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ASSOCIATION FOR MORAL EDUCATION
47TH ANNUAL MEETING



Photo: Carl Mydans, <https://digitalcollections.mpl.org/>

Moral Education for Social Justice
International Online Conference
November 3-7, 2021

Share your work!

Social justice and moral education scholars, students & practitioners learning from each other how to move our communities from injustices ► change ► justice for all.

Submit proposal by May 1. Notice of acceptance by end of June. Registration required to participate. Early registration before September 13. See website for application portal and details: amenetwork.org/2021
Questions? Email AMEconference2021@gmail.com

▼
Symposia

Papers

Posters

Roundtables

Multimedia

Other Formats
▲



ASSOCIATION FOR
MORAL EDUCATION

Video invitation: <https://vimeo.com/521482117>
For details and to submit: <https://www.amenetwork.org/2021>

Questions?
AMEConference2021@gmail.com

MESSAGE FROM THE PRESIDENT

Doret De Ruyter

Looking back on my first year as president of AME, I cannot be but blown away by the difference between my expectations for the year and what has actually happened due to the COVID-19 pandemic. When I wrote my first message for Forum, we were optimistic that the spread could be contained and that we would be able to go back to the university or school well before the summer. Now, many of us are uncertain if this will be possible after the coming summer. We thought that we could meet in Ottawa in October 2020, now we will have a second online conference in November 2021.

Looking back also makes me proud of the resilience of our association. The conference that is the highlight of the year, as we can meet in person and exchange ideas, was changed into an online meeting that was very well attended and had lively discussions in the sessions and via the Whova platform. I had never thought that attending a conference from behind one's computer at home could be such an engaging event. There was a good mix of regular and new conference attendants, established and emerging scholars, who came from all over the world. Although an online conference cannot completely replace a live meeting, it has certainly proven to be a good enough alternative (particularly when we otherwise would have had to skip two conferences!).

I hope that your experiences at the first AME online conference will inspire you to submit papers, posters and symposium proposals for the next online conference in November 2021. I am most grateful to Larry Nucci and Winston Thompson for stepping in to organise the online meeting and for choosing the important and timely theme 'Moral education for social justice'. The conference aims to build bridges between groups of scholars who don't tend to meet at conference or read each other's journals (just like the Ottawa online conference did), so we can look forward to lively discussions. Do attend and inform your academic friends about the meeting!

In the beginning of the pandemic, I was sceptical about the need for research into the impact of COVID-19 on (moral) education and slightly annoyed by (self-acclaimed) experts who told the world with (in my view quite misplaced) certainty what the consequences of a lockdown, online teaching, social distanced society would be on people and communities. However, now that the pandemic is affecting most countries for almost a year already, it is clear it has an immense effect and leads to profound moral questions. In many countries



inequality of opportunity grows due to online teaching; teachers face new moral challenges such as new types of extremism (conspiracy believers) and growing polarization. And it leads to questions about the actual impact of moral education on people's behaviour. As for the last, I am sure that we all can give examples of questionable behaviour in our countries (of citizens and governments). In the Netherlands, the recent unprecedented violent curfew riots of 14-16 years olds led to questions about their parents' responsibilities and apparent lack of (moral) upbringing. But at the same time we can, fortunately, give examples of moral heroes and saints.

So, enough work for us to do! If you want to share your ideas, please consider writing an OpEd for our website. I particularly commend this to our big contingency of emerging scholars. Our website is a fantastic platform to draw attention to your research, so do send a blog or OpEd to our webmaster (Kaye Cook) or OpEd editor (David Aldridge) and watch your mailbox filling up with comments of our members!

MEMBERSHIP RENEWAL

If you attended the November AME conference in Seattle your dues are automatically paid for the year 2021. If you did not attend the 2020 conference, and have not renewed online, you may renew on the AME Website, or by using mail the form below. Membership is \$95 for regular members and \$50 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.

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>

47th Annual Meeting, 2021



MORAL EDUCATION FOR SOCIAL JUSTICE

Should moral education include attention to issues of social justice? Should students be educated to apply moral reasoning to address social inequalities as a necessary component of justice-oriented citizenship within

a progressive democracy? Can moral education in the service of social justice goals overcome the institutional limitations that might frustrate many other educational aims? How might moral education empower all students to live as complete moral agents and contribute towards creating and sustaining a more just and moral society?

The Association for Moral Education invites engaged reflection on these and other questions which follow from its 47th conference theme, “Moral Education for Social Justice”. This theme addresses a core element of meaningful moral education and is designed to bring together two educational communities that do not generally interact. We look forward to the dialogue that might take place between the community of moral educators and researchers associated with AME and educators and social justice educational researchers who view mainstream schooling as perpetuating social inequalities and in need of radical change. For many students, schools themselves may seem to perpetuate forms of moral harm and injustice. The situation in the United States with respect to issues of, inter alia, race is replicated in some areas of Europe, and other continents. In most countries around the globe social disparities exist with respect to issues of gender, social class, and disability.

This attention to social justice is the essence of civic engagement in a political democracy. Social justice education has been defined in many ways, and which we interpret to be “both a process and a goal” that directs us to challenge and eradicate oppression, distribute resources in an equitable fashion, and take charge of and participate in one’s education. This means attending directly to the impact of factors of social inequality, power imbalances, and oppression on the lives of students as moral agents.

Conference Organizers: Larry Nucci & Winston C. Thompson
For further guidance or information: AMEconference2021@gmail.com

Submissions are invited from a broad range of disciplines including but not limited to philosophy, psychology, education, anthropology, political sciences, sociology, democratic education, critical pedagogy, multiculturalism, poststructuralism, feminism, queer theory, anti-oppressive education, cultural studies, postcolonialism, globalization, and critical race theory.

PROPOSAL SUBMISSION GUIDELINES FOR 2021

- Proposal submission deadline May 1, 2021. Notification of acceptance June 2021.
- To submit a proposal please visit amenetwork.org/2021 or bit.ly/AMEconference2021
- The submission form requires the name of only the corresponding author. You will be given opportunity to list more authors.
- Proposals will be accepted in English only.
- Notification of acceptance will be sent to the corresponding author the early June 2021.
- The presenting author must register for the conference to be included in the conference program.

PROPOSAL FORMATS

PRESENTERS WILL PRERECORD THEIR PRESENTATIONS FOR THE VIRTUAL CONFERENCE

- Paper presentation: Oral presentations by one or several authors typically of 15-20 minutes length. This may be an individual presentation that is grouped together with other presentations into a paper session by the conference organization committee, or it may be a paper that is part of a symposium.
- Symposium: Symposium proposals include 3-4 papers organized around one common theme. The symposium organizer is typically the symposium chair. Discussants are optional. Important note: Symposium organizers submit an overall summary of the symposium that lists all individual presentations. In addition, each presenter is required to submit their presentation individually.
- Poster Presentation: Posters will be displayed during poster sessions. Presenters will be available to discuss their work informally and answer questions.
- Media Presentation: A media presentation allows presenters go outside the normal paper or poster format. You might have a documentary video, a discussion of media materials for use in teaching or in advocacy, a presentation of photographs or other artworks. When submitting a proposal, it is important to indicate what resources you will need. The format for digital presentation, or combinations of linked presentations, can be discussed with conference organizers.
- Round table discussion: Round table discussions offer a flexible format for discussing any topic relevant to moral development and education. This may be a long-standing controversy, a new trend, a specific theory or a recent book. Roundtable discussions provide an informal forum for AME members to exchange ideas about issues that matter to them. These are typically scheduled in virtual breakout rooms.

REFLECTIONS on the 46th Annual Conference



This year's AME 2020 conference, "Morality, Environmental Sustainability, and Education," was held online and during a global pandemic. Despite the challenges the world is currently facing, we should acknowledge how astonishing it is that over two hundred people attended an AME conference from their homes, joining together from Brazil, Japan, Germany, and so on.

This forum presents an opportunity to reflect on the conference and the online format, both to help plan AME 2021, which will also be online, and to begin to look beyond the pandemic to consider whether including elements of online conferences in future years could support other issues that are important to the AME community, such as environmental sustainability and inclusivity.

The conference team, lead organizer Tobias Krettenauer (Wilfrid Laurier University) and co-organizer Stuart Hammond (University of Ottawa), proposed AME 2020 as a standard conference to be held in Ottawa, Ontario, Canada in October 2020. By March, much of the world was facing its first lockdowns. By May 2020, the AME President Doret De Ruyter and the organizers proposed converting the meeting into an online conference to the AME Board.

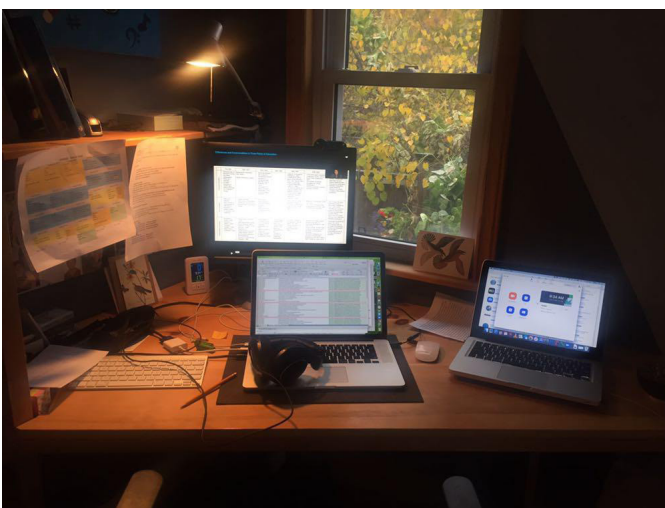
The conference was hosted on the online platform "Whova," with live video connections through "Zoom". The conference featured both synchronous (live keynote talks; live question and answer paper and symposium sessions) and asynchronous (pre-recorded talks and posters) elements. To accommodate the global time zones as best as possible, the conference was stretched over five days (October 28 to November 1 2020), but compressed on each day (with 4 hours of conference programming each day) relative to a typical conference. Behind the scenes, Tobias and Stuart were joined by Paul Lefebvre and Manuela Ullrich, and together these four individuals served as Zoom hosts for the live conference events. Many AME Board members and regular attendees stepped into the role of Q&A and keynote sessions chairs.

As the environmental theme of the conference was discussed with colleagues during planning, the name that came up again and again was Peter Kahn (University of Washington). Peter's talk "In Moral Relationship with Nature: Development and Interaction," opened the conference. We were also joined by another pioneer researcher of the topic of morality and the environment, Susan Clayton (College of Wooster), who presented "Morality, Justice, and Environmental Sustainability". Kai Chan (Institute for Resources, Environment, and Sustainability, University of British Columbia) presented "System Change for Sustainability: Relational Values May Unlock Incentives, Certification, Regulations, and More," to bring a perspective from outside of the traditional AME disciplines. Last but not least, the organizers, the AME Board, and the Race and Multiculturalism Special Interest Group all supported having a speaker who could present an Indigenous perspective on environmental issues. Gregory Lowan-Trudeau (University of Calgary) spoke on "Critical Considerations for Indigenous Environmental Media Education". The conference closed with a Community meeting, which included a Memoriam to both Fritz Oser and Wolfgang Edelstein.

Through comments, emails, and a survey that a number of attendees filled-out, we received feedback on the AME 2020 event. Of those surveyed, about a third were first-time attendees of AME. Most attendees were able to participate in 4-5 days of the conference, and most rated the conference very positively, with a majority of those surveyed rating the online conference experience as more positive than an offline conference. Why was this? For many, lower cost meant that they could attend AME, unburdened by travel and hotel expenses. Many attendees mentioned that pre-recorded talks meant that it was possible to view more content than at a traditional conference with parallel sessions, and many found the recorded talks of higher quality than traditional live talks and that discussions in live Q&A sessions were more substantive. Those for whom English was a second language also found it easier to follow video

presentations. Of course, all of us missed traditional interaction, sharing coffee and talk, and chance meetings that an in-person event affords. We all look forward to seeing each other.

In taking stock of an unusual conference year, the organizers would like thank all the attendees and presenters for open minds and generous spirits throughout the conference. Ultimately this is what makes a conference, whether online or in-person, a successful event.



The conference 'control room'

-Stuart Hammond, Ottawa

2019 AME AWARD RECIPIENTS

RECIPIENTS of the 2020 KUHMERKER DISSERTATION AWARD

Two winners were declared at the 46th Annual Conference:

TYLER COLASANTE

Guilt in Childhood: Intersections with Regulatory Functioning and Implications for Aggression

Feeling guilt after transgressing against others dissuades children from aggressive behavior as they develop and has long been regarded as a cornerstone of the human conscience. However, developmental research on the healthy aspects of guilt is still relatively rare, as most studies focus on its neurotic aspects and few have ventured deeper into the complex ways in which it helps children navigate their social lives and forge positive relationships. This talk will provide an overview of guilt in childhood, including what differentiates guilt from other social emotions and its numerous sources and contextual variants. It will cover the development of guilt (limited to childhood) before detailing my recent research on the complexities and underpinnings of guilt feelings in early life and how such feelings help children avoid the dangers of aggression.

JACOB FAY

Theorizing about Injustice in Education: An Ecological Approach

Injustice is a central dimension of the US educational landscape. Students, parents, and educators experience injustice through interactions with high stakes testing, discipline policies, and standardized curriculum, among other things. Yet as much as those concerned with US schools call attention to injustice, they disagree about what, exactly, is unjust. This presentation addresses this challenge by outlining a novel ecological approach to normative theorizing about injustice. My ecological approach builds on work in liberal and critical theory and draws inspiration from Urie Bronfenbrenner's ecological orientation to human development. The approach offers a formal analytical model that understands claims of injustice in relation to overlapping levels of social, cultural, political, and historical context. It also introduces the idea of ecological validity to normative theorizing as a standard by which theorists can assess and compare claims of injustice.

2019 AME AWARD RECIPIENTS

THE 2020 GOOD WORK AWARD RECIPIENT

At the 46th AME Conference organized by the University of Ottawa, from October 28 to November 1, 2020, the committee, formed by Maria Rosa Buxarra (Chair), Jay Brandenberger, Susana Frisncho and Andrew Garrod, decided to give the Good Work award to Bryan Sokol, Associate Professor, Department of Psychology at Saint Louis University (SLU), MO, USA. and Director of the Center for Service and Community Engagement. Some of the reasons that have contributed to this decision, among others, are:



- His work links moral theory to educational practice in a substantive way.
- Bryan has been engaging SLU students and faculty in an impressive array of service opportunities at SLU, within the city of St. Louis, across the country, and in other parts of the world.
- His ability to create partnerships within the university, as well as between the university and the community, even creating a database of community partners that students can access.
- Under Bryan's stewardship, the Center has raised the SLU's community service profile to the point that it is now recognized as a national leader by the Carnegie Foundation, the Princeton Review, and the Washington Monthly. The Center has expanded and clearly differentiated between the different types of service experiences in which students and faculty may participate, including civic engagement, community engagement and service-learning opportunities.
- He is equally dedicated to promoting the formation and well-being of young people, both in and outside of the college classroom. He has built a strong culture of assessment and evidence-based decision-making among both staff and students and guides them in recognizing personal strengths and setting challenging goals for deeper growth, particularly from a vocational lens of life-long, servant-leadership. In fact, his commitment to teaching and mentoring students, even in his administrative role as the CSCE director, is why he was selected to represent the Division of Student Development on the University-wide Undergraduate Core Committee (UCC).

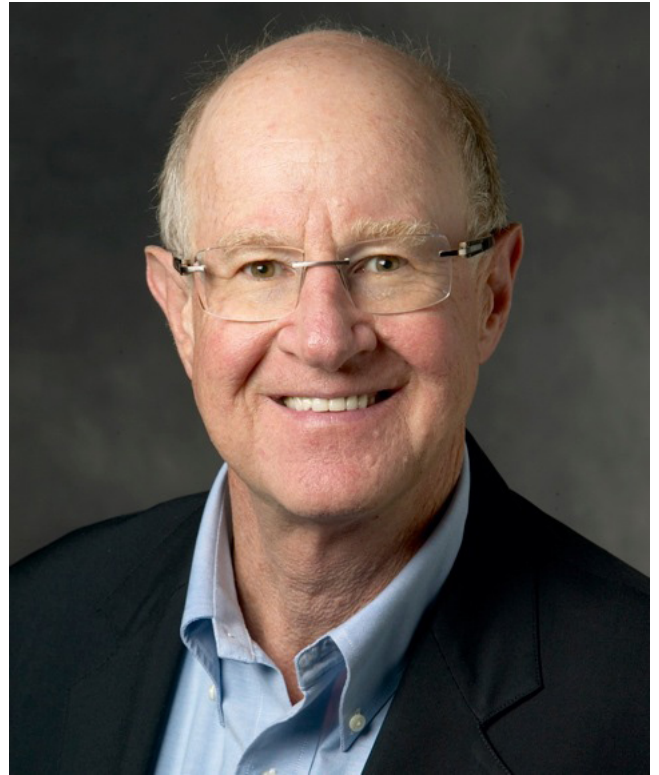
2019 AME AWARD RECIPIENTS

WILLIAM DAMON: RECIPIENT of the 2020 KUHMERKER CAREER AWARD

It was with great pleasure that the Kuhmerker Career Award committee selected Professor William “Bill” Damon to be the 2020 recipient. The decision was unanimous because of Professor Damon’s exemplary contributions to the field.

BECAUSE ~ YOUR WORK

- defines excellence in the theory, research, and practice of moral development and moral education;
- illuminates the cognitive, emotional, and social processes that comprise exemplary moral functioning; and
- supports exceptional ethical practice through pre-collegiate, university, and professional training programs.



BECAUSE ~ YOU HAVE

- made singular, field-framing contributions to theory and research in both moral development and moral education;
- mentored students -- with compassion, encouragement, and respect -- who have become influential scholars; and
- stimulated a broader, more humane, and theoretically sophisticated perspective on adolescent development.

BECAUSE ~ YOU ARE a world leader for moral formation in our time.

THE ASSOCIATION FOR MORAL EDUCATION

Takes pleasure in presenting

William Damon

THE KUHMERKER CAREER AWARD

This 1st day of November 2020
at the 46th annual meeting.

CALL FOR NOMINATIONS

2020 KUHMERKER DISSERTATION AWARD

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, and cultural studies. The AME invites dissertations 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 will be paid by the AME and they will receive \$500 to help with hotel and travel expenses. The Award winner will be invited to present their doctoral work in a paper during the Conference. The dissertation must have been completed and the degree awarded within 3 years (36 months) prior to the submission deadline.

To apply, please submit the following materials (all in English) electronically by 31 May 2021 to Jan Boom, Chair, AME Dissertation Award Committee email: J.Boom@uu.nl

- A letter of introduction that explains the most important contributions that your dissertation makes to the field. Such contributions may be to theory, methodology, using unusual respondent samples, or addressing particular social or educational policy or practice issues. This should not exceed 2 pages.
- A letter from your mentor, who will normally have served in an advisory role during your doctoral work, but may be someone else exceptionally familiar with your work.
- A 3000-word summary of your dissertation. This should include a summary of your theoretical approach and argument, and if your dissertation is research-based, your methods, your main results and some discussion of their implications.
- Details of your contact addresses (mail and email), phone number(s), the dates of your doctoral program and award of degree, name and department of the institution awarding the degree, and the name(s) of your dissertation supervisor(s) and examiner(s), including their institutions.

The Dissertation Award Committee will short-list appropriate submissions for progression to the next stage. Those short-listed will be invited to submit their complete dissertation, as a .pdf file.

CALL FOR NOMINATIONS

2020 GOOD WORK AWARD

The Good Work Award recognizes outstanding examples of moral educational practice. It 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. Selection criteria are below. The nomination shall consist of (1) a substantial narrative or description of the project or program being nominated, (2) an explanation as to why the project or program merits recognition by the AME according to the selection criteria, and (3) highlights of the curriculum vitae of the person(s) primarily responsible for the project or program, OR a history of the organization or sponsoring institution, as appropriate.

Please submit nominations via email to Maria-Rosa Buxarra mrbuxarra@ub.edu by June 15, 2021. Awardees will receive a plaque and recognition in the AME newsletter and on its website and through other channels of communication such as press releases to the home institution.

Selection criteria:

1. The practice, intervention or research project shall aim at promoting a moral benefit for a community or group beyond that inherent in conducting research. This benefit will have a primarily moral cast—a contribution to the well-being or flourishing of the target group, for instance, by increasing liberty, opportunity, equality, safety, fairness or mutual respect and concern.
2. The practice, which can be a one-time or ongoing program, shall exhibit moral excellence. This would be demonstrated in credible testimony from participants, practitioners, or observers, or by research on the practice by the practitioner(s) or others.
3. The award may be given to a single practitioner, a team of practitioners, the project or practice itself, or a sponsoring institution, as the selection committee deems appropriate.
4. Although the practice need not be replicable beyond its own circumstances, it should be exemplary within those circumstances, and of significant interest to moral educators in other circumstances.
5. As this award is meant to recognize achievement in moral practices, outstanding scholarly achievements are not also required. However, scholarship by the practitioner(s) about the project or program can be a decisive reason if it proves impossible to decide between two practices.
6. The awardee(s) need not hold membership in the AME.

CALL FOR NOMINATIONS

2020 KUHMERKER CAREER AWARD

The Kuhmerker Career Award recognizes individuals who have made outstanding, long-term scholarly contributions to the field of moral education (aka, moral development, ethical formation, etc.) and outstanding long-term leadership contributions to the Association for Moral Education. Examples of contributions to each area are provided below:

1. Scholarly leadership within the field, especially through articles published in refereed journals (e.g., Journal of Moral Education) and/or books published by peer-reviewed publishers (e.g., university press books). These publications, cumulatively, must provide one or more of the following: a) substantial contributions to the relevant research literature in education, psychology, sociology, anthropology, philosophy, or a related field; b) long-standing contributions to ethical theory or moral philosophy; c) the development of a relevant 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 moral education program adopted by a significant number of practitioners.

2. Service leadership within the Association, especially as: a) Board Member, b) office holder in one or more positions over the years, c) Conference Chair, d) regular host and mentor of the person's students at AME conferences, and/or e) a regular presenter at AME conferences over the years.

In summary, the award recognizes exceptional persons who have achieved excellence in moral scholarship, broadly defined, and excellence in AME leadership, also broadly defined. The winner's name will be announced in the AME Conference Program and a plaque will be presented at the conference. Subsequently, a detailed report will appear in the AME Forum newsletter.

Please submit nominations or queries to the current award program chair, Dr. John Snarey jsnarey@emory.edu. Letters of nomination should explain in some detail how the nominated person satisfies both of the above criteria. Secondary letters, in support of the nomination, are welcome but not necessary.

The deadline for receipt of nomination letters is May 31, 2021. (Nominations received after the deadline will be retained for next year's award.)

NOTICE OF SYMPOSIUM

16th International Symposium

MORAL-DEMOCRATIC COMPETENCE: ITS MEANING, RELEVANCE AND EDUCATION
& Pre-Symposium Workshop, in Konstanz, July 26-30, 2021.

Moral-democratic competence is urgently needed. Democracy, as a way of living together (John Dewey), is not easy. While most, if not all, of us esteem the moral ideal of democracy, we find it often very difficult, if not impossible, to solve the problems and conflicts that this ideal inevitably produces. How should we decide, when we cannot be just without lying, or cannot be free without being unjust, or cannot be truthful without ending a cooperation? How can we find a solution by thinking and discussion only, instead of using brute force, or deceiving others and ourselves, or by bowing down to some authority, letting them decide for us what is right or wrong?

As research shows, most people lack moral-democratic competence. They did not have the opportunity to develop this ability and thus cannot solve the moral dilemmas of democratic life without resorting to violence, deceit or submission to an authority. Hence, they tend to pursue moral ideals with immoral means. Hence, they would behave morally, if they would have the opportunity to develop their moral-democratic competence. As Socrates states: Those who really understand what the right thing to do is, cannot help but do it.

The Symposium brings together scholars and practitioners who have taken up Socrates' insight. They present correlational and experimental studies as well as practical experiences, which deepen our understanding of the meaning and relevance of moral-democratic competence, as well as our methods to foster it.

Dr. Lind offers a 3.5 day pre-symposium workshop, where you can learn how to foster moral-democratic competence effectively and with little costs of time and money, with the Konstanz Method of Dilemma Discussion (KMDD). It is part of the training and certification program for becoming a "KMDD-Teacher."

Both events are hosted by the Institute for Moral-Democratic Competence (IMDC) under development. For more information, dates and research ideas, see the symposium web-site: <http://moralcompetence.net> or contact Dr. Dr. Georg Lind: Georg.Lind@moralcompetence.net