Making Sense of Conflict: the Role of Social Context, Values and Cultural Norms

Chair: Angela BERMUDEZ, Deusto University, Spain

1. Rules of the Culture and Adolescents' Reflections on the Choices they have and the Strategies they use to Deal with Peer Aggression and Social Exclusion in their School
Presenter: Silvia DIAZGRANADOS; Co-author: Robert SELMAN, Harvard Graduate School of Education, USA

2. The Discursive Negotiation of Cultural Narratives and Social Identities in Learning about Past and Present
Presenter: Angela BERMUDEZ, Deusto University, Spain

3. Human Rights Education, Historical Silence and a 'Culture of Violence' in Guatemala
Presenter: Angela BERMUDEZ, Deusto University, Spain; Author: Michelle BELLINO, Harvard Graduate School of Education, USA

Discussant: Helen HASTE, Harvard Graduate School of Education, USA

This symposium discusses how school-age students draw on values and cultural norms to make sense of different types of social conflict, and to define their position and choices of action within them. The first paper analyses urban middle-school students' reasoning and choices of action regarding interpersonal conflict in their own school setting. The second paper examines high-school students' understanding of a social-historical conflict of racism and discrimination in the USA. The third paper discusses how urban and rural Guatemalan students understand political conflict in their country. The presenters analyse how youth draw upon values, cultural norms and narratives that are available in their cultural contexts to make meaning of social conflict, and of their role in it. Values are understood as elements of fluid cultural discourse that are communicated and mobilised in social settings, providing to the individual tools with which they negotiate meaning, identity and positions in regard to the conflict at stake. Using such cultural referents, students define what is problematic and what is not, how conflict implicates them, and how they call on their sense of self and social agency.

Towards Fuller Humanity in Moral Education: Our Morale in the Dynamism of Conception, Self-Constancy, Language and Moral Values

Chair: Rosa Hong CHEN, Simon Fraser University, Canada

1. The Paradigm Shift and Modern Interpretation: On Chinese Traditional Moral Education
Presenter: LI Jia; Co-author: YI Lianyun, Southwest China University, P. R. China

2. Self-constancy and Ethical Identity: Some Implications for Moral Education
Presenter: ZHAO Kang, Peking University, P. R. China

3. Understanding the Moral Aspects of Chinese Proverbs in Social Relations
Presenters: LIU Xuguo[a], WU Jiayi[b] and LIU Jingjing[c]
[a]Ziyang Wuhuang Middle School, Sichuan; [b]Ziyang Yanjiang First Middle School, Sichuan; [c]Renmin University of China, P. R. China

4. Reconstructing Moral Excellence and Moral Value in Traditional Chinese Morality
Presenter: SHI Liushan, West China Normal University, P. R. China

Discussant: Rosa Hong CHEN, Simon Fraser University, Canada

This symposium offers an eclectic effort to bring to our attention some educationally important concepts and thoughts concerning moral education. From their respective approaches, the symposiasts invite us to consider diverse perspectives, insights and theoretical frameworks with the aim of widening the horizon of our moral educational commitment. Drawing on both Eastern and Western philosophers and theorists, the contributors situate their analyses mainly in Chinese educational contexts. The first paper introduces and critiques the concepts of 'paradigm' and 'paradigm shift' as Western-oriented modes of thinking and relates these concepts to the research and practice of Chinese traditional moral education. The second paper presents a postmodern view of the conception of the self and reaffirms Ricoeur's notion of self-constancy by emphasising its ontological moral nature between subjectivity and inter-subjectivity. The third paper makes a case for Chinese proverbs as providing moral examples for family moral relations, raising educational implications for cultivating individual and collective morality. The final paper reviews traditional Chinese ethics and morality in an attempt to discern their merits for reconstructing a new Chinese value system. The presenters call for Chinese moral education to fulfil such a task.

Religion, Morality and Education: Glasgow Perspectives
Chair: James CONROY, University of Glasgow, UK

1. Does Religious Education Work?
Presenter: James CONROY, University of Glasgow, UK

2. Education and Religionless Morality
Presenter: Robert DAVIS, University of Glasgow, UK

3. Religious and Moral Education and the School Curriculum
Presenter: Stephen McKINNEY, University of Glasgow, UK

Discussant: Brian GATES, University of Cumbria, UK

Britain has witnessed some significant turmoil in 2011 with widespread rioting and looting by a surprisingly diverse group of citizens, from university students to soldiers. Amidst the hand wringing, the political angst and blame attribution game some stark questions emerge as to the efficacy of UK institutions with respect to child rearing and educational preparation for civic participation. This symposium, drawing on work at Glasgow University, offers three distinctive lenses through which we might view the role of religion and religious education in shaping or failing to effectively support the development of an ethical citizenry. The first paper draws on a three-year ethnographic study of religious education as a social practice and uses a Forum Theatre approach to expose some of the failings of religious education in nurturing the moral life, arguing that such failures are inherent in the very structure of religious education as it has developed in the UK. The second paper argues that many of the disciplinary practices of modern Religious Education are heir to Enlightenment tensions, impacting upon the capacity of the subject to respond dynamically both to the resurgent forms of religious atavism and the material and cultural discontents of global capitalism, but points to resources within contemporary RE from out of which a renewed understanding of the relationship between religion and ethics can yet emerge. The third paper critically examines the adequacy of a non-denominational approach to Moral Education in Scotland and its position within the Religious Education class, examining some of the key principles and the ways in which it has evolved in courses for public examinations and in generic Religious Education classes.

A Pattern of Collective Life to Cultivate Morality – A Bahá'í Perspective
Chair: Rhett DIESSNER, Lewis-Clark State College, USA

1. Goals of a Bahá'í Inspired Moral Education
Presenter: Rhett DIESSNER, Lewis-Clark State College, USA

2. Cultivating Individual Spiritual Transformation
Presenter: Arini BEAUMARIS, University of Newcastle, Australia

3. Bahá'í Faith in Action: Learning how to Develop Moral Communities
Presenter: Dorothea HANCOCK, Queensland University of Technology, Australia

The call to morality is central to the Bahá'í Faith, which originated in mid-19th century Persia. Bahá'u'lláh's teachings hold a broad and far-reaching vision for cultivating morality to establish an ever advancing civilisation. According to the Encyclopaedia Britannica, the Bahá'í Faith is the second most geographically and ethnically widespread religion on our planet, with organised Bahá'í communities in every country dedicated to the moral development of all people. They serve alongside like-minded groups to morally and spiritually educate the populace. Bahá'u'lláh's teachings suggest that while spiritual guidance is essential, morality cannot be cultivated without deliberate and collective efforts, and the accumulated experience and learning of all people, as individuals, in institutions, and in community. If institutions take responsibility for the achievements of moral education goals, if individuals take responsibility for their own moral-spiritual transformation, and if environments are created in our neighbourhoods to cultivate community moral transformation, as argued and shown in these three papers, then perhaps collectively we can lay the foundation for societies based on both material and spiritual wellbeing for all and achieve lasting peace and prosperity.

Moral Motivation – Contrasting Different Concepts

Chair: Karin HEINRICHS, Goethe University Frankfurt/Main, Germany

1. Moral Motivation and Rest's Four Component Model
Presenter: Stephen J. THOMA, University of Alabama, USA

2. Measuring Moral Motivation in the Professions
Presenter: Muriel J. BEBEAU, University of Minnesota, USA

3. To Bring Will and Reason within the Impulsive Life
Presenter: Don REED, Wittenberg University, USA

4. Responsibility-Motivation: a New Construct
Presenter: Fritz OSER, University of Fribourg, Switzerland

Discussant: Gerhard MINNAMEIER, Goethe University Frankfurt/Main, Germany

Though there is a long tradition in research on moral psychology we do not have an appropriate explanation as to why people do not act in line with their moral judgements, especially in morally relevant situations. But in fact they do so every day: in social relations, within the family, in business, in politics or the public domain. There has been a lively discussion about moral motivation as a concept to bridge the gap between moral judgement and moral behaviour in the tradition of Kohlberg's moral-cognitive approach. Since Rest stated the motivational component to be badly elaborated, different approaches to moral motivation have been emerging. Four of the currently discussed theoretical, as well as empirical perspectives on this issue will be presented in the symposium in order to initiate a fruitful discussion on how to conceptualise and measure moral motivation. The first paper refers to empirical research based on moral motivation and moral functioning in line with Rest's model. The second paper points to professional identity as a source for moral motivation in the professions. The third paper offers a multilevel approach to motivation. And the fourth paper explains responsibility as an important predictor of moral motivation, referring in particular to the Rubicon model of Heckhausen as well as to philosophical approaches.

Values in Moral Functioning

Chair: Klaus HELKAMA, University of Helsinki, Finland

1. Personal Values and Empathy as Predictors of Care Development among College Students
Presenters: Soile JUUJÄRVI[a] and Liisa MYYRY[b]
[a]Laurea University of Applied Sciences, Finland; [b]University of Helsinki, Finland

2. Change in Values and Moral Reasoning during Professional Education
Presenters: Liisa MYYRY[a] and Kaija PESSO[b]
[a]University of Helsinki, Finland; [b]Laurea University of Applied Sciences, Finland

3. The Relative Importance of Different Components of Morality in Environmentally Friendly Behaviour
Presenter: Ann OJALA, University of Helsinki, Finland

4. Moral Values: a Functional System Approach
Presenter: Klaus HELKAMA, University of Helsinki, Finland

Values are generalised conceptions of states of affairs and modes of action that we regard as desirable in our lives. They motivate and justify our behavioural choices. Psychologically, individual values can be described as a two-dimensional system in terms of Schwartz's theory. Recent research in cross-cultural psychology suggests that in spite of value diversity, there is also a pan-cultural consensus on the importance of values. Drawing on Schwartz's theory, this symposium attempts to examine empirical research on values in relation to central issues in moral psychology and education. How should we define moral values? In what sense are moral values universal or culturally relative? Which values, if any, are related to the ethic of care and its development? Are there values that predict progress in justice reasoning? Are individuals' value priorities related to their tendency to feel empathy, guilt, or shame? Are environmental values moral values? Do moral values predict environmentally friendly behaviour? What role do values play in the judgement–action relationship? What are the implications of these empirical findings for moral education in schools and institutions of higher learning?

A Lesson from the International Civic Citizenship Study (ICCS): the Perception of Asian Students on Political Trust, Religion and Citizenship

Chair: Kerry J. KENNEDY, Hong Kong Institute of Education, P. R. China

1. Political Trust among Adolescents in Asia
Presenter: Kerry J. KENNEDY; Co-authors: Magdalena M. C. MOK and Michael Y. W. WONG
Hong Kong Institute of Education, P. R. China

2. A Case Study of Hong Kong Students' Perceptions of Religion
Presenters: Chris H. W. CHEUNG and Kerry J. KENNEDY, Hong Kong Institute of Education, P. R. China

3. Are there 'Asian' Citizenship Values?
Presenters: Kerry J. KENNEDY, Chris H. W. CHEUNG and Joseph K. F. CHOW, Hong Kong Institute of Education, P. R. China

This symposium will serve as a follow-up session to the other ICCS-related symposium, 'What Can We Learn from the International Civic and Citizenship Study (ICCS)?' This symposium will move from an overview of the ICCS to focus on analysing data from the Asian Regional Module of the ICCS survey. The data are collected from five Eastern and South Eastern societies which have participated in ICCS, namely, Hong Kong, Indonesia South Korea, Taiwan and Thailand. Drawing on an analysis of data from the Main Survey and the Asian Regional Module of the International Civic and Citizenship Study (ICCS) we shall discuss the perception of students from these societies on different perspectives, including political trust, religion and citizenship. The first paper shows how multi-level statistical analyses can reveal the role of schools in building political trust among students in five Asian societies. The second examines the perceptions of Hong Kong students from different religious backgrounds to religion and the impact on students' behaviour. Lastly we consider the responses of students from five Asian societies concerning what are thought to be 'typical' moral and civic issues in Asian contexts (e.g. attitudes towards *guanxi*, obedience to authority and attitudes towards politicians' personal morality). New information on Asian students' attitudes is provided and the implications generated suggest further lines of inquiry in more detailed studies across these Asian societies on the issues discussed.

Sex Education as Moral Education: New Framings, New Contexts

Chair: Sharon LAMB, University of Massachusetts, USA

1. The Underlying Ethics in Sexuality Education with Regard to Vulnerable Groups
Presenter: Sharon LAMB, University of Massachusetts, USA

2. Ethical Parenting of Sexual Youth
Presenter: Laina Y. BAY-CHENG, University at Buffalo, USA

3. Toward a Pedagogy of Ethical, Sexual Pluralisms
Presenter: Stephanie TROUTMAN, Berea College, USA

Since the 1997 *JME* issue on sex education as moral education, various moral philosophers and researchers have continued to pursue this topic. This symposium brings together scholars in psychology and education to examine the construction of sexuality education today, raise questions with regard to what areas are lacking, and to provide guidance for a future in sexuality education that takes into consideration democratic principles, ethics, social construction of sexuality, and parents' responses to such. The first paper introduces an ethics-based sexuality curriculum and asks what ethical issues are important in sexuality education with regard to vulnerable groups. The second paper examines how parents can enable the sexual potential and development of youths when social conditions, including classroom sexuality education, might work against these goals. The third paper demonstrates how, in an undergraduate classroom, an assignment led students to reflect on their sexual education, use that reflection as a basis for new knowledge production, and use the classroom and assignment as a guide toward critiquing previously held beliefs about sex and sexuality. Each of these papers explores ethical issues with regard to sexuality education and brings them into new contexts—with vulnerable populations, with parents, and with a classroom aimed at intersecting. The ethical theme that is threaded throughout each presentation is that of democratic education.

Educating Values, Spirituality and the Whole Person: Cultivating the Humanity of Teachers and Students

Chair: Roger H. M CHENG, Chinese University of Hong Kong, P. R. China

1. Becoming Values Educators: Values Education Stories of My Students, My Colleagues and Me
Presenter: Charis, Wing-shan CHEUNG; Author: Jenny Y. Y. THONG, Chinese University of Hong Kong, P. R. China

2. When Students Become Teachers: Putting Theory into Practice in Value Thinking
Presenters: May M. L. NG and Lung Chiu CHAN, Chinese University of Hong Kong, P. R. China

3. The 'InSpirEd' Project: Introducing Spirituality in School Culture
Presenter: Thomas T. T. KWAN, Chinese University of Hong Kong, P. R. China

4. Where Value Meets Life: Reflections on a Hong Kong Government-Commissioned School Development Programme on Life Education
Presenter: Roger H. M. CHENG, Chinese University of Hong Kong, P. R. China

Being a cosmopolitan city in East Asia, Hong Kong's local culture has been heavily influenced by modern techno-economic globalisation trends, from which our education cannot be immune. In response to the learning needs arising from the changing moral landscape within and beyond the educational settings in Hong Kong, the MA Programme on Values Education (MVE), at the Chinese University of Hong Kong, has taken on a pioneering role in offering professional development opportunities for local teachers since its inception in 2006. Gradually, through the efforts of its teaching staff and students, the MVE Programme has branched out and formed connections with a wider audience, including teachers and students in local schools, as well as the general public. Some may even say that it has evolved into an allied effort endeavouring to counteract the dehumanising educational trends in Hong Kong, which have been reinforced by waves of uncoordinated educational reforms and the dominant capitalistic culture. In this symposium the MVE team of educators-cum-researchers would like to share with moral educators around the world on how the humanity, to which we aspire, can be cultivated through different levels of professional engagement in education. The MVE experience may serve as a useful example of how tertiary institutions can get themselves involved, not only theoretically but practically, in cultivating the morality of students and teachers alike. The challenges encountered may also serve as a diagnosis of the educational predicament of the contemporary world.

Clamping down on the Happy Victimiser: a Plan for Concerted Action

Chair: Gerhard MINNAMEIER, Goethe University Frankfurt/Main, Germany

1. A Proper Moral Stage for the Happy Victimiser and the Inferential Approach to Situation Specificity
Presenter: Gerhard MINNAMEIER, Goethe University Frankfurt/Main, Germany

2. The Role of Motivational and Volitional Processes on the Way to Acting Morally—an Action-based View on the Happy Victimiser Phenomenon
Presenter: Karin HEINRICHS, Goethe University Frankfurt/Main, Germany

3. The Happy Victimiser Phenomenon and the Central Role of Moral Emotions
Presenter: Brigitte LATZKO, University of Leipzig, Germany; Co-author: Eveline GUTZWILLER-HELFENFINGER, PHZ Luzern, Switzerland

Discussant: Tobias KRETTENAUER, Wilfrid Laurier University, Canada

Several attempts have been made to explain the so-called Happy-Victimiser phenomenon (HV), the most prominent of which is perhaps Nunner-Winkler's hypothesis that children possess all the relevant moral knowledge, but lack the complementary moral motivation. Others, however, have argued that the sharp distinction between cognition and emotion is inappropriate, because they seem to be two sides of the same coin rather than two distinct components of moral functioning. They say that the development of a moral self is the key to both understanding and overcoming happy victimising. However, other explanations are also offered, for example seeing the HV as a form of moral reasoning that is largely equivalent to Kohlberg's Stage 2 in the heteronomous 'Type A' form. These different approaches will be tested in a conjoint effort and an integrated and concurrent research design, which is presented in this symposium. The presenters will explain their theoretical stances and develop their empirical hypotheses with respect to the common research design. The first paper takes a cognitive perspective with a stage-developmental explanation; the second an action-based perspective with a volitional explanation; and the third an emotion-theoretical perspective with an explanation based on emotional development.

Cultivating Morality through Mentoring

Chair: Nancy NORDMANN, National Louis University, USA

1. Mentoring in the Context of Consultation
Presenter: Nancy NORDMANN, National Louis University, USA

2. Mentoring in the Context of Graduate Education
Presenter: Stephen J. THOMA, University of Alabama, USA

3. Mentoring Junior Faculty in the Context of Academic Colleagueship
Presenter: Muriel J . BEBEAU, University of Minnesota, USA

Among academics it is not uncommon to hear that not a day goes by without thoughts of a valued mentor. A discussion of mentoring as practised by academics in the field of moral education and development offers the opportunity to examine mentoring informed by a lifetime of research and reflection on morality. James Rest who developed the Defining Issues Test of moral judgement and conceptualised and elaborated the four-component model of moral processes was a valued mentor to a current generation of prominent researchers in moral development and education, who are themselves mentoring the next generation of researchers in the field. Two researchers mentored by Rest and with whom Rest worked closely—Stephen Thoma and Muriel Bebeau—have significant experience from which to engage in an insightful discussion of Rest's work and influence in informing and cultivating morality. The presenters will address the general reach of Rest's work and its specific expression in Rest's mentoring of students and colleagues. The presenters will identify significant elements of Rest's mentoring and philosophy of mentoring along with the effect of Rest's mentoring on their lives, work and mentoring practices. The presenters will relate outcome effects on the lives and work of their students.

What Can we Learn from the International Civic and Citizenship Study (ICCS)?

Chair: Fritz OSER, University of Fribourg, Switzerland

1. Introduction to ICCS 2009
Presenters: Kerry J. KENNEDY[a] and Fritz OSER[b]
[a]Hong Kong Institute of Education, P. R. China; [b]University of Fribourg, Switzerland

2. Asian Conceptions of Civic Competence
Joseph K. F. CHOW and Kerry J. KENNEDY, Hong Kong Institute of Education, P. R. China

3. Levels of Performance: What Does it Mean if Politics and Morality Conflict with Each Other?
Horst BIEDERMANN[a] and Fritz OSER[b]
[a]University of Flensburg, Germany; [b]University of Fribourg, Switzerland

This symposium will draw on different perspectives and approaches to analysing the data available from the International Civic and Citizenship Study (ICCS) to study adolescents' citizenship and moral understanding. We will also evaluate the implications of the results for moral education and moral development in the future. One part of the symposium will focus on discussion of the five Eastern and South Eastern societies that have participated in ICCS, namely, Hong Kong, Taiwan, South Korea, Indonesia and Thailand. Another part will deal with the European results, especially those from Switzerland and Liechtenstein. We will discuss content issues, measurement issues and the issues of the relationship between civics and morality. In a third part we will also throw light on Rasch modelling problems with respect to civics and morality. The performance levels here—and this may be a fundamental question—may not make sense because of the quality (and not quantity) dimension of morality itself.

The Linnaeus Project: How to Attack Stupidity and Cultivate Morality within Teacher Education

Chairs: Anna M. TAPOLA[a] and Brigitte LATZKO[b]
[a]Linnaeus University, Sweden; [b]University of Leipzig, Germany

1. The Linnaeus Project – Background, Aim, Research Activities and Cultivating Morality
Presenter: Brigitte LATZKO, University of Leipzig, Germany

2. The Discourse of Xenophobia: a Hindrance for Pre-service Teachers' Global Engagement
Presenter: Anna M. TAPOLA; Co-author: Lena FRITZEN, Linnaeus University, Sweden

3. V*a*KE in Teacher Education
Presenter: Alfred WEINBERGER, Private University College of Teacher Education of the Diocese of Linz, Austria

Co-authors: Angela GASTAGER[a] and Jean-Luc PATRY[b]
[a]University College of Teacher Education Styria, Austria; [b]University of Salzburg, Austria

Discussant: Helen HASTE, Harvard Graduate School of Education, USA

The Linnaeus International Project on Integrative Approaches within Teacher Education is a new research initiative with a European basis. The project's overarching aim is to investigate preconditions within teacher education for addressing major threats against humanity and human living conditions—not least in the light of a growing world population of seven billion. This assignment involves aspects of both morality and education as matters of study. The project is linked to the UN Millennium Development Goals and the UNESCO-supported programme called Education for All. The project was initiated in 2009, and is coordinated from Linnaeus University, Sweden. The project involves six partner projects, 21 researchers, 13 European universities, and eight European countries (Austria, Cyprus, Germany, Greece, Norway, Poland, Sweden and Switzerland). The purpose of this symposium is to present and discuss the project as a whole, its background, partner projects, ongoing research activities, and report on two studies that are associated with this framework.

Moral Learning: Integrating the Personal, Professional and Political

Meet the authors of the Journal of Moral Education's 40th anniversary special issue
Chair: Monica J. TAYLOR, Editor *JME*; Institute of Education, University of London, UK

Presenters: Dwight BOYD[a], Yen-Hsin CHEN[b], Brian GATES[c], Helen HASTE[d], Ann HIGGINS-D'ALESSANDRO[e], Kristján KRISTJÁNSSON[f], Chi-Ming (Angela) LEE[g], LI Maosen[h], Gay Garland REED[i], Derek SANKEY[j] and Sharlene SWARTZ[k]

[a]Ontario Institute for Studies in Education, University of Toronto, Canada; [b]Chung Cheng University, Taiwan; [c]University of Cumbria, UK; [d]Harvard Graduate School of Education, USA; [e]Fordham University, USA; [f]University of Iceland, Iceland; [g]Taiwan Normal University, Taiwan; [h]Renmin University of China, P. R. China; [i]University of Hawai'i, USA; [j]University of Sydney, Australia; [k]Human Sciences Research Council, South Africa

As moral educators we are more used to teaching others and researching their learning and moral development than to reflecting on our own moral learning. We are not just professionals with an interest (and supposedly some expertise) in morality and education, we also have gendered and culturally differentiated personal and professional lives, in which there are moral issues, puzzles, conflicts. We are situated in diverse political and institutional contexts whilst participating in an interdisciplinary professional field and interacting in an increasingly globalised world. How do we integrate the personal, professional and political in our moral learning? In the *JME*'s 40th anniversary special issue, published in September 2011, 15 invited contributors, at different stages in their careers, from a range of disciplinary and cultural backgrounds, and from around the world, offer their academic analytic autobiographical reflections. Through their stories, narratives, analyses, questions and concerns, and across many diverse topics central to moral education, we see how they each confront their own moral learning—personally, professionally, politically. This session offers an opportunity to meet 12 of the special issue authors, who will each briefly present what they consider to be the key idea of their papers. The audience is invited to comment and to raise questions about the observations, experiences, issues and challenges the 40th special issue authors have generously shared with us and to consider how moral education and the *JME* and our field might, in future, take more account of the interrelation of the personal, professional and political.

40 years of the *Journal of Moral Education* (*JME*): its Contribution to Moral Education and Development

Chair: Stephen J. THOMA, Chair Editorial Board *JME*; University of Alabama, USA

1. Introduction
Presenter: Stephen J. THOMA, Chair Editorial Board, *JME*; University of Alabama, USA

2. *JME*'s Origins, Policies and Practices
Presenter: Brian GATES, member of *JME* Editorial Board since 1985 and former Chair of Editorial Board and Trust (1999-2006), University of Cumbria, UK

3. Moral Education Trends – a 40-Year Analysis and Interpretation of *JME* (1971-2011)
Presenters: Chi-Ming (Angela) LEE[a] and Monica J. TAYLOR[b]
[a]Taiwan Normal University, Taiwan; [b]Editor *JME* (1976-2011), Institute of Education, University of London, UK

4. An Interview with the Editor — Monica Taylor in Conversation with Brian Gates

In this symposium we review and reflect on 40 years of the *Journal of Moral Education* (*JME*), evaluating its contribution and the trends in moral education and development it records. The *JME*'s origins and evolving policies and practices will first be outlined as a context for a major project of content analysis of over 1000 articles published in *JME*, 1971-2011. The project's objectives were: to discover the trends in moral education (i.e., disciplinary approaches, key topics, research methodologies and educational levels) as represented by these articles; and to demonstrate the international evolution of the journal, through the writings of its contributors and commissioned special issues. We seek to embed this quantitative analysis in a qualitative review of key *JME* documents and interpretation based on the historical memory of the *JME* Editor. These analyses identify important areas of ongoing concern, main research trends, changes over time, and neglected areas of research in the field of moral education and development. We appraise the limitations of the analysis process, offer a critical commentary on our findings and make some suggestions for future research. This presentation will be followed by an interview with the retiring Editor reflecting personally, professionally and politically on 35 years of editing *JME*. There will be opportunity for audience questions and comments.

Norms for DIT-2 across the United States from 2005 to 2009

Chair: Stephen J.THOMA, University of Alabama, USA

1. Education/Age Trends in Moral Judgement: a Norms Report of DIT-2
Presenter: Hong JIANG; Co-authors: Stephen J. THOMA, Yangxue DONG and Wei LIU
University of Alabama, USA

2. The Effects of Political Ideology and Religion on Moral Judgement: DIT 2 Norms from 2005 to 2009
Presenter: Wei LIU; Co-authors: Stephen J. THOMA, Hong JIANG and Yangxue DONG
University of Alabama, USA

3. Regional Norms for DIT-2 from 2005 to 2009
Presenter: Yangxue DONG; Co-authors: Stephen J. THOMA, Wei LIU and Hong JIANG
University of Alabama, USA

Defining Issues Test Revision 2 (DIT-2) is one of the most widely used instruments that measures moral judgement—the psychological construct which describes the process that people engage in to determine right or wrong actions in different situations. Since its development in 1998, the normative information for DIT-2 schema scores was generated by reporting P score (Post-conventional moral schema score) and N2 index (outperforms the P score for construct validity) across gender, educational level and region within the United States. The current studies not only demonstrate consistency in scoring but also indicate new trends by looking at the archived database housed at the Office for the Study of Ethical Development from 2005 to 2009 (652 datasets and 53261 responses have been included for educational variation; 563 data sets and 46578 responses for regional and political ideology analysis). Generally, educational level and age are consistent predictors for moral judgement explained by P and N2 scores; there are major variations across regions associated with political attitudes and educational level. Moreover, the cross effects of social and political ideology which are divided into different levels indicate new implications for education.

Twenty Years On: New Russian Approaches to Moral Education and Character Formation

Chair: Tatyana TSYRLINA-SPADY, Regional Open Social Institute, Kursk, Russian Federation

1. Russian Approaches to Developing Children's Subjectivity: Theory and its Applications
Presenter: Liubov KLARINA, Russian Academy of Education, Moscow, Russian Federation

2. Developing Interest in Constructive Communication as Part of the High School's Moral Education
Presenter: Sergey POLYAKOV, Ulyanovsk State Pedagogical University, Russian Federation

3. College Graduates: New Standards and New Expectations
Presenter: Polina PALEKHOVA, Moscow Banking School of the Bank of Russia, Russian Federation

In 1992 new democratic Russia adopted a new law 'On Education' which intended to restructure education and make it a 'seedbed of new ideas in a free society', with an orientation towards common human values, openness to the world, child-centeredness and child development. Today, the country is revisiting the process, launching a new education reform and discussing another education law that is partially based on the achievements of the past years. Thus it is reconsidering original principles, including basic personal and social values, and state education standards, which, in turn, have brought about new approaches to providing school instruction, moral education and character formation, and which, so far, have earned bitter criticism from different social groups. The chair will briefly introduce and discuss these new approaches and state expectations of school and college graduates. The concept of 'Russian civic identity', based on such values as patriotism, social solidarity, personal

and national freedom, trust of people and social institutions, diligence and traditional Russian religions will also be introduced and analysed. The symposiasts will further elaborate and discuss some important research-based aspects of developing children's subjectivity at the kindergarten-elementary school level, the interest and ability to create and sustain constructive communication among high school students, and cultural and professional competencies among college students. The symposium will also allow for interactive discussion with the audience.

Education and Humanism: Linking Autonomy and Humanity

Chair: Wiel VEUGELERS, University of Humanistic Studies/University of Amsterdam, The Netherlands

1. A Humanist Perspective on Moral Development and Citizenship Education
Presenter: Wiel VEUGELERS, University of Humanistic Studies/University of Amsterdam, The Netherlands

2. Moral Education from a Humanist Perspective
Presenter: Maria Rosa BUXARRAIS; Co-author: Francisco ESTEBAN , University of Barcelona, Spain

3. The Moral Side of Education: Helping Teachers to Develop a Moral Perspective on Teaching
Presenter: Yvonne LEEMAN, University for Humanistic Studies/Windesheim University for Professional Studies; Co-author: Willem WARDEKKER, VU University Amsterdam, The Netherlands

Discussant: Fritz OSER, University of Fribourg, Switzerland

Education is a moral enterprise that shapes human development. The pedagogical visions of educators can be inspired by different worldviews, cultural experiences and political ideas. Moral values are at stake at the level of educational systems, of schools and of individual teachers. At each of these levels articulations of moral values, pedagogical goals and suggested practices can be made. This symposium brings together authors who are inspired by humanist ideas. Humanism is an open world view that stresses personal autonomy and humanity. Within humanism there is diversity in thinking, and ideas are developing under different cultural, social and political conditions. Education from a humanist perspective focuses on developing rationality, autonomy, empowerment, creativity, affections and a concern for humanity. This concern for humanity expresses a relation to other people. This social component can range from empathy to solidarity, and from a person's own community to the global world. Appreciating diversity and democracy are humanist ways of living together as human beings. Education supports persons in their development. The presenters in this symposium all address issues of developing autonomy and humanity in educational practices. Each of the papers from *Education and Humanism* tries to link theory and practice, either by making theoretical ideas more practical or by using practical experiences and concerns to rethink theoretical notions.

Global Citizenship: Negotiating Personal Identity in a World of Multiple Moralities

Chairs: Xiao-lei WANG, Pace University, USA and Minkang KIM, University of Sydney, Australia

1. Global Citizenship in the 21st Century: the Contribution of a Hybrid Generation
Presenter: Robin SAKAMOTO, Kyorin University, Japan

2. Homelessness and the Global Citizen's Moral Compass: a Cognitive Process of Conceptual Integration
Presenter: Derek Worley PATTON, University of Melbourne, Australia

3. Life as Journey: in Search/Re-search of My Identities
Presenter: Sou Kuan VONG, University of Macau, P. R. China

4. Education of Global Citizens in School and Home
Presenter: Vishalache BALAKRISHNAN, University of Malaya, Malaysia

Discussant: Derek SANKEY, University of Sydney, Australia

Although globalisation brings innumerable benefits, it comes with many challenges. How to deal with the complexity that globalisation entails is a demanding task for global citizens. The middle-voiced theoretical framework can help us in the process. This framework shifts the focus from the subject/object or I/them relation to the location of the subjects within their actions. Thinking medially about global citizenship enables us to embrace the notion that we no longer live in an 'either/or' society, but a 'both-and-more' global community. Such an approach acknowledges the challenges of the globalisation process, and allows us to conceptualise globalisation as an ever-evolving and negotiating process, changing us as we involve ourselves in it. As a part of a book project in progress, the authors use their personal global encounters to explore such questions as 'What does it mean to be a global citizen?', 'What is the role of each global citizen in contributing to this dynamic

process?', 'How do we negotiate our different worldviews and moral values, and search for common principles underlying all morality?', and 'How do we nurture global citizenship in the school and home contexts?'

Examining Chinese Moral Education: New Perspectives

Chair: Tianlong YU, Shandong Normal University, P. R. China

1. Teachers' Perceptions of Responsibility towards Moral Education in Basic Education in the Chinese Mainland
Presenter: WANG Fuyan, Shandong Normal University, P. R. China

2. Civic Moral Education Based on the Characteristics of Civil Society in China
Presenter: TANG Hanwei, Shandong Normal University, P. R. China

3. Educating for World Citizens in Chinese Schools: a Moral Imperative
Presenter: Tianlong YU, Shandong Normal University, P. R. China

Discussant: Dwight BOYD, Ontario Institute for Studies in Education, University of Toronto, Canada

It is said that the 21st century is the Chinese century. As the world watches, China is reinventing itself on a scale and speed never before seen in history. Chinese education is undergoing significant transformations and changes in all its territories, including in moral education. Divergent, new, and critical perspectives permeate scholarly discussion on moral education. Researchers and educators alike not only question the Communist over-emphasis on political education but also explore many other crucial issues, such as the influences of both the country's own moral traditions and Western ethical ideas. Old faces new; East meets West. Moral education is filled with struggles, challenges, possibilities, and hopes. This symposium provides a fresh glimpse into this fascinating reality by focusing on some of the most important issues facing the field: new challenges to the enduring understanding of the teacher as moral educator; moral education reform in the context of civic society formation, and cultivating virtues for world citizenship. Drawing on new perspectives and research methodology, this symposium offers an exciting example of the new developments in the scholarship on Chinese moral education.

Are the Objectives of Moral Education in China and the USA Different or the Same?

Chair: Helen HASTE[a]
Presenters: Helen HASTE[a], Xu ZHAO[a], SANG Biaob and XU Lin Fen[b]
Co-author: Robert SELMAN[a]
[a]Harvard Graduate School of Education, USA; [b]East China Normal University, P. R. China

Historically China and the USA have different philosophies of morality and objectives for moral education. Economic developments in China shifted an emphasis from collective social values to a more individualistic and competitive perspective. The one-child family policy changed learning cooperation with siblings to the peer context, which, however, is affected by competition. Community obligation in China is reflected in the explicit confluence of moral and civic education. A prominent social value is self-regulation. In the USA the ethos of autonomy and individualism also forefronts competition, as well as the importance of expressing one's views, while also promoting mutual support especially in the local community. Self-regulation provides the moral force for an entrepreneurial spirit. These are evident in the agenda of the USA's moral education. Civic education is seen as somewhat separate from moral education; the former is in the public domain, and the latter, the private domain; this is increasingly being questioned. In this roundtable, the presenters will briefly introduce perspectives from their work, which address aspects of these points, leading to open discussion amongst the roundtable's participants about difference and similarity and implications for future education.

Cultivating Citizenship Education

Chair and Presenter: Yvonne LEEMAN[a]
Co-author: Willem WARDEKKER[b]
[a]University for Humanistic Studies/ Windesheim University for Professional Studies, The Netherlands; [b]VU University Amsterdam, The Netherlands

At this roundtable the theoretical principles, design and preliminary results of the first year of a project aimed at developing meaningful citizenship education by small groups of teachers in schools of secondary education in The Netherlands will be presented and discussed. The focus is on realising possibilities for citizenship education grounded in a view of the aims of education that starts from the contribution of education to the development of students into democratic, social, responsible and critical citizens. This project has been inspired by earlier design-based research we conducted into the professionalisation of teachers in moral education. The aim of the roundtable is to exchange views and insights with people working on or knowing about similar projects. After an introduction into the project questions for exchange and for discussion will be presented to the participants.

Using Moral Education Textbooks in Classrooms

Chair: Mayumi NISHINO[a]
Presenters: Mayumi NISHINO[a], Vishalache BALAKRISHNAN[b], Heesun CHANG[c], Yen-Hsin CHEN[d], Kun ASTUTI[e], TAN Chuanbao[f], LIU Ciling[g], May M. L. NG[h] and Sou Kuan VONG[i]
[a]National Institute of Educational Research, Japan; [b]University of Malaya, Malaysia; [c]Seoul National University, Korea; [d]Chung Cheng University, Taiwan; [e]Yogyakarta State University, Indonesia; [f]Beijing Normal University, P. R. China; [g]Shanghai Normal University, P. R. China; [h]Chinese University of Hong Kong, P. R. China; [i]University of Macau, P. R. China

In conducting a moral education class, textbooks are one of the main resources for teachers and play a key role. Therefore, developing good textbooks to meet the demands for more interesting and inspiring teaching has been a big concern for educators. Each country and region has developed its own way of exploiting materials and studies have been made on how to utilise them in the classroom as a means to teaching morality and values. In this roundtable discussants are invited to bring along examples of moral education textbooks for primary schools and briefly explain their characteristics. There are also countries and regions where textbooks are not used in the moral education class. We expect that comparing the contents and methods of using textbooks in each country and region will contribute to recognising both common features and also the diversity of textbooks and to identifying issues and tasks we have to tackle for developing good materials in moral education.