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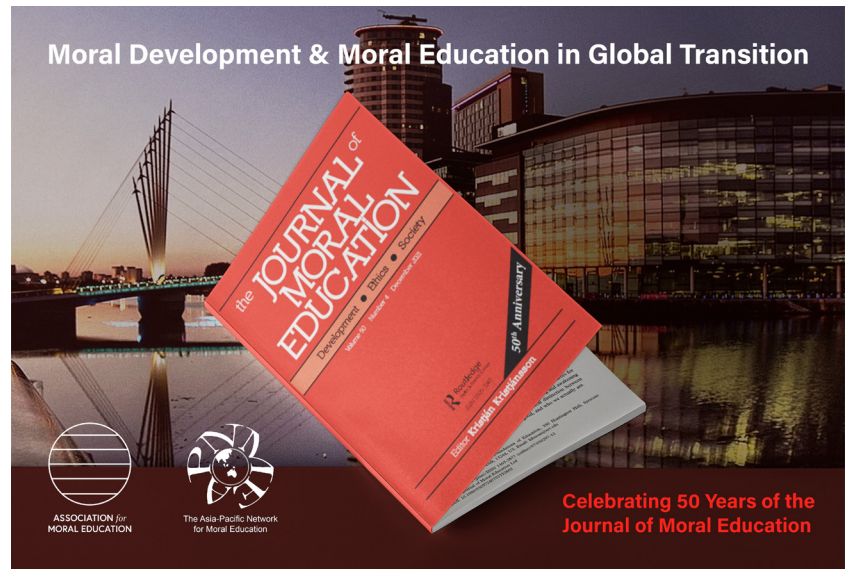
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Brian Gates
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INQUIRIES

For inquiries about the Forum's content and announcements, or change of address, please email webmaster@amenetwork.org.

ASSOCIATION FOR MORAL EDUCATION 48TH ANNUAL CONFERENCE



Moral Development and Moral Education in Global Transition

Celebrating 50 Years of the Journal of Moral Education
16th Asia-Pacific Moral Education Conference
48th Association for Moral Education Conference

20-23 July 2022
Manchester, UK

CALL FOR REGISTRATION

To register for the 48th Annual Conference, please visit the conference website at moraled22.org.

Early Bird Registration until 1 May 2022.

Proposal submissions accepted until 21 February 2022.

Please consult the Conference [website](http://moraled22.org) for updates and further information.

MESSAGE FROM THE PRESIDENT

Doret de Ruyter

It's 2022 and this is already my final message in our newsletter Forum. Time has flown by and it has been extraordinary to serve the society as online president. No one could have predicted that the academic world would not (or hardly) meet in person for two years. For an association that is organised around its yearly conference, this is a horror scenario. Yet, I am proud to say that we have done well as an organisation; the membership has maintained its level at around 290 members (although I had hoped as I wrote in my first message that we would have increased to 500 by 2022). There are many people to thank for that.



First, we can look back at a second very successful online conference. Possibly due to the wonderful advertisement campaign made by Seana Moran, again many high quality papers, symposia and posters were received and reviewed by AME's board members. Of course, the conference could only become (and turned out to be!) successful due to the fine organisation by Larry Nucci and Winston Thompson with extraordinary help from Tim Barczak. Larry and Winston had planned to bring together two groups of academics who share the same interest, but work from a different perspective: moral education and social justice. This worked really well and led to lively discussions among regular AME conference attendants and a lot of new academics, both young scholars and senior researchers who had not been to AME before. The keynote speakers Larry and Winston had invited were also a very good reason to attend the conference. The high quality presentations of Melanie Killen, Stacey Horn, Michelle Moody-Adams and Winston Thompson, made me almost forget that I was sitting behind my computer at home rather than in a conference hall, which was also reflected in the engaging discussions that followed their presentations. The parallel sessions I attended also had lively discussions stimulated by the videos of the presenters. These videos are a bonus of online conferences – presenters have more time to introduce their work and there is also more time for discussion because the attendants have seen the videos in advance. The award ceremony on Friday was festive with beautiful speeches by the chairs of the award committees (see their reports in this issue) and the award winners, although it is particularly at those events that one misses a physical meeting.

Second, I thank the officers and board members of AME. As I also mentioned in the 2021 Fall issue of Forum, the board has had two online meetings discussing the policy of non-party political statements on our website and developing other initiatives to become more visible and to do good work outside the university too. One of the outcomes is the new Strategic Initiatives Development committee. More on the committee can be found in this issue. Do look out for the calls on the website to submit a proposal for funding!

Furthermore we had a first online webinar for emerging scholars to replace the lunch meeting we normally have at live meetings. Everardo Manjarrez-Perez organised the meeting, which was most successful (see former issue). He will organise another mentor webinar meeting in the spring. So, emerging scholars, watch your mailbox!

Thirdly, there are also people working behind the scenes and whose name cannot be found on our website. I sincerely thank Chloe Larson, who does a lot of work for the website, and Safiye Duman, who manages our membership database, which is of course essential to the organisation.

Fourthly, I want to give special thanks to Phyllis Curtis-Tweed. The work of a treasurer is not very visible to the membership, but highly important to the health of our organization. I also thank Eric Marx for his work as community coordinator (for about a decade!) and as secretary for the past two years. The secretary is the spider in the web of the organization and therefore a demanding position. I am therefore most grateful that we have found an energetic and highly dedicated new secretary: Juan Pablo Dabdoub. You will see and hear much of him in the years ahead.

The secretary is not the only change in central positions of our organisation. Several chairs of committees have stepped down after serving for a long time. I am most grateful for their time and energy and also to the colleagues who've generously accepted the invitation to take over. John Snarey was chair of the Kuhmerker Career Award committee and the Archivist of our society. As former president, he has served the society in many ways and over a period of decades. Now that he's retired it is fully understandable that he steps back, but he will be missed. I thank Sharon Lamb for taking over as chair of the Kuhmerker Career Award and Kaye Cook as archivist. With Kaye taking over that role, we had to find another person to be webmaster and I am very glad that Hyemin Han responded positively to my invitation. Jan Boom was chair of the Kuhmerker Dissertation Award and has fulfilled this position with a lot of dedication. I am most grateful that Tobias Krettenauer, who was already a member of this committee in the past years, has agreed to take over.

I look forward to seeing you at the conference in July 2022, organised with the Journal of Moral Education Trust and the Asian Pacific Network of Moral Education. Given this date and the experience of last year that in summer most borders are open and quarantine regulations are dropped, I have high hopes that I can say goodbye to you in person and pass on the gavel to our new president, Dawn Schrader, during the community meeting in a packed room at the Manchester Metropolitan University. The conference promises to be a very special one, so register early!

Doret de Ruyter, January 2022

A MESSAGE FROM THE SECRETARY

Juan Dabdoub

I am grateful and enthusiastic for the opportunity to serve as Secretary of the AME for the following years. I look forward to becoming more involved in this organization, fostering dialogue, research, training, and resources that link moral theory with practice.

I am a Professor at the School of Education and Psychology at University of Navarra in Spain and member of the Education, Citizenship, and Character Research Group (GIECC), in which I collaborate with Professors Concepción Naval and Aurora Bernal.



I have been researching and promoting moral and character education in Spain and Latin America with the support of the Templeton World Charity Foundation. I am currently Co Director of a project that aims to translate and adapt Marvin Berkowitz's PRIMED Institute for Character Education and Leadership Academy for Character Education (LACE) for Spanish-speaking countries.

I have also been leading, researching, and promoting Colegios Mayores for more than a decade. Colegios Mayores are the Spanish version of the European Colleges, a relatively unknown and long-standing innovation in higher education to serve the socialization of future ethical leaders of society by being part of a community of practice that has many common points with Kohlberg's Just Community approach.

MEMBERSHIP RENEWAL

If you attended the AME online conference in November 2021 your dues are automatically paid for the year 2022. If you did not attend the conference, you may renew your membership via the [AME Website](#).

Membership is \$95 for regular members and \$50 for students. Your membership includes a subscription to the quarterly Journal of Moral Education (a paper version for regular members and online version for students) 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 website.

To renew your AME membership online at the AME Website (using Paypal), or to contact the webmaster with questions, go to amenetwork.org/membership.

48TH ANNUAL CONFERENCE 2022

MORAL DEVELOPMENT AND MORAL EDUCATION IN GLOBAL TRANSITION



The conference theme speaks to the social, political, and cultural challenges and opportunities for moral education and development at a time of global transition and reconsideration. More specifically, concerns abound about the status of moral education in times of rising post-truth populism and nationalism, and in the context of a pandemic, climate change and political instability. How do current moral educational practices guide civic engagement and pedagogy towards the public good? How do public and private values inform a social ethos of moral responsibility, agency, and citizenship, and can they do so across cultural borders? To what extent is, or should moral psychology be, politicized? And what does it mean to talk about the ‘politics of moral education’, globally or nationally?

The [Association for Moral Education](#) (AME), the [Asia-Pacific Network for Moral Education](#) (APNME), and the [Journal of Moral Education Trust](#) (JMET) invite researchers, practitioners, and activists to engage in critical, academic dialogue in order to understand the relevance of social, political, religious and cultural interactions with philosophy, psychology, sociology, and moral education at this time of global transition. As this conference celebrates the 50th anniversary of the *Journal of Moral Education*, a recurring theme will be about the lessons learned from the last 50 years of scholarship for future challenges.

PROPOSALS FOR PAPERS AND POSTERS

Submissions are invited from a broad range of disciplines informing or being informed by moral education in the widest sense, in terms of either research or development. In addition to engagement with the main theme of the conference, submissions are invited on any topic relating to moral education as part of the general conference programme.

Proposal submission deadline 21 February 2022

Notification of acceptance 05 April 2022

To submit a proposal please visit moraled22.org. Further details on p. 14.

REFLECTIONS ON THE 47TH ANNUAL CONFERENCE MORAL EDUCATION FOR SOCIAL JUSTICE

Winston C. Thompson, *Conference Co-Organizer*

The AME's 47th Annual Conference was distinctive in many respects. As the conference theme, Moral Education for Social Justice, captured interests within and well beyond the disciplines usually in attendance, we were also terrifically international in that we benefitted from interacting with presenters and attendees representing all habitable continents of our globe. With stellar plenary sessions, captivating concurrent sessions, engaging symposia, and exciting posters, the broad scope and immense value of the AME's work was on full display.



Notably, this was the first conference that was envisioned and planned entirely as “virtual”; from the initial announcement/CFP to the final session of the conference, we operated on the assumption of “remote” connections. Even so, we were able to form a real sense of community as we engaged with one another's work over the brief days of the conference. Our team owes a real debt of gratitude to the previous year's conference organization team (especially Tobias Krettenauer and Stuart Hammond), as they set a firm foundation for the possibilities of planning a virtual conference.

To some degree, that sense of gratefulness is at the core of my experiences co-organizing this conference. In addition to being constituted by world-class scholars leading their fields, the AME is a special collection of generous, kind, and thoughtful colleagues who were ever ready to support the shared work of creating a meaningful conference experience during this pandemic. From the amazing leadership and institutional knowledge offered by Doret De Ruyter, Kaye Cook, and Phyllis Curtis-Tweed, to the board members who reviewed submissions (resulting in a demonstrably quantitatively high-quality program), to our innovative online publicity team, to the tireless graduate students who provided “day-of-meeting” technical support, and many more, I am thankful for the resources and relationships that made this conference possible. Of course, I am exceedingly grateful to have envisioned and co-organized this conference with Larry Nucci. His keen vision and enduring commitment to quality were invaluable in our steps towards success.

Like many of us, I am excited to consider what might be possible for an in-person meeting. I very look forward to what Manchester might offer in the months ahead but, even before that conference begins, I am appreciative of all the work, both visible and invisible, that is being done by the organizing team and those throughout the AME. Here's to them—and us all—in 2022!

Winston C. Thompson

*Associate Professor of Educational Studies, Associate Professor of Philosophy (by courtesy)
The Ohio State University*

Hanneke Mol, *PhD student in moral education*

The 47th annual conference of the AME has ended after five days filled with inspiring keynotes, stimulating interactions and interesting presentations by researchers from all over the world. I was asked to write something about my experiences as an attendant of the conference, which I am happy to do.

The theme of this year's conference was "moral education for social justice". Winston Thompson opened the conference by demonstrating why social justice is a necessary part of moral education and suggesting that social movements could play a valuable role in moral education. The subsequent keynote speakers—Melanie Killen, Stacey Horn, and Michele Moody-Adams—shed light on some of the multiple ways we can work towards social justice: through discussing exclusion and prejudice with children, promoting the human rights of all children regardless of their gender identity and sexual orientation, and facing injustices in history.

Next to the core theme of the conference, there was a string of symposia on teacher ethos. These sessions honored the life and work of Fritz Oser who, sadly, passed away in 2020. A main message of all presentations was that teachers matter: teachers of all subjects have the chance to positively impact the moral development of their students, through caring relationships with students, responsible leadership, and being a good example.

The two themes of social justice and teacher practice were nicely brought together in two other symposia that stood out to me. The first was a symposium on the role of teachers in social exclusion in the classroom by Hanna Beißert, Jeanine Grütter, and Kelly Lynn Mulvey. Underlying the symposium was the idea (based on previous research) that teachers can affect processes of inclusion and exclusion in the classroom, for example with their responses to exclusion and through role modelling, classroom rules, and discussions about exclusion. The studies presented in the symposium showed that teachers generally are inclined to take on this role and intervene when exclusion takes place in their classroom, but that this willingness declines when the child is felt to behave in a 'bad' or norm-breaking manner, for example due to hyperactive behavior. However, reassuringly, the studies also suggest that an intervention can help teachers learn to deal with exclusion in a better way, and that teachers can change their students' attitudes towards exclusion by developing good relationships with them.

The second symposium that I thought was very insightful was that by Cara Furman and Cecelia Traugh who presented descriptive inquiry as a method teachers can use to promote social justice in their school. Descriptive inquiry aims to help teachers gain practical wisdom by exploring a question (e.g., about the behavior of a particular child) through description. The method emphasizes human dignity and encourages teachers to let go of judgments and instead seek to understand someone else's way of looking at the world. To those who have missed the presentation, I can recommend watching the video as long as it is still available through the Whova platform.



Overall, I felt it was a successful and inspiring conference, and I would like to thank the organizers, key note speakers and presenters for all the hard work they put into it. I look forward to the next conference in July when we will hopefully get the chance to meet each other live.

2021 AME AWARD RECIPIENTS

RECIPIENTS OF THE 2021 KUHMERKER DISSERTATION AWARD

Three winners were declared at the 47th Annual Conference, each of them outstanding. We had well-attended and stimulating sessions discussing their work at the conference, and their presentations are uploaded in Whova.

Matthew Hastings

Left to Our Own Devices: Education and Attention for a Digital Age

Supervisors: Michele S. Moses & Terri S. Wilson. School of Education, University of Colorado Boulder.

From the abstract: In my dissertation, I examine the ethical and educational role attention plays in our lives. Attention is often recognized as a point of pedagogical leverage, heard in a teacher's call for their students to "pay attention." I argue that we need to recognize that who we become is the sum of what we pay attention to; attention builds—even constitutes—the self. Drawing on existing philosophical work on moral perception, I developed an ethical account of technologically mediated attention. This account is designed to help us critically evaluate digital technologies in terms of their ability to facilitate—or, restrict—our moral development.



Allegra Joie Midgette

Gendered Household Labor Distribution & Morality: Social & Moral Reasoning about Household Chores in Chinese & South Korean Families

Supervisors: Larry Nucci & Kris Gutiérrez. University of California, Berkeley.

From the abstract: Scholars have found that while women across cultures do on average 66% of all household labor, only 20-30% of women find these gendered distributions unfair. As scholars concerned with moral development, gender equality, and household functioning, we need to study the processes underlying the observed tension between the apparent inequality in housework distribution and the belief by family members that such distribution is fair and acceptable. A limitation of previous research has been that scholars mainly focused on only one of



the members of a household's evaluations of gendered housework and primarily concentrated their research within the United States. In order to address these methodological limitations, this dissertation employed interviews, surveys, and observations of family meal preparations to investigate all the members of 12 Chinese and 12 South Korean families' social and moral reasoning about their own households' labor distribution.

Rodrigo Riveros

A neuropsychological exploration of low-ses adolescents' life goals and their motives

Supervisor: Mary Helen Immordino-Yang. USC Department of Psychology, Neuroscience Graduate Program, Rossier School of Education.

From the abstract: Adolescents build all sorts of life goals in preparation for adulthood. Some goals help adolescents deal effectively with the here-and-now, and manage concrete tasks that are necessary to successfully navigate daily life and school. But other goals are more abstract, values-based. These values-based goals help adolescents transcend the here-and-now to envision the kind of adult they would like to be, and the kind of relationships and future they would like to have. Differentiating between these two sorts of goals and supporting the development of the abstract reasoning that undergirds values-based life goals is an important task of developmental science and education.



RECIPIENT OF THE 2021 GOOD WORK AWARD

William "Bill" Puka

At the 47th AME Conference organized by the Ohio State University, from 3-7 November 2021, the committee, formed by Maria Rosa Buxarrais (Chair), Vishalache Balakrishnan, Patricia Bataglia, Susana Frisancho, decided to give the Good Work Award to Bill Puka, professor in the Philosophy department at Rensselaer Polytechnic Institute, PhD Harvard University. Some of the reasons that have contributed to this decision, among others, are:



- He contributed as a AME Board member to make this an organization that does something and not just a conference. He is even the author of this idea of a "Good Work Award" in AME—calling us to remember to recognize Good work in the world.
- His programme is of benefit to the community. Through his teaching, writing, exemplary practices, motivating college students to action, Bill Puka is the exemplar of "Good Work".
- His practice be verified by a credible testimony. He encourages us all through his writing and speaking to "walk" with the spirits of starving children as we go through our day

to day lives, and he calls for social justice, better theories and more daily action—and I would say, more so than any other person in AME. His dedication to raising consciousness and leading to action is demonstrated in the many daily things he has done as a professor of 50 years, now retired, but still writing every day.

- His practice is exemplary and interesting to moral educators. As a professor, he made national news leading a protest at his university, with students from his class to Save the Union critiquing higher education authority, the president, and advocating for democracy and student-self-governance. He spends his life advocating for being good, kind, and “gracing with one’s presence”.

It is possible to replicate his practice even with adaptations for other circumstances. All his publications provide ideas on how to carry out moral education, for example: Good Will: a recipe, The Right Choice, The Right Mix, For Goodness Sake, among others.

RECIPIENT OF THE 2021 KUHMERKER CAREER AWARD

William “Bill” Puka

BECAUSE your scholarship created vital connections between moral philosophy and moral psychology, between moral reasoning and moral action, between justice and care,

BECAUSE your seven-volume edited work, *Moral Development: A Compendium*, made a field-framing and historically singular contribution,

BECAUSE your service on the AME Executive Board and presentations at numerous AME Conferences balanced playfulness and critical skepticism in ways that served its members well and nudged us toward greater integrity,

BECAUSE your generativity with new AME conference attendees forged lasting connections as you told them of “the majesty and the mystery” of the early years at Kohlberg’s Center for Moral Development and related the story of the field’s ensuing evolution,

BECAUSE you have been there, at a moment’s notice, when colleagues have had a need, whether personal, professional, or political, to deliberate, provide assistance, share a reading, or sing a song,

BECAUSE your career and service have been an inspiration to students and colleagues,

It was with great pleasure that the Kuhmerker Career Award committee selected Dr. William “Bill” Puka to be the 2021 recipient. The career award is the highest honor that the AME can give to one of its members, and Dr. Puka is so worthy of receiving it.

2021 POSTER AWARDS

During the conference, four judges (Tobias Krettenauer, Patricia Bataglia, Vishalache Balakrishnan, Saetbyul Kim) invited by Jenni Menon Mariano, read 30 posters and watched recorded videos accompanying some of the posters. Given the high standard of the posters, it was not easy to come to a decision, but the judges were unanimous in their verdict of the award winning poster.

Best Poster Award

#26 *“The role of Group Norms on Children’s Expectations about Wealth and Popularity Status.”*
Kathryn Yee, Jacquelyn Glidden, Melanie Killen (University of Maryland)

Honorable Mention

#14 *“First and Third-Person Moral Evaluations about Real Cases of Cheating.”*
Arvid Samuelson, Talia Waltzer, Audun Dahl (University of California, Santa Cruz)

CALL FOR NOMINATIONS

KUHMERKER DISSERTATION AWARD 2022

The Association for Moral Education invites nominations for the annual Kuhmerker Dissertation Award in recognition of outstanding doctoral dissertations in the areas of moral development and moral education. Self-nominations are welcome. The upcoming deadline for nominations for the 2022 award is **31 March 2022**. The dissertation must have been completed and awarded within 36 months prior to the submission deadline.

The AME invites submissions from applicants of any nationality and all fields of inquiry, including but not limited to psychology, philosophy, education, and cultural studies. Awardees do not need to be a member of the Association. They will be invited to present their doctoral work during the AME 2022 Conference.

To apply, please submit the following materials (all in English) electronically by March 31, 2022, to the Chair of the AME Kuhmerker Dissertation Award Committee, Tobias Krettenauer, at tkrettenauer@wlu.ca:

- A letter of introduction that explains the main contributions of your dissertation to the field of moral development and moral education. The letter should not exceed two pages.
- The date of completion of your PhD program, name and department of the institution awarding the degree, and the name(s) and institutional affiliations of your dissertation supervisor(s) and examiner(s).
- A letter of support from your mentor, who typically will have served in an advisory role

but may be someone else well familiar with your work.

- A 3000-word summary of the dissertation describing the theoretical approach and main arguments. If the dissertation is based on empirical data, the summary includes a description of methods and main findings.

The Dissertation Award Committee will short-list appropriate submissions for progression to the next stage. Those short-listed will be invited to submit their full dissertation document. For further information, go to amenetwork.org/awards-and-grants.

GOOD WORK AWARD 2022

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.

For your nomination, please complete a submission questionnaire before **31 March 2022** by clicking heading to pt.surveymonkey.com/r/3XNMCXL. 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:

- 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.
- 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.
- 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.
- 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.

- 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.
- The awardee(s) need not hold membership in the AME

KUHMERKER CAREER AWARD 2022

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. Sharon Lamb, sharon.lamb@umb.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 **31 March 2022**. (Nominations received after the deadline will be retained for next year's award.)

PROPOSALS FOR PAPERS AND POSTERS

Submissions are invited from a broad range of disciplines informing or being informed by moral education in the widest sense, in terms of either research or development. In addition to engagement with the main theme of the conference, submissions are invited on any topic relating to moral education as part of the general conference programme.

Proposals will be accepted in English only (with the exception of certain symposia) will be accepted in other international languages (e.g., Chinese, Spanish). The presenting author must register for the conference to be included in the conference program.

Paper Presentation: Oral presentations, typically of 15-20 minutes. An individual presentation by one or more authors will be grouped together with 3-4 other presentations by the conference programme committee.

Symposium: Symposium proposals include 3-4 papers (fitting into a 90-minute session) organised around one common theme. The symposium organiser is typically the symposium chair. Symposium organisers submit an overall summary of the symposium that lists all individual presentations and names of contributors and a brief abstract for each.

Poster Presentation: Posters will be displayed throughout the conference and in an online poster gallery. Presenters will be available at specific times to discuss their work informally and answer questions.

Media Presentation: A media presentation allows presenters to 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, an immersive augmented reality experience. When submitting a proposal, it is important to indicate what resources you will need.

Proposal submission deadline 21 February 2022

Notification of acceptance 05 April 2022

For inquiries about possible topics for papers or symposia and how those would fit into the broad conference theme, contact the Chair of the Programme Committee, Professor Kristján Kristjánsson at k.kristjansson@bham.ac.uk.

SUBMIT A PROPOSAL

STRATEGIC INITIATIVES DEVELOPMENT (SID) COMMITTEE CALL FOR PROPOSALS

A newly created committee, the Strategic Initiatives Development (SID) committee, announces that it will consider initial submissions for consideration for funding following the guidelines below by two deadlines in 2022. The first deadline is **15 April 2022**. If you cannot meet this deadline, do not worry – initial submissions will be elicited 2-3 times per year.

Strategic Initiative proposals should further the AME mission, “to foster dialogues, training, resources, and research that links moral theory with practice. It supports self-reflective educational and other practices that value the worth and dignity of each individual as a moral agent in a pluralistic society” and recognizes the intertwining of individuals and groups in many communities, groups, tribes, institutions, regions, and nations.

Because the AME is committed to fostering a climate of full inclusion, diversity, interdisciplinarity and internationalism; the SID Committee will encourage submissions that include AME members who represent diversity in race, ethnicity, home country, religious/spiritual orientation, and theoretical perspectives and methodologies, which will consequently enhance dialogues among different AME members as well as with outside groups and institutions. Proposals by homogeneous groups will receive a lower priority.

Further information can be found at: amenetwork.org/awards-and-grants

REMEMBRANCE: GEORG LIND

Professor Georg Lind, Psy.D. Ph.D. passed away on 30 November 2021 in his home in Konstanz (Germany) at the age of 74 after a brief illness, leaving behind his wife Gisela and their children: Gregor, Glenda and Antonio and a world full of former students and colleagues who mourn his passing, yet celebrate his life and contributions.

Prof. Lind was a professor at the University of Konstanz until his retirement in 2010, and was founder that year of the Institute for Moral-Democratic Competence in Germany. He served as co-editor of the *Ethics in Progress* journal. Lind is most famous for the development of the Moral Competence Test (based on Lawrence Kohlberg’s Moral Judgment Interview) and his research in moral education, where he developed the Konstanz Method for Moral Dilemma Discussion. He identified two distinct but strongly correlated aspects of moral competence: cognitive (structured, consistent, justifiable judgment/decision-making behavior) and affective (orientations applied by their social-cognitive moral reasoning level, according to Kohlberg’s moral judgment stage model). Lind’s dual-aspect and dual-layer theory of moral competence have been applied worldwide.

Prof. Lind was a friend of the Association for Moral Education (AME), having been a member for well over 20 years. He served the organization in many capacities, including as board member. Despite his many commitments, he was always willing to share ideas. He will be remembered as a passionate and engaged conversationalist, a dedicated mentor, teacher, and thinker, and powerful personality, bursting with energy and enthusiasm, inspiring others by his life and work.

