

APNME 4<sup>th</sup> Annual Conference

# Asia Pacific Network for Moral Education

4<sup>th</sup> Annual Conference

*Interdisciplinary Perspectives on Moral Education*

**22~24 May, 2009**

Hoam Convention Center  
Seoul National University  
Seoul, Korea

• Sponsored by



• In association with the *Journal of Moral Education*



## Welcoming Message

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### **Dear Friends in Moral Education**

As President of The Moral Psychology Research Institute in Seoul National University, may I offer you a very warm welcome to the 4<sup>th</sup> APNME Conference, which will be held at the Hoam Convention Center, Seoul National University, Korea, from 22-24 May 2009.

The title of the conference is “**Interdisciplinary Perspectives on Moral Education.**” This theme invites the presentation of work in the field of moral education that relates to the various academic disciplines and encourages participants to exchange their perspectives across disciplinary boundaries.

This is a timely focus, with moral education needing to constantly keep pace in an ever-changing world, and it is hoped that this conference will highlight emerging issues, create new platforms to promote scholarly communication and establish new initiatives in moral education across the Asia Pacific region.

I sincerely hope you will participate in this conference and provide us with your valuable ideas and experiences.

I look forward to welcoming you, when you attend this conference in Seoul.

**Professor Moon, Yong-Lin**

President, Moral Psychology Research Institute  
Seoul National University, Seoul, Korea



P/R/O/G/R/A/M

**Thursday 21<sup>st</sup> May (Hoam Faculty House)**

17:30~18:45 APNME Annual General Meeting [Lily room at Hoam Faculty House]  
19:00 Welcoming Dinner

**Day 1: Friday 22<sup>nd</sup> May (Marronnier Room, Hoam Faculty House)**

08:45~09:15 **Opening Session** Facilitator: Minkang Kim  
Welcome to Seoul National University and the Fourth Annual Conference of APNME  
Greetings: Jin Shenghong (Chair, APNME)  
Yong-Je Woo (Chair, Department of Education, SNU)

09:15~09:40 The Need for Moral Development and Moral Education Research in Korea  
Presenter: Yong-Lin Moon (President of the Moral Psychology Research Institute)

09:40~11:00 **Session 1. Regional settings for Moral Education: Japan, Mainland China, Asia Pacific**  
Facilitator: Xiao-lei Wang

- Objectives and content of moral education in Japan Nobumichi Iwasa / 3
- The principal values of Chinese adolescents today: A psychological view  
Guozhen Cen / 4
- Introducing the Dynamic Systems Approach (DSA) to moral development and moral education: philosophical, psychological and neurobiological perspectives  
Minkang Kim / 5

11:00~11:30 Coffee Break and Group Photograph

11:30~12:25 **Session 2. Parallel Sessions**  
**Parallel Session A: Moral Education and Pedagogy** [Marronnier room]  
Facilitator: Guoxi Gao

- Teachers' beliefs on implementing character education Hui-Mei Chen / 9
- Shaping morality through art and culture Kun Setyaning Astuti / 10

**Parallel Session B: Child Development and The Ethics of Care**

[Water lily room]

Facilitator: Robin Sakamoto

- Inner moral dynamics in the ethics of care: adding the inner-child theory in discussion Chih-Hua Fang / 11
- Early childhood moral development through language Derek Patton / 12

12:30~13:30 Lunch

13:30~15:00 **Session 3.**

**Paper Symposium: A Reflection on Taiwan's Moral and Character Education in Challenging Times**

Organiser and Chair: Angela Chi-Ming Lee

Discussant: Monica Taylor, Editor (Journal of Moral Education)

- The development and reflection of moral and character education in Taiwan's elementary schools (Presented by Angela Chi-Ming Lee)  
Chieh-Lin Fu & Ching-Yu Hsue / 15
- Action research for curriculum development on character education in Taiwan  
Yen-Hsin Chen / 16
- The promotion of moral and character education in Taiwan and reflections on education policy, college education, and NGOs  
Yen-Hui Lee, Mei-Lien Hsuehu & Joyce Chu-Yin Yao / 17

15:00~15:20 Coffee Break

15:20~16:40 **Session 4. Parallel Sessions**

**Parallel Session A: Issues of Curriculum and Pedagogy: Indonesia, Japan and Korea**

[Marronnier room]

Facilitator: Edwin Koster

- Character education through life-skills development in Indonesia  
Darmiyati Zuchdi / 21
- Assessment by association method of a moral education lesson on a local topic in a mixed age class in Japan  
Kohtaro Kamizono / 22
- Utilizing the Virtues Project and Gestalt art therapy in improving interpersonal relationship capability of Korean adolescents Jungkyu Kim / 23

**Parallel Session B: Some Current Ethical Issues**

[Water lily room]

Facilitator: Gay Garland Reed

- Law, morality and neuroscience: Some interdisciplinary perspectives  
Chris Drake & Derek Sankey / 24

- An exploration of ethical issues raised by genetic technology and its implications for civic and moral education Pei-Yu Lee / 25
- The financial crisis and moral education Fumiyuki Ohnishi / 26

16:40~18:00 **Session 5. Parallel Sessions**

**Parallel Session A: Curriculum Issues** [Marronnier room]

Facilitator: Jane Hongjuan Zhang

- A Meta-analysis of research on moral skill training in Japan Yasunari Hayashi / 29
- The role of narrative research in moral education Dorothea Hancock / 30
- The theory and practice of general education Yu-hui Chen / 31

**Parallel Session B: Philosophical Issues** [Water lily room]

Facilitator: Laurance Splitter

- An ethics of care and its implications for school ethics in the Taiwanese elementary school Yu-Hsuan Kao / 32
- Reconsidering democracy in a globalizing world: John Dewey's legacy Jessica Ching-Sze Wang / 33
- Moral experience and moral growth: John Dewey's ideas on moral Education Shenghong Jin / 34

18:30 Dinner [Shangri-la hall]

**Day 2: Saturday 23<sup>rd</sup> May** (Education Information Center, Bldg 10-1)

08:30~09:50 Breakfast & Poster [1 Floor Lobby]

09:50~10:45 **Session 6. Role Models and Moral Leadership, in Society and at Home** [Room 101]

Facilitator: Nobumichi Iwasa

- Obama as a moral leader: Reflecting on notions of moral leadership from Confucian thought to the new science Gay Garland Reed / 37
- When a lie is not a lie: Chinese working-class mothers' interpretations of their transgression of honesty Xiao-lei Wang / 38

10:45~11:00 Coffee Break

- 11:00~11:55 **Session 7. Parallel Sessions**
- Parallel Session A: Existential Issues** [Room 101]  
Facilitator: Chris Drake
- I am, we are Cilin Liu / 39
  - What do we live for? What do we live with? Guoxi Gao / 40
- Parallel Session B: Professional Issues** [Room 103]  
Facilitator: Minkang Kim
- Serving public or serving business? The ethical problem of product placement in journalism in Taiwan Huei-Ling Liu / 41
  - The relationship between moral intensity, moral philosophy and ethical behavior intentions: An exploratory study of physicians' responses to ethical dilemmas I-Ling Ling / 42
- 11:55~12:50 **Session 8. The Development of Moral and Historical Consciousness** [Room 101]  
Facilitator: Derek Sankey
- Comparison of moral consciousness between Chinese, Korean and Japanese students by association method Kohtaro Kamizono / 43
  - The development of historical consciousness: an interdisciplinary and intercultural study of World War II in education today Helena Meyer-Knapp / 44
- 13:00~19:00 **Communal Time: Group Visit to the De-Militarised Zone (DMZ), border with North Korea**
- 19:00 Dinner (Sura-On, Korean Cuisine with traditional performance)

**Day 3: Sunday 24<sup>th</sup> May** (Education Information Center, Bldg 10-1)

- 08:40~10:00 **Session 9. Philosophy and Pedagogy** [Room 101]  
Facilitator: Jin Shenghong
- Philosophy as a turning-point in academic judgement learning Robert Boschhuizen / 51
  - Moral guidance for personal daily living Jane Hongjuan Zhang / 52
  - The importance of philosophy to moral education Laurance Splitter / 53
- 10:00~10:20 Coffee Break



- 10:20~11:40 **Session 10. The Good Citizen: Moral and Character Development** [Room 101]  
Facilitator: Kohtaro Kamizono
- Changes and continuities in the images of the good citizen as portrayed in school textbooks in the People's Republic of China (1997-2006)  
Thomas Tse / 57
  - Global citizenship as a possible indicator of moral development  
Robin Sakamoto / 58
  - Evaluating moral and character education: A framework and its application in Taiwan  
Angela Chi-Ming Lee / 59

- 11:40~13:00 **Session 11. Closing Symposium** [Room 101]  
The Role of APNME in the Future of Moral Education and Development  
Organiser and Chair: Monica Taylor, Editor (Journal of Moral Education)  
Panel Members: Yong-Lin Moon - Korea  
Shenghong Jin - China  
Nobumichi Iwasa - Japan  
Derek Sankey - Hong Kong/Korea

The aim of this symposium is to be forward-looking, exploring the possibilities for establishing the Asia Pacific as a region of excellence in moral education that is recognised worldwide. For the past half century, particularly given the substantial influence of Jean Piaget, Lawrence Kohlberg and others, the academic study of moral education has been centred in Europe and America. However, that need not be the case in the future. Just as the economic and industrial centres are rapidly moving East so, also, the Asia Pacific region has much to offer scholars and students of moral education. What, then, are the possibilities and are there any major obstacles? This symposium will be an exchange of views with a panel of speakers, each of whom has a strong commitment to this region and to moral education.

- 13:15 **Conference Ends**  
Optional Visit to the Changdeokgung (Royal Palace)

## Day 2: Saturday 23<sup>rd</sup> May [ Poster Presentation ]

08:30~09:50 1<sup>st</sup> Floor Lobby of Education Information Center

No	Presenters	Title
1	Jihye Lee	Stabilities and instabilities in the self-perception of moral personhood
2	Sungsook Hahn	Neurobiological perspective of social cognition development focused on facial expression: Normally developing children & children with autistic spectrum disorder
3	Sukyeong Seok, Jonghyun Ryu	The moral problems of student representative in a class
4	Jeong-ee Youn, Sumi Lee	Relationship between care for others and life satisfaction in elementary school students
5	Chae- yoon Uhm, Wan Hee Kim	Characteristics and profiles of young Go players' intelligence
6	Hsing Yuan Liu	Using service-learning to promote character education in Taiwanese universities
7	Hsin Wen Hu	Eliciting salient beliefs in research on the theory of planned behavior: Children's art therapy
8	Ya Hui Lin	Motivation for baseball fans' interest in major league baseball: A case study of CPBL
9	Ya Hui Lin	A study of job stress of inclusion education class teachers in kindergarten in Yunlin County
10	Suehyeon Paek	The Relation between daily Life Experience and subjective well-being in children
11	Yong-A Ji, Yoonjin Kim, Minkang Kim	The influence of dentists' professional development on dentist-patient communication
12	Mijeong Nam	Happy classroom where children light up
13	Hyunjoo Won	An exploration of the model for the professionalization of teachers
14	Sojeong Park, Choe Un Suk, Young Ha Park	The 5 strategies of Virtue-based moral education - The Virtues Project Korea
15	Heesun Chang	Analysis on elementary school teacher's character strengths and moral virtues perceived by in Korea

## Session 1.

### Regional Settings for Moral Education: Japan, Mainland China, Asia Pacific

Facilitator: Xiao-lei Wang



## Objectives and Content of Moral Education in Japan

Nobumichi Iwasa\*

Institute of Moralogy, Reitaku University

More than fifty years have passed since the introduction of a once-a-week “moral education hour” in the formal school curriculum in Japan, but people are not necessarily satisfied with its results. I consider that the Course of Study, the basic guideline for moral education in schools, has been partly responsible for such results. As the host of 2010 conference of the Japan Moral Education Society I chose “Re-examination of the Course of Study” as its conference theme. My paper will show problems to be discussed and my tentative alternative will be given. I would like to hear various comments from international participants.

## The Principal Values of Chinese Adolescents Today: A Psychological View

Guozhen Cen\*

Shanghai Normal University

Using a questionnaire, the status of the principal values of Chinese adolescents today have been surveyed, with a sample of 4243 middle school students, college and university students, and professional youths. The results showed that: (1) the significance of the fourteen principal values had three levels; (2) The significance evaluation among adolescents showed an individual trend. (3) Among fourteen values, there were social-orientation, the individual-orientation and a combined orientation. (4) Meanwhile, Chinese adolescents thought there were negative ideas corresponding to the principal values in society today. But most showed that they disagreed with those negative ideas and there were significant differences among these negative ones. (5) The different kinds of subjects showed some features respectively.

# Introducing the Dynamic Systems Approach (DSA) to Moral Development and Moral Education: Philosophical, Psychological and Neurobiological Perspectives

**Minkang Kim\*, Derek Sankey**

Seoul National University

Is ‘development’ a concept that properly belongs to mind and morality and, if it does, what account can we give of moral development now that the Piagetian and Kohlbergian notions of ‘invariant stages’ have largely been abandoned in developmental psychology?

This paper begins with the Asia Pacific region and looks outward to the world. It suggests that this region should begin to take a more leading role in moral education and then provides a brief overview of a paper jointly written by Minkang Kim and Derek Sankey which will be published in the *Journal of Moral Education* later this year. That paper is a response to the September 2008 Special Issue of the *JME*. It argues that the notion of moral development is fully justified, though it does not occur via invariant stages. Rather, each child is an emergent self organising organism in which development is highly variable, dynamic and often non-linear; a product of the brain and its development. By viewing each child as a self organising being and adopting the notion that moral development is dynamic and emergent from the predilection to value, this paper points towards a new account of moral development and new avenues for educational research and moral education in schools.





Session 2.

Parallel Sessions

Facilitator: Guoxi Gao, Robin Sakamoto



# Teachers' Beliefs on Implementing Character Education

Hui-Mei Chen\*

National Sun Yat-sen University

Character education has become an increasingly important issue in the 21st century. It seems, however, there is still a lack of research focused on how teachers implement character education. The purpose of this study was to investigate teachers' beliefs about implementing character education. The subjects were two elementary-school experienced teachers in Southern Taiwan. Qualitative research method was used for case study. Data were collected by semi-structured in-depth interviews and naturalistic observations. The strategy of analysis was thematic analysis. Through data analyses, teachers' beliefs of implementing character education were as follows: (a) religious beliefs; (b) individual personalities; (c) significant others; (d) religious groups.

## Shaping Morality Through Art and Culture

Kun Setyaning Astuti\*

Yogyakarta State University

One consequence of globalization is that cultural transformation occurs very fast. Individual idealism clashes with other parties' needs, which are macro in nature. A global view embraced by most people will form a paradigm that influences how phenomena are viewed and assessed. To anticipate cultural clashes, a person should have many optional attitudes, so that his actions can be accepted by people around him. It is possible to take a different stance when facing the same problem and taking the same stance when facing different problem. A person who can "push and draw" the principle appropriately will be able to adjust himself comfortably, so also the existence of a nation. A nation will be able to live harmoniously with other nations if that nation understands the need of other nations without sacrificing its own needs. To balance the different needs of many nations, the parties need to have agreement on a moral foundation. Understanding among nations can be reached if each nation can understand culture, both of its own cultures and cultures of other nations. Art is a reflection of the moral values of a nation, and the arts can be used as media to deliver moral messages.

## **Inner Moral Dynamics in the Ethics of Care: Adding the Inner-child Theory in Discussion**

Chih-Hua, Fang

Taipei Municipal University of Education

Since Nel Noddings proposed the ethics of care as an alternative, feminist theory within moral education, there has been much discussion of this notion.

This paper addresses two theoretical questions and raises a note of inspiration in the context of teachers' professional development. First, many people wonder what might be the main difference between the ethics of care and the ethics of Confucianism, because both emphasise valuing moral feelings. Second, scholars have questioned the contribution of the ethics of care to citizenship which places priority on valuing justice, and also the sentimental dimension of the ethics of care.

In this paper, the author argues that though the ethics of care is based on responding through affection, its theory is available to, and can be expanded in dialogue with, Confucianism and citizenship theory. The one inspiration relates to the integration of the ethics of care with inner-child theory in instructional design. That would contribute an alternative path to teachers' professional development in moral education.

## Early Childhood Moral Development Through Language

Derek Patton\*

University of Melbourne

This paper discusses the theoretical and research basis for understanding moral and social behaviour acquisition during interactions of children at home and in early childhood education settings from developmental understandings of social learning theory, ecological psychology theory and socio-cultural linguistic theory. Peter Fonagy's idea that there exists an Interpersonal Interpretive Mechanism (IIM) (Fonagy & Target, 2003), Noam Chomsky's idea that there is a genetically endowed biological language acquisition system (Universal Grammar) (Chomsky, 2006) which has led some to hypothesize that there is a Universal Moral Grammar (Mikhail, 2007), Marc Hauser's (2006) idea that we are biologically designed to have a moral sense which can be explained in terms of virtues (Haidt & Joseph, 2004; Peterson & Seligman, 2004), A.R. Luria's idea (2002) that a language system includes the wider and historical social system based partially on Vygotsky's "zone of proximal development" which facilitates moral development (Tappan, 1998) and Michael Halliday's idea that children construct social reality through intersubjective acts of meaning in learning their language and culture from significant adults (Bernstein, 1998; Halliday, 2004), provide support for the idea that interventions to create a more effective environment for moral development of children would likely be a whole-school/home culture change that includes language and interactional behaviour changes and is based on historically recognisable social constructs and values contained in concepts and social practices of the virtues common to all cultures.

## Session 3.

### Paper Symposium

Organiser and Chair: Angela Chi-Ming Lee

Discussant: Monica Taylor, Editor (*Journal of Moral Education*)





## **The Development and Reflection of Moral and Character Education in Taiwan's Elementary Schools**

Chieh-Lin Fu\*, Ching-Yu Hsueh

National Taiwan Normal University

The main purpose of this study is to explore the current development of moral and character education in Taiwanese elementary schools. Meanwhile, through the observations and reflections of the authors, several suggestions are provided for the promotion of moral and character education in schools. The current development of moral and character education includes three characteristics. First, there is no longer an independent moral education course; it has integrated into other learning areas. Second, schools have been constructed as moral communities, which strongly promote the idea of moral and character education by School-based Curriculum Development (SBCD). Last, with the participation of parents and non-governmental organizations in schools, their cooperation with schools helps promote the idea of moral and character education. According to the characteristics mentioned above, the authors reflected on several ways to assist moral and character education in schools, including the policies and atmosphere of moral and character education in schools, curriculum and teachers' instruction, the learning of students, and both teaching resources in schools.

## **Action Research for Curriculum Development on Character Education in Taiwan**

**Yen-Hsin Chen\***

National Chung Cheng University

The researcher aims to develop a moral education curriculum through encouraging team work in schools and improving the teaching of morality. This study is organized as a one-year action research project. The researcher and four primary teachers cooperate to develop the character curriculum and discuss some shared positive values. On the one hand, the researcher encourages these teachers actively to think how to design the character curriculum and use multiple ways of teaching and assessments. On the other hand, the researcher discusses with the teachers about their ideas and knowledge of moral education as well as sharing professional knowledge with colleagues through group development.

## **The Promotion of Moral and Character Education in Taiwan and Reflections on Education Policy, College Education, and NGOs**

Yen-Hui Lee\*, Mei-Lien Hsueh, Joyce Chu-Yin Yao

National Taiwan Normal University

Due to the rapid political and social changes as well as educational reforms, since the abolition of formal moral curricula beginning in 1998, Taiwan's moral and character education has been facing a number of challenges. As a result, the media, religious communities and non-governmental organizations have paid closer attention to moral and character education than ever before. The government has instituted several projects related to moral and character education to replace said subjects in the school schedule. Many schools have also added various moral and character curricula. However, there remain several issues of great concern, including: finding a suitable model of moral and character education for Taiwan's contemporary situation, able to integrate modern trends with traditional culture; examining the impacts and effectiveness of those established policies, curricula and implementations near the last decade; and seeing through improvement for a sustainable moral community with justice and caring and students' moral development in Taiwan's schools. This symposium offers three papers from different and complementary domains to discuss the above-mentioned issues. The first paper focuses on moral and character education of elementary schools based on reflections from two elementary school teachers. The second paper analyzes moral and character education in high schools from a teacher's perspective. The last paper examines the effects of moral and character education in college/university, official policies of Taiwan Ministry of Education, and the impact of programmes developed by religious communities and NGOs.



# Session 4.

## Parallel Sessions

Facilitator: Edwin Koster, Gay Garland Reed



## Character Education Through Life-skills Development in Indonesia

Darmiyati Zuchdi\*

Yogyakarta State University

The purposes of this study are: (1) to describe the praxis of character education through life skills development in various level of education, to explore the relation between the community context, institutional context, external factor, and the output, (2) to implement intervention on character education oriented to life skills, (3) to evaluate the output of character education, and (4) to integrate education, research, and advisement in the graduate program of Yogyakarta State University. The umbrellastudy is basically survey, while the studies of graduate students are case study, quasi experimental study, and R & D. The conclusions are as follows: (1) The Yogyakarta community context is conducive for character education. (2) The institutional context does not optimally support the process of character education. (3) The comprehensive strategy has been implemented but there is still a little portion of indoctrination. (4) The external influence comes to the students from peers, television, newspaper, and radio respectively. (5) The personal skills of elementary, junior, and senior high school students are in the middle category, while social skills are in the middle category for elementary school students and in the low category for junior, senior, and vocational senior high school students.

## **Assessment by an Association Method of a Moral Education Lesson on a Local Topic in a Mixed Age Class in Japan**

Kohtaro Kamizono\*, Kenji Morinaga

Nagasaki University, Shimoda Primary School

The association method revealed a task of moral education to raise awareness of reasons for the importance of life among pupils at Shimoda primary school in Japan. For the task, a moral lesson in a combined class with 1st grade pupils and 6th grade pupils is planned. Magpies were chosen as a teaching material, because a nest was found in a ginkgo tree on the school grounds. Findings from clinical tasks involving locally-centered topics and teaching materials can lead to deeper thinking about daily life, and understanding of global topics. The association method shows the result of the moral education lessons.



## **Utilizing the Virtues Project and Gestalt Art Therapy in Improving Interpersonal Relationship Capability of Korean Adolescents**

Jungkyu Kim\*

Sungshin Women's University

This paper is a proposal for combining the Virtues Project with Gestalt art therapy to be used in improving the interpersonal relationship capabilities of Korean adolescents. The concept of morality was discussed in the sense of a capability to relate effectively and harmoniously with others reflecting the different perspectives of philosophy, psychology, and culture. The necessity of moral education for adolescents in an industrialized and materialistic world was emphasized. The benefits and shortcomings of using the Virtues project for that purpose was investigated, and then its utilization in the frame work of Gestalt art therapy was introduced. The use of Virtues Cards in different phases of a Gestalt art therapy group, for example in the beginning stage, the middle stage, and the final stage was explained and also illustrated with different case examples.

## **Law, Morality and Neuroscience: Some Interdisciplinary Perspectives**

**Chris Drake\*, Derek Sankey**

Living Values Hong Kong, Seoul National University

What is the relationship between law and morality and how will these relate to present and future advances in brain science? This presentation engages in a cross disciplinary purview of some major issues. The relationship between law and morality is an old issue, originating when our forbears attempted to provide codes of practice for communal living. But, what is one's moral duty when faced with 'unjust' law (e.g. the dissident), or when one's legal duty conflicts with personal moral principles (e.g. the pacifist). The relationship of law and morality to brain science is very recent. It is just beginning to impinge on the courts; for example, in regard to witness testimony and the apportioning of blame. It will also impinge on education, for example in regard to enhancing memory and learning. In confronting the challenges they face, can and should moral educators find support for their work in the law and make greater use of its prevalence and broadly-accepted standards as a tool for moral education.

## **An Exploration of Ethical Issues Raised by Genetic Technology and Its Implications for Civic and Moral Education**

Pei-Yu Lee\*

National Taiwan Normal University

In this society, technology has played an important role. The purpose of this study is to discuss ethical issue regarding genetic technology and its implications for civic and moral education, by means of literature analysis. Firstly, the conception of technology will be described by the researcher in order to understand the background for genetic technology; secondly, the conception and situation for genetic technology will be discussed, and thirdly, the researcher will explore ethical issue based on Utilitarianism (such as Mill's perspective), Deontology (such as Kant's perspective) and the Theory of Justice (such as Aristotle's and Rawl's perspective). Finally, the researcher will explore the implications of this discussion for civic and moral education, focusing on the aspect moral, legal and human rights education.

## The Financial Crisis and Moral Education

Fumiyuki Ohnishi\*

Tokyo Future University

The Japanese Prime Minister Aso advocated a fixed amount of supply money as a plan to deal with the world financial crisis, once in 100 years. As a result of twists and turns, approval was given to the bill to regulate a fixed supply of money, though there was doubt about its effect. The people would be supplied 12,000 Japanese yen (120,000 Won) for children under 18 years old and aged over 65 years old 8000 yen added). A total of 48,000 yen will be supplied to child's home of four persons. This could become a problem in the home regarding the use of this money. How to possibly deal with the problems in moral education is discussed.

# Session 5.

## Parallel Sessions

Facilitator: Jane Hongjuan Zhang, Laurance Splitter



## **A Meta-analysis of Research on Moral Skill Training in Japan**

Yasunari Hayashi\*

Joetsu University of Education

We have proposed a "Moral Skill Training" as a new programme for moral education. I presented the programme in the first meeting of APNME. Some researchers verified its effect using a morality scale. In some cases, there are effects in the action side. But in others, it is effective in a formation of the inner side. The results of research are different. Therefore I would like to elucidate the effect of Moral Skill Training by a meta-analysis of research.

# The Role of Narrative Research in Moral Education

Dorothea Hancock\*

Queensland University of Technology

This paper explores the efficacy of narrative research in moral education. Our moral responses are motivated by sets of values and beliefs, or moral frameworks, which we make cognitive contact with through language. Narratives we hear and tell in dialogue open up these motivations, exposing us to each other's worldviews. Moral education design and implementation is inescapably shaped by a plurality of moral frameworks. Narrative research can articulate these moral frameworks through systematic recording and analysis of stories within the moral education experience, contributing to research in human behaviour and to dialogues on ethical considerations of moral education options.



# The Theory and Practice of General Education

Yu-hui Chen\*

National Chengchi University

Eduard Spranger (1882–1963) inherited Dilthey’s theory of ‘Geisteswissenschaft’ and developed it into what would be known as ‘Kulturpädagogik’ (Cultural Education). Dilthey and Spranger both claim that the methodology of human science is ‘verstehen’ (understanding). ‘Verstehen’ emphasizes the connection between the part and the totality of human experience. Spranger posits that the task of Cultural Education is to seize the meaning of life and to understand the meaning of culture. With the current lack of focus on general education in higher education, researching Spranger’s ‘Culture Education’ can help expose the spirit of humanity in cultural Bildung, in the hope that in higher education a greater emphasis will be placed on general education.

## **An Ethics of Care and Its Implications for School Ethics in the Taiwanese Elementary School**

Yu-Hsuan Kao\*

National Taiwan Normal University

With social change and family function failure, schools take responsibility which in turn means teachers are becoming more burdened with the additional tasks; there is a trace of decline in the school ethic. The purpose of this research is focus on the issue of the implications of an ethic of care for the school ethic, using literacy analysis. First, the conception of care and an ethic of care is described in order to understand the background and its meaning for education (such as the perspective of C.Gilligan and N.Noddings); second, the conception and situation for the school ethic in Taiwan will be discussed, and; finally, the implication of a care ethic for the school ethic will focus on aspects of teaching, relationship of students and teachers, and school administration.

## **Reconsidering Democracy in a Globalizing World: John Dewey's legacy**

**Jessica Ching–Sze Wang\***

National Chiayi University, Taiwan

The paper discusses how schools in Taiwan and Mainland China regard democratic education as merely giving students opportunities to vote for a class leader or elect a student council. The paper also discusses a recent international documentary, *Please Vote for Me*, film, which revealed the problems with this narrow approach to democratic education and has huge implications for democratic citizenship education in a globalizing world. The author argues that educators today should develop a new vision of democratic education along Deweyan lines—one that takes democracy not as a political process of voting but as a day-to-day process of living, working, and communicating with others on shared concerns or problems, namely, as a form of moral education.

## Moral Experience and Moral Growth: John Dewey's Ideas on Moral Education

Jin Shenghong\*

Nanjing Normal University

The reconstruction of moral experience is one of the most important contributions of John Dewey's philosophy. For Dewey moral experience identifies the moral interacting mode of human being-in-the-world. Moral experience is multi-dimensional, complicated, laden with intuition, emotions, feelings and attitudes and judgments, actions and knowledge.

Moral experience is a moving force and moral Character is always being shaped by experiences that the child undergoes. Moral growth depends on the renewal of the experience, that is, the continual renewal of moral experience indicates the moral growth or development. The growth of moral person or the formation of moral self depends on the continuity of educative experience. The reconstruction of moral experience is undertaken by the way of interaction with the living environment in the positive and effective way, and this process brings the realization of renewal of experience and the moral growth.

The basic characteristic of moral growth is that every moral experience in everyday life modifies the one who acts and undergoes, while this modification affects the quality of subsequent moral actions and experiences. Every moral experience arouses moral sense, strengthens, the initiative, reflections and moral imagination that are sufficiently intense to carry a person to the new moral mode in future. This combination of action and experience is the fundamental way to enrich and deepen the agent's moral life in his world and transform his whole character.

## Session 6.

### Role Models and Moral Leadership, in Society and at Home

Facilitator: Nobumichi Iwasa



## **Obama as a Moral Leader: Reflecting on Notions of Moral Leadership from Confucian thought to the New Science**

**Gay Garland Reed\***

University of Hawaii

Concepts of moral leadership grow out of particular historical contingencies and ethical traditions but in almost all modern societies, educators who teach moral and character education seek exemplars of moral stature and courage to serve as role models for young people.

The advent of a new administration in the U.S. provides an opportunity to reflect upon models of moral leadership drawn from such disparate sources as Confucius and the New Science and ponder the possibilities for moral education that might emerge in the Obama presidency. President Obama has been heralded as a transformational figure. What moral qualities does he exemplify and how might his presidency point toward a new model of global moral leadership?

## **When a Lie is not a Lie: Chinese Working-class Mothers' Interpretations of Their Transgression of Honesty**

Xiao-lei Wang\*

Pace University

This study analyzes Chinese working-class mothers' transgression of the code of honesty in the everyday context and their interpretations regarding the concept of lying. Forty mothers in the People's Republic of China participated in the study. The results suggest that Chinese mothers tended to differentiate between the teaching of honesty and using the code in reality. Further interviews with mothers suggest that the mothers believed that telling lies to maintain harmonious relationship with others and to avoid conflicts is not considered lying. This study indicates that moral behaviours need to be examined in a specific cultural context.



Session 7.

Parallel Sessions

Facilitator: Chris Drake, Minkang Kim



# I am, We are

Cilin Liu\*

Shanghai Normal University

About thirty years ago, China used to regard self as something evil and portray the self as antagonizing to society. Moral education during that time had the mission of ‘perishing’ the self in the student. When, since 1978, Deng Xiaoping opened the nation to the world, Chinese ideas about self also began to change. But self is still considered something opposite or at best parallel to society. This paper tries, to explicate the dialectic connection between self and society, so as to form a new ethical foundation for moral education.

Man tends to do good for himself by the light of nature. When the self is plural, man can easily do good to many others within the circle, hence morality is man's natural deed instead of a compulsory one. Moral obligation only happens between people outside the circle. But outside can be turned to inside. Moral education teaches the students to do good for others, but others can live within the circle. The self should first affirm itself before expanding itself. First I am, then we are. A selfless saint is one who successfully expands his self circle to the extreme that nobody is exclusive, so he regards the world as his self. He serves the world when he serves himself. For him, selfishness is the synonym of selflessness.

## What do We Live for? What do we live with?

Guoxi Gao\*

Fudan University

What is "Purpose", "Meaning" and "Ultimacy" for college students? They need to be guided in virtues such as honesty, compassion, self-discipline, respect, and even belief, faith, value, etc. Establishing sound values and good character is faced with challenges. (I) Scientism, scientific omnipotence and technolatriy. Albert Einstein said, "Science can only ascertain what is, but not what should be, and outside of its domain value judgments of all kinds remain necessary." Higher education is not only a technology of knowledge-learning, but is spiritual-cultivating. (II) Instrumentalism, utility-centred. Students need to be taught about: (a) the Spirit of science: seek truth for its own sake; (b) the spirit of humanities, values; (3) the spirit of life to examine how we are to live together.

## **Serving Public or Serving Business? The Ethical Problem of Product Placement in Journalism in Taiwan**

Huei-Ling Liu\*

National ChengChi University

Productplacement is a growing practice in marketing. It has been defined as "a paid product message aimed at influencing movie or TV audiences via the planned and unobtrusive entry of product into a movie or TV program (Balasubramanian, 1994). In Taiwan, it is also used in TV news. In other words, advertisers including government pay the TV news organizations to report favourably for them. This raises an ethical issue about journalism serving the public or business interests. The public service ideal can be seen as a core value of journalism's professional ideology. Journalists share a sense of 'doing it for the public good' and serving as some kind of watchdog (Deuze, 2005). Using the qualitative method, 30 TV journalists were interviewed for this study which examines their professional imagination of public service when they were doing the news-placement.

All the journalists interviewed admitted that they would ignore and neglect negative elements when they were doing news-placement. This indicated that the media would not be responsible for the audience when they are doing news-placement. This study concluded that unless journalists are able to report independently the audience cannot expect the news to fulfil public service. Any media organization that accepts "product placement" would gain profit, but lose credibility in return.

## **The Relationship Between Moral Intensity, Moral Philosophy and Ethical Behavior Intentions: An Exploratory Study of Physicians' Responses to Ethical Dilemmas**

I-Ling Ling\*

National Chiayi University

This study examined the influences of moral intensity and moral philosophy on physician's responses to ethical dilemmas. A sample of 115 physicians in Taiwan participated in this study. Structural equation modelling was used to test the hypothesized relationships. The results indicated that in medical ethical dilemmas there was a positive relationship among the stages of ethical decision making. The results partially supported hypothesized direct effects for idealism and relativism. Findings also showed that moral intensity moderated the relationship between the process of ethical judgments and behavioural intentions.

Session 8.

The Development of Moral and Historical  
Consciousness

Facilitator: Derek Sankey





## **Comparison of Moral Consciousness between Chinese, Korean and Japanese Students by Association Method**

Kohtaro Kamizono\*

Nagasaki University

In this study employing Association Method, data about the moral consciousness of Chinese, Korean and Japanese students are compared. In Japan moral education is recalled frequently, but not in China or Korea. Japanese students think more about others in comparison with those in China and Korea. Japanese moral consciousness is rather personal, whereas Chinese and Koreans responses relate to law. Among Chinese, a moral consciousness tradition is frequently recalled, and in contrast consciousness towards change is also frequent. German students also recall their tradition, but this is not the case in Korea and Japan. Regarding Confucianism, students in the 3 Asian countries gave common responses.

## **The Development of Historical Consciousness: an Interdisciplinary and Inter-cultural Study of World War II in Education Today**

Helena Meyer–Knapp\*

Kyung Hee University

Junior High and High School field-trips to WW II sites –the Mall in Washington DC or Pearl Harbor, Hiroshima and Nagasaki, The Korean War Museum and Seodaemun Prison -- are occasions when students develop a historical consciousness about pivotal national events. Both research and political debate about war and national values regularly focus on school textbooks. Museums and Memorials are also potent in their influence on ethics in war and peace and, while exhibit design is often discussed, student views of their trips to these sites are rarely examined.

This paper describes a multi-faceted approach to understanding how student consciousness is affected by such trips, and it reports on an interdisciplinary approach to data collection. From Sociology, a questionnaire given to hundreds of students provided information about student memories of their learning. From Ethnography, on-site field observations, recorded on film and in photography, provided detailed evidence about student and teacher interactions with each other and with the site. From Communications, a careful analysis of texts and displays at the official site provided evidence of the kinds of learning intended to take place.

Evidence of all three kinds allows a comparison between teaching strategies and desired learning outcomes in the United States and in Japan. I will also offer preliminary findings from this project as I conduct the research in Korea. World War II remains salient in all three nations, and each nation still invests heavily in transmitting a picture of that war to the rising generations of school children.

Session 9.

Philosophy and Pedagogy

Facilitator: Jin Shenghong



## **Philosophy as a Turning-point in Academic Judgement Learning**

**Edwin Koster\*, Joyce Aalberts, Robert Boschhuizen**

Vrije University Amsterdam

University teaching practice usually focuses on theories, facts, methodologies and skills. The framework that underlies this practice is normally taken for granted. We claim that it is important to analyse this underlying framework from a philosophical perspective for two reasons: first, in order to develop a reflective understanding of scientific practice; and second, in order to teach students how to formulate defensible judgements when tackling complex problems that involve the exercise of moral and civic responsibility. To achieve these aims, we introduce the ‘Dilemma-Oriented Learning Model’, and discuss the role of philosophical analysis as a turning-point in the process of learning to exercise academic judgement.

## Moral Guidance for Personal Daily Living

Jane Hongjuan Zhang\*

Sun Yat-Sen University

As China critically examines its moral heritage, significant limitations of traditional group-based ethics have become apparent. On the one hand, the new generation often complains that a collective perspective does not provide moral guidance for personal daily living. On the other hand, even under previous regimes, there was a failure to deliver social justice for all groups, and the more recent turn to individualistic liberalism threatens to exacerbate this. There is, therefore, something of a moral hiatus within China, between traditional community-based values and the population's growing sense of their individuality, and this is apparent in moral education in China.

# The Importance of Philosophy to Moral Education

Laurance Splitter\*

Hong Kong Institute of Education

Moral education is, increasingly (albeit not unanimously), regarded as a core component of the curriculum at all levels of schooling. Yet it remains contentious and problematic. In examining some of the reasons behind both claims, I make a case for re-forging the historical link between ethics, morality and philosophy. It is not just that ethics is, traditionally, a sub-discipline of philosophy, but that other key philosophical areas – notably, epistemology, logic, metaphysics and aesthetics – play a key role in helping us think coherently about ethics and moral education, both in theory and in practice. I draw on recent work in Philosophy for Children to support and illustrate the thesis that moral education should be taught as ethical inquiry. I also reflect on some aspects of East Asian (Confucian) culture which have seemed at odds with this conception





Session 10.

The Good Citizen: Moral and Character  
Development

Facilitator: Kohtaro Kamizono



## **Changes and Continuities in the Images of the Good Citizen as Portrayed in School Textbooks in the People's Republic of China (1997 ~ 2006)**

Thomas Tse\*

Chinese University Hong Kong

This paper reports on the composite images of 'good citizenship' as portrayed by the relevant syllabuses and textbooks at junior secondary level (aged 12-15), the final stage of compulsory education, in the People's Republic of China over the period 1997 and 2006. This study also reveals the similarities and differences, in terms of the very nature of the civic virtues that are promoted, between the two sets of textbooks 'Thought and Politics' (Sixiang zhengzhi) compiled and published by People's Education Press during this period.

## **Global Citizenship as a Possible Indicator of Moral Development**

**Robin Sakamoto\***

Rikkyo University

Prior research, using the Defining Issues Test (DIT) as an assessment of moral development, has shown a correlation between moral development and study-abroad experience. This project examined if the study of global citizenship also correlates to a change in DIT scores. 108 students in the Faculty of Law at an elite Japanese university were given pre-and post-test measurement of moral development using the DIT. Students were randomly assigned to one of three English courses, two of which centered on global citizenship. Data from the DIT as well as qualitative data from individual student essays will further enhance the results of this exploratory study.

## **Evaluating Moral and Character Education: A Framework and Its Application in Taiwan**

**Angela Chi-Ming Lee\***

National Taiwan Normal University

This article focused on how to evaluate moral and character education for improving its effectiveness in Taiwanese elementary and secondary schools. The goals of the inquiry were to develop a systematic and feasible indicator framework for evaluating school moral and character education and to analyze a single case study in order to illustrate the application of the indicator framework into one Taiwanese junior high school. The research methods included focus meetings, Delphi technical questionnaire surveys and analysis of a case study. The findings of this article revealed ten dimensions of indicator framework, which covered characteristics of school, administrative leadership, teacher professionalism, resources integration, formal curriculum, informal curriculum, hidden curriculum, student progress, school atmosphere and sustainable development, and their corresponding applications in the sample school.

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