

Moral Textbooks Compiled in Chinese Primary Schools: a Reorientation towards Emotions

Presenter: BU Qing Gang, Primary School attached to Northeast Normal University, P. R. China

From the 1980s until now, moral education textbooks compiled for use in China's primary schools have tended to adopt a rationalistic approach. This tendency has produced a number of drawbacks when used in the classroom. Also, as times have changed, the textbooks using this approach no longer seem to play a purposeful role in students' moral development. To address these problems, an approach emphasising the emotional aspects of morality and moral development has provided an alternative way forward. Our school has conducted a number of experiments over a three-year period, with preliminary results showing the success of this alternative approach, as illustrated in our poster.

MacIntyre's Narratives: an Alternative Approach to Narrative Inquiry into Virtues

Presenter: Yun-Wen CHAN, University of Wisconsin-Madison, USA

This poster presents a study using a narrative approach based on MacIntyre's narrative theory, which emphasises a narrative approach that enables researchers or educators to inquire into virtues of specific social roles in a certain era and how these virtues are practised in the social roles. Three salient features of MacIntyre's narrative notions may be expounded: narrative as unity, narrative as history and narrative as the quest for intelligibility. These concepts may be extended into three vital features of structural analysis: genre of social role, big events in history and intelligible sequence. These concepts may help teachers to clarify suitable virtues for their students based on their traditions. Take the Hakka community, one of the Taiwanese ethnic groups, as an illustration. Researchers may investigate the social roles and the corresponding virtues of the Hakka community so that these essentials might be integrated into the character education of local schools in Hakka communities.

School Bullying: a Content Analysis of Taiwanese Newspapers

Presenter: Sz-Ming GOU, Taiwan Normal University, Taiwan

This poster reports on a study that was conducted over five years, collecting data from the top four newspapers in Taiwan and using content analysis to investigate bullying that occurred at school. The research focused on identifying why, where and how the bullying occurred, what was done, to whom and when. In general, six types of bullying were identified: physical bullying, verbal bullying, relational bullying, sexual bullying, counter bullying and cyber bullying. Bullying not only results in the victims becoming fearful of attending school, it can also influence their personality development into adulthood. The main purpose of this research is to alert the relevant authorities and teachers to the causes and extent of school bullying, so that concrete policies can be formulated to address the problem.

Dragons and Paragons: a Games-based Learning Approach to Exploring Character Development with Young People through Moral Dilemmas

Presenter: Robyn HROMEK, University of Sydney, Australia

Games-based learning provides a meaningful, fun way of engaging young people in learning. When crafted to do so, games provide a semi-naturalistic setting for putting moral education into practice. Such games provide an adjunct to textbooks, exhortation and recitation of moral virtues which, on their own, have the potential to lead to thoughtless conformity and at worst, rob young people of the opportunity to cultivate autonomy and self-determination. A 'board game' that explores character development by responding to moral dilemmas in the game will be presented in this poster. It will show how cooperation and pro-social actions are encouraged by the dynamics of the game.

Moral Foundations of USA Character Education Programmes

Presenters: Katherine KENDIG and Adam KAY, Dartmouth College, USA

Many character education curricula stress moral education as a means of improving ethical behaviour. However, the USA Department of Education's *What Works Clearinghouse*, an institute for curricular evaluation, provides educators with data-driven recommendations based on character education curricula evaluations that emphasise behavioural improvements while underemphasising changes in cognition that initiate behavioural development. To address this apparent disconnect between moral cognition research and character education, the present study examines how contemporary psychological conceptions of moral cognition are included or ignored by prevalent character education curricula. Many psychologists suggest that moral cognition comprises reasoning, intuition and cognitive control processes, and that it involves conceptual 'moral foundations' of welfare, fairness, loyalty, authority and purity. We use an adapted Moral Foundations Dictionary to examine

the extent to which character education curricula emphasise each of these cognitive processes and moral foundations. Findings have implications for designing targeted assessments of moral cognition and elucidating links between objectives, learning and behavioural change.

Research on Ethics in Construction: a Systematic Review of the Literature

Presenter: On Kay Angel LAW; Co-author: Linda C. N. FAN
Hong Kong Polytechnic University, P. R. China

Applied ethics plays a vital role in the daily activities of professionals. Academic researchers in the discipline of Construction have conducted ethics-related studies over past decades. Because of the sheer volume and diversity of the literature, a systematic review of the ethics literature in Construction was deemed necessary to provide focus and clarity. This poster is based on an article that provides a review of the debate about ethics in Construction, by developing a categorisation scheme and analysing ten well-known construction-related publications over a time span from 1983 to 2010. The review focuses on the quantity, nature and scope, topical areas and publication outlets found in the publications. The article aimed at extending the discussion of ethics, while also shedding light on the current state of ethics research in Construction literature and identifying implications for future research.

The Culture Industry: a Comparison of the views of Adorno and Marcuse and Implications for Aesthetic Education

Presenter: Pei-Yu LEE, Taiwan Normal University, Taiwan

With the arrival of the 21st century, the world stepped into the era of information technology. Human beings through their intellect and wisdom have developed advanced technologies for the betterment of life. Horkheimer and Adorno claim that the culture industry has a vital influence for people and society. For example, creators regard creations as commodities, so culture has become oriented towards benefit, commercialisation, ideology and standardisation. However, people may also be repressed because of the culture industry. This poster is based on a belief that the arrival of this era of information technology will significantly affect our lives. The aim of the article, on which the poster is based, is to consider the possible impacts this new era might have on aesthetic education, by conducting a literary analysis of the work of Theodor W. Adorno and Herbert Marcuse.

A Study of Rules of Civic Consciousness

Presenter: LI Chonghui, Zhengzhou University, P. R. China

The maxim 'play by the rules' has been increasingly accepted by people and recognised in all areas of human activity since, in the last century, Wittgenstein proposed 'rules of the game' which gave rise to the theoretical focus on rules. According to modern ethics, society cannot do without rules. The rules of society are represented by habit, custom, tradition, moral law and system. From a historical point of view, different times and social structures have produced different rules and cultural philosophies. The history of the formation of traditional rules and cultural ideas has a profound impact on the rule consciousness of modern people. At present China is building a socialist harmonious society. Against this background, issues of how to formulate a modern theory of rules, the correct analysis of the traditional cultural concepts of rules, and the rules of civic consciousness have especially important meanings explored in this poster.

Several Thoughts on Contemporary Chinese College Moral Education

Presenter: LIU Han, Peking University, P. R. China

Contemporary college moral education should pay attention to the experiences of students and the influences they encounter. The key to making contemporary college moral education effective lies in combining students' internal emotional responses—which are taken as foundational—with external strengthening. In addition, we should take cultivation of a sense of responsibility as the breakthrough point and train the holistic thinking of students in order to enable them to undertake their mission. We should also focus on cultivating students' moral consciousness and their ability for self-discipline in daily life. Moreover, we should put an emphasis on the effects of external forces such as the social system, law and other extrinsic coercive processes. Finally, we should build a good moral and cultural atmosphere, especially in order to speed up the development of a citizenship culture.

Research on Curricular Moral Education in Colleges and Universities

Presenter: MIAO Di, Anhui Normal University, P. R. China

Curricular moral education (*ke cheng de yu* 课程德育) refers to the type of moral education found in schools, where morality is taught through classroom teaching. It is superior to non-curricular moral education (*fei ke cheng de yu* 非课程德育) and curricular intellectual education (*ke cheng zhi yu* 课程智育) in its value orientation and systematic influence. Curricular moral education is the main channel for moral education in colleges and universities in China, playing an indispensable role which needs to be maintained. However, the approach also has weaknesses, including old-fashioned teaching methods and a single teaching focus. It is therefore necessary to develop the favourable factors and improve the unfavourable ones, so that school moral education continues to develop.

Altruistic Behaviour: Engagement, Empathy and the Scrooge Effect

Presenters: Kellen MRKVA and Darcia NARVAEZ; Co-authors: Brian BETTONVILLE, Elizabeth MULLEN, Adam PRISTER, Kayla DELGADO, University of Notre Dame, USA

How do dispositions and situational factors influence willingness to engage in altruistic behaviour? Triune ethics theory identifies three neurobiological orientations to moral behaviour: Security (self-protective), Engagement (relational presence), Imagination (reflective abstraction). Undergraduates (n=72) completed several measures of personality, moral identity and empathy before reading books for recordings that would be given to kids at a homeless shelter. Participants were asked whether they would be willing to return for no reward, to record a longer book. We hypothesised and found that those high on 'engagement moral identity' (p=.053) and empathy (p=.005) were more likely to agree to return than those high on 'security moral identity'. We also had three priming conditions. Although we expected that those primed for insecurity (think about their death) would be less likely to agree to return, the opposite was the case, perhaps because reflection on values often accompanies thinking about death ('Scrooge' effect).

The Crying Baby: Moral Identity Influences Moral Perception

Presenters: Darcia NARVAEZ and Kellen MRKVA; Co-authors: Adam PRISTER, Brian BETTONVILLE, Elizabeth MULLEN, Kayla DELGADO, University of Notre Dame, USA

Previous research on the effects of motivational states on perception found that people motivated to interact with or approach an object reported being closer to that object than people in a neutral or more avoidance-oriented state. Triune ethics theory identifies three neurobiological orientations to moral behaviour. Security is self-protective; engagement focuses on relational presence; imagination uses abstraction from the present moment. When an orientation is active it is postulated to influence perception, which we tested in this study. Those with high Engagement identity saw the empathy-arousing picture as closer, with a p-value of .038 (n=72). Additional results are discussed.

Nurturing Ideal Citizens of the State of Virtue: Using Wisdom Stories to Lay the Foundation

Presenter: Ralph SINGH, Wisdom Thinkers Network, New York, USA

In the USA, moral education has taken a back seat to general subjects. In public schools Religious Studies is limited to social studies rather than stressing moral teachings. This has created a disconnection between religious and cultural mores and what is taught in schools; and it carries over to society in general, affecting the citizenry. This poster presents a simple method I have developed of using Wisdom Stories from the world's traditions and cultures to create the framework for a consistent morality between school, home and religious/cultural centres. These stories are being piloted with school enrichment programmes and religious educators to see whether we can create a shared narrative of common values which nurture our children to become more compassionate, engaged citizens of a truly pluralistic society and achieve social cohesion. Such an approach should work in any country trying to reconcile a secular government with the traditional values and diversity of its people.

Teacher Training Should be Based on Moral Education as the Core

Presenter: TAN Xilong; Co-author: WANG Huling, Hubei University of Education, P. R. China

Teachers are engineers of human souls. Professional ethics is the core of teacher quality so moral education is important in teacher training universities. Professional moral education runs through teacher training courses, focusing on students' professional ethics education, vocational ideals education, vocational and spiritual education, and professional responsibility education. We can improve professional ethics education in the context of classroom teaching while encouraging student teachers to practise professional ethics education when on teaching practice. This greatly enriches the student teachers and lays a sound foundation for them to build on.

Building Group Learning Communities to Improve Students' Coexistence

Presenter: WANG Huaiyu, Nanshan School affiliated with China National Institute for Educational Research, Beijing, P. R. China

The class 'group learning community' is a new model of class management and active participatory learning 'based on cooperation, beyond cooperation'. It is designed to give students access to spiritual growth in multilateral networks, promoting the formation of personal character. 'Community' leaders are democratically elected through competition, the members are voluntary and rules are formulated by the democratic consultation of members within the group. Each member is charged with appropriate duties and the group learning communities compete with other groups from different classes. Through regular peer evaluation, every student in the special community finds a sense of belonging, takes pleasure in being accepted, improves his or her self-concept and makes efforts to better themselves. The poster describes the structure and method of these self-evaluative communities.

The Status and Prospect of Guilt

Presenter: WANG Lin, Ningbo University, P. R. China

Self-consciousness is one of the most important topics in psychology. Guilt is a highly socialised negative moral emotion, which is produced by evaluating and acknowledging negative events. Guilt may have an important impact on a human being's behaviour and also a close relationship with a person's health and socialisation. Western psychologists have studied guilt for a long time, but this is not the case in China. This poster will outline my study of the concept of guilt and its measurement. It will also identify issues which are discussed in the study of guilt.

Enlightenment and Germination: the Evolution of Citizenship Education in China

Presenter: WANG Xiao-Fei, China National Institute for Educational Research, Beijing, P. R. China

Citizenship education (CE) in China is about modernisation and encouraging people to participate in public life individually and freely. It is about enabling people to make their own decisions and to take responsibility for their own lives and their communities. Citizenship education is always regarded as the 'public' part of moral education in contemporary China. The development of CE in China can be divided into four periods: enlightenment by the West at the end of the Qing Dynasty; development and changes in CE during the period of the Republic of China in the 1920s; the weakening evolution of CE influenced by the anti-Japanese wars and civil wars before the Communist revolution; the revival and reconstruction of CE in Communist China across the 20th century. The history of CE in China through the 20th century shows that it has always been and continues to be the most important way of cultivating Chinese public morality, even though it suffers uncertainties from time to time.

The Moral Character of Young Adolescents and their Development through Values Education in Indonesia

Presenter: Sri WENING, Yogyakarta State University, Indonesia

The research presented in this poster aimed to: (1) develop character building; (2) analyse character building through environmental factors; and (3) reveal the effect of values education through environmental factors that could build young adolescents' character. Teachers and students were given a series of values education story books and asked to engage in a reflective evaluation. Comparison of the classes which experienced the intervention and those which did not was based on t-test analysis. The research indicated that: (1) the reflective evaluation of the teacher reveals 17 life values; (2) according to the students' reflective evaluations the values education cultivated in family, school, with peers and through mass media tends to be quite good; (3) environmental factors have a significant impact on character building when they are paid explicit attention in values education; (4) the character building of the students in the classes which experienced the intervention was greater than that of the students in the classes which did not experience the intervention.

Exchanging Among Groups and Classes: a Dynamic Class Structure Approach to Moral Education

Presenter: WU Liufang; Co-authors: XU Yan and HU Guoliang, Qiaoqi Experimental Primary School, Jiangyin, Jiangsu, P. R. China

This poster presents a moral education experiment that encourages students to study in different groups and classes in order to be educated by latent moral resources from their environments. The dynamic structure is designed to help students become cooperative, competitive, open-minded and capable of zeroing out their developmental burdens in a new environment. These are adaptive qualities for a student's social life, especially for only children and given that they usually stay in the same class for many years. This experiment is organised in three steps: 'happy group exchanges' for Grade One and Two; 'short-term class visiting' for Grade Three and Four; 'campaigning in order to choose classes' for Grade Five and Six.

The Contemporary Predicament of University Moral Education and a Solution

Presenter: ZHAI Nan, Yangzhou University, P. R. China

Modern universities are regarded as specialist institutions that cultivate high-level talents and pursue specialised higher-level subject learning. In the process of blindly seeking specialisation, however, the object of training talent overshadows the aim of training people; education aimed at doing something replaces education to be human. Moral education relating to the development of educated people is exiled from the universities, and the universities which ought to lead social morality often do not. University moral education faces many difficulties. We should rediscover the mission and spirit of university education in order to find possible solutions to the marginalisation of university moral education.

Promoting and Reducing Academic Competition in China's Secondary Education: Educators' Change of Mind between 1988 and 2008

Presenter: Xu ZHAO, Harvard Graduate School of Education, USA

This poster provides an historical perspective on how Chinese educators' conceptualised academic competition and perceived its promotion and regulation in secondary education from 1988 to 2008. In the late 1980s and early 1990s, the Chinese central government initiated massive educational reforms to make schools more accessible, more efficient and more responsive to economic development. Introducing competition mechanisms into secondary education and promoting teachers' and students' consciousness of competition were the major themes of educational reforms. More recently, however, the agenda of educational reforms switched to regulating and reducing academic competition, particularly in primary and junior secondary education. Relying on a thematic analysis of 91 journal articles published by Chinese educators, the poster examines whether and how the changes of policy were reflected in educators' conceptualisations of academic competition and their perceptions of the impact of competition on school and students.

Femininity and Culture: Gender Education in Zimbabwe

Presenter: Natalia NCUBE, Zimbabwe

"If we educate a boy, we educate one person. If we educate a girl, we educate a family – and a whole nation." (African proverb)

Custom in Zimbabwe is stronger than domination, law and religion. Culture continues to impact negatively on a girl child. The socialization process differentiates the girl child from the boy child. For most girls in Zimbabwe, access to education is really a privilege and not a right. Improvement of girls' education in Zimbabwe requires a holistic approach that addresses the range of issues that continue to undermine the full participation of girls in education. How can we ensure that efforts to improve education for girls in Zimbabwe produce sustained, cumulative impact? The following solutions can be offered:

- § Increase rates of enrolment of girls in schools
- § Greater participation by girls in classroom processes and leadership
- § Reduction in teenage pregnancies
- § Higher gender awareness among boys in mixed schools