



# AME FORUM

Volume 32, Number 1, March 2017

## AME Leadership

**President:** Kaye Cook

**Secretary:** Dan Fleming

**Treasurer:** Phyllis

Curtis-Tweed

**Communications**

**Coordinators:** Eric Marx,  
Jason Stephens

## AME Board Members 2016-2019

David Aldridge, Ulisses Araujo, Angela Bermudez, Jennifer Mariano

## 2015-2018

Vishalache Balakrishnan, Maria Rosa Buxarra, Matthew Hayden, Larry Nucci

## 2014-2017

Doret de Ruyter, Victoria Foster, Susana Frisancho, Tian Yu (2016-2017)

## Presidential Appointees

2016-2017: Hyemin Han and Kim Stevens

## Inquiries

For inquiries about the Forum's content and announcements, please contact editor at [jm.stephens@auckland.ac.nz](mailto:jm.stephens@auckland.ac.nz).

## Change of Address

For change of address, please email the Secretary at [Daniel.fleming@syba.org.au](mailto:Daniel.fleming@syba.org.au)

## Call for Proposals

### Association for Moral Education 43rd Annual Conference

### *Evolving Ethics, Moral Education, and the Struggle for Democracy*

2 - 4 November 2017

St. Louis, MO, USA



To submit a proposal to the 43rd Conference, please visit the conference website at <https://ame2017.wordpress.com/>

**Proposal Submissions** from 15 February to 15 April 2017

**Proposal Acceptance Notification** on 26 May 2017

Please consult the Conference website for updates and further information.

## AME 2017 Conference Co-Chairs

Wolfgang Althof, University of Missouri - St. Louis  
Stephen Sherblom, Lindenwood University

## Message from the President

### Kaye Cook

I am honored to be able to serve as your incoming president. I coordinated the Cambridge conference with Sharon Lamb 11 years ago, and it feels fitting that I became president when AME again met in Cambridge. Much has changed since then but in these chaotic times of global change and challenge to human rights, the need for our organization is, if anything, even greater than ever. I hope to work together with you to build upon our strong history and continue to live out our core callings for valuing the worth and dignity of all persons and nurturing their moral agency.



Several of you have expressed a desire to have AME move in new directions, grounded in our shared history and present. I appreciate your ideas and have targeted several directions for development, including sharing our expertise through evidence-based resources for moral education, recognizing and nurturing international research-based Good Work projects, and supporting global research collaborations. In the process, I hope to maintain our current trajectory of greater international engagement and better networking. Any initiatives at this point are unfunded, until we can increase our infrastructure, fundraising efforts and conference attendance. It's helpful to note that our infrastructure is minimal and dependent on volunteer staff, which limits our activities and can be frustrating. I have begun several priorities to strengthen our infrastructure, with particular focus on revising the website.

A new website is in process and should be up and running by mid-March. When the new website is ready, we will move from GoDaddy to Squarespace for our public face, a shift which allows easier updating, interface with social media, and a more dynamic, interactive format. Despite a new platform, the url will not change: [amenetwork.org](http://amenetwork.org). When the new website is available, we will notify you by email or you can simply check by going to the same-old, very familiar url. Same online address, different platform. Please realize that it will be a work in progress for many months.

Our mission, as articulated on our web page, is to “provide an international forum for the interdisciplinary study of the moral and ethical dimensions of human development and education.” We primarily achieve this mission by sponsoring a yearly conference. Over the next few years, I hope to build on Wolfgang's service over the past few years, and work together with you to expand and deepen the good work of our organization, increasing international engagement while strengthening our U. S. core.

## CALL FOR PROPOSALS

The 43<sup>rd</sup> Annual Conference of the Association for Moral Education  
 Nov. 2-4, 2017, St. Louis, MO, USA  
[www.ame2017.net](http://www.ame2017.net)



The conference will be hosted at the Chase Park Plaza Hotel, St. Louis, MO. The event is partnering with the University of Missouri-St. Louis and Lindenwood University.

### Conference Theme: Evolving Ethics, Moral Education, and the Struggle for Democracy

The 2017 meeting will focus on ethics, evolution, and democracy. The ethics of how we live together and who we are as a people is being played out across the globe in struggles for democracy, for voice, for autonomy, and for human dignity. Our call to ethics, then, must be a call to political action as well as self-cultivation. As someone once said, wisdom is as wisdom does.

**Submissions are welcome from scholars, students and practitioners across the many disciplines that contribute to the study and practice of moral education**, including psychology, education, sociology, philosophy, interdisciplinary, cultural studies, among others. Plenary sessions and invited symposia will explicitly address the conference theme. We encourage individuals to submit proposals that address the conference theme; however we welcome any proposals that address the study and practice of moral and civic engagement or education more generally.

To **submit a proposal** and to learn more about the conference, including invited speakers, go to  
<http://www.ame2017.net>

**Deadline for full consideration is April 15, 2017**, after which proposals will be considered on an as-needed basis until presentation slots are filled. No proposals will be considered after May 12, 2017.

The following types of proposals will be considered:

- **Paper Presentation:** These are individually submitted proposals that will be grouped thematically by the Program Committee for 90-minute sessions.
- **Paper Symposium:** Symposia are also 90 minute sessions. Symposium proposals will normally include three [up to four] papers organized thematically and a symposium chair, typically the organizer.
- **Poster Presentations**
- **Media Presentation:** A media presentation allows you to go outside the normal paper or poster format.
- **Pre-Conference Workshop.** Workshops offer an interactive environment to explore issues in greater depth outside the main conference period. The workshops will be held in the half day before the conference. They typically last 2-3 hours.

The mission of the **Association for Moral Education (AME)** is:

- To provide a **forum for professionals** who represent a wide variety of positions in moral education.
- To foster **communication, cooperation, training, and research** in moral education.
- To serve as a **resource** in matters related to moral education.

Please visit <http://www.amenetwork.org> for more information.

## Observations from the 42nd AME Annual Conference in Cambridge



### Junior Scholars at the Conference

#### **Kim Stevens, Doctoral Candidate, Harvard University**

The 42nd Association for Moral Education (AME) Conference was held at the Harvard Graduate School of Education in Cambridge, Massachusetts from December 8th through 11th, 2016. Of the 611 conference attendees, 315 (53%) were Junior Scholars, a category that includes students and researchers who are within 10 years of receiving their doctorate. These Junior Scholars came from 34 nations, and 73% (n=229) of Junior Scholars were first time conference attendees.

Two special AME events were offered for Junior Scholars at the Conference: the AME Junior Scholars Mentoring Lunch and the Junior Scholars' Reception. The lunch was a one-hour round-table with an experienced senior scholar that discussed a variety of topics related to civic engagement and moral education. Junior Scholars selected one of twenty-two different topics ranging from research methods, philosophy, and policy to more practical concerns such as how to get published or apply for grants. One hundred twenty-eight (128) Junior Scholars attended the lunch, and 24 AME senior scholars served as mentors who facilitated the small group discussions. A catered evening reception for Junior Scholars was held on Friday, December 9th. One hundred twenty-four (124) Junior Scholars RSVP'd for the event, including six Harvard affiliated Junior Scholars who served as hosts for the event.

All Junior Scholars who attended the 42nd AME Conference were invited to participate in a post-conference feedback survey. One hundred sixteen attendees (37%) completed the survey, which asked respondents to provide feedback on the 2016 conference and make recommendations for future conference events. When asked what Junior Scholar programming AME should offer at future conferences, the most common requests were for travel scholarships (76%) and the continuation of the Mentoring Lunch (74%). Overall, respondents provided very positive feedback regarding the conference and the welcoming "community" of AME scholars who attended.



## Junior Scholars at the Conference, cont.

When asked if there was a topic that would be particularly helpful to discuss with a mentor at future lunches, Junior Scholars most commonly requested guidance on publishing, research methods and how to set a research agenda, and practical feedback and advice for those beginning their career in the field of moral education.

Junior Scholars noted three conference activities that had been the most beneficial: (1) to “network” and meet an “interdisciplinary” group of colleagues, (2) to attend “outstanding” and “thought provoking” sessions by “leading scholars in the field,” and, (3) to present and receive feedback on their own work.

When asked what suggestions that they had for improvements to the conference and what types of events they would like to see in the future, respondents expressed an interest in having more panel discussions and the introduction of round table presentation formats. They also suggested having more cross-cultural research as well as presentations that dealt with interventions and practice-based research. Several respondents also proposed decreasing the number of concurrent paper sessions and increasing the number of poster presentations at future conferences.

Finally, respondents were asked as Junior Scholars to say what would inspire them to return to AME next year. Responses included a continued interdisciplinary focus and conference themes that aligned with their own research as well as the continued opportunity to present their work. Respondents also mentioned that the opportunity to “build community” with likeminded peers and continued opportunities to be mentored by senior scholars were important draws to participating in the conference. Respondents also described AME travel awards as important resources that supported their ability to attend the conference, and several suggested expanding the program so that more Junior Scholars would be eligible to receive these grants.

The 43rd AME Conference in St. Louis presents an opportunity to tap into the increased Junior Scholar engagement at the 2016 conference. Survey respondents recommended continuation of events specific to Junior Scholars such as the mentoring lunch, the evening reception, and travel awards as well as direct contact with the Junior Scholars who participated in the Cambridge conference, informing them about the 43rd AME Conference and inviting them to respond to the call for proposals. In addition, Junior Scholars can be recruited from the greater St. Louis area to take on event planning, registration, and other duties at the 43rd AME Conference, perhaps in exchange for reduced registration, and more opportunities to interact directly with senior faculty can be provided through, for example, panel discussions or round-tables may attract more Junior Scholars to AME. We hope by these means to sustain the wave of Junior Scholar engagement and leadership in the organization.

## Images from the 42nd AME Annual Conference in Cambridge



*Above.* Professor Danielle Allen, James Bryant Conant University Professor at Harvard, taking questions following her Kohlberg Memorial Lecture. The Lecture, *Educating for Equitable Civic Agency in a Digital Age*, was moderated by Professor Helen Haste.



*Above.* Dr. Janet Kwok (New York University) presenting her paper (with Prof Bob Selman), *From informed social reflection to civic engagement: How to be kind*.

*Left.* Ms. Ana Carolina Brito (right), a teacher at Cristo Rey Boston High School, discussing *Dilemmas of Educational Ethics* with Drs. Meira Levinson (Harvard Graduate School of Education) and Winston Thompson (University of New Hampshire).

## Recipient of the 2016 Kuhmerker Career Award

### *John Gibbs*

It was with deep pleasure that the Kuhmerker Career Award Committee announced John C. Gibbs as the 2016 recipient. The award was presented at the 42nd Association for Moral Education annual meeting held at Harvard University in Cambridge, MA. The setting could not have been better, as this is the place where John and Lisa Kuhmerker met in 1975; where he began his work in moral reasoning with Lawrence Kohlberg; where Lisa founded the AME among Center colleagues; and where John gave birth to his ideas on the natural sequence of moral thinking.



Prof John Gibbs receiving the Kuhmerker Career Award from John Snarey

From moral reasoning to moral functioning, John expanded his research and collaborations. With the idea of the co-primacy of moral motivation, John has created an expansive and coherent roadmap to the study of moral functioning. As a researcher, John developed instruments of moral reasoning (Sociomoral Reflection Measure), moral identity, perspective-taking, and of cognitive distortions (How I Think Questionnaire). Importantly, he developed these widely-used instruments from the responsible necessity to test the effectiveness of his vision for moral education and re-education. Based on his and others' research showing that delinquent youth often think in distorted ways about their own and others' difficult social and moral situations, John developed a theory and practice (EQUIP) of effective treatment, education, and intervention programs for at risk youth, most recently, all youth, that has helped adolescents in several countries.

This short introduction to John's work highlights what is so impressive, even magnificent, about his body of work—it has served scientific progress for the sake of better understanding the human condition while also making truly important contributions to address real world problems. In this way, John serves as an ethical exemplar: Dedicating his scholarly work to the development of insightful, creative, and useful instruments and interventions aimed at promoting the greater good. In doing so, John has synthesized theories and research of other prominent scholars and integrated it with his own. These ideas have guided the field for the last 36 years and will continue to do so. Whether through his work, as evidenced by his latest book, *Moral Development and Reality* (3rd Ed., 2014, Oxford University Press), his instruments of moral functioning, or his EQUIP program, John's work will serve researchers and practitioners far into the future to the benefit of increasing numbers of children and youth, and the adults, and centers and schools that serve them.



In his career to date, John has published 17 books and over 90 articles and book chapters. He has served the profession, his university, many communities, and the AME for over 40 years. He chaired the 1984 AME conference, served on its Board, and twice received the Professional Service AME award.

Anyone who knows John will realize that his students love him for his abiding respect, recognizing their autonomy, and challenging them toward excellence, creating a strong personal and scholarly network. After four decades, John's network of long-standing and new friends continues to grow in the AME here and abroad; we all appreciate John's engaged intellectualism, large heart, and dry wit and laughter. It is hard to imagine anyone better qualified to receive the Kuhmerker Career Award. We look forward to spending time with John and his wife, Valerie, who is always at his side, at many future AME conferences.

The text of the plaque below closes this tribute.

**The Association for Moral Education**

takes pleasure in presenting

The Kuhmerker Award

to

***John C. Gibbs***

for distinguished contributions to research,  
teaching, and service to the Association  
and the field of moral education

Because

- Your wise and thoughtful theoretical contributions have unerringly pushed the field in the right direction
- Your wide-ranging and socially important research across disciplines continues to guide innovative research and practice globally
- Your rigorous instrument development, especially the Sociomoral Reflection Measure and I Think Questionnaire, are exemplary models
- Your life long intellectual and practical commitment to at-risk and delinquent youth resulted in the Equip Program serving youth internationally
- Your exceptional and sustained service to the AME
- And of your always inspiring and generous teaching and mentoring of all of us, past and future colleagues and friends.

Presented this 10th day of December 2016

At the 42nd annual meeting in Cambridge, Massachusetts, USA



## Recipient of the 2016 Good Work Award

### *Kyle Matsuba*

Dr. Kyle Matsuba's previous research has focused on the moral personality and identity of individuals engaged in extraordinary endeavours. Currently, he is exploring the lives of environmental activists and working with The Hawn Foundation to help institute mindfulness practices with children living in post-conflict northern Uganda.

While unable to attend the 42nd AME Conference and receive the 2016 Good Work Award in person, Dr. Matsuba discussed his *good work* in Uganda with Drs. Hart and Laura Walker.



Dr. Matsuba with students in Uganda

### ***Could you say a little about the work that you're doing in Uganda?***

Our work takes place in northern Uganda, close to the South Sudanese border. Up until 2006, the region was going through a civil war. The reconstruction process post-war has been slow. It continues to be a poor region, and with children facing many stressors as a result. The purpose of our work is to help children to develop social and emotional learning and mindfulness skills to better cope with the struggles that they face both inside and outside the classroom.

### ***You began your research career studying moral exemplars, and more recently have studied environmental activists. Is there anything in that research that informs the work that you're doing in Uganda?***

I find that underlying all these three areas of research is the idea of resilience. Moral exemplars and environmental activists face challenges, and part of my past work has been understanding how they overcome these challenges to effect change on a large scale. In the case of northern Ugandan children, they also face challenges, granted that these challenges are more local and less global. How do we equip these children with skills to help them overcome the challenges that they face? While there are plenty of non-governmental organizations providing the basics such food, shelter, health care, etc. in times of emergency. There are few programs helping children to develop their social and emotional skills. There is no focus on these skills within the education system either. And, yet, these skills are so important as they navigate their world.

***Has working in Uganda changed your thinking about moral life? If so, how?***

I think I see living a moral life isn't as black and white as I initially saw it before working in Uganda. I believe the same moral principles apply in terms of being fair and just, being respectful, and being compassionate for those in need across cultures. However, it's been fascinating to observe the kinds of moral dilemmas people face in a northern Ugandan context. I recall one of my local research assistants sharing about the time he stole a blanket when living in the Internal Displacement Camps during the civil war. I could sense the remorse he felt in doing it, but he said he acted out of survival: It was a time of war. Or another case I witnessed where an older student stole food from a younger student while at school. Upon further investigation, we found that the parents of the older student had died, and his relatives could no longer afford to look after him. While we all agree that the actions are wrong, including the offenders, I have become better at not passing judgment on these people, but to explore the circumstances that led to the behavior and find solutions.

***What inspired you to become involved in this project in the first place, and how were you able to make this happen?***

Since I was kid, I've had an interest in low-income countries. When a colleague and friend, Dr. Theresa McElroy, who was at UBC at the time, asked if I was interested in collaborating on a project to improve children's health in northern Uganda, I jumped at the opportunity. At the time, Theresa was studying children's health and development in northern Uganda. Then, Dr. Kim Schonert-Reichl (UBC), a long-time friend and mentor, introduced me to the mindfulness literature and the benefits of the MindUP program. Drs. Anne Katahoire and James Mugisha (Makerere University) offered in-country support. Presto! We had our research team. With the help of the Hawn Foundation and the financial support from my university (Kwantlen Polytechnic University), we were able to start the project.

***How can researchers and educators support each other in taking on really hard projects as you have?***

As mentioned above, finding a team that work well together and are supportive of each other is important. I've been very fortunate in my career to work with people who have been generous with their time. Dan Hart (Rutgers) and Laura Walker (Brigham Young University), have been very supportive for as long as I have known them. Wolfgang Althof and Marvin Berkowitz were wonderful colleagues when I was at UMSL. I had the best supervisor in Larry Walker (UBC). None of my work has been possible, nor as much fun, without the support of the colleagues, friends and mentors whom I genuinely like and respect.

***How can other scholars become involved in programs like this where their research can become applied in such a meaningful way?***

I find there are plenty of opportunities to partner up with organizations doing applied work. Find a cause you are passionate about. Then look for organizations working in that particular field. Also find research collaborators who are interested and can support you. From there, solicit various organizations for grant money support.

## Recipient of the 2015 Kuhmerker Dissertation Award

*Rachel Wahl*

Dr. Rachel Wahl is an Assistant Professor in the Department of Leadership, Foundations, and Policy at the University of Virginia. Her dissertation, entitled *Learning norms or changing them? State actors, state violence, and human rights education in India*, was completed at New York University. The fieldwork for this dissertation also informed her most recent book, published by Stanford University Press under the title, *Just Violence: Torture and Human Rights in the Eyes of the Police*. The book examines how how police and military officers in India understand and evaluate violence, and the implications of their beliefs for their responses to human rights education and activism. More information on the book is available at <http://www.sup.org/books/title/?id=25811>



Dr. Wahl receiving her award from Dr. Jan Boom at the 42nd AME Conference

## Recipient of the 2016 Kuhmerker Dissertation Award

*Sarah Forster-Heinzer*



Dr. Forster-Heinzer receiving her award from Dr. Jan Boom in Cambridge

Dr. Sarah Forster-Heinzer completed her doctoral study at the Department of Educational Science and Pedagogical Psychology at the University of Fribourg (Switzerland). Her dissertation, *Against all Odds: An Empirical Study about the Situative Pedagogical Ethos of Vocational Trainers*, was supervised by Professor Dr. Fritz Oser. In her dissertation, Dr. Forster-Heinzer examined the pedagogical ethos of vocational trainers; conceptualizing the pedagogical ethos at the theoretical level and studying it empirically from the perspective of both trainers and apprentices.

Dr. Forster-Heinzer is currently working as a post-doc at the University of Zurich (Switzerland). Her research interests concern ethos, moral judgment and education, social interactions within classroom, identity development, teaching professionalism, competence development as well as civic and political engagement within vocational but also general education.

## Call for Nominations

### 2017 Kuhmerker Career Award

The Kuhmerker Career Award recognizes individuals who have made outstanding, long-term contributions to both the Association for Moral Education, in particular, and to the field of moral development, more broadly. Areas of consideration include, but are not restricted to:

1. Scholarly contribution to the field of moral development and/or education. This could consist of: a) long-standing contributions to ethical theory and philosophy; b) substantial and cumulative empirical contributions to the research literatures in psychology, sociology, anthropology, etc.; c) the development of an assessment instrument or strategy adopted by a significant number of researchers; d) the publication of resource material and critical analyses helpful to researchers and/or practitioners; and/or, e) an innovative educational program adopted by a significant number of practitioners;
2. Service to AME, such as acting as a board member, office holder, program planner, or major presenter at conferences;
3. Excellence in teaching and mentoring, including doctoral student supervision, course development and teaching, conceptualization, realization or supervision of educational interventions; and
4. Special/innovative service to the public, workplace, or education.

This award is not limited to AME members, although involvement in the association is given serious consideration as one of the criteria.

Please contact Ann Higgins-D'Alessandro, chair of the Kuhmerker Career Award Committee, with questions and nominations by 15 May 2017: [ahiggins@fordham.edu](mailto:ahiggins@fordham.edu)

\*Recipients of all three awards will be honored at the 2017 Annual Conference in St. Louis, MO

Please see the AME website for more information on how to submit a nomination: [http://www.amenetwork.org/award\\_goodworks.html](http://www.amenetwork.org/award_goodworks.html)



## Call for Nominations

### 2017 Good Work Award

The AME Good Work Award is a non-monetary award that is designed to bring recognition and honor to those who foster links between moral theory and educational practice. Any AME member in good standing may nominate any person, team, practice, or organization.

Please send your nominations for the 2017 Good Work Award before 31 May 2017 to Doret de Ruyter, chair of the Good Work Award Committee: [d.j.de.ruyter@vu.nl](mailto:d.j.de.ruyter@vu.nl)

Please see the AME website for more information on how to submit a nomination: [http://www.amenetwork.org/award\\_goodworks.html](http://www.amenetwork.org/award_goodworks.html)

### 2017 Kuhmerker Dissertation Award

Submissions should be sent to Jan Boom, Chair of the AME Dissertation Award Committee by 15th March 2017: [J.Boom@uu.nl](mailto:J.Boom@uu.nl)

The Association for Moral Education gives an annual Kuhmerker Dissertation Award for an outstanding doctoral dissertation (e.g., Ph.D., Ed.D., Psy.D.). The annual award gives recognition and commendation to doctoral students addressing work that informs, develops, or relates to, the understanding of moral development, moral functioning or moral education. The AME invites submissions from all fields, including psychology, philosophy, pedagogy, cultural studies and so forth. The AME invites dissertations in both English and in languages other than English, and from recent doctoral students of any nationality.

Authors do not need to be a member of the Association to receive the award, but we would like the recipient to attend the AME annual conference for a formal presentation. The award includes an attractive plaque and, if the recipient attends the conference, their conference fee and banquet fee will be paid by the AME and they will receive \$500 to help with hotel and travel expenses.

The dissertation must have been completed and the degree awarded within 3 years (36 months) prior to the submission deadline.

For more details, please visit: [http://www.amenetwork.org/award\\_dissertation.html](http://www.amenetwork.org/award_dissertation.html)

## Upcoming Conferences of Potential Interest

### Call for Registrations

#### Society for Research on Child Development

##### *The Fourth Annual Moral Development Preconference*

**5th April 2017**

**Austin, Texas**

Developmental psychologists have done a tremendous job in describing the many moral competencies of infants and toddlers and in debunking traditional views of moral maturity. This leaves us with the task of identifying important developmental processes and milestones throughout childhood, adolescence, and beyond. With this pre-conference, we intend to stimulate an open discussion among researchers to reflect upon the question “What develops in moral development?”

**Registration deadline** is 22nd March 2017.

For more information on the Preconference, visit <http://www.moral-development-psy.org/>

#### European Association for Research on Learning and Instruction

##### *17th Biennial Conference*

**29th August - 2nd September 2017**

**University of Tampere, Finland**

The 17th Biennial EARLI Conference will be hosted by the University of Tampere, Finland on “Education in the crossroads of economy and politics – Role of research in the advancement of public good”. We warmly encourage participants to present results and ideas to increase the impact of research in the political and societal decision-makers.

**Registration** is now open.

More information on the conference, visit <https://www.earli.org/earli-2017>

## Announcements From and About Our Members

### The Passing of Mordechai Nisan

It is with great sadness that we announce the passing of Professor Mordechai Nisan (1934-2017). His contributions to the field of moral development and education were great, and the next issue of The Forum will include a full tribute to his life and legacy. In the meantime, if you wish to read more about Professor Nisan and his passing, please visit:

<https://www.mandelfoundation.org.il/About/News/Pages/Mordecai-Nisan-1934-2017.aspx>



Professor Mordechai Nisan

### Update on the Moral Capital Website

[www.moralcapital.info](http://www.moralcapital.info)



The Moral Capital website is designed as a comprehensive access point for any and all aspects of moral education world-wide. It's a dedicated wiki and portal, without restrictive algorithms. It's an initiative of the JME trustees, but depends entirely on the voluntary efforts of everyone contributing to it. It's free to use as a one-stop-shop and reliable fact-checker.

If you haven't yet explored it, take some time to sift through its components to see what's there. If you've clicked on previously, but not recently, take a look at the newer components:

- On-line video links for ethics and moral education,
- National Contours for Moral Education, and
- National Subsets.

If you aren't yet listed on the International Register, please add your name. If you've already done so, please check whether to make any changes.

National Link Advisers are currently being identified on a country by country basis, with the expectation that they will help ensure that the input to the site is genuinely universal. Anyone using the site is encouraged to feed in additional material and links, to comment on what's there, or to suggest amendments. The address for all such is: [info@moralcapital.info](mailto:info@moralcapital.info)

## New Membership Benefit Coming Soon!

### Online Access to FIVE additional Journals

As you may recall, we conducted a short online survey at the end of the 42nd Annual Conference in Cambridge to determine which five journals the membership was interested in receiving as part of their AME Membership. *We are still working to secure access to this new membership benefit, so please be patient in awaiting further details.* In the meantime, we want to thank the 139 of you that were able to participate in the survey and help us determine the top five selections. Described briefly in alphabetical order, they are:

#### Citizenship Studies

*Citizenship Studies* publishes internationally recognised scholarly work on contemporary issues in citizenship, human rights and democratic processes from an interdisciplinary perspective covering the fields of politics, sociology, history, anthropology, and cultural studies. It leads an international scholarly debate on citizenship, and also aims to cross the division between academic and public debate.<sup>1</sup>

#### Educational Review

*Educational Review* is a leading journal for generic educational research and scholarship. For over half a century it has offered authoritative reviews of current national and international issues in schooling and education. It publishes peer-reviewed papers from international contributors which report research across a range of education fields including curriculum, inclusive and special education, educational psychology, policy, management and international and comparative education.<sup>2</sup>

#### Ethics & Behavior

This compelling journal publishes articles on an array of topics pertaining to various moral issues and conduct. These matters may include but are not restricted to:

- \* the exercise of social and ethical responsibility in human behaviors;
- \* ethical dilemmas or professional misconduct in health and human service delivery;
- \* the conduct of research involving human and animal participants;
- \* fraudulence in the management or reporting of scientific research; and
- \* public policy issues involving ethical problems.

Data based, theoretical, and particularly instructive case analyses, as well as brief summaries



## Online Access to FIVE additional Journals, continued

### *Ethics and Education*

*Ethics and Education* aims to stimulate discussion and debate around the ethical dimensions of education. The journal addresses issues in both formal and informal education and upbringing, and includes within its scope relevant aspects of applied ethics, including: Bioethics, Medical ethics, Management ethics, Sex education, Ethics of therapy and counselling, and Professional ethics.

*Ethics and Education* welcomes all traditions and forms of ethical enquiry, from a wide range of philosophical and religious perspectives. As well as appealing to those with a direct interest in ethics and education, the journal will also be of interest to philosophers, educationalists and policy-makers.<sup>4</sup>

### *Journal of Youth Studies*

*Journal of Youth Studies* is an international scholarly journal devoted to a theoretical and empirical understanding of young people's experiences and life contexts. Rapidly changing socio-economic circumstances have had important implications for young people: new opportunities have been created, but the risks of marginalisation and exclusion have also become significant. Launched in 1998, the Journal of Youth Studies has established itself as the leading multidisciplinary journal for academics with interests relating to youth and young adulthood.<sup>5</sup>

## *Do You Have Something to Share?*

If so, please let me know: Jason at [jm.stephens@auckland.ac.nz](mailto:jm.stephens@auckland.ac.nz) Or visit us online at <http://amenetwork.org/>

Thanks for reading!

Jason M Stephens,  
Editor, AME Forum

## Membership Renewal

### Membership Renewal for 2017

If you attended the December AME conference in Cambridge, your dues are automatically paid for the year 2017. If you did not attend the 2016 conference, and have not renewed online, you may renew on the AME Website, or mail the form below (with the appropriate dues). Membership is \$95 for regular members and \$65 for students.

Your membership includes a subscription to the quarterly Journal of Moral Education and the semi-annual AME Forum as well as online access to five additional journals (see previous page for details). Applications for reduced AME membership rate in cases of hardship for full-time students, unemployed individuals, and untenured faculty in developing countries (as defined by the IMF) are available on the AME and Annual Conference Websites.

**To renew your AME membership online** at the AME Website (using Paypal), go to [http://www.amenetwork.org/membership\\_dues.html](http://www.amenetwork.org/membership_dues.html).

**To renew your AME membership by mail**, please complete the following:

Name \_\_\_\_\_  
 Institution \_\_\_\_\_  
 Business phone \_\_\_\_\_ Home phone \_\_\_\_\_  
 FAX \_\_\_\_\_ E-mail \_\_\_\_\_

Mailing Label: Line 1 (name) \_\_\_\_\_  
 Line 2 \_\_\_\_\_  
 Line 3 \_\_\_\_\_  
 Line 4 \_\_\_\_\_

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