

Program for the 2020 APNME Online Conference

Schedule of Events and Program

According to the Time Zone of Hong Kong (UTC+8)

Time	Event	Location
13:00 – 13:30	Testing Equipment (Link Address of Cisco's Webex)	Room 1
13:30 – 15:00	Symposium 1	Room 1
15:00 – 15:30	Break & Poster Session	Room 1
15:30 – 16:00	Paper Session 1	Room 1
16:00 – 16:30	Paper Session 2	Room 1
16:30 – 17:00	Paper Session 3	Room 1
17:00 – 17:30	Paper Session 4	Room 1

Friday, 5 June

Saturday, 6 June

Time	Event	Location
08:00 – 08:30	Testing Equipment (Link Address of Cisco's Webex)	Room 1
08:30 – 10:00	Symposium 2	Room 1
10:00 – 10:30	Paper Session 5	Room 1
10:30 – 11:00	Paper Session 6	Room 1
11:00 – 11:30	Paper Session 7	Room 1
11:30 – 12:00	Paper Session 8	Room 1
12:00 – 13:00	Lunch & Poster Session	Room 1
13:00 – 13:30	Testing Equipment (Link Address of Cisco's Webex)	Room 1
13:30 – 14:00	Paper Session 9	Room 1

14:00 – 15:30	Symposium 3	Room 1
15:30 – 16:00	Break & Testing Equipment (Link Address of Cisco's Webex)	Room 1
16:00 – 17:00	AGM Meeting	Room 1

Conference Program

**Friday,
June 5, 2020**

Friday, 13:00-13:30

Room 1

**Testing Equipment
(Link Address of Cisco's Webex)**

Friday, 13:30-15:00

Room 1

Symposium 1

Chair: Dr. Chih-Hung WANG

Department of Guidance and Counseling, National Changhua University of Education, Taiwan

Proposal ID: 091

*Presenter: Prof. Chih-Hung WANG**

*& Yun-Ming CHANG***

*& Reiko YOSHIKAWA****

*& Joo-Siang TAN*****

*& Xiang-Zhen MA******

**Department of Guidance and Counseling, National Changhua University of Education, Taiwan*

*** Department of Psychology, Minnan Normal University, China*

**** Department of Psychological and Sociological Studies, Tokai University, Japan*

***** University Technology Malaysia, Malaysia*

****** Institute of Applied Psychology, Southeast University, China*

Indigenization of Counseling Ethics in Asia

Since the past, the Asia psychology community did explore the meaning of ethics and professional ethics from the perspective of Western philosophy. It is an awakening of non-Western psychology to the reality that every culture-East or West-evolves its unique psychologies appropriate to and consistent with their historical and cultural roots is the new reality in psychology. (Marsella & Pickren, 2012) Why does psychology need indigenization? Arnett (2008) argued that psychological researchers in the United States dominated the world psychology research but "restrict their focus to less than 5% of the world's total population. From the standpoint of culture-inclusive psychology (Hwang, 2011; Shweder et al., 1998), we can explore the ethics, professional ethics, and even helping professional itself from the Asian culture view. The critical idea is to be able to study professional ethics through the perspective of Asian culture (Wang, 2013). This symposium mainly explores the indigenization of counseling ethics in the Asia region. It discusses these issues via a broader perspective that integrates Asia and Western cultures. It helps counseling psychologists to address the matters of indigenization of counseling

ethics and to encourage them to engage in such research work of indigenous counseling psychology.

In this symposium, we would like to want to initially start with the current state of development of Asian psychology and professional ethics. We will explore and reflect on the indigenization of psychology and professional ethics. Scholars from different parts of Asia, with the perspective of professional development and culture, could share different points of view. We will discuss the issues of the professional development of psychology and counseling, especially cultural issues and indigenous issues, helping profession in Asia how to do academic growth and practical development through cultural awareness. And we will make further thinking about the construction of professional ethics localization theory with local culture Issues such as the formulation of ethical norms and the implementation of ethical education. Therefore, this symposium specially invited psychology and ethics scholars from Mainland China, Japan, Malaysia, and Taiwan area. To explore how to promote psychology professional ethics and localization and indigenization of ethics education in Asia, through brainstorming together to promote cross-cultural professional ethics academic research and ethical education exchanges.

Keywords: counseling psychology, ethics, Asia

Indigenization of Counseling Ethics in Chinese Culture: "The Duality Model of Professional Ethics for Helpers" as an example

Prof. Chih-Hung WANG

Department of Guidance and Counseling, National Changhua University of Education, Taiwan

Chun-Fei YANG

General Education Center, National Taichung University of Science and Technology, Taiwan

Yun-Ming CHANG

Department of Psychology, Minnan Normal University, China

In the past, the psychology community in Taiwan did explore the meaning of professional ethics and helping professional ethics through the perspective of Western philosophy. From the standpoint of culture-inclusive psychology (Hwang, 2011; Shweder et al., 1998), ethics, professional ethics, and even helping professional ethics can also be explored from the Chinese culture view. The critical idea is to be able to study professional ethics through the perspective of Chinese culture (Wang, 2013). The construction of "The Duality Model of Professional Ethics for Helpers" is an example. This theory is based on the Confucian view of Chinese culture, explores the professional ethics of Chinese culture, and attempts to integrate Western cultural ethics and Chinese cultural ethics to propose model construction. It helps people to discuss the process of theory construction, to encourage them to engage in such research work to construct the theory of indigenous counseling psychology. The application of The "Duality Model of Professional Ethics for Helper"s is also discussed.

Keywords: culture-inclusive theory, indigenous counseling psychology, ethics, Duality Model of Helping Professional Ethics

Ontogenetic Development of the Chinese Bicultural Self and Ethical Education of the Helping Professionals

Yun-Ming CHANG

Department of Psychology, Minnan Normal University, China

Prof. Chih-Hung WANG

Department of Guidance and Counseling, National Changhua University of Education, Taiwan

Chinese bicultural self was proposed by Yang (2004), which refers that owing to the modernization in Chinese societies, the collectivistic-oriented and individualistic-oriented cultural elements are mixed and having an influence on people's self-identity. Such self-identity is bicultural, which consists of both the traditional, social-oriented self and the modern, individual-oriented one in accordance with Yang's four-part theory of the Chinese self. The former is further divided into three subselves, respectively labeled as the relationship-, the familistic (group)-, and the other-oriented self. Yang et al. (2010) further proposed a Y-shaped model of the developmental stages for the Chinese bicultural self. For Chinese helping professionals, to identify the existence of their bicultural selves, to clarify their own ontogenetic development stages of the Chinese bicultural selves, and to introspect how the bicultural self-identities affect the roles of being a counselor, the counseling relationship, even the effectiveness of counseling. The authors proposed a preliminary structure to utilize the concept of the Chinese bicultural self into ethical education for helping professionals.

Keywords: Chinese Bicultural Self, Ethical Education, Helping Professionals

School Bullying and YOKOHAMA Program

Reiko YOSHIKAWA

Department of Psychological and Sociological Studies, Tokai University, Japan

Bullying cases came to be noticed in Japan since the 1980s. As a result, "Act on Promotion of Anti-Bullying Measure" was enacted in 2013. Currently, as a countermeasure against bullying, the prevention of bullying is a necessary measure for schools. According to statistics from the Ministry of Education, Culture, Sports, Science and Technology, there are also about 540,000 cases of bullying in fiscal 2018 have been recognized (2019). In the state of school bullying in Japan, there are certainly serious cases that led to truancy and suicide, but most of them are bad-mouthed and teasing and be excluded from the group. From this, we hypothesized that educational relations are important for "prevention of bullying" in Japan. In this symposium, I would

like to introduce the program related to "bullying" in the "Yokohama Program" implemented in Yokohama City, and examine the prevention of bullying in Japan.

Keywords: Japanese School Bullying, Prevention of bullying, YOKOHAMA program

Counselling Ethics Education in Malaysia: The development and way forward

Joo-Siang TAN

Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Malaysia

Ethics education is an important indicator of the professional development of counseling education and services. The coming into force of the Counsellor Act in Malaysia in 1998 was a significant milestone in the professionalization of counselling, and its implementation has significantly pushed the development of the counseling profession. As Malaysia is a multicultural and multiracial country, counselors in Malaysia not only have to work with people with different cultural background, but also need to tailor their counselling services to the specific culture and geographical uniqueness of the community that they serve. Hence, counsellors' ethical awareness and competency to make ethical judgement and decision is crucial. Under the legislative framework and the code of ethics, the propagation and development of counselor education in ethics must necessarily be carried out according to the development of the counseling profession, as well as the local culture and context. It is of great significance and meaning to explore ways of teaching counseling ethics that would suit the Eastern values, ethics and culture particularly within the Asian region.

Keywords: Counselling Ethics Education, Counselling Act, Multicultural, Multiracial

The Research of Social Mentality and Moral Condition in Current China

Xiang-Zhen MA

Institute of Applied Psychology, Southeast University, China

This study mainly understands the general conditions and new characteristics of contemporary Chinese society's mentality and moral life, explores the internal relationship between moral construction and social mentality in a harmonious society, and focuses on the ethics and psychology centered on how to build an excellent social mentality through moral construction. It is cross-composite research from a scientific perspective. In other words, this research focuses on the investigation of this transformation from the perspective of psychology, understanding and mastering the new features of contemporary people's social mentality and moral status, and the interaction mechanism between them, to provide effective countermeasures for shaping harmonious social thinking.

Key words: Counselling Ethics Education, Counselling Act, Multicultural, Multiracial

Friday, 15:00-15:30

Room 1

Break & Poster Session

Proposal ID: 007

Presenter: Dr. Aya FUJISAWA

Kamakura Women's University,

Japan

Comparison of Junior High School Moral Education in Japan and Finland

This study, executed both in Japan and Finland, conducted a comparative analysis between moral education in the two countries. Specifically, two Japanese and two Finnish teachers, who promote moral education, were interviewed regarding the moral education efforts in each country. Each interview took about 90 minutes. In recent years, “Moral Education Through Thinking and Deliberating” has been promoted in Japan, and it is characterized by the emphasis on deliberation, critical thinking, and dialogue. On the other hand, the international baccalaureate education linked to the Finnish curriculum has been promoted in Finnish schools. Based on these, interviews were conducted in both countries regarding the educational environment surrounding moral education, how it is conducted, how teaching materials are selected, who conducts moral classes, and how school goals are set and achieved. The school management was found to be essential prior to moral education in Japan. Additionally, since 2018, a national textbook has been used in most classes, though not all. In Finland, all the teachers in each school selected the teaching materials jointly, and the teachers in charge of ethics education conducted the moral education classes. These results were compared and discussed.

Key words: Moral education, Japan and Finland, junior high schools, interview method

Friday, 15:30-16:00

Room 1

Paper Session 1

Chair: Dr. Jiyoung CHOI

Department of Education, Hannam University, Korea

Proposal ID: 094

Presenters: Dr. Kun Setyaning Astuti

UNIVERSITAS NEGERI YOGYAKARTA, Indonesia

The Relationship Between Music, Moral Education, and Religious Education

The purpose of this article is to review the relationship between music, moral education, and religious education. To better understand this potential connection would be a critical step in the process of developing a more effective method for developing and improving our moral education programs. In general, moral education has behind it either a pragmatic or a religious purpose. This study will argue that the ultimate goal of moral education is to inspire people to perform moral actions, actions which will bring comfort to others. In fact, this goal can be attained through the process of helping others, more specifically students, to develop a sense of beauty. Here music may play an important role because it serves a useful function as a medium that helps people to eloquently express their feelings and thereby also to soften their hearts. Of course, to encourage us to engage in moral behavior is also the main purpose of religious education. Thus it may be inferred that music is able to shape our moral behavior both at the pragmatic and the religious levels.

Keywords: music, moral, religion, education

Friday, 16:00-16:30

Room 1

Paper Session 2

Chair: Dr. Jiyoung CHOI

Department of Education, Hannam University, Korea

Proposal ID: 011

Presenter: Dr. Vishalache BALAKRISHNAN

University of Malaya

Malaysia

Exploring the Philosophy of Universal Religion Through a Discussion of Real-Life Dilemmas

“Sisters and brothers of America...” That’s how Swami Vivekananda officially started his speech at the Parliament of the World’s Religions, on 11 September 1893, in the United States of America. He quoted a hymn which he had learned in his early boyhood: “As the different streams, having their sources in different paths which men take through different tendencies,

various though they appear, crooked or straight, all lead to Thee.” Based on this philosophy of universal religion introduced by Swami Vivekananda, my presentation will be concerned with our current era, a time when global religiosity is facing many challenges. Discussing real-life dilemmas (Vishalache & Claiborne, 2012), several case studies in different parts of the world will be explored in order to explore the philosophy of universal religions as advocated by Swami Vivekananda, one concerned with how mankind can advance in order to ensure the growth and sustainability of future generations with a focus on the spiritual dimension. The participants are individuals from different nations and of different faiths, and they have shared their real-life dilemmas when facing the increasing intolerance among individuals of different faiths, and the question of how these dilemmas may be resolved.

Key words: universal religion, tolerance, acceptance

Friday, 16:30-17:00

Room 1

Paper Session 3

Chair: Dr. Monica Taylor

Journal of Moral Education Trustee, UK

Proposal ID: 073

Presenter: Mr. Seongman HWANG

Seoul National University,

Korea

Evaluating the Validity of the Defining Issues Test through Multitrait-Multimethod Analysis

The researcher will evaluate the construct validity of the Defining Issues Test (DIT), the measure of the development of moral judgment. Data were retrieved from the Computer-Administered Panel Study Dataverse in 1987. The author is going to analyze the data through confirmatory factor analysis using the Multitrait-Multimethod approach. He anticipates the result that people use the schema of the same level of moral reasoning consistently in different scenarios (indicating convergent validity) and there is a significant correlation between the use of schema of different levels in each scenario (indicating discriminant validity). Analysis investigating method effects on subjects' response during DIT has been rarely performed, thus this study will have significant meaning in the measurement of moral development. Moreover, studies using DIT have focused on rank data rather than rate data, which will be employed in this study. Finally, the implications and limitations of the present study based on the findings will be discussed.

Key words: Cognitive development, DIT, moral reasoning, MTMM, construct validity

Friday, 17:00-17:30

Room 1

Paper Session 4

Chair: Dr. Monica Taylor

Journal of Moral Education Trustee, UK

Proposal ID: 014

Presenter: Prof. Boris ZIZEK

& Yao PEI

& Berivan Bektas

Leibniz Universität Hannover,

Germany

How do Children from South Korea, China, Turkey, and Germany Imagine Their Social Future?

This study examines the complexity of future perceptions of 8-9-year-old children in four cultural contexts: Turkey, South-Korea, China and Germany. The heuristics of this study shows that children not only cooperate at a very early age, but also want to participate and contribute significantly to solving and coping with real tasks in community life. They are „probation seekers" (Zizek 2018) and this is also driving their development. The forms of probation that the individuals experience as valuable depend on the biographical experience (Zizek 2015), which in turn is rooted in a collective history of experience. We conduct interviews with 8-9-year-old children from various socio-economic backgrounds, family structures, and levels of religiousness. The collected data are analyzed according to objective-hermeneutical sequence-analysis (Oevermann, 2004; Garz, 2010; Wernet, 2014; Zizek, 2017). This method focuses on persons' inter-subjectivity. Its main purpose is to discover a person's intentions and latent meaning of an action. In a cultural comparative framework, we examine how collective experience in history and social milieus affect the development of social motivations for children in these countries.

Key words: future perception, probation seekers, objective hermeneutics, childhood studies

Saturday, June 6, 2020

Saturday, 08:00-08:30

Room 1

**Testing Equipment
(Link Address of Cisco's Webex)**

Saturday, 08:30-10:00

Room 1

Symposium 2

Chair: Prof. Chih-Hung WANG

Proposal ID: 090

Presenter: Prof. Chih-Hung WANG

& Su-Hui CHANG

& Jin-Fong CHUANG

& Ya-Yu CHENG

& Mei-I CHEN

& Guang-Xiao TIAN

Department of Guidance and Counseling,

National Changhua University of Education, Taiwan

The Ethical Issue of Helping Profession in Chinese Society

The professional ethics of the helping profession in Chinese society has influenced by Western culture. But, according to the indigenous psychology movement, Non-Western psychology is awakening to the fact that every culture—Eastern and Western—evolves its unique psychology appropriate to and consistent with its historical and cultural roots; this is the new reality in psychology (Marsella & Pickren, 2012). Because of the indigenization of the helping profession, there is an increasing emphasis on the ethical view of Chinese culture. While Western culture emphasizes external, objective, rational norms, Chinese Confucian culture emphasizes internal, subjective self-cultivation, that emphasis morality precedes ethics, and ethics precedes professionalism. This symposium mainly explores ethical issues related to the “helping profession” in Chinese society. It discusses these issues via a “The Duality Model of Professional Ethics for Helpers,” which based on a broader perspective that integrates Chinese and Western cultures. Ways of improving the ethical education of Chinese helping professionals are also proposed. In this symposium, we discuss 5 studies on different ethical issues on helping profession, including: “The Ethical Dilemma and Coping strategies of Built-in Employee Assistance Program(EAPs) Professionals,” “Ethical Issues Encountered by Counselors in Assisting Protective Clients on Interdisciplinary Judicial System Cooperation; To do or not to do? The ethical dilemma of school counselors in Chinese culture”, “The Ethical Issues of Artwork in art Therapy-In Case of Art Exhibition.” And “Research on the Ethical Issues of Non-sexual Dual Relationships of Counselors in Mainland China.” The Duality Model of Professional Ethics for Helpers. We try to explore different ethical issues through the perspective of Chinese culture, that is, to analyze the ethical problems encountered in various fields from the pint of view of Chinese culture. Through these studies, we hope it is a good begining to explore possible directions of indigenization of Psychology and professional development for local heplers.

Key words: professional ethics, Chinese society, Confucian, indigenization

The Ethical Dilemma and Coping strategies of Built-in Employee Assistance Program (EAPs) Professionals

Su-Hui CHANG, Jin-Fong CHUANG, Ya-Yu CHENG, Prof. Chih-Hung WANG

This study aims to discuss the ethical dilemmas and coping strategies of employee assistance program professionals. In-depth interviews were conducted with four EAPs professionals within the company, and the “category content” strategy was used for conducting qualitative analysis in the narrative study. The study found the professional ethical dilemmas as followings : (1) the involvement of administrative forces in the operation of EAPs, thus leading to a confidentiality dilemma, (2) Organizations and employees whose interests should be prioritized, (3) How to balance organizational performance with consultative beneficiary rights, (4) The impact of dual relationships cannot be avoided within the organization, (5) Emphasis on organizational performance affecting ethical practices. EAPs professionals within the company seek support from the support system and develop their adjustment methods: (1) internal self-adjustment, (2) inquiry about the external support system assistance, (3) redefining of the EAPs service function, (4) adjustment and coping strategies, and others. These processes will continue to precipitate and reflect, gradually forming the next treatment experience and judgment of ethical conflict events. Finally, based on the research results, this study also proposed relevant suggestions for the practical development of EAPs and the future research of the ethical issues of these programs.

Key words: Built-in Employee Assistance Program, Coping Strategies, Employee assistance program, Professional ethics

Ethical Issues Encountered by Counselors in Assisting Protective Clients on Interdisciplinary Judicial System Cooperation

Jin-Fong CHUANG, Ya-Yu CHENG, Su-Hui CHANG, Prof. Chih-Hung WANG

Protective clients involved people who have been abused or sexual assault; they are traumatized by violence, need a psychologist to assist trauma recovery. This is a cross-cooperation area when psychologist helps those people, social work will referral those client’s to psychology, and psychology may require by the court to disclose client’s records, and receive a subpoena to as a witness in court. Psychology needs to notice about law and ethics issues, exceptionally informed consent, confidentiality, dual roles, qualifications, communication privilege, and client’s best interest. Therefore, this study aims to explore the psychological process and ethical issues involved in the cooperation with the court to provide practical and academic issues reference.

Because the number of subjects is rarely, it is necessary to purposive sampling to find suitable respondents. The researcher pre-plans the semi-structured interview main point of the main

questions, through individual in-depth interviews. Further research data was obtained, and data analysis was conducted through a “category-content” analysis.

The results of this study are as follows: 1. The role and professional identity of the psychologist in court, by assisting the clients in voicing to demonstrate the professional role of the psychologist; 2. The psychologist helps abused victims need to cooperate with the court, social work, and laws, different professional workers have different views. Among them, it is necessary through further assessment about the client’s best interests; this is the dialogue between law and ethics; 3. Psychologists must adhere to ethical principles by clinical ethical code and expand their conversation with the judicial system or social workers without harming an individual. They are the most crucial networking of psychologists.

Key words: ethical issues, counselors, protective clients, interdisciplinary judicial system cooperation

To do or not to do? the ethical dilemma of school counselors in Chinese culture

Ya-Yu CHENG, Su-Hui CHANG, Jin-Fong CHUANG, Prof. Chih-Hung WANG

The professional code of ethics was stemmed from Western culture, which emphasizes equality, individual, boundary, and rational norms. However, Chinese culture prefers balance, worldly-wise, and social networks. There is a different ethical view between Western and Chinese culture. The purpose of this study is to explore the ethical dilemma of school counselors in Chinese culture. In Taiwan, school counselors received Western ethical knowledge but immersed in Chinese practical work. They often encounter challenges of following the rules or cultural beliefs.

The design of the study was purposive sampling. The qualifications of the study participants were: five years as school counselors who experienced ethical dilemmas. Finally, three school counselors participated in the research. An individual in-depth interview was adopted for collecting data. Regarding data analysis, narrative research was used. According to the result of the study, it released that Chinese culture did affect the ethical choices of school counselors. When making an ethical judgment, school counselors minded some Chinese cultural beliefs, such as harmonious interpersonal relationships, hierarchy, “Doctrine of the Mean,” and “Face and Favor.” They experienced culture shock when making an ethical judgment. The study also proposes relevant recommendations for school counselors, ethical code revisions, ethics education units, and future academic research.

Key words: Chinese culture, school counselors, ethical judgment

The Ethical Issues of Art work in art Therapy, In Case of Art Exhibition.

Mei-I CHEN, Prof. Chih-Hung WANG

There are chances to meet with ethical issues during practice. The researcher believes that if an art therapist is the lack of sensitivity towards ethical issues, it might harm the clients and damage the reputation of art therapy as a profession as a whole. Therefore, the researcher would like to take this research to clarify her doubts and thoughts. The qualitative in-depth interviews in this study interview art therapists about the ethical issues of using client works in art therapy. The research results show that the ethical issues concerning the use of the client's works in art therapy have not received sufficient attention from art therapy practitioners, and the ethics code of art therapy has not provided enough guidance. The ethical education and training of art therapists are also insufficient. Based on research, we suggest that art therapists should pay attention to the ethical issues of using the client's works in art therapy. It is crucial to revise the ethics code of art therapy and provide adequate guidance, and to strengthen the ethics education training of art therapists. We think it is essential for art therapist inwardly to master one's ethical competence, and outwardly, contributing to art therapy and art therapy education foster the profession as a whole in Taiwan.

Key words: art therapy, ethical issue, ethical education, supervision, art exhibition

Research on the Ethical Issues of Non-sexual Dual Relationships of Counselors in Mainland China

Guang-Xiao TIAN, Chun-Fei YANG,

General Education Center, National Taichung University of Science and Technology, Taiwan

Zeng-Tang CHEN

Student Mental Health Education and Counseling Center, Tongji University, China

Chun-Jiao LIU

Mental Health Education and Counseling Center, Shanghai Lixin University, China

Kai-Wen XU

Student Mental Health Education and Counseling Center, Peking University, China

Qin AN

School of Humanities and Social Sciences, Beijing Institute of Technology, China

Yun-Ming CHANG

Department of Psychology, School of Educational Science, Minnan Normal University, China

Prof. Chih-Hung WANG

Department of Guidance and Counseling, National Changhua University of Education, Taiwan

The purpose of this study is to explore the ethical attitude and ethical behavior of non-sexual dual relationship among Chinese counselors, in order to compare the results of previous surveys between Mainland China and Taiwan and to explore the progress of Mainland China 's counseling ethics at different times, and to understand the extent of the development of counseling ethics in mainland China.

This study adopts a hybrid approach of “quantitative-based, qualitative-assisted”. In the first stage, the questionnaire was revised by expert validity. In the second stage, 279 valid questionnaires were obtained by means of sampling, Descriptive statistics, Chi-square test , t-tests, and ANOVA were applied to examine the data. In the third stage, six experts with both ethical research and practice were invited to conduct focus group interviews and individual written interviews, and the qualitative data were processed by the content analysis method.

The results as follow: First, the ethical awareness of university counselors in mainland China is higher, and their ethical behavior is more rigorous than before, but there is still a gap between ethical attitude and ethical behavior. Second, the development and ethical awareness of counseling specialty in the mainland China are slightly different from those in Taiwan, and the items involved are related to the cultural environment and living habits. Finally, the results are discussed and suggestions for future research and practical application are put forward.

Key words: non-sexual dual relationship, ethical attitude, ethical behavior, Mainland China

Saturday, 10:00-10:30

Room 1

Paper Session 5

Chair: Dr. Maosen LI

RENMIN UNIVERSITY OF CHINA, China

Proposal ID: 043

Presenter: Prof. Cheng-Hsi CHIEN

Graduate institute of educational administration,

National Pingtung University, Taiwan

Three Meanings of Wang Ji (“Forgetting”) in the Context of Education: The wisdom from Chuang Tzu of Ancient China in modern society

The word ‘forgetting’ in English has the same meaning as ‘Yi Wang’ in Chinese, though we can also say ‘Wang Ji’ (meaning “forgetting” but also “remembering”). Literally speaking, ‘Wang Ji’ can mean “forgetting what to remember,” but it can also be seen as a metaphor for the dialectical relationship between forgetting and remembering. I believe the educational significance of this metaphor is threefold. First, Wang Ji plays a positive role in learning; second, Wang Ji can be the basis for harmony in interpersonal relations; third, this term also makes possible multiple interpretations of historical events, and can help to clarify the issue of transitional justice. Inspired by Chuang Tzu’s wisdom, I hope to show that learning is not only memory-based reasoning in terms of sensation or rationality, but is also the process of ‘the fasting of the heart’ by forgetting myself while sitting, which means first getting rid of my body and mind, and then creating an incomparably wide space in which individuals may roam between heaven and earth. By this process of self-discipline through Chuang Tzu’s “forgetting wisdom,” we could obtain true wisdom beyond knowledge, and interpersonal harmony beyond profit-mindedness. Above all, we could avoid or overcome the pain of our political, ethnic and religious conflicts.

Key words: forgetting, philosophy of education, Chuang Tzu

Saturday, 10:30-11:00

Room 1

Paper Session 6

Chair: Dr. Maosen LI

RENMIN UNIVERSITY OF CHINA, China

Proposal ID: 052

Presenter: Yan HUO

& Jin XIE

Center for Youth Moral Education,

Tsinghua University, China

Exploring the Issue of a Lack of Cohesion in Moral Education: An Empirical Study in Chinese Primary and Secondary Schools

The present study was to explore the issue of a perceived lack of cohesion in moral education in mainland China by comparing three student cohorts: grade three and grade six in Primary School and the third year in Junior High School. The study employed mixed research methods; fieldwork was conducted in 10 schools, utilising the Code for Primary and Secondary-School

Students (2015) as a blueprint for designing a student self-assessment survey. A total of 695 questionnaires were obtained from the three student cohorts, in addition to 25 semi-structured teacher interviews. The findings concur with and add richness to existing policy documents and academic sources; they reveal the perceived symptom of a lack of cohesion in moral education, represented by a U-curve phenomenon based on students' self-assessment survey results, and corroborated by teacher interviews, where the middle-cohort students are lagging behind the other two cohorts. These findings are compared to other historically recorded 'dips' in moral developmental trajectories. The findings indicate three possible explanations for this phenomenon, and suggestions are offered for educators and policy makers on improving cohesion in moral education.

Key words: Lack of cohesion; Chinese moral education; Primary and Secondary Schools; moral developmental dips, China.

Saturday, 11:00-11:30

Room 1

Paper Session 7

Chair: Mr. Christohoer Drake

Association for Living Values Education International, Hong Kong

Proposal ID: 093

Presenter: Heesun CHANG

Hyejeon College,

Korea

College Students' life goal Profiles and Their Class Engagement, Academic Misbehavior, and Academic Dishonesty

The purpose of this study was to explore pre-service teachers' academic motivation profiles in Korea and to investigate how their profiles relate to their class engagement, academic misbehavior, and academic dishonesty. A total of 947 pre-service teachers provided the sample for this study. Using Latent Profile Analysis, a five-profile model of 'high efficacy and high mastery goals', 'high achievement goals', 'moderate motivation', 'low efficacy and low performance goals', and 'very low performance goals' was chosen as the final model. There were significant differences in the students' class engagement, academic misbehavior, and academic dishonesty depending on their motivation profiles. The 'high efficacy and high mastery goals' profile showed the most adaptive results whereas the profiles with low achievement goals showed low engagement, and higher levels of academic misbehavior and academic dishonesty.

In addition, the pre-service teachers with high mastery and high performance goals demonstrated significantly higher levels of misbehavior during class and academic dishonesty than those

with high mastery and low performance goals. Implications of the research findings for pre-service teacher' education are discussed.

Key words: Academic motivation profiles, Achievement goals, Class engagement, Academic misbehavior

Saturday, 11:30-12:00

Room 1

Paper Session 8

Chair: Mr. Christohoer Drake

Association for Living Values Education International, Hong Kong

Proposal ID: 095

Presenters:

Siti Irene Astuti Dwiningrum

Universitas Negeri Yogyakarta

siti_ireneastuti@uny.ac.id

Siti Luzviminda Harum Pratiwi Setyawan

Mercubuana University

siti.luzviminda@gmail.com

Almando Geraldi

Universitas Airlangga

almando.geraldi@fst.unair.ac.id

The Public Awareness Level for COVID-19 and the Need to Establish a Disciplined Culture in Order to Develop a “New Normal” Society

The Corona Virus Disease-19 (COVID-19) pandemic has led to a global crisis. This pandemic has necessitated massive behavioural changes such as wearing masks, frequent hand-washing, and physical distancing to prevent the spread of the infection. How successful these changes will be in controlling the spread of this disease very much depends on people's understanding of the potential impact on themselves and others of COVID-19. To better understand the current level of Indonesian citizens' awareness of the potential impact of this virus, we conducted an online survey of 1000 respondents from 31 of Indonesia's 34 provinces, and from various edu-

cational and employment backgrounds. The instrument used in our survey was employed to identify Indonesian citizens' awareness of the impact of COVID-19 from the ORID (Objective, Reflective, Interpretive, Decisional) perspectives. Furthermore, in-depth interviews were also conducted to confirm our results and formulate strategies for enforcing more disciplined behaviour on the part of people so that we may better contain and control the spread of COVID-19. Our survey results suggest that Indonesian citizens' awareness level is 75.69%. In fact, based on our interview results, the Indonesian government's current policies, which include enforcing PSBB (large-scale social restrictions), and implementing "work from home" and "study from home" policies, are generally considered to be sufficient to enforce the behavioural changes our citizens need to make in order to survive Indonesia's COVID-19 pandemic. However, more standard operating procedures and policies, when it comes to medical services and socio-economic-cultural-tourism, are also needed. The implementation of these strategies is expected to further improve the adaptability of our citizens when it comes to dealing with a "new-normal" situation post-COVID-19.

Keywords: COVID-19, awareness level, ORID method, discipline culture, Indonesia.

Saturday, 12:00-13:00

Room 1

Lunch & Poster Session

Proposal ID: 012 (12:00-12:30)

Presenter: Associate Prof. Nirupma SAINI*

& Dr. Vandana SINGH*

& Prof. Sudha CHIKARA**

*Department of Human Development, Guru Nanak Girls' College, India

** Department of Human Development and Family Studies

CCS HAU ,Hisar, Haryana, India

Religious Diversity and Moral Education

Religion is faith. The backbone of any religions lies in ethical principles like patience, tolerance, truthfulness, compassion, kindness, selfless service to humanity, a feeling of oneness, equality, love, respect and dignity for others. India is considered to be a spiritual nation. It's a pluralistic society and a land where many religions originated, including Hinduism, Buddhism, Sikhism, and Jainism. Many saints, holy persons and Sufis have spread the message of love, and humanity in India.

The stories in the Panchtantras instill moral values. Two epics, the Ramayana and the Mahabharat, set high ideals for human beings. His holiness the Dalai Lama stressed the importance of cultivating the Altruism of Bodhicitta. Jainism talks about right conduct and nonviolence. Sikhism emphasizes the moral and ethical life.

All major religions focus on the deep, underlying, fundamental unity of apparent diversity; they prescribe specific ways to enjoy a peaceful coexistence, and to pursue self-development, self-realization and the ultimate fulfillment of life. Undoubtedly, diverse religious teachings in school curricula can help tender young minds to develop moral values and make the world a more harmonious place.

Key words: Religious diversity, ethics, humanity, curriculum, harmonious development.

Proposal ID: 049 (12:30-13:00)

Presenters: Wenjun ZHOU

& Prof. Fengrong ZHANG

Marxist School,

Northeast Normal University, China

Rethinking Moral Education from the Perspective of Cultural Diversity

While human culture is very diversified, it also embodies a clear trend toward integration, thus allowing individuals to establish sound values, improve their capacity for moral discrimination, seek consensus and become real leaders in a multi-cultural society, know how to deal with the dilemma of moral choice. Asian culture and society is extremely complex, although it also has an encompassing commonality. How is moral education possible in the context of cultural diversity? This presentation will address the conference theme by exploring the connotations of cultural diversity and the philosophical basis of moral education. The authors believe that there are three key issues here. First, we must consider the prerequisites for establishing moral education within the larger context of cultural diversity. Secondly, moral education in a multicultural society depends upon its ability to objectify. The third issue is that of the possible future orientations of moral education in an increasingly multicultural society. Ultimately, the authors believe that it is essential to keep examining our own practices of moral education in an increasingly multicultural society and world.

Key words: cultural diversity, moral education, philosophical basis

Saturday, 13:00-13:30

Room 1

Testing Equipment
(Link Address of Cisco's Webex)

Saturday, 13:30-14:00

Room 1

Paper Session 9

Chair: Dr. Mei-Yee WONG

The Education University of Hong Kong, Hong Kong

Proposal ID: 078

Presenter: Dr. Wai-chan Mandy CHAN

& Prof. Jimmy DE LA TORRE

& Dr. Mantak YUEN

The University of Hong Kong,

Hong Kong

Social and Emotional Learning Program on Meaning and Purpose for Chinese Adolescents

This presentation will address the conference theme by proposing a social and emotional learning program that acknowledges the importance of strengthening moral education in our schools. The speaker will first outline the social and cultural perspectives that influence human emotions, and then will explore how moral emotions and values such as gratitude, compassion, forgiveness, and respecting human diversity all have implications for healthy development and well-being. The proposed “Social and Emotional Learning Program on Meaning and Purpose for Chinese Adolescents” has a dual focus on promoting character and virtue development alongside a skills-oriented approach to learning. It is argued that social-emotional learning goes hand-in-hand with the promotion of moral values, the development of social capital, and character building will contribute to well-being and positive growth among adolescents. Examples will be

provided of how moral values can be fostered through planned social and emotional learning activities. The speaker will also describe some of the challenges facing educators in promoting students' social and emotional development. Lastly, the implications for enhancing learning practices in schools and addressing this topic more effectively in teacher professional development will be identified.

Key words: social-emotional learning, meaning & purpose, moral emotions.

Saturday, 14:00-15:30

Room 1

Symposium 3

Chair: Dr. Vishalache BALAKRISHNAN
University of Malaya, Malaysia

Proposal ID: 054

Presenter: Prof. Naoriho MATSUO*

& Kentaro TSUKAMOTO*

& Prof. Shigeo NAGATA*

& Souhei KOUSAKA**

& Keiko KIKUCHI***

& Yuko KAWAI****

*Tokyo Gakugei University,

**Tokyo Gakugei University, Takehaya Elementary School,

***Tokyo Gakugei University, Takehayta Junior High School,

****Tokyo Gakugei University, School for Children with Intellectual Disabilities, Japan

Moral Class, Moral Education, and Fostering Agency in Japanese Schools.

There is ongoing discussion in countries and regions around the world about the content and methods of education and the competencies that are required in this new era. Different cultures require different methods of education, but the skills and competencies required for the new era share some degree of commonality. The OECD Future of Education and Skills 2030 project launched the OECD Learning Compass 2030 in May of 2019, providing a framework for future

education. This framework provides a broad vision of the various competencies that students will need in order to make a living beyond 2030. According to the framework, the concept of agency will be regarded as a key element in our educational systems of the future, as it is closely related to students' willingness, motivation and self-efficacy with regard to individual and social well-being.

Judging from the results of PISA2018 and TALIS2018, it can be inferred that Japanese students may have more difficulty developing agency, and that teachers are not fostering this is one of Japan's primary social and educational challenges. New courses of Study will be implemented sequentially from FY2020 in Japan, and the hope is that students can become co-creators of a better society and can live a happier life. The development of agency will be conducted through all subjects and activities, but we think that moral education, including "Morality classes" will play an important role in fostering agency. Recently a new form of morality class has been designed, and with this Japanese moral education has entered a new era.

The purpose of this symposium is therefore to introduce the challenges of moral education in Japan and to create more opportunities for thinking about moral education all over the world. (Abstracts for each of the papers will be presented during the symposium.) The symposium will address the Conference Theme by focusing on "The Challenges Facing Moral Education in our Future Society". Tsukamoto will present an overview of the OECD Learning Compass 2030, which describes the skills and competencies required for the future, and key agencies are central to this framework. Matsuo outlines the new Courses of Study (curriculum guidelines) and new ways for promoting student agency in Japan: more specifically, which competencies are intended to be developed and how we are trying to foster student agency.

Nagata will present the future prospects for moral education and moral classes in Japan: in particular, how moral class and moral education are changing in a positive direction. Then other speakers will report on some practical examples of "morality classes." Then Souhei Kousaka will present the way he teaches morality classes in elementary school, Keiko Kikuchi will demonstrate her way of teaching moral classes in junior high school, and Yuko Kawai will show us how she teaches classes and manages activities in order to foster students' moral development at a special education school.

Key words: Moral education, moral class, courses of study, agency

Saturday, 15:30-16:00

Room 1

Break & Testing Equipment
(Link Address of Cisco's Webex)

Saturday, 16:00-17:00

Room 1

AGM Meeting

Chair: Dr. Meiyao WU

National Kaohsiung Normal University, Taiwan