

Civic engagement: A cultural revolution?



Association for Moral Education: 42nd Annual Conference
Harvard Graduate School of Education
Cambridge, MA, USA
December 8 - 11, 2016

AME'16

Welcome to the 42nd Association for Moral Education Annual Conference

Harvard Graduate School of Education
December 8-11, 2016

Please wear your name badge at all times!

We hope you will have a very enjoyable experience, will meet many people and will have many exciting ideas.

We have nearly six hundred people, from thirty-six countries, coming to the Conference.

In this Program you will find details of all the Conference events and how to navigate the Conference, also details of all delegates' contact addresses.

In the section, *How to Find Your Way Around* (page 3), you will find details about the buildings and locations of the Conference and how to get information. In the section, *Local Information* (page 90) you will find details about local services, transportation, dining, and entertainment.

Additional information and program updates may be found at
<http://ameconference2016.org>

Wifi: Connect to "Harvard Guest" or "Harvard University" using **ameconf** as the HUID or XID and **!AME2016** as the password when prompted to register your device.

There is also an Information Desk in the same room as Registration—the Eliot Lyman Room—but please check the Program first.

Thank you to our sponsors:



THE ASSOCIATION FOR MORAL EDUCATION

Founded in 1976, the Association for Moral Education (AME) provides an international forum for the interdisciplinary study of the moral and ethical dimensions of human development and education. The Association is dedicated to fostering communication and cooperation among scholars and practitioners considering all aspects of moral learning, development and action across the life-span in multiple roles and contexts, including the school, family, workplace, congregation, and the larger society. AME emphasizes the development of moral understanding in all individuals, and believes that such development requires opportunities for engagement in moral dialogue, AME emphasizes self-reflective educational practices that value the worth and dignity of people as moral agents and that require opportunities for ethical engagement and moral dialogue.

The AME is governed by an Executive Board, elected by and drawn from its membership; the active participation of all of the members of the Association is encouraged. Members include public and private school teachers and administrators, counselors and psychologists, philosophers, sociologists, teacher educators, religious educators, and graduate students interested in advancing the study of moral education.

Scholars and practitioners from more than 35 countries around the globe meet at the annual conference of the Association. Since 1990, these Annual Conferences broadly follow a three-year cycle: two years in North-America (USA or Canada) and the third year in other countries. Initially, these international conferences all took place in Europe. In 2011, we teamed up with the *Journal of Moral Education* and the Asia-Pacific Network for Moral Education (APNME) to hold the conference in Nanjing, China, on the occasion of the journal's 40th anniversary. The 2015 conference took place in Santos, Brazil. Future conference sites will be St. Louis, MO, USA (2017); Barcelona, Spain (2018).

At the Annual Conference, keynote plenaries include the Kohlberg Memorial Lecture, given by a distinguished leader in a field related to the goals of AME. The KML is named in honor of Lawrence Kohlberg's contributions to the theory and practice of moral education and to the Association for Moral Education. This year the Kohlberg Memorial Lecturer is Danielle Allen, political theorist at Harvard who is renowned for her work on education for justice, equity and diversity in the digital age.

The AME offers several Awards:

The Dissertation Award for the best dissertation in the field: the winner receives their Award at the ceremony at the Conference, and presents a paper on their work during the conference.

The Good Work Award recognizes achievement in moral educational practices.

The Kuhmerker Career Award recognizes individuals who have made outstanding contributions to the organization and to the field. The name of the recipient is not revealed until the Awards Ceremony.

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SCHEDULE AT A GLANCE

Wednesday, December 7

Time	Event	Location
2:00 PM – 8:00 PM	Registration Open	Eliot Lyman Room
3:00 PM – 6:00 PM	Pre-Conference Workshops	See page 21
6:30 PM – 9:30 PM	AME Executive Board Meeting	Sheraton Commander Hotel

Thursday, December 8

Time	Event	Location
7:00 AM – 8:00 PM	Registration Open	Eliot Lyman Room
8:30 AM – 10:00 AM	Concurrent Paper Sessions 1.1	See page 22
10:00 AM – 10:30 AM	Coffee and Tea Break	
10:30 AM – 12:00 PM	Concurrent Paper Sessions 1.2	See page 25
12:00 PM – 1:00 PM	Lunch Break (on your own)	
1:00 PM – 2:30 PM	Plenary Session 1.4	Askwith Lecture Hall + Overflow Locations
2:30 PM – 3:00 PM	Coffee and Tea Break	
3:00 PM – 4:30 PM	Concurrent Paper Sessions 1.5	See page 31
10:00 AM – 10:30 AM	Coffee and Tea Break	
5:00 PM – 6:30 PM	Plenary Panel & HGSE Askwith Forum	Askwith Lecture Hall + Overflow Locations
6:30 PM – 7:30 PM	Welcome Reception	Gutman Conference Center
8:00 PM – 9:30 PM	A Conversation about Populism, Political Surprises and Marginal Parties	Askwith Lecture Hall

Friday, December 9

Time	Event	Location
7:00 AM – 8:00 PM	Registration Open	Eliot Lyman Room
8:30 AM – 10:00 AM	Concurrent Paper Sessions 2.1	See page 38
10:00 AM – 10:30 AM	Coffee and Tea Break	
10:30 AM – 12:00 PM	Concurrent Paper Sessions 2.2	See page 42
12:00 PM – 1:00 PM	Lunch Break (on your own)	
12:00 PM – 1:00 PM	Junior Scholars' Mentoring Lunch	Gutman Conference Center
1:00 PM – 2:30 PM	Plenary Session 2.4	Askwith Lecture Hall + Overflow Locations
2:30 PM – 3:00 PM	Coffee and Tea Break	
3:00 PM – 4:30 PM	Concurrent Paper Sessions 2.5	See page 48
4:30 PM – 5:00 PM	Coffee and Tea Break	
5:00 PM – 6:30 PM	Concurrent Paper Sessions 2.6	See page 54
6:30 PM – 7:30 PM	Junior Scholars' Reception	Gutman Conference Center
6:30 PM – 7:30 PM	JME Board Meeting	Longfellow 207
7:30 PM – 9:30 PM	Remembering Lawrence Kohlberg	Askwith Lecture Hall

Saturday, December 10

Time	Event	Location
8:00 AM – 12:00 PM	Registration Open	Eliot Lyman Room
8:30 AM – 10:00 AM	Concurrent Paper Sessions 3.1	See page 60
10:00 AM – 10:30 AM	Coffee and Tea Break	
10:30 AM – 12:00 PM	Concurrent Paper Sessions 3.2	See page 65
12:00 PM – 1:00 PM	Lunch Break (on your own)	
12:00 PM – 1:00 PM	<i>JME</i> “How to Write for the Journal” Session	Gutman Conference Center
1:00 PM – 2:30 PM	Kohlberg Memorial Lecture with Danielle Allen	Askwith Lecture Hall + Overflow Locations
2:30 PM – 3:00 PM	Coffee and Tea Break	
3:00 PM – 4:30 PM	Concurrent Paper Sessions 3.5	See page 71
4:30 PM – 5:00 PM	Coffee and Tea Break	
4:30 PM – 5:45 PM	Poster Session 3.6 and Reception	Gutman Conference Center
6:00 PM – 6:30 PM	Awards Ceremony	Askwith Lecture Hall
6:30 PM – 7:30 PM	AME Community Meeting	Askwith Lecture Hall

Sunday, December 11

Time	Event	Location
9:00 AM – 10:30 AM	Concurrent Paper Sessions 4.1	See page 81
10:30 AM – 11:00 AM	Coffee and Tea Break	
11:30 AM – 1:00 PM	Concurrent Paper Sessions 4.2	See page 85
12:00 PM – 1:00 PM	Lunch Break (on your own)	
12:30 PM – 3:30 PM	AME Executive Board Meeting	Sheraton Commander Hotel
1:00 PM – 3:00 PM	Post-Conference Workshops	See page 87

HOW TO FIND YOUR WAY AROUND

Information Resources

This Program contains all the information you are likely to need about the Conference and your stay in Cambridge. Local information, including information about services, transportation, entertainment, and dining begin on page 92.

There is an Information Desk in the Registration Room, Eliot Lyman, where someone will be able to help you.

Throughout the Conference you can identify people “on duty” as helpers—they are wearing red and orange ribbons around their necks!

We will be updating information about the Program and any other events on the Conference website and sending emails to all conference delegates daily. Please check the website (<http://ameconference2016.org>) and your email often.

To make contact with other people at the Conference, use the email address list in the Index of Conference Delegates on page 98.

Wifi Access

You can access Wifi throughout the campus, by either connecting to “Harvard Guest” or “Harvard University” using **ameconf** as the HUID or XID and **!AME2016** as the password when prompted to register your device.

Navigating the Campus

There is a map of the campus on page 4. The Conference takes place in three buildings; Larsen Hall, Longfellow Hall and Gutman Library. They are all very close together on Appian Way. There are accessible restrooms on all floors.

In Longfellow Hall:

On the first (entry level) floor, we will be using the ASKWITH LECTURE HALL. On level 2, we will be using the ELIOT LYMAN ROOM, where you will find Registration, Information, the Book Display and the Publisher’s Display. Also, on Level 2 are LONGFELLOW 228 and LONGFELLOW 207. LONGFELLOW 319 AND 320 are on level 3.

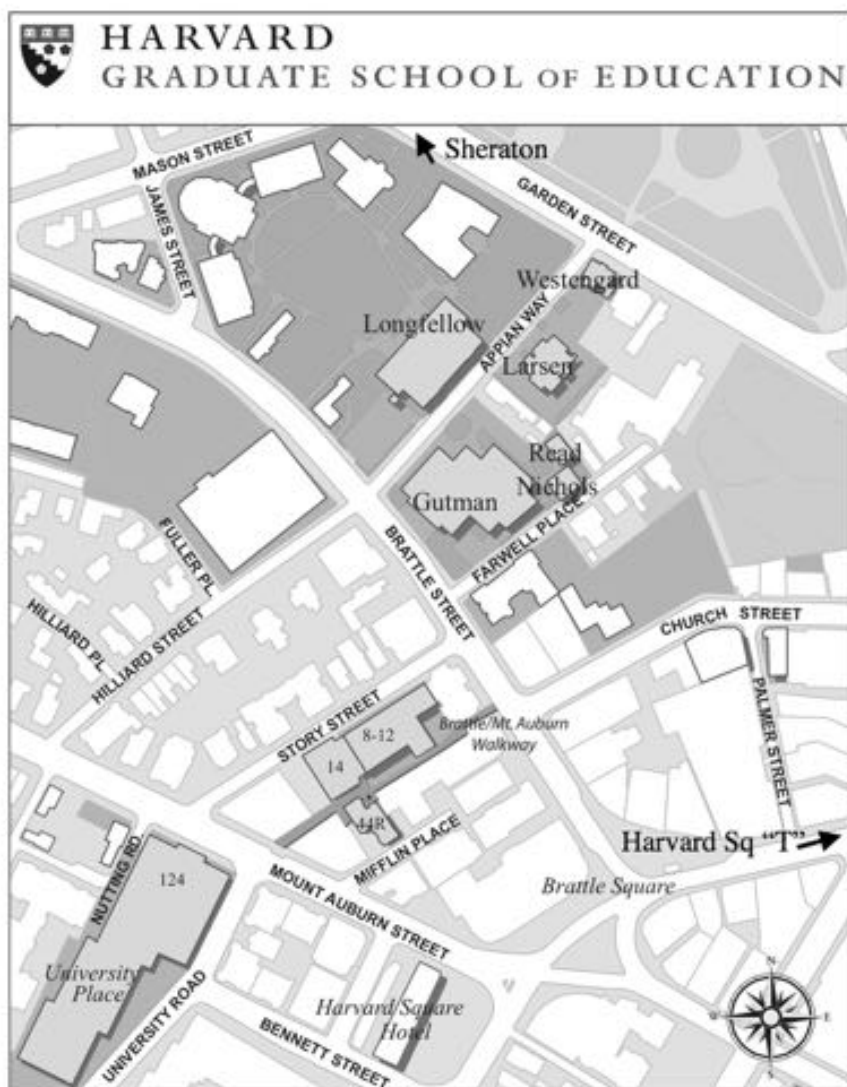
In Larsen Hall:

In the Ground floor (basement) are LARSEN G01, LARSEN G06 and LARSEN G08. On the first (entry) floor is LARSEN 106. On Level 2 are LARSEN 203 and LARSEN 214. We regret that due to elevator repairs, you will have to access Larsen Ground and 2nd floor by the stairs only.

In Gutman Library:

In the Ground (basement) floor is the GUTMAN CONFERENCE CENTER (GCC, GGC1 GCC2 and GCC3) and GUTMAN G05. On the first (entry) floor is the Gutman Café. On the 3rd level is GUTMAN 303. On the 4th level is GUTMAN 440.

HGSE Campus Map



Food and Drink

Complimentary coffee and tea will be served during the breaks in Longfellow Level 1 and Larsen Ground floor.

On Wednesday, Thursday and Friday the Gutman Café is open from 7:00 AM to 5:00 PM for food and drink. It is closed on Saturday and Sunday. The café is shared with HGSE students and will likely be very crowded between 12:00 and 1:00 PM. Consequently, we recommend finding lunch in Harvard Square. There are many recommended restaurants nearby, which are listed on page 92. The Nubar restaurant in the Sheraton Commander Hotel serves lunch and dinner and the bar is a pleasant meeting place nearby the HGSE campus.

Social and Informal Events

Thursday, December 8

6:30 PM: *Welcome Reception* in the Gutman Conference Center (ground floor) and Gutman Café (first floor). Complimentary snacks and soft drinks. Tickets for alcoholic drinks may be purchased for \$5 at the Information Desk *in advance*.

8:00 PM: *A Conversation about Populism, Political Surprises and Marginal Parties* in the Askwith Lecture Hall. Moderated by Helen Haste. See page 37.

Friday, December 9

12:00 PM: Junior Scholars' Mentoring Lunch in the Gutman Conference Center (advance registration required).

6:30 PM: Junior Scholars' Reception in Gutman Conference Center. An opportunity to meet fellow Early Career Scholars. One free ticket for alcoholic drinks will be distributed at the Reception. Additional tickets may be purchased for \$5 from the Information Desk *in advance*.

7:30 PM: *Remembering Lawrence Kohlberg* in the Askwith Lecture Hall. See page 59. Moderated by Marvin Berkowitz. After the event, there will be a reception in the Kohlberg Lounge on the 6th floor of Larsen Hall.

Saturday, December 10

12:00 PM: *Journal of Moral Education: "How to Write for the Journal"* in the Gutman Conference Center. Lunch provided, ticket required. Please obtain a free ticket for this event from the Information Desk before 12:00 PM on Friday. The event is limited to 50 participants.

4:30 PM: *Reception and Poster Session* in the Gutman Conference Center and Gutman Café.

6:00 PM: *Awards Ceremony* in Askwith Lecture Hall. Presentation of Kuhmerker Career Award, Good Work Award and Dissertation Award.

6:30 PM: *Community Meeting* in Askwith Lecture Hall. This is an opportunity to share your impressions of the Conference and future directions for AME.

How to Find Your Way Around the Program

The *Schedule at a Glance* on pages 1-2 gives you an overview of all events. On pages 13-18, you will find details of the Plenary Sessions and the speakers. On pages 20-87 is the full Program: presenters, titles, location. On pages 98-106, you will find the Index of delegates' names, and the sessions in which Presenters are speaking.

Abstracts of all papers and posters at the Conference are available on the Conference Website, organized by day: <http://ameconference2016.org>

How this Program is Organized and Labeled, and How to Find When a Presenter is Speaking

Days and Times

The days are numbered 1 – 4. Each DAY is divided into up to eight time periods, or sessions. The *Schedule at a Glance* shows these. So an event numbered 1.2 will take place on THURSDAY at 10:30 AM – 12:00 PM and an event labelled 3.5 will take place on SATURDAY at 3:00 PM – 4:30 PM.

Plenary events will be held during the fourth sessions on Thursday, Friday and Saturday, and the sixth session on Thursday (see *Schedule at a Glance* on page 1).

The first two sessions each day, the fifth session on Thursday, Friday and Saturday, and the sixth session on Friday, each comprise up to twelve concurrent paper sessions. Each concurrent paper session is labeled with a letter that designates a general theme. So each panel has a unique label that reflects its theme, day and time.

This is the information that you will find in the Index of Conference Delegates that will enable you to locate a particular speaker in the Program.

Panel Themes:

- A Pedagogy, values and goals
- B Development of values and purpose
- C Character education and civic competences
- D Narrative, story and history
- E Theory and critique
- F China; civic and moral education
- G Culture and context
- H Media and curricula workshops
- I Programs, interventions and evaluations
- J Higher education, professional development and arts education
- K Social media, activism and marginality
- L Social, emotional and moral development

Types of presentations

Plenary Lecture: A lecture by a distinguished speaker.

Plenary Panel: A panel of distinguished speakers.

Concurrent Paper Sessions: Three or four papers presented in panel. There will be up to 12 panels occurring concurrently.

Symposium: A group of presentations convened by an organizer on a single theme. Symposia titles are indicated in bold.

Individual presentation: Individual presenters, grouped by shared themes.

Media/curricula workshop: Presentation, may be interactive, of a curriculum, program or activity.

Poster: Poster presentation reporting work, at which the presenter(s) interact with individuals viewing the poster.

Pre- and post-conference workshops: Wednesday and Sunday afternoon
Pursuing a topic, method or practice with a leader; advance registration has been required.

LETTER FROM THE AME PRESIDENT

Dear Conference Participants,

On behalf AME's Executive Board it is my pleasure to welcome you to the 42nd Annual Conference of the Association here at the Harvard Graduate School of Education. I hope that you will later remember this gathering as an exciting and peaceful encounter of people and ideas in these troubled times all over the world. As you may know, the United States are far from being united at this time and we have witnessed more examples of what the influence of right-wing populist movements can do to countries – the “Brexit” of the UK, the defeat of the peace treaty in Colombia, or Duterte announcing that his presidency of the Philippines will be “a bloody one”, just to name a few. AME's respectful and amicable diversity may allow us a break from the violence and intolerance, cruelty and deceitfulness around the world that continue to fill the news.

When we met at Harvard the most recent time, in 2005, it felt a little like a class reunion. Many people attended because it was a chance to “return to the roots”, geographically and intellectually. It was at the Harvard Graduate School of Education, here in Larsen Hall, where the late Lawrence Kohlberg attracted a great number of like-minded scholars and graduate students. This year, I strongly assume, will be very different. With about 600 people attending, and nearly half the presenters being young scholars, it is certain that the majority of authors and presenters did not grow up in the times of Kohlbergian dominance, so that the range of topics and approaches will be much broader.

AME has grown to be very international, and this is a strong reason for many, including myself, to attend its conferences. I am eager to hear about what friends from other regions of the world are concerned with, what their visions look like and what their most urgent topic would be, what they consider challenges and successes. AME is proud of having scholars and practitioners from 36 countries around the globe meet at this annual conference, more than half of them coming from countries other than the United States.

I want to express our special thanks to Helen Haste, the lead organizer and co-chair of this meeting! I am acutely aware of the tremendous work and the immense attention to detail that she has put in planning for what is guaranteed to become an exceptional event with a rich and stimulating program. Thank you also to Brent Maher who took care of logistics and communication. Thanks to Bob Selman for offering leadership and advice, and the members of the planning committee, as well as the very many volunteers who will make everybody's life easier during the conference. Let me also use this opportunity to extend my gratitude to the members of the AME board and its executive, the chairs and members of committees and the proposal reviewers for all your important work that helps AME be

alive and grow. In particular, Kaye Cook has done magnificent work for AME in her six years as our Secretary. When I will step down as AME President and Kaye takes office at the end of the conference, you will have a greatly prepared new President for the 2016-2019 term. Finally, let me express how strongly AME appreciates the cooperation with and the support by the *Journal of Moral Education* Board of Trustees. Most participants will receive a one-year subscription to the journal with their conference fee. I bet you will make it a habit to unpack and begin reading the journal as soon as you receive it, four times a year!

AME has very loyal members and many of them have attended the annual conferences even for decades. As time passes, the typical attendee used to become older and developing a healthy mix of generations did become a challenging task. It is with great joy that I see how many graduate students and young scholars have come to Cambridge from near and far this year. One of the best things the long-standing members can do for AME is bringing students and young colleagues to the meetings. For those who are first-time attendees, a special welcome to you! We want you to return and make AME your major conference, so don't hesitate to reach out to long-time members to benefit from their expertise, and ask about the history of the Association. Also, look out for special events offered for you in the program. May you enjoy a rewarding conference, intellectually and socially, and if you are not already so, you will hopefully become a committed member of the Association for Moral Education.

Warm wishes for a wonderful conference!

Wolfgang Althof

Professor, University of Missouri-St. Louis

President of the Association for Moral Education

WELCOME FROM THE CONFERENCE CHAIRS

Welcome to the 42nd AME Conference!

We are living in troubled times that are provocative for the goals of education, for anyone thinking about the development of morally aware and civically responsible citizens, and for all of us who reflect on what kind of society fosters them.

When we were invited to host the Conference it seemed an ideal opportunity to bring together civic and moral education—two strands that have long been in parallel but often seen as distinct because one is “public” and one is “private”. Increasingly we see that this is a misleading and no longer tenable dichotomy. Harvard Graduate School of Education, and our collaborating host, Tufts University's Tisch College of Civic Life, are home to cutting edge work in both fields and our vibrant community of young scholars, the Spencer-funded New Civics Early Career Scholars' Program, testifies to this.

We gave the Conference the subtitle of “a cultural revolution?” for many reasons. It is a cultural change among researchers to think of the moral and civic domains as intertwined—with many implications for research and practice. It is a cultural change that the vast majority of civic communications now take place through digital media. It is a cultural change to see how much culture matters—that while there may be some “universal” values, to create effective citizens we must recognize how much social, ethnic and cultural contexts frame their values, hopes and skills—and can impede as well as foster them. How do we promote good citizenship in a climate of distrust, inequality, xenophobia—and fear of “The Other”?

Worldwide, recent events have shown how fast cultural change can occur. In many of the more than thirty-five countries represented at the Conference there have been dramatic and surprising political events that shake up many assumptions about what the public in general believe and want. In addition, migration, flight and dispossession impact millions who have to leave their homes, and millions who must find a humane response to receiving them. These events pose deep moral and civic questions and challenge us as educators and researchers.

What kind of research, leading to what kind of practice, do we need to do to address these questions? How will social media transform civic and moral communication and how should education take full account of this? How do we empower young people hampered by social and economic deprivation or a history of discrimination? How do we teach critical thinking, strong predispositions to care, stand up for one's beliefs, and persevere in the face of disappointment, resistance or negative emotions? How do we deal with controversial issues in a classroom where the students' parents may hold very divergent views from each other, and from

the ethos of the teacher– or where the issues are painfully close to the students' lives or deeply held values? And how do all these elements impact on what we believe about democracy and the core nature of morality, and therefore on our educational goals?

These questions are addressed in many different ways in our Conference, from many different disciplines– philosophy, psychology, sociology, education– and with insights from many different nations and cultures. Many papers report research studies, many report educational interventions, in and out of school. Many papers address theoretical or definitional questions. Our Plenary panels bring together international experts to discuss a wide range of current concerns. Our Kohlberg Memorial Lecturer, Harvard professor Danielle Allen, is a major distinguished international figure in education for equity in a digital world.

We hope that this will be a transformative conference in a time of turmoil and transition.

The success of any conference depends on the team. We have a terrific group of doctoral students at HGSE, members of our New Civics community, who have brought great enthusiasm to making a memorable event work. We particularly thank Brent Maher who has outstandingly performed a major administrative role. Thanks also to the Planning Committee who gave excellent advice.

We are extremely grateful to Dean Jim Ryan and the staff of the Harvard Graduate School of Education for providing a great location, and support for the event. We are very appreciative of the financial backing that Dean Ryan has given us, and also the contributions from Tufts University's Tisch College of Civic Life, and Taylor & Francis, the publishers of the *Journal of Moral Education*. We also thank AME and the *Journal of Moral Education* Trust for their generous support for travel grants.

But we are especially appreciative of the enthusiasm and commitment of all of you, many of whom have travelled vast distances to be here.

Be stimulated, challenged– and enjoy!

Helen Haste and Robert Selman
Conference Co-Chairs

MESSAGE FROM THE EDITOR OF THE *JOURNAL OF MORAL EDUCATION*

Dear AME Attendees,

My fellow editors and I would like to invite you to submit your manuscripts to *The Journal of Moral Education: Development, Ethics, Society (JME)*. *JME* provides a unique interdisciplinary forum for discussing morality, moral education, moral development and moral functioning throughout the lifespan and in every human venue.

We encourage submissions across the human sciences and humanities. Authors can use a range of methodological approaches and can address virtually all aspects of morality. For example, published manuscripts have addressed moral reasoning, moral emotions, motivation and moral action in various contexts (e.g., cultural, gender, family, schooling, community, leisure, work) and roles (e.g., parent, teacher, student, civic, professional).

JME also encourages proposals for special issues that address a relevant topic. Please speak to one of our team for more information.

Just to pique your interest, we encourage submissions including but not exclusively related to: Anthropology of morality; Anti-racist education; Child studies; Citizenship education; Cognitive development; Conflict studies; Critical theory; Diversity studies; Emotional development; Epistemology; Ethics; Family, studies; Gender studies; Interculturalism; International education; Leadership studies; Moral development; Moral psychology; Multiculturalism; Peace studies; Positive youth development; Professional ethics; Religious education; Service learning; Social development; Social justice; Socioemotional development; Sociology of morality; Values education; Youth studies.

Learn more about publishing in *JME* by signing up for the AME 2016 Saturday lunch with the editor (me!). Or catch one of us during the conference to discuss your interests.

Have a great conference experience!

Darcia Narvaez, Executive Editor of *The Journal of Moral Education: Development, Ethics, Society*

On behalf of the editorial team:

Tobias Krettenauer, Nancy E. Snow, Wiel Veugelers

PLENARY SESSIONS



Please tweet your questions for plenary sessions using #AME16

The Kohlberg Memorial Lecture

Saturday, 1:00 PM – 2:30 PM

Askwith Lecture Hall

Overflow seating with live video feed available in Larsen G08, 106, 203, and the Gutman Conference Center

Educating for Equitable Civic Agency in a Digital Age

Danielle Allen will offer a framework for defining successful civic agency in a digital age that focuses on equitable, efficacious, and self-protective civic and political action. She will explore how this framework can be integrated into civic education curricula and pedagogies. She will argue that one of the most important elements is teaching young people how to develop and deploy practices of structured reflection before they enter into the arena of action.



Danielle Allen, Director of the Edmond J. Safra Center for Ethics and Professor of Government and Education at Harvard University, is a political theorist who has published broadly in democratic theory, political sociology, and the history of political thought. Her most recent book is *Education and Equality* (University of Chicago Press, 2016). A 2001 MacArthur Foundation Fellow, she is a member of the American Academy of Arts and Sciences, and a contributing columnist for *The Washington Post*. From January 1, 2017 she

will become Harvard's James Bryant Conant University Professor. Danielle Allen's current work focuses on the connection between education and democratic equality. She is a member of the MacArthur Foundation research network on youth and participatory politics, which focuses on the impact of new media on the political lives of young people.

Moderator



Helen Haste Is Visiting Professor at Harvard Graduate School of Education (HGSE) and Emeritus professor of Psychology at the University of Bath, England. She directs the New Civics Early Career Scholars' Program at HGSE.

Youth Politics in the Digital Age

Thursday, 1:00 PM – 2:30 PM

Askwith Lecture Hall

Overflow seating with live video feed available in Larsen G08, 106, 203, Longfellow 319, and 320.

In countless ways, youth are leveraging the affordances of digital media to make their voices heard and work for societal change. Effective? Different than before? How? When? Sharing findings from studies of youth activism in the digital age, panelists highlight new forms of and opportunities for youth civic and political participation. What is the nature of moral claims made by youth and on the ethical and moral dilemmas that arise, as they participate? Finally, panelists will detail programs in a range of settings can support the equity and efficacy of youth civic and political engagement.

Moderator



Howard Gardner is the Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education. He has studied and written extensively about intelligence, creativity, and professional ethics, and is senior director of Project Zero and co-founder of the GoodWork Project. He continues to explore these themes in his blog, *The Professional Ethicist*.

Panelists



Elyse Eidman-Aadahl is Executive Director of the National Writing Project, a network of nearly 185 literacy-focused professional development and research communities located at universities across all 50 states. She co-authored *Because Digital Writing Matters* (Jossey-Bass, 2010) and *Writing for a Change* (Jossey-Bass, 2006).



Joseph Kahne is a Professor and the Dutton Presidential Chair of Educational Policy and Politics at the University of California Riverside. He is also Chair of the MacArthur Foundation Research Network on Youth and Participatory Politics. Joe's work explores digital and school-based efforts to promote youth political development and participation.



Elisabeth (Lissa) Soep is Senior Editor and Founding Director of the Research and Innovation Lab at Youth Radio, the youth-driven production company that serves as NPR's youth desk. She is a member of the MacArthur Foundation's Youth and Participatory Politics Research Network, which explores how young people are using digital and social media to express civic voice and agency.



Craig Watkins, a Professor at the University of Texas Austin, studies young people's social and digital media behaviors. His most recent work, *The Young and the Digital: What the Migration to Social Network Sites, Games, and Anytime, Anywhere Media Means for Our Future* (Beacon Press, 2009), explores young people's dynamic engagement with social media, games, mobile phones, and platforms like Facebook.



Ethan Zuckerman is Director of the Center for Civic Media at MIT, and Associate Professor of the Practice at MIT's Media Lab. He is the author of *Rewire: Digital Cosmopolitans in the Age of Connection* (W.W Norton, 2013) and co-founder of international blogging community Global Voices, which showcases news and opinions from citizen media in over 150 nations.

What is a Good Citizen and How Do We Create Them?

Joint AME Plenary and HGSE Askwith Forum

Thursday, 5:00 PM – 6:30 PM

Askwith Lecture Hall

Overflow seating with live video feed available in Larsen G01, G08, 106, 203, Longfellow 319, and 320.

Civic education must address the challenges of a diverse and divided society. The 2016 US Election highlights deep divisions in American society. As we think about civic education we must take stock of these challenges: especially around diversity, divided parties, digital democracy, and the pressures for more global perspectives. The panel members will bring expertise from research, practice, communication and policy to the discussion.

Moderator



Meira Levinson is Professor of Education at the Harvard Graduate School of Education. Her research focuses on educational ethics, civic and multicultural education, and methods for integrating insights from normative theory, empirical social science, and experienced policymakers and practitioners. Her most recent book is *Dilemmas of Educational Ethics: Cases and Commentaries* (Harvard Education Press, 2016) co-edited with Jacob Fay.

Panelists



Callie Crossley is the Host of *Under the Radar with Callie Crossley*, which airs on WGBH, 89.7 FM. She is a frequent commentator on television and radio programs and the recipient of many prizes for her work. Crossley was a producer for Blackside Inc.'s "Eyes on the Prize: America's Civil Rights Years," which earned her an Oscar® nomination, a National Emmy, and the Alfred I. DuPont-Columbia Award (Gold Baton).



Michelle Fine is a Distinguished Professor of Critical Psychology, Women's Studies, American Studies and Urban Education at the Graduate Center, CUNY. Fine is a pioneer in youth participatory action research, and has been involved in studies with participants across racial, ethnic and social class backgrounds to investigate circuits of dispossession and circuits of critical resistance. Her forthcoming book is *Just Methods in Revolting Times*. (Teachers College Press, 2017).



Kei Kawashima-Ginsberg is the Director of the The Center for Information and Research on Civic Learning and Engagement (CIRCLE) at the Jonathan Tisch College of Civic Life at Tufts University. CIRCLE's research on youth civic learning and engagement reaches a wide range of audiences through outlets such as the New York Times, NPR, Vox, C-SPAN, and NBC.

The Future of the Field

Friday, 1:00 PM – 2:30 PM

Askwith Lecture Hall

Overflow seating with live video feed available in Larsen 106, 203, 214, Longfellow 319, and 320.

This international and interdisciplinary panel will consider the future of civic education—broadly defined—in a world of rapidly evolving politics, new forms of civic engagement, and changing educational institutions. The panelists, who define and study civic education in a variety of ways, will discuss how civic education relates to moral development and to education in general. Panelists will reflect on the evolution of the field since the 1970s and make recommendations for the future.

Moderator



Peter Levine is the Associate Dean for Research and Lincoln Filene Professor of Citizenship & Public Affairs in Tufts University's Jonathan Tisch College of Civic Life. His most recent book is *We Are the Ones We Have Been Waiting For: The Promise of Civic Renewal in America* (Oxford University Press, 2013).

Panelists



Diana Hess is the Dean of the School of Education at the University of Wisconsin Madison, where she holds the Karen A. Falk Distinguished Chair of Education. Her most recent book, *The Political Classroom: Evidence and Ethics in Democratic Education* (Routledge, 2014), co-authored with Paula McAvoy, won the AERA's Outstanding Book Award in 2016.



Kerry Kennedy is Professor at the Centre for Governance and Citizenship in The Education University of Hong Kong. He is the Series Editor for the *Routledge Series on Schools and Schooling in Asia* and Routledge's *Asia Europe Education Dialogue Series*. He was a co-winner of IEA's 2012 Richard M. Wolf Memorial Award for educational research.



Ernest Morrell is the Macy Professor of English Education and Director of the Institute for Urban and Minority Education at Teachers College, Columbia University. An award-winning author, teacher and researcher, he works with schools and afterschool programs across the country to infuse social and emotional learning, digital technologies, project based learning, and multicultural literature into empowering literacy practices in K-12 classrooms.



Judith Torney-Purta holds a Stanford BA and University of Chicago PhD. A developmental psychologist and Professor Emerita at University of Maryland, she chaired IEA's landmark Civic Education Study investigating how adolescents internationally are prepared for citizenship with a moral dimension. She is an elected member of the National Academy of Education.

AME DISSERTATION AWARDS



The 2016 Dissertation Award is given to **Sarah Forster-Heinzer**. Sarah received her doctorate in 2015 from the University of Fribourg, Switzerland. Her Dissertation title was "Against All Odds. An Empirical Study about the Situative Pedagogical Ethos of Vocational Trainers." Sarah is currently a postdoc at the Institute of Education at the University of Zurich, Switzerland. She will present a paper on her work in Panel J1.2.



The 2015 Dissertation Award was given to **Rachel Wahl**. She was unable to attend the 2015 meeting. Rachel received her doctorate from New York University Steinhardt School of Culture, Education, and Human Development in 2013. Her Dissertation title was "Learning Norms or Changing Them? State Actors, State Violence, and Human Rights Education in India." Rachel is currently an Assistant Professor in the Curry School of Education, University of Virginia. She will present her work in Panel I3.1.

CONFERENCE PROGRAM

WEDNESDAY, DECEMBER 7

PRE-CONFERENCE WORKSHOPS

(Advance registration required)

RAVE: A Skills- and Relation-Based Approach to Moral Character Development

3:00 PM - 6:00 PM

Longfellow 207

Darcia Narvaez, University of Notre Dame

Tonia Bock, University of St. Thomas

Doing and Teaching Educational Ethics through Case Studies

4:00 PM - 6:00 PM

Gutman G05

Meira Levinson, Harvard Graduate School of Education

Jacob Fay, Harvard Graduate School of Education

Facing History & Ourselves in a Digital Age: Supporting Youth Civic Participation in the Digital Public Sphere

4:00 PM - 6:00 PM

Gutman 440

Adam Strom, Facing History and Ourselves

Carrie James, Project Zero

THURSDAY, DECEMBER 8

8:30 AM - 10:00 AM: CONCURRENT PAPER SESSIONS 1.1

B1.1 Development of values and purpose

Larsen 203

Chair: Doret J. de Ruyter, Vrije Universiteit Amsterdam

"Am I doing something good?": Thoughts on the interpretation of "good" in civic engagement

Sieglinde Weyringer, University of Salzburg

Educating children to become flourishing citizens-- can we?

Doret J. de Ruyter, Vrije Universiteit Amsterdam

What about compassion?

Lynne S. Wolbert, Vrije Universiteit Amsterdam

What are the weights in an index of well-being?

Kristen B. Cooper, Gordon College

C1.1 Character education and civic competences

Askwith Lecture Hall

Chair: Eyrún M. Runarsdóttir, University of Iceland

Bullying or defending a victim: The role of class climate and ethnic diversity

Eyrún M. Runarsdóttir, University of Iceland

Bullying, a sociomoral study in Mexican high schools

Sandra Gudino Paredes, Tecnológico de Monterrey; Juan Manuel Fernández Cárdenas, Tecnológico de Monterrey

Promotion of social skills, moral development and self knowledge as means to prevent bullying

Laura Bermúdez Jurado, Universidad de La Sabana/ Minnesota State University

E1.1 Theory and critique

Longfellow 228

Chair: Leonel Perez-Exposito, Universidad Autónoma Metropolitana

Civic engagement and the depoliticization of civic education

Leonel Perez-Exposito, Universidad Autónoma Metropolitana

Ending an epidemic: The moral responsibility to act against HIV/AIDS

Richelle Joe, University of Central Florida

Neoliberalism and civic purposes in education

Lawrence Blum, University of Massachusetts Boston

Teaching economics by hiding ethics: On economists and civic disengagement in Colombia

Edgar O. Benitez, Icesi University; Jeronimo Botero, Icesi University

G1.1 Culture and context

Larsen 214

Symposium: *The Adolescent Intermediate Concepts Measure: Evidence from multiple cultural settings*

Chair: Steve Thoma, University of Alabama

The Adolescent Intermediate Concepts Measure

Steve Thoma, University of Alabama

Adolescent moral judgement: A study of junior high school students in Taiwan

Yen-Hsin Chen, National Taichung University of Education; Chi-Shun Lien, National Chung Cheng University

Adolescent moral judgement: A study of secondary school students in England, Scotland, Wales and Northern Ireland

David Ian Walker, University of Birmingham

H1.1 Media and curricula workshop

Gutman G05

Authors-meet-critics: Dilemmas of educational ethics

Jacob Fay, Harvard Graduate School of Education; Meira Levinson, Harvard Graduate School of Education; Peter Levine, Tufts University; Magdalene Lampert, Teacher Education Design Consultant; Winston Thompson, University of New Hampshire; Ana Carolina Brito, Cristo Rey Boston High School

I1.1 Programs, interventions and evaluations

Longfellow 320

Chair: Adam A. Brodie-Mckenzie, University High School

Developing pedagogical and democratic citizenship competencies: "Learning by Participating" Program

Ana Del Toro, Via Educacion/Harvard Graduate School of Education; Marialí Cardenas, Via Educacion

Civitas: A program for moral education based on fraternity in Brazil

Glauca L. Lino, Universidade Federal do Rio de Janeiro; Maria Sucupira Lins, Universidade Federal do Rio de Janeiro; Micheleni Márcia de Souza Moraes, Universidade Federal do Rio de Janeiro; Bruna Rodrigues Cardoso Miranda, Universidade Federal do Rio de Janeiro

Investigating the role of diverse schooling models upon the critical consciousness and commitment to social action of marginalized adolescents

Scott C. Seider, Boston University; Jalene Tamerat, Boston University; Shelby Clark, Boston University

Harnessing self-knowledge to create community builders in a diverse secondary school

Adam A. Brodie-Mckenzie, University High School; Alex M. Louie, University High School; Caterina A. Pacitti, University High School

J1.1 Higher education, professional development and arts education

Larsen G01

Chair: James M. Noonan, Harvard Graduate School of Education

Educating ethical engineers and citizens

Patricia Jimenez, Pontificia Universidad Catolica de Valparaiso; Jimena Pascual, Pontificia Universidad Catolica de Valparaiso; Felix Gonzalez, Pontificia Universidad Catolica de Valparaiso

Re-defining ethics and citizenship competences at Tecnológico de Monterrey

Pablo Ayala, Instituto Tecnológico de Monterrey; Georgina Serna, Instituto Tecnológico de Monterrey

Reframing professional development as a civic good using deliberative democracy

James M. Noonan, Harvard Graduate School of Education

Peace building: An analysis through the lens of acts and levels of social perspective coordination

Zehavit Gross, School of Education, Bar-Ilan University

K1.1 Social media, activism and marginality

Larsen 106

Chair: Luciana K. de Souza, Universidade Federal do Rio Grande do Sul

Disposition of youth protest: Analysis of legal and illegal protest using ICCS-2009

Cristóbal Villalobos, Catholic University of Chile; Consuelo Bejares, Catholic University of Chile; Ernesto Treviño, Catholic University of Chile

Donation and moral psychology

Luciana K. de Souza, Universidade Federal do Rio Grande do Sul

Supporting civic and political development among Latino youth

Heather Malin, Stanford University

Teaching music in prisons: Creating artistry, changing lives

Jamie T. Hillman, Gordon College

10:30 AM - 12:00 PM: CONCURRENT PAPER SESSIONS 1.2

A1.2 Pedagogy, values and goals

Larsen G08

Chair: David C. Lundie, Liverpool Hope University

Interdisciplinarity in the public school: Social function

Valquiria M. Viscaino, Public City Hall School

Dewey's Potential Contribution to Virtue Ethics in ITE

Oliver B. Bridge, Oxford Brookes University

Pre-service teachers' reflections on values

Alfred Weinberger, Private University of Education of the Diocese of Linz; Angela Gastager, University of Education of Styria

The development of new teachers' understandings of "fundamental British values"

David C. Lundie, Liverpool Hope University; Philip Bamber, Liverpool Hope University

B1.2 Development of values and purpose

Larsen 203

Chair: Ulisses F. Araujo, University of Sao Paulo

Principles and methods to guide an education for purpose

Ulisses F. Araujo, University of Sao Paulo; Valeria Arantes, University of Sao Paulo

Prosocial purpose in early adolescence: How schools support its development

Heather Malin, Stanford University; Robert Borah, Stanford University; Kathleen Remington, Stanford University

Teaching kids to care: A needs-based intervention to increase ethical sensitivity in schools

Rebecca S. Friedman, Johns Hopkins University

Influence of teachers' competence for purpose on students' purpose development

Fei Jiang, Northeast Normal University; Shan Lin, Northeast Normal University; Jenni Menon Mariano, University of South Florida Sarasota-Manatee

C1.2 Character education and civic competences

Askwith Lecture Hall

Chair: Jennifer B. Urban, Montclair State University

A critically compassionate approach to education for civic engagement

Thomas A. Lucey, Illinois State University; Mary Frances Agnello, Akita University; James D. Laney, University of North Texas

Developing the next generation of engaged youth through character education

Jennifer B. Urban, Montclair State University; Miriam R. Linver, Montclair State University

Ethics of virtues and ethics of care: An educational approach

Luigina Mortari, University of Verona; Marco Ubbiali, University of Verona

MELARETE and PEECh: An international ethics and virtues education collaboration

Luigina Mortari, University of Verona; Michael D. Burroughs, Penn State University

D1.2 Narrative, story and history

Longfellow 319

Turtles, sandboxes, and games: Social emotional development through stories
Ralph Singh, Wisdom Thinkers Network

Chair and Discussant: Darcia Narvaez, University of Notre Dame

E1.2 Theory and critique

Longfellow 228

Chair: Houman Harouni, Harvard Graduate School of Education/American Academy of Arts and Sciences

Citizenship education in Brazil: Philosophical, sociological, psychological and educational perspectives

Gabriel Goldmeier, Universidade Federal do Rio Grande do Sul

Education and social change: Venezuela's adult education missions

Maura Duffy, University of Manchester

The uses and abuses of Paulo Freire in education

Houman Harouni, Harvard Graduate School of Education/American Academy of Arts and Sciences

Human rights in basic education: Analysis of Brazilian curriculum guidelines

Monique Maiques De Souza Alves Rezende, Universidade Federal do Rio de Janeiro;
Talita Adão Perini de Oliveira, Universidade Federal do Rio de Janeiro; Glaucya Maria Lopes Lino, Universidade Federal do Rio de Janeiro; Maria Sucupira Lins, Universidade Federal do Rio de Janeiro

F1.2 China: civic and moral education

Gutman 440

Chair: Chen Chen, Harvard Graduate School of Education

Morality in China vs. the West: Lay concepts and challenges

Emma E. Buchtel, The Education University of Hong Kong; Yanjun Guan, Durham University; Yanjie Su, Peking University

Responsibility from Confucianism and active citizenship cultivation in China

Ruifang Xu, East China Normal University

Romantic transference from hard science to social concepts: A randomized control trial study

Chen Chen, Harvard Graduate School of Education

G1.2 Culture and context

Larsen 214

Symposium: *Cultivating moral eyes: Bridging the knowledge-action gap of privilege and injustice*

Chair: Sharlene Swartz, Human Sciences Research Council/University of Cape Town

Making good: How speaking of restitution helps to address unjust privilege

Emma Arogundade, University of Cape Town

The hands can't hit what the eyes can't see: Theorising restitutive change as a relation between knowledge and action

Anye Nyamnjoh, University of Cape Town

Tracing spider webs: The internal rot of the privileged

Jessica Breakey, University of Witwatersrand

Accepting defeat or provoking action? The moral role of victims in injustice

Abioseh Bokarie, University of Western Cape; Sharlene Swartz, Human Sciences Research Council/University of Cape Town

H1.2 Media and curricula workshop

Gutman G05

The Arthur Interactive Media (AIM) Buddy Project: Design, implementation, evaluation

Lacey J. Hilliard, Tufts University; Mary Haggerty, WGBH Educational Foundation; Gentry Menzel, WGBH Educational Foundation

I1.2 Programs, interventions and evaluations

Longfellow 320

Symposium: *"Case for Space": Global perspectives on the enabling environment for youth development*

Chair: Amy Cheung, Harvard Graduate School of Education

Youth participation in an environment of harassment: The case of Mexico City

Rocío del Carmen González Ramírez, National Autonomous University of Mexico

Young sexual and reproductive health rights activists in Rio de Janeiro: Trying to achieve policy dialogue

Ani Phoebe Hao, FRIDA The Young Feminist Fund/New York University

Societal and cultural transition: Factors influencing young Indian urban women's economic and social participation

Roli Mahajan, Freelance journalist

Civic engagement as a protective factor against academic stress among Asian American adolescents

Amy Cheung, Harvard Graduate School of Education

J1.2 Higher education, professional development and arts education

Larsen G01

Chair: Jan Boom, Utrecht University

Against all odds: About the pedagogical ethos of vocational in-company trainers

Sarah Forster-Heinzer, University of Zurich (2016 Dissertation Award Recipient)

Moral education and professional integrity

Michael E. Pritchard, Western Michigan University; Elaine E. Englehardt, Utah Valley University

Non-violent communication reconsidered– An approach to teacher ethos?

Karin Heinrichs, University Bamberg

What are the particular ethical dilemmas faced by Chinese entrepreneurs?

Zhi Liu, Northeast Normal University; Xiaojun Li, Northeast Normal University; Zeqiang Zhang

K1.2 Social media, activism and marginality

Larsen 106

Chair: Sandra Obradovic, London School of Economics and Political Science

Dialogue, deliberation and citizen self-rule in Magdalena Medio-- Colombia

Gabriel R. Murillo-Castaño, University of Los Andes

LGBTQ activism and student political engagement

Stefanie R. Heinrich, University of Oklahoma

Refusing the test: Youth activism, parents' rights and framing the movement

Terri S. Wilson, University of Colorado Boulder

When civic (dis)engagement means civic solidarity: The case of Serbia

Sandra Obradovic, London School of Economics and Political Science

L1.2 Social, emotional and moral development

Gutman Conference Center Area 3

Chair: Alice Jones Bartoli, Goldsmiths, University of London

Development of emotional literacy and empathy for the elementary school children

Yayoi Watanabe, Hosei University; Yurika Motomura, Hosei University

Can we teach the complexities of empathy to children?

Milena Batanova, Tufts University; Lacey J. Hilliard, Tufts University; Richard M. Lerner, Tufts University

Feeling of empathy and executive functions in children with ADHD

Betânia V. Dell' Agli, Centro Universitário das Faculdades Associadas de Ensino; Daniela C. J. Silva, Centro Universitário das Faculdades Associadas de Ensino

Schools without sanctions: Moral education through emotional development

Alice Jones Bartoli, Goldsmiths, University of London

1:00 PM - 2:30 PM: PLENARY SESSION 1.4

Youth Politics in the Digital Age

Askwith Lecture Hall

Overflow seating with live video feed available in Larsen G08, 106, 203, Longfellow 319, and 320.

Moderator: Howard Gardner, *Harvard Graduate School of Education*

Panel: Elyse Eidman-Aadahl, *National Writing Project*; Joseph Kahne, *University of California Riverside*; Elisabeth Soep, *Youth Radio*; Craig Watkins, *University of Texas Austin*; Ethan Zuckerman, *Center for Civic Media—MIT*

In countless ways, youth are leveraging the affordances of digital media to make their voices heard and work for societal change. Effective? Different than before? How? When? Sharing findings from studies of youth activism in the digital age, panelists highlight new forms of and opportunities for youth civic and political participation. What is the nature of moral claims made by youth and on the ethical and moral dilemmas that arise, as they participate? Finally, panelists will detail programs in a range of settings can support the equity and efficacy of youth civic and political engagement.

3:00 PM - 4:30 PM: CONCURRENT PAPER SESSIONS 1.5

A1.5 Pedagogy, values and goals

Larsen G08

Chair: Kalonji L. Nzinga, Northwestern University

Common schools, (Un)common values: Which version of tolerance will be taught in American schools?

Kalonji L. Nzinga, Northwestern University

Teaching common morality

Timm Triplett, University of New Hampshire

Philosophy and civic education: The quest for a coherent way of life

Angela M. Duarte, Fundación Sentiido Bogotá

Will system leaders save civic education?

Amelia Peterson, Harvard Graduate School of Education

B1.5 Development of values and purpose

Larsen 203

Chair: Daniela Haertel, University of São Paulo

Adolescent girls finding purpose: The role of parents and prosociality

Belle Liang, Boston College; Terese Lund, Wingate University; Angela Mousseau, Rivier University; Renee Spencer, Boston University

Life purpose and tomorrow citizen empowerment

Carmen B. Fabriani, Centro Universitário das Faculdades Associadas de Ensino; Sandra M. Souza, Instituto Federal de Educação, Ciência e Tecnologia de São Paulo; Betânia V. Dell' Agli, Centro Universitário das Faculdades Associadas de Ensino

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

Mariana F. Gonçalves, University of São Paulo; Valéria Arantes, University of São Paulo

Purpose: A study on young students' purposes coping with social vulnerable conditions in the city of São Paulo

Daniela Haertel, University of São Paulo; Ulisses F. Araujo, University of São Paulo

C1.5 Character education and civic competences

Gutman Conference Center Area 1

Symposium: *Person or situation?: Understanding adult happy victimizers*

Chair and Discussant: Tobias Krettenauer, Wilfrid Laurier University

Moral judgement and action in prisoner dilemma situations: Types and behavioral rationales

Gerhard Minnameier, Goethe-University Frankfurt am Main; Felicia Kirschbaum, Goethe-University Frankfurt am Main; Karin Heinrichs, Otto-Friedrich-University Bamberg; Tobias Körner, Otto-Friedrich-University Bamberg; Hannes Reinke, Otto-Friedrich-University Bamberg

Moral decision making in terms of person-situation-interaction: Insights in determinants of the happy-victimizer-pattern in adulthood

Karin Heinrichs, Otto-Friedrich-University Bamberg; Tobias Körner, Otto-Friedrich-University Bamberg; Hannes Reinke, Otto-Friedrich-University Bamberg; Gerhard Minnameier, Goethe-University Frankfurt am Main

"Happy victimizing" in adulthood: Young adults' constructions of moral situations

Eveline Gutzwiller-Helfenfinger, PH Luzern University of Teacher Education; Brigitte Latzko, University of Leipzig

D1.5 Narrative, story and history

Longfellow 319

Chair: Michelle Forrest, Mount Saint Vincent University

How engagement with stories can educate the character

Jionette Clyde M. Arawiran, University of Asia & the Pacific

"Sitting alone together": The Paradox of teaching "bad intentions"

Michelle Forrest, Mount Saint Vincent University; Linda Wheeldon, Acadia University

Ben 10 and conflict resolution styles

Dilian M. Oliveira, Universidade de São Paulo; Eliziane Fernanda Navarro, Universidade do Estado de Mato Grosso

The use of children's literature to teach forgiveness education to 5th grade students

Suzanne Freedman, University of Northern Iowa

E1.5 Theory and critique

Larsen G06

Symposium: *Understanding virtue in science: Considering scientists as virtuous citizens*

Chair: Timothy Reilly, University of Notre Dame

The moral education of scientists as citizens: The virtue of justice and the ideal of communality

Emanuele Ratti, University of Notre Dame; Emily Dumler-Winkler, University of Notre Dame

Justice as the central virtue for responsible conduct of research

Dori Beeler, University of Notre Dame; Louise Bezuidenhout, University of Notre Dame

Toward an integrated psychological and philosophical conceptualization of generosity in scientists

Timothy Reilly, University of Notre Dame; Nathaniel Warne, University of Notre Dame

F1.5 China: civic and moral education

Gutman 440

Chair: Weihong Liang, University of Hong Kong

Culturalizing classroom teaching and learning: Proposing a positive scholar engagement model for China's education reform

Caiping Sun, Nanjing Normal University

Human rights education and civic engagement in Chinese secondary schools

Weihong Liang, University of Hong Kong

Teachers' understanding of value education in classroom teaching: Case study in Mainland China

Xialoi Wang, School of Education, South China Normal University

On the enhancing and hindering factors of children's moral development

Chiuchu Chuang, The University of North Carolina at Pembroke; Qiaohua Wang, Zhejiang Normal University, China

G1.5 Culture and context

Larsen 214

Chair: Janine Bempechat, Wheelock College

Explicit and implicit prejudice against homeless people

Silvia H. Koller, Universidade Federal do Rio Grande do Sul; Carlos Nieto, Universidade Federal do Rio Grande do Sul

From informed social reflection to civic engagement: How to be kind

Janet Kwok, New York University; Robert L. Selman, Harvard Graduate School of Education

Virtue-oriented learning beliefs and behavior: The critical role of culture

Janine Bempechat, Wheelock College; Jin Li, Brown University; Samuel Ronfard, Harvard Graduate School of Education

Youth in action: Challenges and opportunities in facing racial issues in a multicultural environment

Vishalache Balakrishnan, University of Malaya

H1.5 Media and curricula workshop

Gutman G05

Power as pedagogy: First-year community college students and the humanities

Claire J. King, Stella and Charles Guttman Community College at the City University of New York

I1.5 Programs, interventions and evaluations

Longfellow 320

Chair: Peter Hart, University of Leeds

Home life as a "practice": Narnian virtues and character education

Peter Hart, University of Leeds

Improving parent-adolescent transmission of morals and values: A parenting intervention

Jesse P. Higgins, Utah State University

It takes a community: Character formation in out-of-school programs
Peter L. Samuelson, Thrive Foundation for Youth

Narnian virtues: Character education and the the parent-school partnership
Mark A. Pike, University of Leeds; Peter Hart, University of Leeds; Tom Lickona,
State University of New York at Cortland

J1.5 Higher education, professional development and arts education

Larsen G01

Chair: Yue (Adam) Shen, University of Oregon

Academic dishonesty: To rationalize or not to rationalize?
Anna R. Hangge, University of Minnesota; Tonia Bock, University of St. Thomas;
Maria Hill, University of St. Thomas

Art intervention into community to enhance university students' citizenship literacy
Hsinchang Tsai, Taipei National University of the Arts

International student success in U.S. higher education: Whose success?
Yue (Adam) Shen, University of Oregon

Towards a university driven service learning model for community development
Marcellus Mbah, Bournemouth University

K1.5 Higher education, professional development and arts education

Larsen 106

Chair: Chi-Ming (Angela) Lee, National Taiwan Normal University

An Investigation of Chinese college students' civic participation
Shuibing Zeng, Jiangxi Normal University; Fan Liming, Jiangxi Normal University

An Investigation of Taiwanese students' Moral Thinking and Communication (MTC) competencies
Chi-Ming (Angela) Lee, National Taiwan Normal University; Stephen Thoma,
University of Alabama

Is having citizenship necessary to be political? Understanding political participation of immigrants from a developmental perspective
Aysenur Ataman, The Graduate Center, City University of New York

Justice of the affirmative action in university and moral competence
Kênia E. Vieira, Centro Universitário das Faculdades Associadas de Ensino; Betânia V. Dell' Agli, Centro Universitário das Faculdades Associadas de Ensino

L1.5 Social, emotional and moral development

Gutman Conference Center Area 3

Chair: Maria Sucupira Lins, Universidade Federal Rio De Janeiro

Assessing the developmental status of acts of forgiveness
Jonathan M. Tirrell, Tufts University; H. Gemma Stern, Tufts University; W. George Scarlett, Tufts University

Exploring the developmental structure of forgiveness in elementary students
Jonathan M. Tirrell, Tufts University; Milena Batanova, Tufts University; Lacey J. Hilliard, Tufts University; Richard M. Lerner, Tufts University

Understanding and expressing gratitude: Perspectives of eighth-grade students
Indrawati Liauw, Stanford University; Rebecca Nyquist, University of Pennsylvania; Alisa Yu, University of Pennsylvania; Robert Borah, Stanford University

Moral education and personality development
Maria Sucupira Lins, Universidade Federal Rio De Janeiro; Carla Cristina Souza, Universidade Federal Rio De Janeiro

5:00 PM - 6:30 PM: PLENARY SESSION 1.6

Joint with HGSE Askwith Forum: What is a good citizen and how do we create them?

Askwith Lecture Hall

Overflow seating with live video feed available in Larsen G01, G08, 106, 203, Longfellow 319, and 320.

Moderator: Meira Levinson, *Harvard Graduate School of Education*

Panel: Kei Kawashima-Ginsberg, *Jonathan M. Tisch College of Civic Life—Tufts University*; Callie Crossley, *Host, “Under the Radar with Callie Crossley”—WGBH*; Michelle Fine, *The Graduate Center—City University of New York (CUNY)*

Civic education must address the challenges of a diverse and divided society. The 2016 US Election highlights deep divisions in American society. As we think about civic education we must take stock of these challenges: especially around diversity, divided parties, digital democracy, and the pressures for more global perspectives. The panel members will bring expertise from research, practice, communication and policy to the discussion.

6:30 PM - 7:30 PM

Welcome Reception sponsored by Taylor & Francis

Gutman Conference Center and Gutman Café

(Alcoholic drink tickets may be purchased *in advance* for \$5 at the Information Desk)

8:00 PM - 9:30 PM

A Conversation about Populism, Political Surprises and Marginal Parties

Askwith Lecture Hall

Many of the nations represented at the Conference have experienced recent dramatic political, moral and civic-related events. In this conversation, we will share experiences, comment and analysis between an international panel and the audience. Moderated by Helen Haste.

FRIDAY, DECEMBER 9

8:30 AM - 10:00 AM: CONCURRENT PAPER SESSIONS 2.1

A2.1 Pedagogy, values and goals

Larsen G08

Chair: Brandy P. Quinn, Texas Christian University

Hong Kong teachers' perceptions of "participation in protests"

Koon Lin Wong, The Education University of Hong Kong; Chi Kin John Lee, The Education University of Hong Kong; Kin Sang Jacqueline Chan, The Education University of Hong Kong; Kerry John Kennedy, The Education University of Hong Kong/ University of Johannesburg

Meaningful citizenship education

Yvonne Leeman, Windesheim University/ University of Humanistic Studies

Teacher beliefs about civic purpose

Brandy P. Quinn, Texas Christian University

What democracy "should be" and what "really is"

Diego Argumero, Deusto University

B2.1 Development of values and purpose

Gutman 440

Chair: Anne Colby, Stanford Graduate School of Education

Developmental complementarities and disparities in marriages and divorces: Pinter and Fraser

Albert Erdynast, Antioch University Los Angeles; Wendy Chen, Antioch University Los Angeles; Scott Taylor, Antioch University Los Angeles; Amanda Ikin, Antioch University Los Angeles

Purpose in later life – Toward a cultural revolution

Anne Colby, Stanford Graduate School of Education; William Damon, Stanford Graduate School of Education; Matthew Bundick, Duquesne University; Kathleen Remington, Stanford Graduate School of Education

The development of purpose and gratitude among adolescents

Susan A. Mangan, Claremont Graduate University; Rachel Baumsteiger, Claremont Graduate University

The problem of purposelessness?

Perry L. Glanzer, Baylor University

C2.1 Character education and civic competences

Gutman Conference Center Area 1

Symposium: *The social construction of citizenship: Reflections on educational programmes and practices*

Chair: Silvia Diazgranados, Harvard Graduate School of Education

A comparison of curricula and educational practices in three countries: Its Impact on political participation

Benilde García-Cabrero, Universidad Nacional Autónoma de México; María Pérez-Martínez, Universidad Autónoma de Aguascalientes; Andrés Sandoval-Hernández, University of Bath

Schools and teacher's characteristics as determinants of civic knowledge, attitudes and future political participation among Chilean secondary school students

Ernesto Treviño, Catholic University of Chile; Consuelo Béjares, Catholic University of Chile; Cristóbal Villalobos, Catholic University of Chile; Eloísa Naranjo, Universidad Diego Portales

The explained and unexplained sources of the civic knowledge gap in Chile, Colombia and Mexico: The role of differences in characteristics and returns to school resources, school climate and civic learning opportunities

Silvia Diazgranados, Harvard Graduate School of Education; Andrés Sandoval, University of Bath

D2.1 Narrative, story and history

Longfellow 319

Symposium: *Youth participation as identity and narrative*

Chair: Helen Haste, Harvard Graduate School of Education

Civic identity as a critical synthesis of the individual, dialogic and cultural

Helen Haste, Harvard Graduate School of Education

Making sense of controversy: Identity and discourses in adolescents' narratives of sensitive history

Everardo Pérez-Manjarrez, Autonoma University of Madrid

Narrative learning in the pursuit of civic identity

Isolde de Groot, University of Humanistic Studies, Utrecht

Moral education through oral narratives: Perspectives from indigenous communities

Maung T. Nyeu, Harvard Graduate School of Education

E2.1 Social media, activism and marginality

Longfellow 228

Chair: Matthew Shaw, American Bar Foundation

Marginalized youths' perceptions of societal fairness differentially predict civic participation

Matthew A. Diemer, University of Michigan; Luke J. Rapa, Michigan State University

Brexit and otherness: A modest unsystematic reflection

James C. Conroy, University of Glasgow

The separation of dinosaur and state: Educational gerrymandering and morality

Kaylee R. Seddio, University of North Texas; Tyler Yates, University of North Texas

Transcending sex: The role of defining sex in Title IX

Matthew Shaw, American Bar Foundation

F2.1 China: civic and moral education

Gutman 303

Symposium: *Rethinking civic engagement in contemporary China*

Chair and Discussant: Chuanbao Tan, Professor, Beijing Normal University

An investigation on the implement of students' rights in school, based on Isaiah Berlin's framework of "two concepts of liberty"

Ban Jianwu, Beijing Normal University; Chuanbao Tan, Beijing Normal University

The transformation of civic participation in the social media age? Patterns of youth cybervolunteering in China

Lin Ke, Beijing Normal University

Hewing the bottom line: Shanghai Principals' leadership in citizenship education

Xu Shuqin, Sun Yat-Sen University

Family socioeconomic status and out-of-school citizenship education in China's Shanghai

Ye Wangbei, East China Normal University

H2.1 Media and curricula workshop

Gutman G05

The Toolbox: A journey through historic memory, learning peace and unlearning violence; Education for peace in post-agreement Colombia.

Maria J. Machado Forero, National Centre for Historic Memory (Centro Nacional de Memoria Histórica)

I2.1 Programs, interventions and evaluations

Longfellow 320

Chair: Karen Parish, Lillehammer University College

Exploring peace education in Colombia: Purposes and practices of the peace core subject

Maria I. Romero, University of Manchester

Human rights competence development in the International Baccalaureate organisation

Karen Parish, Lillehammer University College

Promoting civic and prosocial involvement: A reform in Israel high schools

Yael Barenholtz, Emeritus Israel Ministry of Education

J2.1 Higher education, professional development and arts education

Larsen G01

Symposium: Lesson study: Professional development for middle school moral education teachers

Chair and Discussant: Wiel Veugelers, Universiteit voor Humanistiek Utrecht Netherlands

Teacher lesson study for moral education: Project structure and framework

Larry Nucci, University of California Berkeley

Lesson study for moral education within 7th Grade history: A case study

Robyn Gee, University of California Berkeley; Allegra Midgette, University of California Berkeley

Lesson study for moral education in middle school history: Teacher and student outcomes

Deborah W. Powers, University of California Berkeley

K2.1 Social media, activism and marginality

Larsen 106

Symposium: *Morality of dissent: Civic engagement through protest*

Chair and Discussant: Larry Blum, University of Massachusetts Boston

Student protest, social cleavage, democratic process

Michael I. Schapira, Hofstra University

On the pedagogical dimensions of morally acceptable political protests

Winston Thompson, University of New Hampshire

Education in dissent: Preserving the rights of the marginalized through protest

Matthew J. Hayden, Drake University

10:30 AM - 12:00 PM: CONCURRENT PAPER SESSIONS 2.2

A2.2 Pedagogy, values and goals

Larsen G08

Symposium: *When teachers lose hope: The threat of demoralization*

Chair and Discussant: Barbara Stengel, Vanderbilt University

Teacher demoralization in an age of homo oeconomicus

Doris A. Santoro, Bowdoin College

Moral motivation as vulnerability and strength

Jennifer Ekert, Lower Merion School District

From moral madness to moral inspiration: Helping teachers reclaim their moral ground

Mary E. Casey, Tufts University

Countering teaching's moral madness: The role of unhappiness in grounding (moral) identity

Barbara Stengel, Vanderbilt University

B2.2 Development of values and purpose

Gutman 440

Symposium: *Purpose during youth: Civic expressions across cultures*

Chair and Discussant: Seana M. Moran, Clark University

The meaning of purpose for Korean college students

Jongho Shin, Seoul National University; Myung-Seop Kim, Seoul National University;
ByungYoon Lee, Seoul National University

Life purposes that Finnish social service students identify as important

Niina Manninen, University of Helsinki; Elina Kuusisto, University of Helsinki; Kirsi
Tirri, University of Helsinki

How service-learning influences youths' purposes in six countries

Jenni Menon Mariano, University of South Florida Sarasota-Manatee; Ulisses Araujo,
University of São Paulo; Kirsi Tirri, University of Helsinki; Jongho Shin, Seoul
National University; Fei Jiang, Northeast Normal University; Pilar Folgueiras and
Pilar Aramburuzabala, University of Barcelona/ Autonomous University of Madrid;
Seana Moran, Clark University

C2.2 Character education and civic competences

Askwith Lecture Hall

Chair: Steve Thoma, University of Alabama

Empirical studies in moral competence of Chinese college students-- an application of DIT2

Qian Zhang, Guangdong University of Foreign Studies

Examining a theoretical concept of Confucian self: A preliminary study

Hong Jiang, Georgia State University; Steve Thoma, University of Alabama

Moral growth mindset: How to measure and how it influences moral and civic development

Hyemin Han, University of Alabama; Youn-Jeng Choi, University of Alabama; Kelsie
J. Dawson, University of Alabama; Changwoo Jeong, Seoul National University

Social justice representations of students and teachers from Spain

Vanesa Sainz, Universidad Autónoma de Madrid; Almudena Juanes, Universidad
Autónoma de Madrid; Liliana Jacott, Universidad Autónoma de Madrid; Antonio
Maldonado, Universidad Autónoma de Madrid

D2.2 Narrative, story and history

Longfellow 319

Chair: Michael Pitblado, Queen's University

Historical empathy, moral education, and the Holocaust: Re-conceptualizing Holocaust education in the 21st century

Michael Pitblado, Queen's University

Making the transition from paramilitary to peacemaker: The loss of moral accountability

Carmel E. Joyce, University College Cork; Orla Lynch, University College Cork

Pedagogical uses of historical memory for ethics and citizenship education

Mónica I. Almanza Marroquín, Universidad de los Andes

E2.2 Theory and critique

Longfellow 228

Chair: Rod R. Stringer, Ontario Institute for Studies in Education, University of Toronto

A critically compassionate approach to financial literacy: Is it moral?

Thomas A. Lucey, Illinois State University

A rhetorical approach to moral argumentation

Rod R. Stringer, Ontario Institute for Studies in Education, University of Toronto

An ecological approach to normative reflection

Jacob Fay, Harvard Graduate School of Education

Dialogue, difference, and hospitality

Colin S. Bakker, University of Victoria

F2.2 China: civic and moral education

Gutman 303

Symposium: *Is a democratic "civil society" ever possible in China? Challenges and possibilities in civic education*

Chair: Tian Yu, Southern Illinois University Edwardsville

Preparing for an unpredictable future: ideological forces shaping citizenship education

Liu Jiang, Harvard Graduate School of Education

The rural-urban divide and challenges of civic development in China
Xin Xiang, Harvard Graduate School of Education

The cultural context of "goodness"

Helen Haste, Harvard Graduate School of Education; Xin Xiang, Harvard Graduate School of Education; Siwen Zhang, Harvard Graduate School of Education; Yiyu Li, Harvard Graduate School of Education

A new virtue-centered approach to civic education

Tian Yu, Southern Illinois University Edwardsville

G2.2 Culture and context

Larsen 214

Symposium: Civic participation and moral education: The challenges of Amazonian interculturalism

Chair: Susana Frisanco, Pontificia Universidad Católica del Perú

Informed consent in culturally diverse contexts: A cultural revolution for researchers and educators

Susana Frisanco, Pontificia Universidad Católica del Perú

Civic engagement and moral development among the Shipibo-Koniko people

Guillermo Enrique Delgado, Pontificia Universidad Católica del Perú

Civic participation, civic duty and citizenship from the perspective of the Ashíñinka People: Their encounter with the "Shining Path"

Benigno Vicente, Asociación Intercultural Bari Wesna

H2.2 Media and curricula workshop

Gutman G05

Civic/service learning model for STEAM (science, technology, engineering, arts and mathematics) courses at an HBCU/HSI institution

Solomon K. Nfor, St. Philip's College, San Antonio; Jo D. Duncan, St. Philip's College, San Antonio

I2.2 Programs, interventions and evaluations

Longfellow 320

Symposium: The democracy of ideas

Chair and Discussant: Eleanor R. Duckworth, Harvard University

The collective construction of knowledge

Fiona McDonnell, Cambridge College; Lisa Schneier, Emmanuel College

*Working toward democracy in the interplay of ideas in the classroom:
Analyses and examples*

Elizabeth Cavicchi, Massachusetts Institute of Technology

Playing fair: Student-athletes in higher education

Anna Harris, Boston College

J2.2 Higher education, professional development and arts education

Larsen G01

Symposium: *Scholarship and activism: Civic engagement and its discontents*

Chair: Molly Andrews, University of East London

"I agreed with Stalin": The challenge of taking data seriously

Molly Andrews, University of East London

Dilemmas of praxis: Race, sexuality and philanthrocapitalism in "revolting times"

Michelle Fine, The City University of New York Graduate Center

The jungle is here; the jungle is outside: University for all in the Calais refugee camp

Corinne Squire, University of East London

Feminism, the academy, and public intellectuals: Re-imagining an academic journal in perilous times

Suzanna Walters, University of East London

K2.2 Social media, activism and marginality

Larsen 106

Chair: Krista L. Goldstine-Cole, Harvard Graduate School of Education

Civic Mindedness: How currently disenfranchised men think about improving education

Krista L. Goldstine-Cole, Harvard Graduate School of Education

Civic health as public safety: Promoting informed citizenship through prison-based education

Abena Subira Mackall, Harvard Graduate School of Education

The effects of imprisoning parents: Halting the intergenerational transfer of inequality

Jon D. Hicks, Holy Cross College; Alesha D. Seroczynski, University of Notre Dame

L2.2 Social, emotional and moral development

Gutman Conference Center Area 1

Chair: Luba Falk Feigenberg, Harvard Graduate School of Education

Making caring common in the media, schools, and college admissions

Rick F. Weissbourd, Harvard Graduate School of Education; Luba Falk Feigenberg, Harvard Graduate School of Education; Trisha Ross Anderson, Harvard Graduate School of Education

12:00 PM - 1:00 PM

Junior Scholars' Mentoring Lunch

Advance registration required

Gutman Conference Center

1:00 PM - 2:30 PM: PLENARY SESSION 2.4

The Future of the Field

Askwith Lecture Hall

Overflow seating with live video feed available in Larsen 106, 203, 214, Longfellow 319, and 320.

Moderator: Peter Levine, *Jonathan Tisch College of Civic Life—Tufts University*

Panel: Diana Hess, *University of Wisconsin Madison*; Kerry Kennedy, *The Education University of Hong Kong*; Ernest Morrell, *Teachers College—Columbia University*; Judith Torney-Purta, *University of Maryland*

This international and interdisciplinary panel will consider the future of civic education—broadly defined—in a world of rapidly evolving politics, new forms of civic engagement, and changing educational institutions. The panelists, who define and study civic education in a variety of ways, will discuss how civic education relates to moral development and to education in general. Panelists will reflect on the evolution of the field since the 1970s and make recommendations for the future.

3:00 PM - 4:30 PM: CONCURRENT PAPER SESSIONS 2.5

A2.5 Pedagogy, values and goals

Gutman Conference Center Area 1

Chair: Lyusyena Kirakosyan, Virginia Tech Institute for Policy and Governance/ Mais Diferenças

Educational legacy of the Rio 2016 Games: Exploring the Games' impact on youth engagement

Lyusyena Kirakosyan, Virginia Tech Institute for Policy and Governance/ Mais Diferenças

Moral learning between a phenomenological and a negative pedagogy perspective

Merete Wiberg, University of Aarhus

Conceptualization and need of global citizenship education: Implication for teacher education

Vaibhav Govind Jadhav, Savitribai Phule Pune University

B2.5 Development of values and purpose

Larsen 203

Symposium: *Thorny issues in youth purpose research: Multidimensionality and beyond-the-self influences*

Chair: Seana M. Moran, Clark University

Using decision trees to create multidimensional profiles of purpose

Matthew J. Bundick, Duquesne University; Seana M. Moran, Clark University

Are purposeful students more altruistic?

Eliana Hadjiandreou, Pennsylvania State University; Seana M. Moran, Clark University

How does youth purpose influence sense of mattering to others?

Cori Palermo, Clark University; Seana M. Moran, Clark University

C2.5 Character education and civic competences

Askwith Lecture Hall

Chair: Richard M. Lerner, Tufts University

An empirical investigation of philosophy as moral education

Charles W. Wright, College of St. Benedict and St. John's University

Applying integrative data analysis to assess character development

Kristina S. Callina, Tufts University; Sara K. Johnson, Tufts University; Richard M. Lerner, Tufts University

Can virtue and character strength be measured?: The research trends and challenges in Korea

Son Kyung-Won, Seoul National University

Measuring moral character in Chinese culture: A pilot study

Lu Yu, The Hong Kong Polytechnic University; Joe Ngai, The Hong Kong Polytechnic University; Daniel Shek, The Hong Kong Polytechnic University; Jianwei Li, Tianjin Medical University

D2.5 Narrative, story and history

Longfellow 319

Symposium: *Teaching about the violent past in Colombia, United States and Spain*

Chair: Angélica Padilla, University of Deusto

Understanding political violence through history education: Research goals and methodological design of a qualitative comparative study

Angela Bermudez, University of Deusto; Alan Stoskopf, University of Massachusetts Boston

Teachers' challenges and opportunities of peace education in contexts of political violence: The case of Colombia

Angélica Padilla, University of Deusto

Examining American history textbook representations and teacher understandings of political violence in "The Trail of Tears" narratives

Alan Stoskopf, University of Massachusetts Boston

E2.5 Theory and critique

Longfellow 228

Symposium: *Moral learning and responsiveness in networks*

Chair: Peter Levine, Tufts University

Modeling moral thought in network terms

Peter Levine, Tufts University

The potential unity of epistemic and civic virtues

Winston C. Thompson, University of New Hampshire

Assessing deliberations as networks

Brendan Eagan, University of Wisconsin; David Williamson Shaffer, University of Wisconsin; Peter Levine, Tufts University

F2.5 China: civic and moral education

Gutman 440

Symposium: *China's changing culture: Challenges for educational goals*

Chair: Robert L. Selman, Harvard Graduate School of Education

Meanings and Purposes of Education for Rural and Migrant Youth in Southern China

Xin Xiang, Harvard Graduate School of Education

Constructing being and belonging: How Chinese international students navigate academic stress, social support, and cultural bonding in US colleges

Siwen Zhang, Harvard Graduate School of Education

Age of ambition or anxiety? Academic motivation and stress in Chinese schools

Xu Zhao, University of Calgary; Robert L. Selman, Harvard Graduate School of Education; Chengyi Xu, Harvard Graduate School of Education

G2.5 Culture and context

Larsen 214

Chair: Greg Jobin-Leeds, Co-author, *When we fight, we win!*

When we fight, we win! Teaching about today's social movements and the radical shifts in culture and consciousness

Greg Jobin-Leeds, Schott Foundation for Public Education and Co-author, *When We Fight, We Win!*; Carlos Rojas, Youth on Board and Boston Student Advisory Council; Jenny Sazama, Youth on Board and Boston Student Advisory Council

H2.5.1 Media and curricula workshop

Gutman 303

TERF: A virtual platform to develop ethics and citizenship projects

Ulisses F. Araujo, University of Sao Paulo

H2.5.2 Media and curricula workshop

Gutman G05

New directions in moral psychology: Theory, research and practice

Dawn E. Schrader, Cornell University; Jess Matthews, Cornell University

12.5 Programs, interventions and evaluations

Longfellow 320

Symposium: *Studies at the intersection of adolescent civic and academic development and teacher/school qualities*

Chair: Dennis Barr, Facing History and Ourselves

How teacher efficacy beliefs about implementing civic education are related to students' civic learning and social and ethical awareness

Ethan Lowenstein, Eastern Michigan University; Sooyeon Byun; Dennis Barr, Facing History and Ourselves

A case study of civic development and sociocultural worlds in a divided society

Sarah Freedman, University of California Berkeley; Dennis Barr, Facing History and Ourselves; Zina Besirevič, University of California Berkeley; Karen Murphy, Facing History and Ourselves

Civic engagement and academic identity development in late high school and early college

Michael Nakkula, Penn Graduate School of Education; Abby Perry, Penn Graduate School of Education

J2.5 Higher education, professional development and arts education

Larsen G01

Chair: Bryan McAllister-Grande, Harvard Graduate School of Education

Indoctrinating freedom: Moral philosophy at Harvard, Princeton, and Yale, 1930s-1950s

Bryan McAllister-Grande, Harvard Graduate School of Education

Me, university, and the state: Chinese college students' reasoning about the legitimacy of university regulations

Ran Zhang, Peking University

Student as engaged scholar; Egypt's Copernican moment

Anthony G. Leone, American University in Cairo

K2.5 Social media, activism and marginality

Larsen 106

Symposium: *Talking politics online: How young civic actors are using social media for participatory politics*

Chair and Discussant: Howard Gardner, Harvard Graduate School of Education

Good digital citizenship: Moral and ethical responsibility in online civic participation

Daniel T. Gruner, Claremont Graduate University

The user has left the conversation: Disagreement and open-mindedness in the era of Facebook and Twitter

Ashley Lee, Harvard Graduate School of Education

The good dialogue gap: Aspirations versus reality in online civic discourse

Carrie James, Harvard Graduate School of Education; Margaret Mullen, Harvard Graduate School of Education; Megan Cotnam-Kappel, University of Ottawa

L2.5 Social, emotional and moral development

Gutman Conference Center Area 3

Chair: Michael D. Burroughs, Penn State University

Envisioning the experience of others: Moral imagination and empathetic scope

Natalie M. Fletcher, Concordia University

Eating out virtues: Practical approaches of a Taiwanese childcare

Chiuchu Chuang, University of North Carolina at Pembroke; Qiaohua Wang, Zhejiang Normal University

Philosophical ethics in early childhood

Michael D. Burroughs, Penn State University; Tugce B. Arda Tuncdemir, Penn State University

Investigation in the discovery mode: An intervention for social and emotional development in the classroom setting

Juliana Castro, Universidad de los Andes

5:00 PM - 6:30 PM: CONCURRENT PAPER SESSIONS 2.6

A2.6 Pedagogy, values and goals

Larsen G08

Symposium: *The purpose of teaching in democratic citizenship education*

Chair: Wiel Veugelers, University of Humanistic Studies

Education for purposeful teaching

Kirsi Tirri, University of Helsinki; Elina Kuusisto, University of Helsinki

Pedagogy for critical-democratic citizenship

Wiel Veugelers, University of Humanistic Studies

Challenges and opportunities in education for democratic citizenship

Sigrun Adalbjarnardottir, University of Iceland

The Trump trap: The ethics and aims of civic engagement in an era of economic disparity

Joel Westheimer, University of Ottawa

B2.6 Development of values and purpose

Larsen 203

Chair: Almudena Juanes, Universidad Autónoma de Madrid

Chinese adolescents' conceptions of teacher's authority and their relations to rule violations in school

Jianjin Liu, Guangdong University of Foreign Studies

Social justice representations in Spanish and Argentinian primary school students.

Almudena Juanes, Universidad Autónoma de Madrid; Vanesa Sainz, Universidad Autónoma de Madrid; Antonio Maldonado, Universidad Autónoma de Madrid; Liliana Jacott, Universidad Autónoma de Madrid

The need to care: Students' perceptions on teacher's caring behaviour

Ilhavenil Narinasamy, Sri Aman Girl's School; Aravindan Kalisri Logeswaran, Multimedia University

C2.6 Character education and civic competences

Askwith Lecture Hall

Symposium: *Traits and practices of effective character education school leaders*

Chair: Brian McCauley, Wasatch Academy

Effective character education practices

Brian McCauley, Wasatch Academy

The relation of transformational leadership to effective character education

Amy Johnston, University of Missouri-St. Louis

Vulnerable leadership: Definition and relation to effective character education

Kevin Navarro, The College School

Professional growth leadership: Definition and relation to effective character education

Julie Frugo, Premier Charter School

D2.6 Narrative, story and history

Longfellow 319

Chair: Janie V. Ward, Simmons College

Challenging the friendship orthodoxy: Examining the role of race in cross-racial interactions in college

Janie V. Ward, Simmons College; Tracy Robinson-Wood, Northeastern University; Karen Craddock, Wellesley College

Group membership identity centrality and relation to self-esteem and self-efficacy

Eric S. Marx, Stephens College; Ashley Landrum

Moral narratives and moral development in Colombian young children

Olga L. González-Beltrán, Universidad de los Andes; Carolina Maldonano-Carreño, Universidad de los Andes; Roberto Posada-Gilède, Universidad Nacional de Colombia

Using capabilities approach to examine civic achievement gap

Scot A. Wilson, Indiana University

E2.6 Theory and critique

Longfellow 228

Symposium: *Race and the challenges of civic education*

Chair: Winston Thompson, University of New Hampshire

Ethical considerations in the pedagogy, process, and product of forming a racial identity

Winston Thompson, University of New Hampshire

Race, Epistemology (of ignorance) and the Ethics of Knowledge Production and Dissemination

Mickaella Perina, University of Massachusetts Boston

Anti-racist (moral) education: A review of approaches, impact and theoretical underpinnings over the past 15 years

Sharlene Swartz, South Africa Human Sciences Research Council

Color-blindness and non-racialism as civic ideals

Larry Blum, University of Massachusetts Boston

G2.6 Culture and context

Larsen 214

Chair: Andrew C. Garrod, Dartmouth College

Ubuntu as a tenet of an inter-faith moral education in Namibia

Olga A. Bialostocka, South Africa Human Sciences Research Council

Ethics education in Namibian and South African school policy documents compared to North American and Scandinavian ones

Karin Sporre, Umeå University; Olof Franck, Gothenburg University

The social construction of culture

Thomas E. Wren, Loyola University Chicago

Transformation and civic engagement in the Marshall Islands

Andrew Nalani, Harvard Graduate School of Education; Andrew C. Garrod, Dartmouth College

H2.6 Media and curricula workshop

Gutman G05

Youth-led participatory action research in Cuba

Gioel Gioacchino, University of Sussex/ Recrear International

I2.6 Programs, interventions and evaluations

Longfellow 320

Chair: Marvin W. Berkowitz, University of Missouri-St. Louis

An evaluation of 'Bridge to Success' program

Peter T. Kingori, Kenya Methodist University; Marvin W. Berkowitz, University of Missouri-St. Louis

Middle school mediation as civic engagement

Jessica S. Gosnell, St. Ambrose University; Linda M. Schneider, Quad Cities Mediation Services, Inc.

Promoting diverse civic engagement approaches: Lessons from classroom-based action civics

Alison K. Cohen, University of California Berkeley; Sarah Andes, Generation Citizen; Arielle Jennings, Generation Citizen; Jason C. Fitzgerald, Wagner College; Parissa J. Ballard, University of California Berkeley

Six values of service-learning: A model for engagement and education

Jeremy Leeds, Center for Community Values and Action, Horace Mann School

K2.6 Social media, activism and marginality

Larsen 106

Symposium: *Promoting cross-cultural engagement in the digital age: Promising practices*

Chair and Discussant: Liz Dawes Duraisingh, Project Zero, Harvard Graduate School of Education

The role of slow looking and listening in cross cultural inquiry and exchange

Shari Tishman, Project Zero, Harvard Graduate School of Education; Susannah Blair, Project Zero, Harvard Graduate School of Education

Going beyond the like button: Encouraging meaningful, respectful online discourse among diverse youth

Carrie James, Project Zero, Harvard Graduate School of Education; Aly Kreikemeier, Project Zero, Harvard Graduate School of Education

Engaging youth around a major issue of our time: Navigating the topic of human migration

Sarah Sheya, Project Zero, Harvard Graduate School of Education; Emi Kane, Abundance Foundation/Project Zero, Harvard Graduate School of Education; Liz Dawes Duraisingh, Project Zero, Harvard Graduate School of Education

L2.6 Social, emotional and moral development

Gutman 303

Chair: Nancy Nordmann, National Louis University

Is socio-emotional development correlated with cognitive development among children?

Kerem Coskun, Artvin Coruh University

Moral foundations theory (MFT) and moral developmental theory: The power of integration

Nancy Nordmann, National Louis University

Rational reconstructions of justice reasoning modelled by an Overlapping-Waves-Model

Jan Boom, Utrecht University

The development of Korean children's and adolescents' concepts of social convention

Allegra J. Midgette, University of California Berkeley; Jeeyoung Noh, University of Maryland; In Jae Lee, Seoul National University of Education, Larry Nucci, University of California Berkeley

SIG2.6: Special Interest Group

Gutman 440

Special interest group: Social conflict, violence and peace education

Silvia Diazgranados, Harvard Graduate School of Education

We invite you to join the first open meeting of the Special Interest Group (SIG) on Social Conflict, Violence and Peace Education. The goal of the SIG is to bring together AME members who, coming from different fields of inquiry, share an interest in conducting research and/or advancing innovative educational practices related to issues of social conflict, violence and peace education. This first meeting will be an opportunity to get to know other people with similar interests, learn about what different members would want from the SIG, identify key activities or strategies to strengthen the group within AME, and begin to have some deeper discussions regarding the meaning and scope of "peace education."

6:30 PM - 7:30 PM

Junior Scholars' Reception

Gutman Conference Center

An opportunity to meet fellow Early Career Scholars. One free ticket for alcoholic drinks will be distributed at the reception. Additional tickets may be purchased from the Information Desk in advance.

7:30 PM - 9:00 PM

Remembering Lawrence Kohlberg

Askwith Lecture Hall and reception in the Kohlberg Lounge on 6th Floor of Larsen Hall

People who worked with Kohlberg, have been influenced by his work, or are critics of his approach, are invited to share their reflections. The event will begin with a video recording of Kohlberg in 1982. Moderated by Marvin Berkowitz. After the event there will be a reception in the Kohlberg Lounge on the 6th floor of Larsen Hall.

SATURDAY, DECEMBER 10

8:30 AM - 10:00 AM: CONCURRENT PAPER SESSIONS 3.1

A3.1 Pedagogy, values and goals

Larsen G08

Chair: Brian E. Gates, University of Cumbria

Civic and moral sense, nationality and transnationality

Brian E. Gates, University of Cumbria

Eudaimonic and epistemic approaches to character education

Ben Kotzee, University of Birmingham

Moral development and its relationship with Education for Citizenship and social justice

Tatiana T. García-Vélez, Universidad Autónoma de Madrid; Liliana Jacott, Universidad Autónoma de Madrid; Antonio Maldonado, Universidad Autónoma de Madrid

B3.1 Development of values and purpose

Larsen 203

Chair: Everardo Pérez-Manjarrez, Universidad Autónoma de Madrid

Discrimination and morality: Adolescents' positioning in the explanation of controversies

Everardo Pérez-Manjarrez, Universidad Autónoma de Madrid

The critical global educator: Civic engagement in sustainable development

Maureen P. Ellis, Institute of Education, University College London

The cultivation of global citizens with high quality

Shaogang Yang, Guangdong University of Foreign Studies

C3.1 Character education and civic competences

Askwith Lecture Hall

Symposium: *Character education: Young scholars' systematic examinations of philosophy, practice, and promotion*

Chair: Max Parish, The University of Oklahoma

Normalizing virtuous character

Max Parish, The University of Oklahoma

Investigating the impact of discussion-based learning on the civic and intellectual character development of youth

Shelby Clark, Boston University; Madora Soutter, Boston University

Leaders of character: Virtue development in post-secondary education

Elise Murray, Tufts University

D3.1 Narrative, story and history

Longfellow 319

Chair: David A. Aldridge, Oxford Brookes University

A hermeneutics of exemplarity for character education

David A. Aldridge, Oxford Brookes University

Cultural heritage and civic engagement of the youth

Carmen B. Fabriani, Centro Universitario das Faculdades Associadas de Ensino;

Fernanda Camargo Penteado, Instituto Machadense de Ensino Superior

Developing critical citizenship through the study of historical contingency

Luke P. Billingham

Examples, exemplars, exemplarity

Carsten F. Nielsen, Aarhus University

E3.1 Theory and critique

Longfellow 228

Chair: Sharon Lamb, University of Massachusetts Boston

APA & The Hoffman Report: Moral accountability, gender, and race

Sharon Lamb, University of Massachusetts Boston; Rakhshanda Saleem, University of Massachusetts Boston

Preventing unjust war: A challenge to moral education
Roger C. Bergman, Creighton University

Fragile democracy: The false promise of increased civic engagement?
Shawn Rosenberg, University of California Irvine; Gabriel Anderson, University of California Irvine

F3.1 China: civic and moral education

Gutman Conference Center Area 1

Symposium: *China's challenging culture: Understanding identity, rights and action*

Chair: Siwen Zhang, Harvard Graduate School of Education

How Chinese teachers approach civic action: A discourse analysis
Siwen Zhang, Harvard Graduate School of Education

How 8th and 11th Graders in rural and urban Chinese schools talk about civic ideology
Boris Zizek, University of Hannover

Passive vs. strategic and apathetic vs. dependent: A Foucauldian discourse analysis of Chinese youth constructions of the self in relationship with the government and societal others
Liu Jiang, Harvard Graduate School of Education

G3.1 Culture and context

Larsen 214

Symposium: *Toward the design of ethically humane and academically rigorous schools*

Chair: Telma P. Vinha, State University of Campinas

Development of causes, strategies and outcomes of interpersonal conflicts between students

Mariana Tavares Almeida Oliveira, State University of Campinas; Carolina De Aragão Escher Marques, State University of Campinas; Lívia Maria Ferreira Da Silva, State University of Campinas; Telma Pileggi Vinha, State University of Campinas

The Role of Gender in Explaining Conflict Resolution Causes, Strategies, and Outcomes Among Students in Brazilian Schools

Carolina De Aragão Escher Marques, State University of Campinas; Livia Maria Ferreira Da Silva, State University of Campinas; Mariana Tavares Almeida Oliveira, State University of Campinas; Valeria Rocha, Harvard University, Graduate School of Education

Ethical social living in schools: Promoting the improvement of school climate

Telma P. Vinha, State University of Campinas; Cesar Augusto Amaral Nunes, State University of Campinas; Luciene R. P. Tognetta, Paulista State University; Livia M. F. Da Silva, State University of Campinas; Adriana M. Ramos, State University of Campinas

Validity evidences of measuring instruments to evaluate school climate in Brazil

Alessandra De Moraes, Paulista State University; Adriano Moro, State University of Campinas; Telma Pileggi Vinha, State University of Campinas; Luciene Regina Paulino Tognetta, Paulista State University

H3.1 Media and curricula workshop

Larsen G06

Teaching thinking to create informed moral and civic decision makers

Donna J. Robinson, Gordon College; Julie Lenocker, Gordon College

I3.1 Programs, interventions and evaluations

Longfellow 320

Chair: Jan Boom, Utrecht University

An experience about citizenship and art

Carlos Camacho, Los Andes University

Do liberals understand conservative moral motivations? Faking the MFQ

Neil Ferguson, Liverpool Hope University

Just violence: Human rights education and the police

Rachel Wahl, The University of Virginia (2015 Dissertation Award Recipient)

Undergraduate perspectives on civic engagement and service-learning: A Q methodology project

Daniel J. Marangoni, Rogers State University; Kristen L. Marangoni, Tulsa Community College

J3.1 Higher education, professional development and arts education

Larsen G01

Chair: Andrew Garrod, Dartmouth College

Mirando Mirándote Mirar: A journey of inquiry into the cultivation of citizenship skills through arts education

Catalina Ospina, Universidad de los Andes

Theater: A catalyst for personal development and civic engagement

Andrew Garrod, Dartmouth College; Andrew Nalani, Harvard Graduate School of Education

Theatre curriculum: A vehicle for promoting students' social, emotional, and moral development

Julie A. Sauve, University of British Columbia

Visual art, vulnerability, and the unimpregnable citizen

Audrey Thompson, University of Utah

K3.1 Social media, activism and marginality

Larsen 106

Chair: Xiaochun Pan, The Chinese University of Hong Kong

Political friendship in a digital age: Some updated principles

Danielle Allen, Harvard University; Chaebong Nam, Harvard University

Can educators use Twitter to promote an e-civic engagement habit?

Tara M. Lennon, Arizona State University; Gina S. Woodall, Arizona State University

New media, new engagement

Xiaochun Pan, The Chinese University of Hong Kong

Rethinking the sentimental citizen: Civic and political engagement

Diego Caguenas, Universidad Icesi

L3.1 Social, emotional and moral development

Gutman Conference Center Area 3

Chair: Darcia Narvaez, University of Notre Dame

Emergence of self: Fetal vestibular contributions

Azucena Verdin, University of North Texas

Happy unhelpful helpers: What early helping says about later moral development

Stuart I. Hammond, University of Ottawa

Relation of early nest experience to moral development in young children

Darcia Narvaez, University of Notre Dame; Ying (Alison) Cheng, University of Notre Dame; Ryan Woodbury, University of Notre Dame; Tracy Gleason, Wellesley College

10:30 AM - 12:00 PM: CONCURRENT PAPER SESSIONS 3.2

A3.2 Pedagogy, values and goals

Larsen G08

Chair: Sigal Ben-Porath, University of Pennsylvania

Caring for others: Developing trust and moral values during adolescence

Daniel T. Gruner, Claremont Graduate University

Participating with others: Education for citizenship in the Digital Age

Gideon Dishon, University of Pennsylvania; Sigal Ben-Porath, University of Pennsylvania

Professional sovereignty and teachers advocacy of human flourishing

Nimrod M. Aloni, Kibbutzim College of Education

B3.2 Development of values and purpose

Larsen 203

Symposium: *From political correctness towards a global ethos*

Chair: Thalia Magioglou, Hellenic Observatory, London School of Economics and Centre Edgar Morin/IIAC, EHESS

Towards a new global ethos post crisis? Stability and change of the global symbolic order

Frederic Lebaron, Ecole Normale Supérieure

The challenge of political correctness

Jean-Yves Beziau, Federal University of Rio de Janeiro

To live or to survive? Democracy, economy and religion as antagonistic and complementary representations of common good for global youth

Thalia Magioglou, Hellenic Observatory, London School of Economics and Centre Edgar Morin/IIAC, EHESS

C3.2 Character education and civic competences

Askwith Lecture Hall

Chair: Rachel E. Mann, Teachers College, Columbia University

Embodied values: Integrating Jewish values into the general studies curriculum

Rachel E. Mann, Teachers College, Columbia University

Islamic schooling and civic engagement: Practice and potential

Abiya Ahmed, Stanford University

Worldviews and identity discernment of Turkish youth: How active young citizens shape the community and its future

Mustafa Cabir Altintas, Institute of Education, University College London

D3.2 Narrative, story and history

Longfellow 319

Symposium: *Faces of moral exemplarity: Celebrities, ordinary folk, and personal heroes*

Chair: Rebecca J. Glover, University of North Texas

Moral heroes for the 21st Century: The Millennial exemplar gap

Elizabeth C. Vozzola, University of Saint Joseph

Developmental roots of moral exemplarity in the lives of "ordinary folk"
Rebecca J. Glover, University of North Texas; Mary E. Mitchell, University of North Texas

Merging the perception of fictional moral heroes and real people portraying them: The convergence of Hermione Granger and Emma Watson
Lance C. Garmon, Salisbury University; Jenifer Shultz, Northern Virginia Community College

E3.2 Theory and critique

Longfellow 228

Chair: Tobias Krettenauer, Wilfrid Laurier University

Civilization and Its malcontents: Nature, culture and moral education
Robert A. Davis, University of Glasgow

Epiphanic moral conversions: Going beyond Kohlberg and Aristotle
Kristján Kristjánsson, University of Birmingham

Identity-based moral motivation: A Case for hypocrisy, integrity, or both?
Tobias Krettenauer, Wilfrid Laurier University

Navigating incommensurate moral values using the ideas of Isaiah Berlin
Kurtis G. Leinweber, University of Calgary

F3.2 China: civic and moral education

Gutman 440

Symposium: *China's changing culture: "Good person?" "Good citizen?"*
Chair: Xu Zhao, University of Calgary

Self-discipline and social order: Chinese youth's moral perspective about civic responsibilities

Xu Zhao, University of Calgary; Robert L. Selman, Harvard Graduate School of Education; Helen Haste, Harvard Graduate School of Education

The "'Good Citizen' and the 'Good Person': Young people's concepts
Helen Haste, Harvard Graduate School of Education; Xin Xiang, Harvard Graduate School of Education; Ashley Lee, Harvard Graduate School of Education; Zhi Liu, Northeast Normal University; Megan Cotnam-Kappel, University of Ottawa; Siwen Zhang, Harvard Graduate School of Education

Chinese teachers' beliefs of good personhood and citizenship
Siwen Zhang, Harvard Graduate School of Education

G3.2 Culture and context

Larsen 214

Chair: Kaye Cook, Gordon College

Cultural differences and children's moral evaluations of modesty lies

Atiyeh S. Shohoudi Mojdehi, McGill University; Victoria Talwar, McGill University

Making mistakes — Theoretical reflections on U.S. and Japanese norms

Helena S. Meyer-Knapp, Evergreen State College

Morality, education and the question of “others” in modern Taiwan

Meiyao Wu, National Kaohsiung Normal University

Morality in modernizing cultures: Brazilian and Chinese values and concerns

Kaye Cook, Gordon College; Si-Hua Chang, Gordon College; Taylor-Marie Funchion, Gordon College

H3.2 Media and curricula workshop

Gutman G05

Educating and inspiring citizens to fight local government corruption

Carla Miller, City Ethics; Kirby Oberdorfer, Ethics Deputy Director, Jacksonville, Florida

I3.2 Programs, interventions and evaluations

Longfellow 320

Chair: Michael J. Haslip, Drexel University

Assessing deliberative spaces for engagement across difference

Leah Sprain, University of Colorado Boulder; Andrew Maul, University of California Santa Barbara; Roudy Hildreth & Karen Ramirez, University of Colorado Boulder

Child altruism and global sustainability in symbiosis: An education framework

Michael J. Haslip, Drexel University; Meishi Haslip; Ayana Allen, Drexel University

Cultivating a mindset of civic engagement among early adolescents

Brandy P. Quinn, Texas Christian University; Michelle Bauml, Texas Christian University

Developing civic engagement through institutional participatory projects

Ingrid Agud, GREM. Universitat Autònoma de Barcelona; Ana M. Novella, Universitat Autònoma de Barcelona

J3.2 Higher education, professional development and arts education

Gutman Conference Center Area 1

Chair: Jay W. Brandenberger, University of Notre Dame

Moral and civic responsibility in college: Results of a multi-campus study

Jay W. Brandenberger, University of Notre Dame; Tara D. Hudson, University of Notre Dame; Suzanne Shanahan, Duke University; Robert Thompson, Duke University; Aine Donovan, Dartmouth College

The invisible thread: The influence of liberal faculty on student political views at evangelical colleges

Emily Hunt, Baylor University; Phil Davignon, Union University

K3.2 Social media, activism and marginality

Larsen 106

Chair: Jacqueline Z. Scherr, Harvard University

An exploration of student perceptions towards iPads in school contexts

Jacqueline Z. Scherr, Harvard University

Educating high need students for engagement in the Digital Age

Diana M. Owen, Georgetown University

Teachers on Twitter: Distinctive moral voices in the civic sphere

Doris A. Santoro, Bowdoin College; Jessica L. Hochman, Pratt Institute; Stephen Houser, Bowdoin College; Clare Bates Congdon, Bowdoin College

L3.2 Social, emotional and moral development

Gutman Conference Center Area 3

Symposium: *Visions of moral maturity, wisdom, and virtue*

Chair: Stephen A. Sherblom, Lindenwood University

Visions of moral maturity: Alternative paths up the same mountain?

Stephen A. Sherblom, Lindenwood University

The relationship of wisdom to social contribution and virtue in older American adults

Anne Colby, Stanford Graduate School of Education; Kathleen Remington, Stanford Graduate School of Education; Matthew J. Bundick, Duquesne University

12:00 PM - 1:00 PM

Journal of Moral Education: How to Write for the Journal

Gutman Conference Center

Lunch included, tickets required and may be obtained from the Information Desk.

This event is limited to 50 participants.

1:00 PM - 2:30 PM: PLENARY SESSION 3.4

Kohlberg Memorial Lecture: Educating for Equitable Civic Agency in a Digital Age

Askwith Lecture Hall

Overflow seating with live video feed available in Larsen G08, 106, 203, and the Gutman Conference Center

Moderator: Helen Haste, *Harvard Graduate School of Education*

Kohlberg Memorial Lecturer: Danielle Allen, *Edmund J. Safra Center for Ethics—Harvard University*

Danielle Allen will offer a framework for defining successful civic agency in a digital age that focuses on equitable, efficacious, and self-protective civic and political action. She will explore how this framework can be integrated into civic education curricula and pedagogies. She will argue that one of the most important elements is teaching young people how to develop and deploy practices of structured reflection before they enter into the arena of action.

3:00 PM - 4:30 PM: CONCURRENT PAPER SESSIONS 3.5

A3.5 Pedagogy, values and goals

Larsen G08

*Educating for values/morality/character: What direction should be taken?
(Sponsored by the Journal of Moral Education)*

Chair and Discussant: Brian Gates, University of Cumbria

Darcia Narvaez, University of Notre Dame; Ulisses Araujo, University of Sao Paulo;
Ann Higgins-D'Alessandro, Fordham University; Doret de Ruyter, Vrije Universiteit
Amsterdam; Susana Frisanchó, Pontificia Universidad Católica del Perú; Ewa Nowak,
University of Poznan; Gerhard Minnameier, Goethe-University Frankfurt am Main

B3.5 Development of values and purpose

Larsen 203

Chair: Sigrun Adalbjarnardottir, University of Iceland

Civic responsibility in a changing world: Young people's perspectives

Ragny Gudjohnsen, University of Iceland; Sigrun Adalbjarnardottir, University of
Iceland

*Fathers' pedagogical vision in relation to their adolescents' views on civic
engagement*

Brund T. Ingudóttir, School of Education, University of Iceland; Sigrun
Adalbjarnardottir, University of Iceland

*Quantum virtue and cognitive psychology—New foundations for moral
education*

Daniel J. Marangoni, Oklahoma State University

C3.5 Character education and civic competences

Askwith Lecture Hall

Chair: Kerry John Kennedy, The Hong Kong Institute of Education

Fostering spiritual development: The guru and the yogic path to the soul

Lynn Hickey Schultz, TriYoga Boston

Religious literacy, moral recognition, and strong relationality

Michael J. Richardson, Brigham Young University

The impact of religion on Hong Kong students' citizenship development
Hin Wah Chris Cheung, The Hong Kong Institute of Education; Kerry John Kennedy,
The Hong Kong Institute of Education; Chi Hung Leung, The Hong Kong Institute of
Education; Ming Tak Hu, The Hong Kong Institute of Education

Profiles of religiosity and spirituality in emerging adults
Amber C. Nadal, Brigham Young University; Sam Hardy, Brigham Young University;
Carolyn Barry, Loyola University Maryland

D3.5 Narrative, story and history

Longfellow 319

Symposium: *Legacies of national identity: A worldwide historiographical investigation of textbooks*

Chair and Discussant: Tatyana V. Tsyrlina-Spady, Seattle Pacific University

Russian metamorphosis of patriotic symbols: "New" heroes in history textbooks

Tatyana Tsyrlina-Spady, Seattle Pacific University; Alan Stoskopf, University of
Massachusetts Boston

*National heroes and national identity education: A comparison of mainland
China and Hong Kong's textbooks*

Wangbei Ye, East China Normal University

*Moral saints and the construction of national citizenship in Polish history
textbooks*

Dobrochna Hildebrandt-Wypych, Adam Mickiewicz, University in Poznan

E3.5 Theory and critique

Longfellow 228

Symposium: *Beyond bystanders: Educating global citizens through civic engagement and humanism*

Chair: Nimrod M. Aloni, Kibbutzim College of Education

Education for democratic citizenship

Wiel Veugelers, University of Humanistic Studies; Lori R. Weintrob, Wagner College
Holocaust Education Center; Nimrod Aloni, Kibbutzim College of Education

*Whose dreams? Debates on immigration in the classroom and local ethnic
spaces*

Lori Weintrob, Wagner College Holocaust Education Center, New York; Cyril Ghosh,
Wagner College, New York

Educators worthy of the name: Intellectuals, generous, master dialogicians

Nimrod M. Aloni, Kibbutzim College of Education

G3.5.1 Culture and context

Larsen 214

Chair: Min Yu, Wayne State University

Can Turkish girls become German women?: Development of immigrant origin youth in Germany

Pinar Guner, UNESCO; Janet Kwok, New York University

The possibilities of civil society and grassroots movement in China

Min Yu, Wayne State University

AIDS stigma: Moral perception or moral deception

Adeb Akand, The Institute of Research, Ibadan, Nigeria

G3.5.2 Culture and context

Larsen G06

Chair: Sharon Lamb, University of Massachusetts Boston

Childhood and sexuality in central Europe

Lucie Jarkovska, Masaryk University

Moral reasoning Interviews of bystanders in a "sketchy" sexual situation

Madeline A. Brodt, University of Massachusetts Boston; Samuel Gable, University of Massachusetts Boston; Marta Pagan-Ortiz, University of Massachusetts Boston; Sharon Lamb, University of Massachusetts Boston

Sexual ethics and children

Deevia Bhana, University of KwaZulu-Natal

The influence of culture and family background on sexual ethics

Madeline A. Brodt, University of Massachusetts Boston; Marta Pagan-Ortiz, University of Massachusetts Boston; Melissa Viscovich, Harvard Graduate School of Education; Sharon Lamb, University of Massachusetts Boston

H3.5 Media and curricula workshop

Gutman 303

Servire Aliis - Service to others

David W. Rowse, Values Education for Life; John Eyre, Values Education for Life

I3.5 Programs, interventions and evaluations

Longfellow 320

Chair: Jessica T. Fei, Harvard Graduate School of Education

'We know the clear limits': The framed right to participate in municipal youth councils and its educational impact

Lotem Perry-Hazan, University of Haifa; Tal Nir, University of Haifa

Bullying and cyberbullying: Youth participation and the school coexistence

Luciana Z. Lapa, Faculdade de Ciências e Letras; Raul A. de Souza, Faculdade de Ciências e Letras; Thais C. L. Bozza, Faculdade de Ciências e Letras; Sandra De Nadai, Faculdade de Ciências e Letras; Luciene Regina Paulino Tognetta, Universidade Estadual Paulista; Rafael Petta Daud, UNESP São Paulo

School: place or non-place

Sonia Maria Vidigal, Sao Paulo University

Towards a framework for place-sustaining education in urban communities

Jessica T. Fei, Harvard Graduate School of Education

J3.5 Higher education, professional development and arts education

Larsen G01

Chair: Carolyn E. Barber, University of Missouri-Kansas City

Activists, advocates, and allies: Interpreters' claims of civic duty are compromised

Robyn K. Dean, Rochester Institute of Technology

Social justice advocacy in helping professions: Civic education's role

Carolyn E. Barber, University of Missouri-Kansas City; Keara D. Sherman, University of Missouri-Kansas City

Which caring "world" do we maintain? A study of preservice youth workers

Corinne L. McKamey, Rhode Island College

K3.5 Social media, activism and marginality

Larsen 106

Chair: Boris Zizek, University of Hannover

Implementing iPad in schools: 4th and 8th graders' attitudes and opinions

Han Li, Harvard Graduate School of Education

Governance of moral anomie in cyberspace

Xiaolan Peng, South China University of Technology; Lujun Yu, Sun Yat-sen University

Limits of digital socialization – Microanalysis of adolescent internet-social interaction

Boris Zizek, University of Hannover

SIG3.5: Special Interest Group

Gutman 440

Special interest group: Promoting racial and ethnic justice and inclusion at AME

Larry Blum, University of Massachusetts Boston

This session is essentially a meeting of the Race/Multiculturalism Special Interest Group (SIG), one of the 2 recognized SIGs of AME. The SIG meets at every conference to discuss how we can promote scholarly discussions of issues of race and ethnicity in relation to marginality, subordination, and other forms of injustice; and how we can promote the presence of, and work of, scholars of color within AME. The AME itself is officially committed to these goals, and our SIG helps it to live up to those commitments. "Membership" in the SIG is pretty loose. It just means whoever is present at a given conference who is interested in furthering this agenda, though we do have some "regulars." All are welcome!

4:30 PM - 5:45 PM: POSTER SESSION 3.6

Poster Presentations and Reception sponsored by Tufts University's Tisch College of Civic Life

Gutman Conference Center and Gutman Café

(Light refreshments available on the first and lower levels of Gutman)

Exploring power and empowerment in community-based participatory research: Preliminary findings

Alen Agaronov, Harvard T.H. Chan School of Public Health; Kirsten K. Davison, Harvard T.H. Chan School of Public Health; Erica S. Tukiainen, Harvard T.H. Chan School of Public Health; Alyssa Aftosmes-Tobio, Harvard T.H. Chan School of Public Health; Janine M. Jurkowski, University at Albany-SUNY School of Public Health

School rules in the digital age: Students' alternatives to banning iPads

Anastasia M. Aguiar, Harvard University

Baby's first helping: A retrospective study of early helping

Elizabeth G. Al-Jbouri, University of Ottawa; Laura E. Feltham, University of Ottawa; Victoria L. L. Edwards, University of Ottawa; Stuart I. Hammond, University of Ottawa

The benefits of discussing with the "other group"

Michelle G. Bernardino, Pontificia Universidad Católica de Chile; Roberto Gonzalez, Pontificia Universidad Católica de Chile; Jorge Manzi, Pontificia Universidad Católica de Chile; Héctor Carvacho, Pontificia Universidad Católica de Chile

Program evaluation of Leading Together: Building adult community in schools

Nora Bond, Tufts University

A personal case study of philosophical and moral development

Dwight R. Boyd, Ontario Institute for Studies in Education, University of Toronto

Promoting future teachers' social and emotional competencies in Colombia

Andrea Bustamante, University of Missouri - St. Louis

It can't be helped: Individual differences in toddlers' helping

Humeyra N. Celebi, University of Ottawa; Mariam Ismail, University of Ottawa; Stuart I. Hammond, University of Ottawa

Investigating the role of critical curiosity in youth critical consciousness development

Shelby E. Clark, Boston University; Scott Seider, Boston University

Bioethics in school: The use of digital literacy in the case of phosphoethanolamine to fostering civic engagement

Fabio M. De Moraes, Universidade de São Paulo

What do we tell the children?

Deborah K. Deemer, University of Northern Iowa

Structural-developmental conceptions of the beautiful

Albert Erdynast, Antioch University Los Angeles; Wendy Chen, Antioch University Los Angeles; Amanda Ikin, Antioch University Los Angeles; Scott Taylor, Antioch University Los Angeles

Becoming a teacher: Ideas for university education and civic engagement

Francisco Esteban, University of Barcelona; Maria Rosa Buxarrais, University of Barcelona

"Postconvencionales": Papers on moral education for Spanish-speaking audiences

Levy R. Farias, Universidad Central de Venezuela

Understanding how Girl Scouts "take action" in the community

Kaitlyn A. Ferris, Institute for Applied Research in Youth Development - Tufts University; Patricia K. Gansert, Institute for Applied Research in Youth Development - Tufts University; Richard M. Lerner, Institute for Applied Research in Youth Development - Tufts University; Sabrica Barnett, Girl Scouts Research Institute

Moral reasoning of bystanders in sketchy sexual situations: Addressing sexual assault on campus

Samuel A. Gable, University of Massachusetts Boston; Madeline Brodt, University of Massachusetts Boston; Marta Pagan-Ortiz, University of Massachusetts Boston; Sharon Lamb, University of Massachusetts Boston

Panoptic schools: Ethical dilemmas and anti-terrorism policy

Gemma A. Gronland, Harvard Graduate School of Education

An empirical study on Chinese and American college students' moral values self-identity

Zhu Hailong, Guangdong University of Foreign Studies of China

Exploring moral congruency in the actual-ideal selves

Maria E. Hill, University of St. Thomas; Brityn Ryshavy, University of St. Thomas; Jayna Lundgren, University of St. Thomas; Tonia Bock, University of St. Thomas

Understanding the ethical foundations of economics among Japanese senior high school students

Takenori Inose, Nippon Sport Science University; Keiko Takahashi, Jissen Women's University; Hisashi Kurihara, Toyo University; Satoru Miyahara, Nagoya Women's University; Kazuhide Hattori, Yamanashi University; Eiji Yamane, Mie University

Moral identities in a bicultural perspective

Fanli Jia, Seton Hall University; Tobias Krettenauer, Wilfrid Laurier University

Adolescents' social justice-oriented civic engagement: Relations with student, parent, and school characteristics

Sara Johnson, Tufts University; Ettya R. Fremont, Tufts University; Mary H. Buckingham, Tufts University; Rachel M. Hershberg, University of Washington Tacoma

Correlates with highest moral values among three countries in WVS

Sunghun Kim, St. Francis College

Companionship, caregiving and moral development in preschool children

Angela M. Kurth, University of Notre Dame; Kallie Renfus, University of Notre Dame; Darcia Narvaez, University of Notre Dame

Character, empathy, happiness and bullying: How are they related in explaining the types of bullying participants among primary students?

Son Kyung-Won, Seoul National University

Development of moral values during junior high school

Naohiro Matsuo, Tokyo Gakugei University

Competence and moral judgment in electronic game design students

Eduardo Silva Miranda, Universidade Federal do Espirito Santo and Rede DOCTUM de Ensino; Fernanda Helena de Freitas Miranda; Claudia Broetto Rossetti, Universidade Federal do Espirito Santo

Human-animal interaction as a context for promoting youth contribution

Megan K. Mueller, Tufts University; Kristina Schmid Callina, Tufts University

Children and adolescents' decision-making on gratitude

Lia T. O'Brien, University of North Carolina at Greensboro; Jonathan R.H. Tudge, University of North Carolina at Greensboro

The mixed feelings and facial expression drawing of children's development

Chisato Oikawa, Hosei University; Yayoi Watanabe, Hosei University

The Aristotelian good life: A blueprint for citizenship education?

Abdulla I. Omaigan, Durham University

Identity development and school adjustment of Korean-Chinese adolescents

Yonghan Park, Chungnam National University, South Korea; Chunxiang Cheng, Chungnam National University; Yihua Li, Chungnam National University; Ji-Yoon Park, Chungnam National University

Testing of a model of eudaimonic marital quality

Jason R. Petersen, Brigham Young University; Amber Nadal, Brigham Young University; Sam Hardy, Brigham Young University

Exploring relationships among moral reasoning, need for cognition, and multicultural experience

Meghan M. Saculla, The University of Alabama

Revisiting faith development: Religious affiliation and spiritual development of emerging adults

Amie K. Senland, Trinity College; Elizabeth Vozzola, University of Saint Joseph

PBL as a tool for education for racial relations

Mauro T. Siqueira, University of São Paulo

Moral chronicity and religiosity

Edward A. Smith, University of Notre Dame

Perception of self-realization of purpose adolescents

Denise D. Tardeli, University of São Paulo

The stage structure in moral judgment development: Applying item response theory to defining issues test data

Thijs Van Den Enden, Utrecht University; Jan Boom, Utrecht University; Daniel Brugman, Utrecht University; Steve Thoma, University of Alabama

Opportunities for civic participation at school: Triangulating reports from students, parents, and teachers

Michelle B. Weiner, Boston College; Stacy L. Morris, Boston College; Sara Suzuki, Boston College; Caitlin C. Aymong, Boston College; Joseph Mayotte, Boston College; Julia Gustin, Boston College; Sara K. Johnson, Tufts University; Jacqueline V. Lerner, Boston College

On exhibit: Ethical considerations for civic engagement

Olivia A. Williams, Grand Valley State University; Kathy Deen Evans, University of Tennessee-Martin

Triune ethics in children: Validating CTEM in USA and China

Ryan Woodbury, University of Notre Dame; Darcia Narvaez, University of Notre Dame; Ying Cheng, University of Notre Dame; Lijuan Wang, University of Notre Dame

Clash of postconventional standards: Should Apple help the FBI?

Yuejin Xu, Murray State University

Active learning method and evaluation for moral education

Ryota Yaginuma, Gifu National University

6:00 PM - 6:30 PM

Awards Ceremony

Askwith Lecture Hall

Presentation of Kuhmerker Career Award, Good Work Award and Dissertation Award.

6:30 PM - 7:30 PM

AME Community Meeting

Askwith Lecture Hall

This is an opportunity to share your impressions of the Conference and future directions for AME.

SUNDAY, DECEMBER 11

9:00 AM - 10:30 AM: CONCURRENT PAPER SESSIONS 4.1

A4.1 Pedagogy, values and goals

Larsen G08

Chair: Isolde De Groot, University of Humanistic Studies

Pragmatic realism and the educational foundations of global justice

Nicolas J. Tanchuk, Columbia University

Stretching our moral identity through predicaments: A poetic inquiry

Rosa Hong Chen, Teachers College, Columbia University; Jennie Yi Nan Chen, Fairchild Radio

Teacher perspectives on mock elections in Dutch civic education

Isolde De Groot, University of Humanistic Studies

B4.1 Development of values and purpose

Larsen 203

Symposium: *Emotions, rationality and intuition in relational aggression: Ways of knowing and coping*

Chair: Dawn E. Schrader, Cornell University

Adolescent girls' experiences of emotions in situations of relational aggression

Jess Matthews, Cornell University; Dawn E. Schrader, Cornell University

Moral foundations of relational aggression: Rational justifications or emotional judgments?

Dawn E. Schrader, Cornell University; Madeline R. Weinfeld, Cornell University; Nicole Kaiden, Cornell University; Meghnaa Tallapragada, Cornell University

What is "app" with relational aggression?

Dawn E. Schrader, Cornell University; Ali Soong, Cornell University; Meghnaa Tallapragada, Cornell University

C4.1 Character education and civic competences

Askwith Lecture Hall

Symposium: *The formation of prophetic conscience and civic engagement in Catholicism*

Chair: Daniel J. Fleming, The Australian Institute of Theological Education

The re-development and re-awakening of Catholic conscience in post-war Europe and in the United States

James F. Keenan, Boston College

Developing a prophetic conscience as part of the integral process of higher education

Ronaldo Zacharias, Salesian University Sao Paulo, Brazil

Prophetic conscience as a threshold concept: The challenge of teaching people to challenge their own worldviews

Daniel J. Fleming, The Australian Institute of Theological Education

D4.1 Narrative, story and history

Longfellow 319

Chair: Meira Levinson, Harvard Graduate School of Education

Collaborative dialogue and the emergence of black girls' civic capacities

Tonya D. Bibbs, Erikson Institute

Immigration, adolescents and public policy deliberations

Margaret S. Crocco, Michigan State University; Avner Segall, Michigan State University

The ethics of civic education in the age of Trump

Meira Levinson, Harvard Graduate School of Education

E4.1 Theory and critique

Longfellow 228

Symposium: *Is participation a magic bullet for civic responsibility?*

Chair and Discussant: Robert L. Selman, Harvard Graduate School of Education

Moral reasoning as civic participation

Larry Nucci, University of California Berkeley

Democratic participation: A raft of hope for our forgotten children
F. Clark Power, University of Notre Dame

30-year follow up of high school just community democratic participation: Influences on adulthood parenting, working, and civic engagement
Ann Higgins-D'Alessandro, Fordham University; John Anibal Gomez Varon, Fordham University; Mona Khalil, Fordham University

Participation and civic education: Two dimensions?
Horst Biedermann, University of Salzburg; Fritz Oser, University of Fribourg

I4.1 Programs, interventions and evaluations

Longfellow 229

Chair: Sanjay K. Nanwani, Universidad de los Andes

How to do democratic citizenship education in Colombia
Sanjay K. Nanwani, Universidad de los Andes; Carlos Mario Camacho Gonzalez

Sousveillance, sovereignty, and civics: Broadening governance in the 21st century
Mary K. Ryan, Virginia Tech University

The hidden human rights curriculum of surveillance cameras in schools
Lotem Perry-Hazan, University of Haifa; Michael Birnhack, Tel Aviv University

The Venezuelan unrul of law: A “normative profile” analysis
Levy R. Farias, Universidad Central de Venezuela

J4.1 Higher education, professional development and arts education

Larsen G01

Symposium: *Embodied cognition and ethical environments in professional counseling*

Chair: Morgan E. Kiper Riechel, Mercer University

Ethical decision-making in technology
Kathleen Bazile, Mercer University

Agency policy and ethical communities
Lucy Elliott Roberts, University of Alabama

Gut instinct, moral intuition and cognition: Neural signatures of professional ethical decision-making
Morgan E. Kiper Riechel, Mercer University

K4.1 Social media, activism and marginality

Larsen 106

Symposium: *Individual differences in civic leaders in Europe: Culture, values, motivations, perspectives*

Chair: Slawomir Postek, Academy of Special Education

The theory and psychometrics behind the refined approach to measuring values and personality
Magdalena Rowicka, Academy of Special Education

Civic leaders across Europe: Values, motivations, time perspectives
Slawomir Postek, Academy of Special Education; Jakub Prochíczka, Masaryk University

Cultural differences as predictors of individual differences in civic leaders in Europe
Urška Mali Kovačič, University of Ljubljana; Magdalena Zarzycka, Leeds University

L4.1 Social, emotional and moral development

Larsen G06

Symposium: *Purpose in later life – Toward a cultural revolution*

Chair: Michael Lamport Commons, Harvard Medical School

Changing moral atmosphere in institutions
Saranya Ramakrishnan, Harvard School of Public Health; Sarthak Giri, Dare Association; Michael Lamport Commons, Harvard Medical School

Moral implications of computer education versus traditional education
Dristi Adhikari, Dare Association; Michael Lamport L. Commons, Harvard Medical School

Why "moral education" fails in the long run?
Michael Lamport Commons, Harvard Medical School; Dristi Adhikari, Dare Association

B4.2 Development of values and purpose

Longfellow 228

Chair: Eric S. Marx, Stephens College

Horse tales/tails/tells of care, concern, connection, and curriculum

Hannah R. Blackwell, University of Oklahoma

Identifying and developing capacity to address animal ethics issues

Joy M. Verrinder, University of Queensland

Vegetarian and omnivore accordance of mind to consumed animals

Eric S. Marx, Stephens College; Gabriella Murray

C4.2 Character education and civic competences

Askwith Lecture Hall

Symposium: Conceptualizing, assessing, and chronicling character development

Chair and Discussant: Marvin W. Berkowitz, University of Missouri-St. Louis

The next level: Character conceptualization in the second edition of Character Strengths and Virtues

Willibald F. Ruch, University of Zurich

Can character development be quantitatively measured? Validation and uniqueness of the Character Growth Index

Marvin H. Berkowitz, University of Missouri-St. Louis; Mark A. Liston, The Liston Group

Chronicling virtue development through an online character portfolio

Mark A. Liston, The Liston Group

D4.2 Narrative, story and history

Longfellow 319

Symposium: *Difficult discussions in difficult times: What students learn from heated conversations*

Chair and Discussant: Paula McAvoy, University of Wisconsin Madison

Discussing polarized elections: Students, teachers, and parents describe their experiences

Ann Herrera Ward, Carroll College

Tufts University Tisch Scholars Program: Transformative dialogue and community partnerships

Sherri Sklarwitz, Tufts University; Sara Allred, Tufts University

Growing Through Controversies: Longitudinal Findings from the Scholars Program at Tisch College of Civic Life at Tufts University

Kei Kawashima-Ginsberg, Tufts University

H4.2 Media and curricula workshop

Longfellow 320

Muslim youth voices: Marginalization and resistance

Barbara Sahli, Harvard Graduate School of Education

I4.2 Programs, interventions and evaluations

Longfellow 229

Chair: Daniela S. Wortmeyer, University of Brasilia

Communities of value: "Moral" education and boarding schools

Molly A. Sardella, Teachers College, Columbia University; Andreas Maltan, Independent Researcher

Leaders of character: Perceptions of stakeholders at the United States Military Academy

Elise D. Murray, Tufts University; Kristina S. Callina, Tufts University; Richard M. Lerner, Tufts University

Social guidance of moral values development in Brazilian military education

Daniela S. Wortmeyer, University of Brasilia; Angela U. Branco, University of Brasilia

K4.2 Social media, activism and marginality

Larsen 106

Chair: Jason M. Stephens, The University of Auckland

Predicting sportpersonship and academic Honesty: The contributions of contesting orientations, and the moral and motivational climates

David L. Shields, St. Louis Community College-Meramec

Can corruption be un-taught?

Martha Sanudo, Tecnologico de Monterrey; Bonnie Palifka, Tecnologico de Monterrey

Moral development in the aftermath of academic misconduct

Jason M. Stephens, The University of Auckland; Tricia Betram Gallant, University of California San Diego; David Rettinger, University of Mary Washington

POST-CONFERENCE WORKSHOPS

(Advance registration required)

Domain Theory-Based Moral Education (DBME): A Hands-On Workshop for Classroom Teachers and Teacher Educators

1:00 PM - 3:00 PM

Gutman G05

Larry Nucci, University of California Berkeley

Robyn Gee, University of California Berkeley

Allegra Midgett, University of California Berkeley

Deborah Powers, University of California Berkeley

The Ethic of Dialogue: Art as Forum for Moral Education

1:00 PM - 3:00 PM

Longfellow 228

Jordan B. Magid, Education Consultant

Ilya Vidrin, Centre for Dance Research, UK

CURRENT AME EXECUTIVE BOARD AND COMMITTEE MEMBERS

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

***Journal of Moral Education* Representatives:**

Wolfgang Althof – University of Missouri - St. Louis (AME to *JME*)
Brian Gates – University of Cumbria, Carlisle, UK (*JME* to AME); coordinator,
moralcapital.info website

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Stephen Sherblom – Lindenwood University, St. Charles, MO, USA

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Sharlene Swartz – Human Sciences Research Council, South Africa

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John R. Snarey, Past President, 2004-2007

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Award Committees

Kuhmerker Dissertation Award Committee:

Jan Boom, Chair, Netherlands, Psychology

John Gibbs, US, Psychology and Philosophy; Li Maosen, China, Philosophy; Terry

Lovat, Australia, Philosophy; Maria Judith Sucupira da Costa Lins, Brazil, Psychology

Kuhmerker Career Award Committee:

Ann Higgins D'Alessandro, Chair

Fritz Oser, Steve Thoma, Helen Haste, John Snarey

Good Work Award Committee:

Doret de Ruyter, Chair

Roger Bergman, Andrew Garrod, Elly Vozzola

LOCAL INFORMATION AND TRANSPORTATION

Emergency & Local Police Contact Information

Emergency Police, Fire, Ambulance: 911
Harvard University Police: 617-495-1212
Cambridge Police: 617-349-3300

Health Emergencies

The closest local hospital is Mount Auburn Hospital. Participants are responsible for all of their own health-related expenses.

Location and Contact: Mount Auburn Hospital Walk-In Clinic 330 Mount Auburn Street, Cambridge 617-499-5065; 617-492-3500 (main)

Banking

There are numerous banks around Harvard Square, with ATMs that take international cards. Most are open 9:00 AM – 5:30 PM on weekdays and 9:00 – 1:00 PM on Saturday.

Pharmacies

CVS Pharmacy

6 John F. Kennedy Street 617-354-4420
Store Hours: Open 24 Hours. Pharmacy Hours: 8am – 8pm

Walgreens Pharmacy

625 Massachusetts Avenue 617-491-8157
Store Hours: 7am – 12am. Pharmacy Hours: 9am – 5pm

Transportation

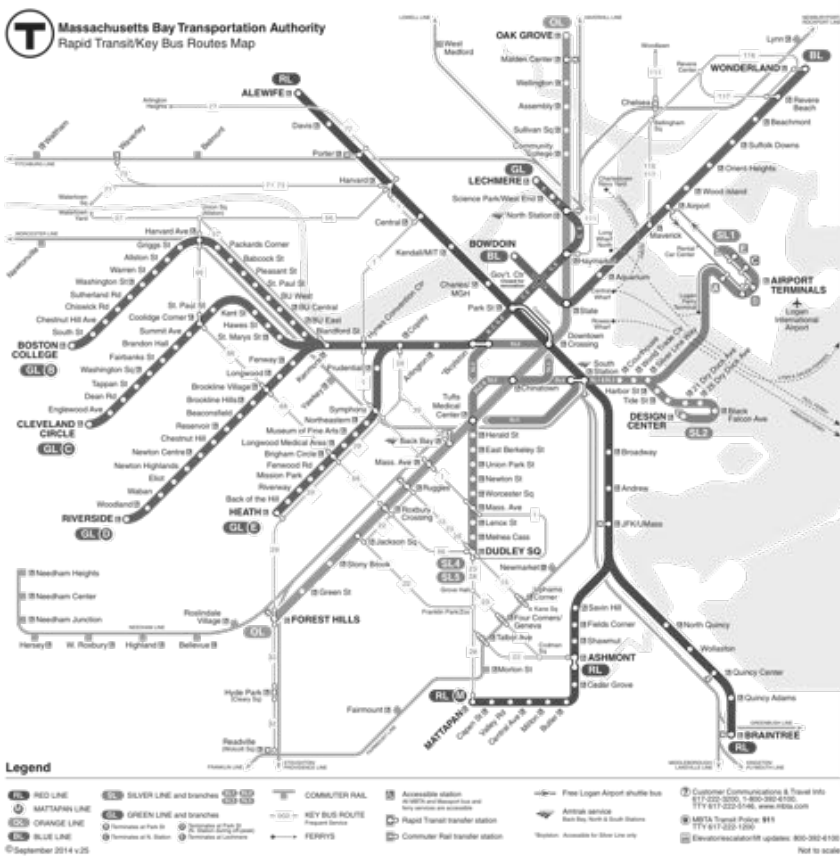
We recommend the following taxi companies: Cambridge Taxi (617-649-7000), Ambassador Brattle (617-492-1100) and Metro (617-782-0090). Uber is also an affordable option.

The Doubletree Hotel will offer special shuttle vans from the hotel to the HGSE Campus during the following times: Thursday, Dec. 8 between 7:00 AM and 8:30 AM; Friday, Dec. 9 between 7:15 AM and 8:45 AM; and Saturday, Dec. 10 between 8:00 AM and 9:00 AM.

Outside those times, the hotel runs a regular schedule of shuttles to Harvard Square that may be obtained from the hotel.

The Massachusetts Bay Transportation Authority (MBTA) offers public subways and busses in the greater Boston area. A map of the subways is provided here, on page 91. Please consult their website (www.mbta.com) for more details, fare prices, and schedules.

MBTA SUBWAY MAP



HARVARD SQUARE RESTAURANTS

Harvard Square offers a wide variety of dining choices. From ethnic to all-American, from inexpensive to elegant, there is something for every palate and pocketbook.

The Commons @HGSE (\$)

Daily specials, soup, and salad bar. HGSE – Gutman Library,
Mon – Fri, 7:30am – 5pm

NuBar, Sheraton Commander Hotel, (\$\$)

New American restaurant and bar, 16 Garden St.

Alden & Harlow (\$\$)

New American and cocktails, 40 Brattle St

Bartley's Burger Cottage (\$) (Cash only)

Harvard "institution" with burgers doused in signature toppings.
1246 Massachusetts Ave.

Border Cafe (\$\$)

Mexican, Cajun, Tex-Mex, 32 Church Street

Cambridge 1 (\$\$)

Charcoal-grilled pizzas, beer and great wine selection, 27 Church St.

Charlie's Kitchen (\$)

Burgers, beer offered in a diner-style atmosphere, 10 Eliot St.

Chipotle Mexican Grill (\$)

One Brattle Street

Clover (\$)

Vegetarian sandwiches & soups, 1326 Massachusetts Avenue

Darwin's Ltd. (\$)

Gourmet sandwiches, soups, fruit, wine, beer & coffee, 148 Mount Auburn Street

Felipe's Taqueria (\$)

Mexican, known for giant burritos made with the fillings of your choice,
83 Mount Auburn Street

Flat Patties (\$)

American fare; burgers, sandwiches, french fries, 81 Mount Auburn Street

Greek Corner Express (\$)

Traditional Greek/Middle Eastern foods, 8 1/2 Eliot Street

Grafton Street (\$\$-\$\$\$)

Contemporary American cuisine served in an Irish pub, 1230 Massachusetts Avenue

Grendel's Den (\$\$)

Casual gourmet dishes, 89 Winthrop St.

Harvest (\$\$\$\$)

Upscale, innovative cuisine, 44 Brattle Street

Henrietta's Table (\$\$\$\$)

Fine cuisine; comfort food, 1 Bennett Street (Charles Hotel)

John Harvard's Brew House (\$\$\$)

Homemade beer and eclectic menu
33 Dunster St.

Legal Seafood (\$\$\$\$)

(Charles Hotel) 20 University Road

Market in the Square (\$)

A grocery store that is open 24 hours boasting a hot foods section 60 Church Street

Oggi Gourmet (\$\$)

Pizza, salad, sandwiches, Smith Campus Center

Park Restaurant & Bar (\$\$)

American, 59 JFK Street

Russell House (\$\$)

New American Tavern, 14 JFK Street

Santouka (\$\$)

Ramen, 1 Bow Street.

Spice Thai Cuisine (\$\$)

24 Holyoke St.

Subway (\$)

Fresh subs, Corner of Mt. Auburn and JFK Street

Takemura Japanese Restaurant (\$\$)

Traditional Japanese restaurant; sushi, sashimi, 18 Eliot Street

The Just Crust (\$\$)

Pizza, 49b Brattle Street

The Red House (\$\$\$\$)

Upscale, eclectic European, 98 Winthrop St

Toscana (\$\$\$)

Italian specialties and wine, 52 Brattle Street

Wagamama (\$\$)

Asian-inspired menu including noodle & rice dishes, 57 JFK Street

9 Tastes of Thai (\$\$\$)

Thai cuisine, 50 JFK Street

Coffee and Tea Shops

L.A. Burdick

Chocolate, pastries, & coffee. Around corner from HGSE
52 Brattle Street

Crema Cafe 27

Brattle St 617-876-2700

Dado Tea 50

Church Street

Dunkin' Donuts

61 Church Street

Boston Tea Stop

54 JFK Street

Tatte Bakery & Café

1288 Massachusetts Ave

Tealuxe

Extensive collection of teas
Zero Brattle Street

Peet's Coffee and Tea

100 Mount Auburn St
617-492-1844

Starbucks

31 Church Street & 36 JFK Street

LOCAL EVENTS AND ATTRACTIONS

Tours of Harvard

Departing from Smith Campus Center, Harvard Square
www.harvard.edu/on-campus/visit-harvard

Harvard Square Music, Theater & Cinema

Club Passim (Music)

47 Palmer Street

The Sinclair (Music)

52 Church Street

Beat Brasserie (Music)

13 Brattle Street

Scullers Jazz Club (Music)

400 Soldiers Field Rd.

Inside the DoubleTree Suites Hotel

Sanders Theater (Music, *The Christmas Revels - An Acadian-Cajun Celebration of the Winter Solstice*)

www.boxoffice.harvard.edu

American Repertory Theater (Theater, showing *Fingersmith*)

64 Brattle Street americanrepertorytheater.org

Oberon (Theater, showing *The Donkey Show*, an eclectic Shakespeare Disco musical on Saturday night)

2 Arrow Street 617-547-8300

Brattle Theater (Film)

40 Brattle Street 617-876-6837

www.brattlefilm.org

Harvard Square Museums

Harvard Art Museums (open daily 10-5)

32 Quincy Street - harvardartmuseums.org

Cooper Gallery for African American Art

102 Mt Auburn Street (Open Tue-Sat 10-5)

Boston Music Venues

Boston Ballet (showing *The Nutcracker*)

539, Washington Street, Boston

www.bostonballet.org

Boston Symphony Orchestra (show *Holiday Pops*)

301 Massachusetts Ave., Boston

www.bso.org

Huntington Theater (Theater, showing *Bedroom Farce*)

<http://www.huntingtontheatre.org/>

Useful websites for finding events:

www.harvardsquare.com

www.thebostoncalendar.com

boston.eventful.com

Conference Team Leaders and Volunteers

Thank you to all the volunteers and staff that have made AME 2016 possible! The Conference is extremely grateful for the enthusiasm and hard work of our Team Leaders and volunteers.

Team Leaders:

Brent Maher	Conference Administrator
Amy Cheung, Aly Kreikemeier	Program
Krista Goldstine-Cole	Catering
Reid Higginson	Information
Ashley Lee, Liu Jiang	Registration
Nell O'Donnell	Monitoring session rooms
Matthew Shaw	Media
Kim Stevens	Junior Scholars' activities
Xin Xiang	Photography
Siwen Zhang	Poster session organizer

Volunteer Conference Staff:

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Program Cover photo: Aly Kreikemeier
Conference Logo design: Emily Guez

Special thanks to the following HGSE Staff:

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Sarah Hocking, *Events Manager*
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Bari Walsh, *Senior Communications Project Manager for Usable Knowledge*
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Rebecca's Café Catering

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