí Mazim, Christiano Jesus, Eugênio Engelhardt Donadia, Rafaela Rangel Radaeli (Universidade Vila Velha-Espírito Santo, Vila Velha, Brasil)

Objetivamos compreender as ações do Método APAC e acreditamos que a educação em valores possa estar voltada ao contexto

específico do encarceramento. A partir de pesquisa bibliográfica, documental e de campo, constatamos que em 1972 o método surge com o objetivo de alcançar a recuperação do preso, sob a perspectiva do desenvolvimento humano; Atas de Assembleias, Estatutos e Ofícios de implantação do método no ES estão disponíveis à consulta, mas não há registro sobre procedimentos de ressocialização; há destaque para a educação religiosa em instituição visitada fora do Estado, que visa desenvolver valores que facilitem o convívio em sociedade.

P29: Abordagem interdisciplinar acerca da moralidade: reflexões para uma educação em valores bem sucedida

Luciana Borges (Universidade Vila Velha-Espírito Santo, Vila Velha, Brasil), Vinicius Coscioni (Universidade Federal do Espírito Santo, Vitória, Brasil)

Objetivamos examinar teorias de desenvolvimento moral com vistas a atenuar a dicotomia entre os fatores biológicos e os adquiridos nos estudos acerca do tema. Acreditamos ser esta análise relevante para pensarmos em estratégias bem sucedidas de educação dos valores morais. Para tanto, analisamos a literatura proveniente da ciência do desenvolvimento, especificamente da etologia, da neurociência e da psicologia do desenvolvimento humano. Concluímos ser o desenvolvimento moral um processo de alta complexidade, envolvendo aspectos biológicos e adquiridos estritamente relacionados, e por isso ao nos reportarmos a uma educação em valores, para que seja bem sucedida, deveremos partir da interdisciplinaridade do tema.

P30: Perspectivas para um sistema prisional mais ressocializador: um caminho possível sob a ótica da educação moral

Luciana Borges, Pâmella Vitória Moreno dos Santos Rigoni (Universidade Vila Velha-Espírito Santo, Vila Velha, Brasil)

Objetivamos investigar propostas educacionais implantadas nos presídios e refletir em se colaboram para a reinserção dos presos à sociedade. A revisão de literatura apontou para o fato de que as referidas propostas apresentam uma precariedade nas formas de aplicação bem como no alcance do número de sujeitos, que é bastante reduzido. Temos como resultado penitenciárias que deixam de ter como foco a reinserção social, estabelecendo regimes disciplinares cada vez mais rígidos e contrapondo-se, assim, à perspectiva da educação. Conduzem, portanto, os prisioneiros a uma direção oposta à da autonomia moral, com o aumento da reincidência criminal e, portanto, da violência.

P31: Pedagogy of Projects as a strategy for moral education in school

Marco Antonio Morgado da Silva, Ulisses F. Araújo (Universidade de São Paulo, São Paulo, Brasil)

This study aims to explore the possibility of including moral education in school through the Pedagogy of Project. In order to do so, three intervention researches, in which moral education projects were developed, were analyzed by a comparative approach. The analysis of the methodological strategies of the projects, as well as the evidences of positive implications of these works for students' moral concern, showed that the approach on ethical and political issues through projects constituting an important way for promoting situations of systematic moral learning and for the construction of moral atmospheres in school.

P32: The moral dimension of uncertainty in entrepreneurs' moral dilemmas

Maria Clara F. D. C. Ames, Maurício C. Serafim (Universidade do Estado de Santa Catarina, Florianópolis, Brasil)

This essay aims to understand how both economic and social entrepreneurs deal with moral dilemmas, emphasizing the uncertainty's moral dimension, based on work of Frank Knight (1972). We develop a conceptual framework of moral uncertainty by integrating the theories of uncertainty and entrepreneurship, moral development theory from Kohlberg and moral dilemmas. From sociology we consider the substantive and instrumental rationality, the tension between ethics, both from Weber (1999) and Guerreiro Ramos (1989). We present some analytical categories to address moral uncertainty and make some propositions related to moral development. We suggest four sources of moral uncertainty involving the moral reasoning.

P33: O ensino de ética e sua prática no terceiro ano do Ensino Fundamental

Maria Judith Sucupira da Costa Lins (Universidade Federal do Rio de Janeiro, Brasil), Glaucya Maria Lopes Lino (Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil), Monique de Souza Alves Rezende (Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil), Talita Adão Perini (Universidade Federal do Rio de Janeiro/Centro Universitário Augusto Motta, Rio de Janeiro, Brasil)

O objetivo desse artigo consiste no ensino/aprendizado de ética em uma turma do terceiro ano do Ensino Fundamental. A metodologia qualitativa utilizada foi pesquisa-ação. Para categorizar as informações obtidas, utilizamos a proposta de "Análise de Conteúdo" de Laurence Bardin. A fundamentação teórica foi a filosofia de Alasdair MacIntyre. Em se tratando de educação e ética, a contribuição de Jean Piaget por meio de sua obra "O Juízo Moral da Criança" foi fundamental. Utilizamos "Tema Transversal" como base de ensino/aprendizado de ética segundo o documento PCN/Ética v.8 de 1997. Dados mostram ser possível o ensino/aprendizagem ética por meio dos "Temas Transversais".

P34: Narrativas de estudantes acerca de un genocidio: rechazo de la masacre y aceptación del objetivo expansionista

María Sarti (Consejo Nacional de Investigaciones Científicas y Técnicas/Facultad Latinoamericana de Ciencias Sociales, Buenos Aires, Argentina), Alicia Barreiro (Consejo Nacional de Investigaciones Científicas y Técnicas/Universidade de Buenos Aires, Buenos Aires, Argentina), Mario Carretero (Universidad Autónoma de Madrid, España/Facultad Latinoamericana de Ciencias Sociales, Argentina)

Una de las dimensiones que presentan las narrativas históricas nacionales de los estudiantes es la realización de juicios morales por medio de los cuales se atribuyen las decisiones y personajes "buenos" al grupo nacional. Con el fin de indagar el modo en que se presentan los juicios morales cuando el proceso histórico es nacional y moralmente conflictivo, se realizó un estudio descriptivo, no experimental y transversal con estudiantes (n=20) universitarios de la Universidad de Buenos Aires. El 40% de los entrevistados aceptan el objetivo expansionista del proyecto nacional y rechazan la matanza de personas.

P35: Ética e cidadania como eixo norteador do projeto político pedagógico e formação continuada de professores

Marizethe da Silva Martins, Silmara Paiva de Campos Lima (Prefeitura Municipal de Campinas/Universidade de São Paulo/Universidade Virtual do Estado de São Paulo, Campinas, Brasil)

O presente trabalho aborda o conceito de Transversalidade, Interdisciplinaridade e Temas Transversais, analisando as contribuições advindas da implementação da proposta de formação docente na elaboração de um planejamento em rede com o Tema

Transversal Ética e Cidadania. O foco da pesquisa deu-se com um grupo de professoras do Ensino Fundamental dos Ciclos I e II, em uma escola pública da rede municipal de Campinas-SP. Para compreender as questões do cotidiano escolar e os conceitos abordados contamos com contribuição teórica o pensamento dos autores Ulisses Ferreira de Araújo, Ângela Kleiman, José Carlos Libâneo, Josep M. Puig e Terezinha Azerêdo Rios.

P36: Enseñanza de valores por maestros de nivel intermedio

Martha Fortier Perez (Universidad del Turabo, Gurabo, Puerto Rico)

Investigación método cuantitativo sobre las estrategias educativas que los maestros del nivel intermedio utilizan con frecuencia para el desarrollo moral y enseñanza de valores en la sala de clases. Se investigan los niveles de satisfacción de los maestros en cuanto a su capacitación profesional sobre teorías de desarrollo moral de Lawrence Kohlberg, Lev Vygotsky, Albert Bandura y Jean Piaget.

P37: Moral education for a better society

Mary Jude-Therese Nwodo (Nnamdi Azikiwe University Awka, Awka, Nigeria)

The need for a better society is the antithesis of the state of nature where might is right and the strong can subdue the weak. Moral education nowadays in many African societies most especially in Nigeria seems to have received no attention any more, hence the spate of inequity and social injustice sweeping across several societies. Morality seemed to be taken for granted and has been painfully removed from the education curriculum of many educational structures in African nations. This is the kernel of this paper.

P38: Prejudices among young people: a study from the theory of Organizing Models of Thought

Mauro Siqueira (University of São Paulo, São Paulo, Brazil)

Based on the assumption that racism is a moral issue and using the theory of Organizing Models of Thought as the methodological framework, we study how teenagers represent racial discrimination in his speeches. From questionnaires were identified 6 models of organization of thought in relation to the conflict: pacification, aggression and anger, frustration, superiority, conflict of values and Restriction of talent and social advances. From the reflection on the models we suggested an education model based on values and on Freire's dialogue. An education that takes into account the responsibility, empowerment and reconciliation.

P39: Da educação moral e cívica à educação em valores

Míria Aparecida da Silva Campos (Universidade de São Paulo/Universidade Virtual do Estado de São Paulo, Serra Azul, SP, Brasil)

A presente pesquisa investiga de que forma a educação em valores contribui para a formação da cidadania. Supõe-se que houve uma grande mudança no trabalho com valores nos tempos atuais, desde a época em que se ministrava a disciplina de Educação Moral e Cívica nas escolas brasileiras. Os objetivos específicos deste trabalho serão verificar quais as diferenças existentes no trabalho com valores desde o período da Educação Moral e Cívica, como os professores trabalham com a educação em valores com os alunos e, ainda, analisar de que forma a educação em valores pode contribuir para a construção da cidadania.

P40: Characteristics of values in Japanese university students

Naohiro Matsuo (Tokyo Gakugei University, Tokyo, Japan)

The purpose of this study is to examine the characteristics of Japanese university students' values and compare those to results of previous research. Japanese university students [n=161] answered the questionnaire, which included questions based on Frimer & Walker (2009). Values Embedded in Narrative (VEiN) Coding Manual (Frimer, Walker & Dunlop, 2009: translated into Japanese by author of this poster) was used to code the answers. Answer of each question was coded on 10 values by trained coders. The proportion of answers coded for those 10 values was computed and compared to that of previous research conducted on other country.

P41: Desarrollo moral en la educación inicial en Colombia: Una ruta para el abordaje de las competencias ciudadanas

Olga Lucía González-Beltrán, Carolina Maldonado-Carreño (Universidad de los Andes, Bogotá, Colombia)

Colombia ha optado por reducir la violencia y promover la convivencia pacífica a través del fomento de las competencias ciudadanas empezando desde la educación básica primaria. Actualmente, el país enfrenta el reto de establecer lineamientos para la educación inicial, escenario en el que no existe investigación. El póster presenta un análisis de las tendencias en intervención con el propósito de identificar el aporte de la psicología del desarrollo moral a la formación ciudadana en niños menores de seis años y plantear aspectos clave para la formulación de los lineamientos en el contexto colombiano.

P42: A percepção da autorrealização na construção da autoestima de adolescentes

Paloma Araujo, Denise D'Aurea-Tardeli (Universidade Católica de Santos, Santos, Brasil)

Diante de um período complexo como a adolescência, que busca inserir o indivíduo no mundo adulto e o faz tomar decisões importantes baseadas em quem é e em quem quer ser, foi vista a necessidade de se estudar a relação entre a percepção da autorrealização e a construção da autoestima na adolescência, e como ambas podem influenciar no estabelecimento de projetos de vida satisfatórios. Desta forma, diante do estudo realizado com 175 sujeitos, escolarizados, da cidade de Santos-SP, foi verificada a inter-relação entre percepção da autorrealização e construção de autoestima, assim como sua importância para o desenvolvimento do adolescente.

P43: La enseñanza de ética en ingeniería desde la complementariedad entre ética de la justicia y ética del cuidado: un caso práctico

Patricia Jimenez, Jimena Pascual Concha (Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile)

La presente ponencia describe y analiza la experiencia de implementar un curso de ética obligatorio para estudiantes de ingeniería en la PUCV (Valparaíso Chile). Tomando como elemento central de aprendizaje el principio de responsabilidad, se han implementado estrategias de enseñanza que integran los enfoques de la ética de la justicia y ética del cuidado de modo de tomar en cuenta la dimensión técnica y la dimensión social de la Ingeniería.

P44: Autoestima e projeto de vida na adolescência

Priscila Joaquim Verni, Denise D'Aurea Tardeli (Universidade Católica de Santos, Santos, Brasil)

Estabelecer a relação entre a autoestima, como o indivíduo se sente em relação a si próprio, vinculada à personalidade moral dos adolescentes e seus projetos de vida é o objetivo deste estudo que foi desenvolvido com 175 adolescentes, meninos e meninas, escolarizados, de escolas privadas de Santos. A pesquisa está voltada à área da Psicologia da Moralidade, para tanto foram aplicados questionários de perfil, de propósito baseado nos estudos de Damon e de autoestima. Observamos que os adolescentes se preocupam com questões éticas relativas às suas aspirações e que a autoestima e a personalidade moral colaboram com os propósitos.

P45: Cidadania e diversidade humana: educando para o respeito e a tolerância

Regina Marques Cordeiro Pedra (Rede Municipal de Ensino de São Paulo, São Paulo, Brasil)

A escolha de trabalhar com o tema "Diversidade Humana", no contexto escola aconteceu em virtude de uma leitura das necessidades educacionais para uma educação em valores, em especial os valores humanos. Teve como ponto de investigação a questão de como os estudantes do quarto ano do ciclo básico da rede pública de ensino têm se comportado diante da realidade da diversidade humana na sala de aula. Essa proposta de trabalho veio atender a uma carência das escolas em realizar práticas educativas que possam contribuir para o exercício dos valores humanos.

P46: Examining moral reasoning and social distance among counseling students

Richelle Joe (The College of William & Mary, Williamsburg, VA, USA)

Graduate counseling students in the United States participated in a study exploring the ways in which moral reasoning was related to preferences for social distance from individuals with various conditions. Results of this study yielded a significant correlation between moral reasoning and social distance, wherein individuals demonstrating higher scores for moral reasoning reported lower preferences for social distance. Additionally, certain conditions that are often stigmatized, such as HIV/AIDS and drug addiction, were among the conditions from which participants preferred a greater social distance. This presentation will discuss the findings and their implications as they relate to preparation of professional counselors.

P47: El papel de las habilidades comunicativas en el fomento del respeto

Santiago Vásquez Morales (Universidad de los Andes/Colegio los Nogales, Bogotá, Colombia)

Esta investigación aborda el potencial que tiene el desarrollo de las habilidades comunicativas, en la formación del valor del respeto, dentro del aula de clases. La metodología de la investigación es de tipo cualitativo con un enfoque descriptivo. La información se extrajo durante un semestre académico, a partir de la observación de comportamientos y el análisis de discursos, producto de la interacción entre los estudiantes y el profesor. La pesquisa se desarrolló, en la clase de Español, con una población de 25 estudiantes de sexto grado, la cual manifestaba dinámicas de intimidación y agresión.

P48: The effect of moral inclusion/exclusion, empathy, and perspective-taking on moral judgment: a comparison between Finnish and Chinese students

Shanyi Peng, Klaus Helkama (University of Helsinki, Helsinki, Finland)

This study aimed to find out the effects of moral inclusion/exclusion, empathy, and perspective-taking on moral judgment. Starting from a study by Passini (2014) who found that the group membership of the protagonists in moral dilemmas influenced the moral reasoning scores of those participants who tended to morally exclude out-group members, an attempt was made to experimentally examine the mechanism behind this finding. It was hypothesized that exposure to a dilemma with an out-group protagonist leads to switching off empathy and social perspective-taking.

P49: Website design: how can a social media website help people interact more ethically?

Sonia Maria Pereira Vidigal (University of São Paulo/Coordenação de Aperfeiçoamento de Pessoal de Nível Superior, São Paulo, Brasil), Jordan B. Magid (Harvard University, Cambridge, MA, USA)

Although commercial internet services emerged in the 1980s, the impact of the internet reached global heights in the mid 1990s. Today, over two billion people use digital technology for social networking. Interactive social media websites are used in novel ways to share news, post photos, and organize events. Social media is also used for critical political action movements, and are spaces where cyber-bullying and sexual harassment are prevalent ethical issues. Combining scholarly literature from fields related to digital media, ethics and civic education, this paper discusses ways in which interactive website designers and administrators may promote more ethical digital behavior.

P50: O ensino da ética na educação física escolar

Talita Adão Perini, Monique Maiques de Souza Alves Rezende, Glaucya Maria Lopes Lino, Maria Judith Sucupira da Costa Lins (Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil)

Esse artigo focaliza o ensino de Ética nas aulas de Educação Física por meio de vivência de virtudes pelas crianças. Foi usada uma metodologia qualitativa de pesquisa-ação. A fundamentação teórica está no trabalho de Alasdair MacIntyre, Maria Judith Sucupira da Costa Lins e Jean Piaget sobre filosofia e desenvolvimento moral. Esses autores oferecem condições para a compreensão de como os alunos podem adquirir o comportamento moral baseado em virtudes. A professora da turma colaborou para que os alunos aprendessem virtudes por meio da solução de problemas éticos. Concluímos que é possível ensinar Ética integrada à prática escolar de Educação Física.

P51: Aquino and Reed's moral identity measure: an empirical examination

Tonia Bock (University of St. Thomas, USA), Jenny L. Vaydich (University of Auckland, Auckland, New Zealand)

Moral identity has garnered increased attention by researchers in recent years. Empirical study of moral identity requires valid and reliable measures, with Aquino and Reed's (2002) being the most valid moral identity assessment to date. The current study

explores this measure using both variable- and person-centered approaches to better understand its structure. The results provide support for Aquino and Reed's original conceptualization as well as evidence suggesting that a person-centered approach may contribute to a more nuanced understanding of moral identity. Finally, social desirability was related to moral identity, indicating that caution should be exercised when using this measure.

P52: Assembleias de classe como proposta de reflexão para o enfrentamento da indisciplina

Fernanda Santana Gregório, Flávio Bastos, Francieleide A. S. Q. Gomes, Magda Cristina Frohlich Silva, Mariangela Sousa de Deus, Vanessa Póvoa (Rede Municipal de Ensino de São Paulo, São Paulo, Brasil)

O objetivo deste trabalho é discutir as expectativas que alunos da escola pública têm da escola e as relações que podem ser estabelecidas entre essas expectativas e a indisciplina. A partir de uma pesquisa de campo que escutou os alunos sobre a questão, foi proposto um protótipo que envolveu as assembleias de classe, com intuito de transformar a sala de aula em um espaço democrático.

P53: Mapeamento cultural em Educação Física Escolar e práticas democráticas

Vanessa Ribeiro (Universidade de São Paulo, São Paulo, Brasil)

Este presente trabalho visa traçar um mapeamento relacionado à cultura corporal de uma escola pública do município de Lorena, e através deste proporcionar rotinas escolares vinculadas às vivências democráticas. Através das possibilidades almeçadas pela temática será direcionado um reconhecimento das oportunidades de lazer da comunidade, sua reflexão e conseqüentemente uma prática valorativa com relação ao currículo e sua intersecção com os conhecimentos prévios dos alunos. Uma tomada de atitude reflexiva do docente se faz necessária, no sentido de possibilitar por meio dos processos educativos a construção das práticas democráticas dentro da instituição escolar.

P54: Percurso escolar de jovens e adultos com necessidades educacionais especiais: percepção dos estudantes e seus familiares

Vilma Costa, João Munhoz

O objetivo dos autores é discutir o percurso escolar de estudantes da EJA na Cidade de São Paulo, usando o trabalho de TCC do Curso de Especialização em Ética, Valores e Cidadania na Escola, desenvolvido por Vilma da Costa, intitulado "da Educação Básica ao Ensino superior: Um estudo sobre a Inclusão e a trajetória de alunos adultos com necessidades educacionais especiais". A pesquisa realizada em 2012, orientada pela tutora Kenya Paula Gonsalves da Silva verificou trajetória de jovens e adultos com necessidades educacionais especiais na EJA. A metodologia empregada foi a entrevista aplicada a 5 jovens e família.

Emails of AME 2015 participants

Emails dos participantes da AME 2015

The following pages contain the names, institutional affiliation and the emails of the corresponding authors of the poster and papers presented, the organizers of symposia, and the plenary speakers only.

As páginas a seguir apresentam o nome, vinculação institucional e e-mail dos palestrantes, autores de papers, pôsteres e organizadores de simpósios inscritos na AME 2015.

Author / Autor	Institutional affiliation / Vinculação institucional	E-mail
<i>Abraham Magendzo</i>	Universidad Academia de Humanismo Cristiano, Santiago, Chile	magendzoabraham14@gmail.com
<i>Adriana Aparecida de Faria Lima</i>	Centro Universitário São Camilo, São Paulo, Brasil	alima@saocamilo-sp.br
<i>Adriana Braga</i>	Universidade Federal de São Paulo, São Paulo, Brasil	bragadri@uol.com.br
<i>Adriana Melo Ramos</i>	State University of Campinas, Campinas, Brazil	adrimeloram@gmail.com
<i>Adriana Müller</i>	Crescent/FDV, Vitória, ES, Brazil	adriana@nonna.com.br
<i>Adriano Moro</i>	Fundação Carlos Chagas / Universidade Estadual de Campinas, Campinas, Brasil	moroadriano@uol.com.br
<i>Alana Paula Oliveira</i>	Universidade Estadual Paulista, Presidente Prudente, Brasil	alanapaula@hotmail.com
<i>Alessandra de Moraes</i>	Universidade Estadual Paulista, Marília, Brasil	alemoraes.shimizu@gmail.com
<i>Alessandra Mafrá Ribeiro</i>	Federal University of Santa Catarina, Florianópolis, Brazil	ale.mafraribeiro@yahoo.com.br
<i>Alexandre Tadeu Dias da Silva</i>	Universidade Estadual de Campinas, Campinas, SP, Brasil	domtadeo@gmail.com
<i>Alexandro Escudero</i>	Autonomous University of Queretaro, Mexico	a.escudero.n@uaq.mx
<i>Alice Melo Pessotti</i>	Universidade Federal do Espírito Santo, Vitória, Brasil	alicemelopessotti@gmail.com
<i>Alicia Barreiro</i>	University of Buenos Aires - National council of scientific and technical research, Buenos Aires, Argentina	abarreiro@psi.uba.ar
<i>Allegra Midgette</i>	University of California, Berkeley, USA	amidgett@berkeley.edu
<i>Amanda Maria Bicudo de Souza Almeida</i>	Instituto Federal de Educação, Ciência e Tecnologia de São Paulo, Caraguatuba, Brazil	amandamarya@yahoo.com.br
<i>Ana Aniceto</i>	Universidade Virtual do Estado de São Paulo / Universidade de São Paulo, São Paulo, Brasil	anrosaria@yahoo.com.br
<i>Ana Lidia Felipe Guimarães</i>	Secretaria Municipal de Educação-RJ / Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil	alfelipe@gmail.com
<i>Andrea dos Santos Pereira Nunes</i>	Senac São Paulo, São Paulo, Brasil	andreaspnunes@gmail.com
<i>Andrew C. Garrod</i>	Dartmouth College, Hanover, NH, USA	Andrew.C.Garrod@dartmouth.edu
<i>Andrew Nalani</i>	Dartmouth College, Hanover, NH, USA	andrew.nalani.16@dartmouth.edu
<i>Angela Bermudez-Velez</i>	Deusto University, Bilbao, Spain	angeber@deusto.es
<i>Angela Russo</i>	Secretaria da Educação do Estado de São Paulo - E.E. Prof. Henrique Bertolucci, Bauru, SP, Brasil	angelacrusso@hotmail.com
<i>Antonio Carlos Ortega</i>	Universidade Federal do Espírito Santo, Vitória, Brasil	acortega@terra.com.br
<i>Ban Jianwu</i>	Beijing Normal University, Beijing, China	bnujw@126.com
<i>Benilde García-Cabrero</i>	Universidad Nacional Autónoma de México, Mexico	benildegar@gmail.com
<i>Betânia Dell' Agli</i>	Universidade Estadual de Campinas, Campinas, Brazil	betaniaveiga@uol.com.br
<i>Boris Zizek</i>	Gutenberg University Mainz, Mainz, Germany	zizek@uni-mainz.de
<i>Carla Andressa Placido Ribeiro de Franca</i>	Universidade Estadual Paulista, Marília, Brasil	carlaandressap@yahoo.com.br
<i>Carmen Lúcia Dias</i>	Universidade do Oeste Paulista, Presidente Prudente, Brasil	kkaludias@gmail.com
<i>Carolina Aragão E. Marques</i>	Universidade Estadual de Campinas, Campinas, Brasil	carolinaaragao@hotmail.com
<i>Carolina Araújo Tenca</i>	Pontifícia Universidade Católica de Campinas, Campinas, Brasil	carol.fdd@hotmail.com
<i>Cássio Riedo</i>	Universidade Estadual de Campinas, Campinas, Brazil	cfriedo@yahoo.com
<i>Christopher Santos-Lang</i>		langchri@gmail.com
<i>Claudia Cristina Leardini Grillo</i>	Prefeitura do Município de Itatiba, Itatiba, SP, Brasil	cgrillo@itatiba.sp.gov.br

<i>Claudiele Carla Silva</i>	Universidade Estadual Paulista, Presidente Prudente, Brasil	claudielecarla@hotmail.com
<i>Cristina de la Cruz-Ayuso</i>	Deusto University, Bilbao, Spain	delacruz@deusto.es
<i>Cristina Satie de Oliveira Pátaro</i>	State University of Paraná, Campo Mourão, Brazil	cristina.pataro@unespar.edu.br
<i>Daiana Stursa de Queiroz</i>	Universidade Federal do Espírito Santo, Vitória, Brasil	daianastursa@yahoo.com.br
<i>Daniel Fleming</i>	The Broken Bay Institute, Sydney, Australia	dffleming@bbi.catholic.edu.au
<i>Daniel Marangoni</i>	Oklahoma State University, Stillwater, OK, USA	dmarangoni@rsu.edu
<i>Daniel Tello Silva</i>	Universidad de Concepción, Chile	dtello@udec.cl
<i>Daniella Grover</i>	University of Notre Dame, Notre Dame, IN, USA	dgrover@nd.edu
<i>Darcia Narvaez</i>	University of Notre Dame, Notre Dame, IN, USA	dnarvaez@nd.edu
<i>David Aldridge</i>	Oxford Brookes University, Oxford, UK	p0076068@brookes.ac.uk
<i>Denise D´Auria-Tardeli</i>	Universidade Metodista de São Paulo, São Paulo, Brasil	denisetardeli@gmail.com
<i>Dilian Martin Sandro de Oliveira</i>	Universidade Estadual Paulista, Marília, Brasil	dilianvip@yahoo.com.br
<i>Doris Santoro</i>	Bowdoin College, Brunswick, ME, USA	dsantoro@bowdoin.edu
<i>Doug Magnuson</i>	School of Child & Youth Care, University of Victoria, Canada	dougmg@uvic.ca
<i>Douglas Pereira</i>	University of São Paulo, São Paulo, Brazil	douglasspereira@gmail.com
<i>Eliza Moura</i>	Escola Estadual de Tempo Integral Ministro Costa Manso, São Paulo, Brasil	elimour@ig.com.br
<i>Emília Gil</i>	SESI – Santos, Brasil	milaggomes@hotmail.com
<i>Eric Marx</i>	Stephens College, Columbia, MO, USA	emarx@stephens.edu
<i>Everardo Perez-Manjarrez</i>	Autonoma University of Madrid, Madrid, Spain	everardo.perez@uam.es
<i>Fabio Moraes</i>	Universidade de São Paulo, São Paulo, Brasil	fabio.alves.moraes@usp.br
<i>Felipe Siqueira</i>	Federal University of Rio Grande do Sul, Porto Alegre, Brazil	felipeqsiqueira@gmail.com
<i>Flávia Maria de Vivaldi</i>	Universidade Estadual de Campinas, Campinas, Brasil	flamacavi@gmail.com
<i>Flávia Martins Guimarães Fung</i>	Pref. Municipal de Campinas- Universidade S. Francisco - Faculdade Pitágoras, Campinas, Brasil	flaviangfung@hotmail.com
<i>Fritz Oser</i>	University of Fribourg, Fribourg, Switzerland	fritz.oser@unifr.ch
<i>Gabriel Goldmeier</i>	University College London, London, UK	gabrielgol@hotmail.com
<i>Georg Lind</i>	University of Konstanz, Germany	georg.lind@uni-konstanz.de
<i>Glauicya Maria Lopes Lino</i>	Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil	glauycalino@gmail.com
<i>Graciete Henriques dos Santos</i>	Centro Paula Souza - ETEC Adolpho Berezin	gracietehs@gmail.com
<i>Haller Schunemann</i>	Centro Universitário Adventista de São Paulo, São Paulo, Brazil	haller_schunemann@yahoo.com.br
<i>Hanna Cebel Danza</i>	University of São Paulo, São Paulo, Brazil	hannadanza@usp.br
<i>Heinz Mandl</i>	University of Munich, Germany	heinz.mandl@psy.lmu.de
<i>Helen Haste</i>	Harvard Graduate School of Education, Cambridge, MA, USA	helhaste@aol.com
<i>Helois Moulin de Alencar</i>	Universidade Federal do Espírito Santo, Vitória, Brasil	heloisamoulin@gmail.com
<i>Horst Biedermann</i>	University of Salzburg, Salzburg, Austria	horst.biedermann@sbg.ac.at
<i>Isis Brum</i>	Universidade Estadual de Campinas, Campinas / Universidade Estadual Paulista, Araraquara, Brasil	isisbrum@gmail.com
<i>Jason Stephens</i>	The University of Auckland, Auckland, New Zealand	jm.stephens@auckland.ac.nz
<i>Jay Brandenberger</i>	University of Notre Dame, Notre Dame, IN, USA	jbranden@nd.edu
<i>Jenni Mariano</i>	University of South Florida Sarasota-Manatee, Sarasota, FL, USA	jmmariano@sar.usf.edu
<i>Jenny Sherer</i>	Walden University, USA	jenny.sherer@waldenu.edu
<i>Jianjin Liu</i>	Guangdong University of Foreign Studies, Guangzhou, China	liujianjinljj@126.com
<i>John Covalskie</i>	University of Oklahoma, Norman, OK, USA	jcovalsk@ou.edu
<i>John Spady</i>	National Dialogue Network, Seattle, WA, USA	jspady@mac.com

<i>José Antonio Castorina</i>	University of Buenos Aires - National council of scientific and technical research, Buenos Aires, Argentina	ctono@fibertel.com.ar
<i>José Roberto De Caria de Caria</i>	Rede Pública Estadual de São Paulo, São Paulo, Brasil	jrdecaria@uol.com.br
<i>Juliana Becegato Todeschi Fornaziere</i>	Colégio Eduardo Gomes, São Caetano do Sul, SP, Brasil	juliana@colegioeduardogomes.com
<i>Juny Montoya</i>	Universidad de los Andes, Bogotá, Colombia	jmontoya@uniandes.edu.co
<i>Kallie Renfus</i>	University of Notre Dame, Notre Dame, IN, USA	krenfus@nd.edu
<i>Kaye Cook</i>	Gordon College, Wenham, MA, USA	kaye.cook@gordon.edu
<i>Kaylee Seddio</i>	University of North Texas, Denton, TX, USA	kayleeseddio@my.unt.edu
<i>Ke Lin</i>	UCL Institute of Education/Faculty of Education, Beijing Normal University, Beijing, China	linke0058@163.com
<i>Kênia Eliber Vieira</i>	Centro Universitário das Faculdades Associadas de Ensino, São João da Boa Vista, SP, Brasil	keniaeliber@gmail.com
<i>Klaus Helkama</i>	University of Helsinki, Helsinki, Finland	klaus.helkama@helsinki.fi
<i>Kohtaro Kamizono</i>	Nagasaki Institute of Applied Science, Nagasaki, Japan	kamizono@nagasaki-u.ac.jp
<i>Krista Goldstine-Cole</i>	Harvard Graduate School of Education, Cambridge, MA, USA	klg421@mail.harvard.edu
<i>Kristie Helene Durante</i>	University of São Paulo, São Paulo, Brazil	kristie.durante@uol.com.br
<i>Larry Nucci</i>	University of California - Berkeley, CA, USA	nucci@berkeley.edu
<i>Lawrence Blum</i>	University of Massachusetts Boston, Boston, MA, USA	lawrence.blum@umb.edu
<i>Lawrence Walker</i>	University of British Columbia, Vancouver, Canada	lawrence.walker@ubc.ca
<i>Leonardo Caputo</i>	Colégio Eduardo Gomes, São Caetano do Sul, SP, Brasil	profleocaputo@gmail.com
<i>Leonardo Lemos de Souza</i>	Universidade Estadual Paulista, Marília, SP, Brasil	leo.lemos.souza@gmail.com
<i>Letícia Savaris</i>	Universidade do Oeste de Santa Catarina, Chapecó, Brasil	letisavaris@hotmail.com
<i>Liisa Myyry</i>	University of Helsinki, Helsinki, Finland	liisa.myyry@helsinki.fi
<i>Lívia Maria Ferreira da Silva</i>	Universidade Estadual de Campinas, Campinas, Brasil	liviamfsilva@gmail.com
<i>Loriane Trombini Frick</i>	Universidade Federal do Paraná/Universidade Estadual Paulista, Brasil	loriane.trombini.frick@gmail.com
<i>Luana Bertholino</i>	Universidade de São Paulo, São Paulo, Brasil	luana_cbjr@hotmail.com
<i>Luciana Borges</i>	Universidade Vila Velha, Vila Velha, Brasil	luciana.borges@uvv.br
<i>Luciana de Souza</i>	Universidade Federal do Rio Grande do Sul, Porto Alegre, Brasil	lukarides@gmail.com
<i>Luciana Lapa</i>	State University of Campinas, Campinas, Brazil	lucianalapa@uol.com.br
<i>Luciana Maria Caetano</i>	University of São Paulo, São Paulo, Brazil	lmcaetano@usp.br
<i>Luciene de Sousa Teixeira Vales</i>	Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil	cieninha@uol.com.br
<i>Luciene R. P. Tognetta</i>	Universidade Estadual Paulista, Araraquara, Brasil	lrpaulino@uol.com.br
<i>Lyusyena Kirakosyan</i>	Virginia Tech Institute for Policy and Governance, Blacksburg, VA, USA	lyusyena@vt.edu
<i>Magda Cristina Frohlich Silva</i>	Rede Municipal de Ensino de São Paulo, São Paulo, Brasil	magdafrohlich@hotmail.com
<i>Márcia de Oliveira Cruz</i>	Instituto Federal de São Paulo, São Paulo, Brasil	mndo@uol.com.br
<i>Marcia S. de Oliveira</i>	Fiocruz / Hospital Pedro Ernesto / Universidade do Estado do Rio de Janeiro, Rio de Janeiro, Brasil	marcia178rj@hotmail.com
<i>Marco Antonio Morgado da Silva</i>	Universidade de São Paulo, São Paulo, Brasil	marcomorgado.s@gmail.com
<i>Maria Clara Figueiredo Dalla Costa Ames</i>	Universidade do Estado de Santa Catarina, Florianópolis, Brasil	mariaclaraames@gmail.com
<i>Maria Judith Sucupira da Costa Lins</i>	Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil	mariasucupiralins@terra.com.br
<i>Maria Rosa Buxarrais</i>	Universidad de Barcelona, Barcelona, Spain	mrbuxarrais@ub.edu
<i>María Sarti</i>	Consejo Nacional de Investigaciones Científicas y Técnicas/Facultad Latinoamericana de Ciencias Sociales, Buenos Aires, Argentina	mlsarti@flacso.org.ar
<i>Maria Suzana De Stefano Menin</i>	Universidade Estadual Paulista, Presidente Prudente, Brasil	sumenin@gmail.com
<i>Maria Teresa Ceron Trevisol</i>	Universidade do Oeste de Santa Catarina, Chapecó, Brasil	mariateresa.trevisol@unoesc.edu.br

<i>Mariana Gonçalves</i>	University of São Paulo, São Paulo, Brazil	mariana.goncalo@hotmail.com
<i>Mariângela Sousa de Deus</i>	Rede Municipal de Ensino de São Paulo, São Paulo, Brasil	mariangeladeus@hotmail.com
<i>Marisa Meza</i>	Pontificia Universidad Católica de Chile, Santiago, Chile	mmeza@uc.cl
<i>Marizethe da Silva Martins</i>	Prefeitura Municipal de Campinas/Universidade de São Paulo/Universidade Virtual do Estado de São Paulo, Campinas, Brasil	op.carmelina@gmail.com
<i>Martha Fortier Perez</i>	Universidad del Turabo, Gurabo, Puerto Rico	mifortier@hotmail.com
<i>Mary Jude-Therese Nwodo</i>	University Awka, Awka, Nigeria	adanwodo@yahoo.co.uk
<i>Mary Mitchell</i>	University of North Texas, Denton, TX, USA	mary.mitchell@unt.edu
<i>Matthew Patrick Shaw</i>	Harvard University and American Bar Foundation, Cambridge, MA, USA	mps427@mail.harvard.edu
<i>Maung Nyeu</i>	Harvard University, Cambridge, MA, USA	maung_nyeu@mail.harvard.edu
<i>Maurício C. Serafim</i>	Universidade do Estado de Santa Catarina, Florianópolis, Brasil	serafim.esag@gmail.com
<i>Mauro Siqueira</i>	University of São Paulo, São Paulo, Brazil	maurots@usp.br
<i>Mei Shi Lim</i>	Harvard Graduate School of Education, Cambridge, MA, USA	meishihslip@gmail.com
<i>Michael Commons</i>	Harvard Medical School, Cambridge, MA, USA	commons@tiac.net
<i>Michael Haslip</i>	Harvard Graduate School of Education, Cambridge, MA, USA	haslip@drexel.edu
<i>Miguel F. Moreno</i>	Universidad de los Andes, Bogotá, Colombia	mf.moreno36@uniandes.edu.co
<i>Míria Aparecida da Silva Campos</i>	Universidade de São Paulo/Universidade Virtual do Estado de São Paulo, Serra Azul, SP, Brasil	miria_dri@hotmail.com
<i>Monica Almanza</i>	Universidad de los Andes, Bogotá, Colombia	mi.almanza1135@uniandes.edu.co
<i>Monica Garbin</i>	State University of Campinas, Campinas, Brazil	monica_garbin@yahoo.com.br
<i>Monique de Souza Alves Rezende</i>	Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brasil	moniquemaiques@yahoo.com.br
<i>Naohiro Matsuo</i>	Tokyo Gakugei University, Tokyo, Japan	nmatsuo@u-gakugei.ac.jp
<i>Olga Lucía González-Beltrán</i>	Universidad de los Andes, Bogotá, Colombia	gonzalez.olgalucia@gmail.com
<i>Olivia Williams</i>	Grand Valley State University, Allendale, MI, USA	williaol@gvsu.edu
<i>Paloma Araujo</i>	Universidade Católica de Santos, Santos, Brasil	palomasaraujo@outlook.com
<i>Patricia Jimenez</i>	Pontificia Universidad Catolica de Valparaiso, Valparaíso, Chile	pjimenez.curso@gmail.com
<i>Patrícia Unger Raphael Bataglia</i>	Universidade Estadual Paulista, Marília, Brasil	patriciaurbataglia@gmail.com
<i>Pilar O'Cadiz</i>	University of California, Irvine, USA	ocadizpilar@earthlink.net
<i>Priscila Barbosa Arantes</i>	Rede Estadual e Rede Municipal de São Paulo, SP, Brasil	arantes.priscila@gmail.com
<i>Priscila Joaquim Verni</i>	Universidade Católica de Santos, Santos, Brasil	priscilajverni@gmail.com
<i>Ragný Þóra Guðjohnsen</i>	University of Iceland, Reykjavík, Iceland	rthg3@hi.is
<i>Raimundo A. Luz</i>	Universidade de São Paulo/Universidade Virtual do Estado de São Paulo, São Paulo, Brazil	raimundo.luz@bol.com.br
<i>Rebecca Glover</i>	University of North Texas, Denton, TX, USA	becky.glover@unt.edu
<i>Regina Marques Cordeiro Pedra</i>	Rede Municipal de Ensino de São Paulo, São Paulo, Brasil	gbglub@hotmail.com
<i>Ricardo Fernandes Pataro</i>	State University of Paraná, Campo Mourão, Brazil	ricardopataro@gmail.com
<i>Richelle Joe</i>	The College of William & Mary, Williamsburg, VA, USA	jacqueline.joe@ucf.edu
<i>Robert Selman</i>	Harvard University, Cambridge, MA, USA	robert_selman@harvard.edu
<i>Rosângela Almeida Valerio</i>	Pontificia Universidade Católica de São Paulo, São Paulo, Brasil	rovaleryo@hotmail.com
<i>Sabrina Sacoman Campos Alves</i>	Universidade Estadual Paulista, Marília, Brasil	sabrina.unesp@bol.com.br
<i>Sandra Fodra</i>	Secretaria Estadual de Educação de São Paulo, São Paulo, Brasil	sandra.fodra@gmail.com
<i>Sanjay Nanwani</i>	Universidad de los Andes, Bogotá, Colombia	snanwani@uniandes.edu.co
<i>Santiago Vásquez Morales</i>	Universidad de los Andes/Colegio los Nogales, Bogotá, Colombia	svasquez@nogales.edu.co
<i>Sara Soledad Garcia</i>	Santa Clara University, Santa Clara, CA, USA	sgarcia@scu.edu

<i>Seana Moran</i>	Clark University, Worcester, MA, USA	smoran@clarku.edu
<i>Selma Regina de Olivera</i>	Universidade de São Paulo / Universidade Virtual do Estado de São Paulo, São Paulo, Brasil	selma_oliv@hotmail.com
<i>Shaogang Yang</i>	Guangdong University of Foreign Studies, P. R. China	ysg07@163.com
<i>Sharlene Swartz</i>	Human Sciences Research Council and University of Cape Town, Cape Town, South Africa	sswartz@hsrc.ac.za
<i>Shawn Bultsma</i>	Grand Valley State University, Allendale, MI, USA	bultsmas@gvsu.edu
<i>Sigrun Adalbarnardottir</i>	University of Iceland, Reykjavík, Iceland	sa@hi.is
<i>Silmara Paiva de Campos Lima</i>	Prefeitura Municipal de Campinas/Universidade de São Paulo/Universidade Virtual do Estado de São Paulo, Campinas, Brasil	silmara.pc.lima@hotmail.com
<i>Silvia Helena Koller</i>	Universidade Federal do Rio Grande do Sul, Porto Alegre, Brasil	silvia.koller@gmail.com
<i>Silvia Maria Panattoni Martins</i>	Colégio Notre Dame de Campinas, Campinas, Brasil	silviapanattoni@uol.com.br
<i>Soile Juujärvi</i>	Laurea University of Applied Sciences, Espoo, Finland	soile.juujarvi@laurea.fi
<i>Sonia Maria Pereira Vidigal</i>	University of São Paulo, São Paulo, Brazil/CAPES	smpvidi@gmail.com
<i>Stephen Sherblom</i>	Lindenwood University, USA	ssherblom@Lindenwood.edu
<i>Sula You</i>	University of Oklahoma, Norman, OK, USA	sula@ou.edu
<i>Susana Frisancho</i>	Pontificia Universidad Católica del Perú, Lima, Peru	sfrisan@pucp.edu.pe
<i>Talita Adão Perini</i>	Universidade Federal do Rio de Janeiro/Centro Universitário Augusto Motta, Rio de Janeiro, Brasil	talitaperini@ig.com.br
<i>Tatyana Tsyrlina-Spady</i>	Seattle Pacific University, Seattle, WA, USA	tsyrlina@aol.com
<i>Telma Vinha</i>	Universidade Estadual de Campinas, Campinas, Brasil	telmavinha@uol.com.br
<i>Terezinha Ferreira da Silva Colombo</i>	Colégio Criativo, Marília, Brasil	tfcolombo@terra.com.br
<i>Thais Cristina Leite Bozza</i>	Universidade Estadual de Campinas, Campinas, Brasil	thaisbozza@hotmail.com
<i>Thaís Serafim dos Santos</i>	Universidade Estadual do Paraná, Campo Mourão, Brasil	serafim_thais@hotmail.com
<i>Thaísa Angélica Déo da Silva Bereta</i>	Universidade Estadual Paulista, Marília, Brasil	thaisangelica@yahoo.com.br
<i>Tian Yu</i>	Southern Illinois University Edwardsville, Edwardsville, IL, USA	tyu@siue.edu
<i>Tonia Bock</i>	University of St. Thomas, St Paul, MN, USA	tsbock@stthomas.edu
<i>Ulisses Araujo</i>	University of São Paulo, São Paulo, Brazil	uliarau@usp.br
<i>Valeria Amorim Arantes</i>	University of São Paulo, São Paulo, Brazil	varantes@usp.br
<i>Valquíria Madureira Viscaino</i>	Rede Pública Estadual de São Paulo, São Paulo, Brasil	valmadu@hotmail.com
<i>Vanessa Cristina Damasceno Póvoa</i>	Rede Municipal de Ensino de São Paulo, São Paulo, Brasil	vanessapvoa@yahoo.com.br
<i>Vanessa Ribeiro</i>	Universidade de São Paulo, São Paulo, Brasil	vanribeirosp@gmail.com
<i>Vilma Costa</i>		vilminha52@hotmail.com
<i>Vinicius Nunes</i>	Instituto Federal de Educação Profissional, Científica e Tecnológica, Coxim, MS, Brasil	vinicius.nunes@ifms.edu.br
<i>Vishalache Balakrishnan</i>	The University of Waikato, Hamilton, New Zealand	visha@um.edu.my
<i>Viviane Pinheiro</i>	University of São Paulo, São Paulo, Brazil	vipinheiro@usp.br
<i>Viviane Sá Fernocchio</i>	Governo do Estado de São Paulo, Praia Grande, Brasil	vivifernocchio@yahoo.com.br
<i>Wiel Veugelers</i>	University of Humanistic Studies Utrecht, Utrecht, The Netherlands	w.veugelers@uvh.nl
<i>Wolfgang Althof</i>	University of Missouri - St. Louis, St. Louis, MO, USA	althofw@umsl.edu
<i>Xiuyun Kang</i>	Northeast Normal University, Changchun, China	844840932@qq.com
<i>Xu Zhao</i>	University of Calgary, Calgary, Canada	xuz930@mail.harvard.edu
<i>Yanan Xie</i>	Northeast Normal University Library	xyn@nenu.edu.cn