

# 2021(15th) APNME Annual Online Conference: Moral Education During the Global Pandemic and its Challenges

## Schedule of Events and Program

[According to the Time Zone of Hong Kong \(UTC+8\)](#)

**Friday, July 9<sup>th</sup>, 2021**

Time	Event	Location
08:30 – 09:00	Testing Equipment (Link Address of Cisco's Webex)	Room A
09:00 – 09:10	Opening Ceremony Opening Remarks: APNME Chair: Mei-Yao WU Conference Program Chair: Chih-Hung WANG	Room A
09:10 – 10:40	Plenary Session 1 Title "Moral Education During the Global Pandemic and its Challenges" Moderator: Chih-Hung WANG Speakers: Kwang-Kuo HWANG Christopher DRAKE	Room A
10:40 – 12:10	Paper Session 1 Chair: Jiyoung CHOI	Room A
12:10 – 13:20	Break	Room A
13:20 – 13:30	Preparation	Room A
13:30 – 14:30	Paper Session 2 Chair: <i>Chih-Hung WANG</i>	Room A
14:30 – 14:40	Break	Room A

<b>14:40 – 15:40</b>	<b>Paper Session 3</b> <b>Chair: Kun ASTUTI</b>	<b>Room A</b>
<b>15:40 – 16:00</b>	<b>Break</b>	<b>Room A</b>
<b>16:00 – 17:10</b>	<b>Plenary Session 2</b> <b>Moderator: Monica TAYLOR</b> <b>Title “Moral and Character Education from Eastern and Western Perspectives”</b> <b>Speakers: Maosen LI</b> <b>Tom HARRISON</b>	<b>Room A</b>
<b>17:10 - 17:30</b>	<b>Break</b>	
<b>17:30 – 18:30</b>	<b>APNME Committee Meeting</b>	<b>Room A</b>

Saturday, July 10<sup>th</sup>, 2021

<b>Time</b>	<b>Event</b>	<b>Location</b>
<b>08:30 – 09:00</b>	<b>Testing Equipment (Link Address of Cisco's Webex)</b>	<b>Room A</b>
<b>09:00 – 10:30</b>	<b>Parallel Session 4</b>	<b>Room A</b>
	<b>Paper Session 4A</b>	
	<b>Chair: Vishalache BALAKRISHNAN</b>	<b>Room B</b>
<b>Paper Session 4B</b>		
	<b>Chair: Mei-Yee WONG</b>	
<b>10:30 – 10:40</b>	<b>Break</b>	<b>Room A</b>
<b>10:40 – 12:10</b>	<b>Parallel Session 5</b>	<b>Room A</b>
	<b>Paper Session 5A</b>	
	<b>Chair: Mei-Yee WONG</b>	<b>Room B</b>
<b>Paper Session 5B</b>		
	<b>Chair: Adsina Fibra IBRAHIM</b>	
<b>12:10 – 13:20</b>	<b>Break</b>	<b>Room A</b>
<b>13:20 – 13:30</b>	<b>Preparation</b>	<b>Room A</b>
<b>13:30 – 15:00</b>	<b>Parallel Session 6</b>	<b>Room A</b>
	<b>Paper Session 6A</b>	
	<b>Chair: Yan HUO</b>	<b>Room B</b>
<b>Paper Session 6B</b>		
	<b>Chair: Caiping SUN</b>	
<b>15:00 – 15:10</b>	<b>Break</b>	<b>Room A</b>
<b>15:10 – 16:40</b>	<b>Parallel Session 7</b>	<b>Room A</b>
	<b>Paper Session 7A</b>	
	<b>Chair: Halili HALILI</b>	<b>Room B</b>
<b>Paper Session 7B</b>		
	<b>Chair: Naohiro MATSUO</b>	

Sunday, July 11<sup>th</sup>, 2021

<b>Time</b>	<b>Event</b>	<b>Location</b>
<b>08:30 – 09:00</b>	<b>Testing Equipment (Link Address of Cisco’s Webex)</b>	<b>Room A</b>
<b>09:00 – 10:30</b>	<b>Plenary Session 3 Title “Moral and Civic Education during the Global Pandemic and its Challenges” Moderator: Adsina Fibra IBRAHIM Speakers: Kartika YULIANTI Frank REICHERT</b>	<b>Room A</b>
<b>10:30 – 10:40</b>	<b>Break</b>	<b>Room A</b>
<b>10:40 – 12:10</b>	<b>Parallel Session 8 Paper Session 8A Chair: Halili HALILI Paper Session 8B Chair: Wai-Chan Mandy CHAN</b>	<b>Room A Room B</b>
<b>12:10 – 13:50</b>	<b>Break</b>	<b>Room A</b>
<b>13:50 – 14:00</b>	<b>Preparation</b>	<b>Room A</b>
<b>14:00 – 15:00</b>	<b>APNME AGM Meeting Closing Remarks: APNME Chair: Mei-Yao WU Conference Program Chair: Chih-Hung WANG</b>	<b>Room A</b>
<b>15:00 – 15:10</b>	<b>Break</b>	<b>Room A</b>
<b>15:10 – 16:10</b>	<b>APNME Committee Meeting</b>	<b>Room A</b>

# **Conference Program**

# Friday, July 9th, 2021

Friday, 08:30-09:00

Room A

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

Friday, 09:00-09:10

Room A

**Opening Ceremony**

***Opening Remarks:***

***Meiyao WU***

*National Kaohsiung Normal University, Taiwan*

***Chih-Hung WANG***

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

Friday, 09:10-10:40

Room A

**Plenary Session 1**

**Moral Education During the Global Pandemic and its Challenges (1)**

***Moderator: Chih-Hung WANG***

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

***Speakers:***

***Kwang-Kuo HWANG***

*Department of Psychology, National Taiwan University, Taiwan*

***Christopher DRAKE***

*The Founder of APNME, Hong Kong*

Friday, 10:40-12:10

Room A

## **Paper presentation Session 1**

*Chair:* Jiyoung CHOI

Department of Education, Hannam University, South Korea

### **Proposal ID: 07**

*Presenter:* Miaomiao ZHANG

East China Normal University, China

### ***Research on the Development and Application of Online Teaching Resources***

#### ***in K-12 Chinese Schools during the Epidemic***

In order to ensure the normal development of education, the Ministry of Education has put forward the solution of "stopping classes and not stopping learning ". During the epidemic period, most of the online teaching resource platforms in primary and secondary schools are open free of charge to provide support for online teaching in primary and secondary schools. Primary and secondary school teachers can also use massive online teaching resources such as national primary and secondary school network cloud platform, Tencent classroom, NetEase cloud classroom, Mu class and so on. In order to ensure the teaching effect of online classroom, teachers have integrated and developed many teaching resources. This has made a certain contribution to the "stagnation" of education during the epidemic period, solved the urgent need of teaching pressure, and promoted the integration of information technology and education and teaching. At the same time, it is also noted that the large-scale application of online teaching has also formed a lot of drawbacks, such as the lack of interactive teaching, the lack of timely supervision, reminding students and the lack of peer influence, and so on. After the epidemic situation eased, the traditional offline teaching is still the main position of teaching, but the mixed teaching mode combined with online and offline is still the trend of the times, and the utilization rate of online teaching resources is rising compared with the past. This paper will enumerate the high utilization of online resources. The typical ideological and political online teaching resources are software resource platform application, " Internet "+ red file resource application, which are developed by Beijing normal University's future education innovation center. Integrated application of network resources based on cloud classroom, regional resource application based on audio-visual education, mainstream media resource application App learning platform and other resources application. However, in the investigation and analysis of the current situation and demand of digital education resources in primary and secondary schools, it is found that most teachers mainly search teaching resources through the network, followed by the school education and teaching resources database and the national, provincial and municipal resources platform. This makes us have to reflect on why teachers give priority to using network retrieval rather than all kinds of resource banks at all levels. Why does the current resource construction not meet the needs of teachers well?

The UTAUT model, which Venkatesh and others proposed in 2003, is based on the integration of multiple technology acceptance models, summarizing performance expectations, effort expectations, social influences and convenience conditions, And age, gender, experience and voluntary four regulatory factors on technology acceptance and use. In teaching, based on teachers themselves, factors such as increasing technical literacy, self-efficacy, usage habits and teaching feedback form a model suitable for teaching.

Unlike the traditional linear application model (teacher-resource-student), the existing teaching model requires teachers not only to present resources to students, but also to teach students the essential core behind resources and how to obtain effective resources. Before achieving such teaching results, teachers' responsibility is to build bridges between resources and students. By consulting a large number of relevant documents, it is concluded that the inherent mode of using teaching resources for ideological and political teachers in our country is: finding the required courseware, video, audio and other teaching materials through various resource websites or resource banks before class, secondary processing, targeted teaching by releasing pre-test questions to students; using iPad and other teaching tools to enable students to carry out task-based cooperative learning. For some speculative problems, students can search through the network, teachers can also use interactive platform to answer questions and questions; after class through big data analysis of the application of resources, and tracking evaluation to provide students with personalized guidance. Teachers can integrate cases or problems that can not be taught in the theoretical classroom into situational materials of problem teaching through platform operation, so that students can communicate and interact anytime and anywhere, so that the process of learning will not be interrupted.

This paper investigates 76 moral education teachers in primary and secondary schools in different regions of the country from April 12 to 13,2020. It is found that some people still have a neutral attitude that online teaching helps to make use of rich teaching resources and can well coordinate online resources and offline materials. More than half of them doubt that they can use online teaching software flexibly. We need to consider how teachers use online teaching resources to support teaching in practice and the obstacles to teachers' use online resources. With the development of information technology and the reality of fighting the epidemic in China, hybrid teaching has become the trend of the times, and the importance of online resources has become increasingly prominent. In order to better play the role and advantages of online resources in the process of ideological and political teaching, improve teaching quality.

**Proposal ID: 025**

*Presenter:* Kyungwon SON

Gong Ju National University of Education, South Korea

***Testing Effects of High School Students' Character on Political Engagement  
and the Moderator Effect of Class Discussion Openness***

The purpose of this study was to examine the impact of character on the political engagement of high school students, to confirm the relationship between character and political engagement, and to suggest implications for the relationship between character education and citizenship education by examining the moderating effects of class discussion openness. Therefore, the study



surveyed 373 men and women at Incheon-based high schools on character, political engagement and the openness of class discussions. The influence of character on political engagement was investigated using hierarchical regression, and the moderator effect was analyzed using the three-step regression of Baron and Kenny.

The results of the study were three. First, the character has a positive influence on political engagement, and the higher the responsibility and cooperation, the higher the will for political engagement. The traditional virtues, filial piety and courtesy, also had a positive effect on political engagement. Second, the openness of the class discussion was not high, but a static causal influence was found on political engagement. In addition, the class discussion openness had a weak negative moderating effect on the relationship between character and political engagement. Therefore, character education and citizenship education are overlapping each other and suggest the improvement of openness of class discussion.

### **Proposal ID: 038**

*Presenter:* Jiyoung CHOI

Department of Education, Hannam University, South Korea

#### ***Volunteering Experience in Service Learning Class for***

#### ***Pre-service Teachers' Moral Development***

In Korea, the proportion of students from multicultural families in the educational field continues to increase. Since the College of Education trains teachers who will work in middle and high schools, it is important to understand the characteristics of children from multicultural families and expand opportunities to interact with multicultural students in the process of cultivating multicultural competencies for pre-service teachers.

For pre-service teachers, the ability to effectively implement multicultural education for children from multicultural families and general children, and to develop educational activities and educational programs necessary for multicultural education should be improved before entering the teaching profession.

In this study, the class of 'Understanding of children from multicultural families' was combined with service learning for pre-service teachers, and the effectiveness of the class was analyzed.

As a result of the study, it was confirmed that not only changes in the cognitive aspect, but also the character aspects of pre-service teachers by conducting service learning class for children from multicultural families. The students who participated in the class examined the educational problem of prejudice against children from multicultural families, and deeply understood the characteristics of children from multicultural families. Above all, it can be seen that students have cultivated a spirit of sharing and consideration based on the knowledge they have learned theoretically in the class by performing volunteer activities for children from multicultural families.

In the future, it is important to gradually expand classes applying the service learning method among the courses held at the College of Education for the development of morality of pre-service teachers.

Friday, 12:10-13:20

Room A

**Break**

Break

Friday, 13:20-13:30

Room A

**Preparation**

**Testing Equipment**

(Link Address of Cisco's Webex)

Friday, 13:30-14:30

Room A

**Paper presentation Session 2**

**Chair: Chih-Hung WANG**

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

**Proposal ID: 017**

*Presenters: Wanya LIANG*

Xiaomei HAN

Huiling WANG

Liping ZHU

Ping ZHANG

Wangbei YE

East China Normal University, China

***Senior middle school students' service-learning in COVID-19 period:***

***A case study in Shanghai***

In the past 3 decades, service-learning received increasing attention in citizenship education. It was viewed as helpful in bridging the school and the society, the curriculum and social services. Students can use knowledge in real life situations and learn to better communicate and cooperate

with others. Moreover, via service-learning, students can acquire the knowledge needed for future life through experience reflection, and form a sense of social responsibility (e.g., Meyer, 1993; Richard, 1996; Maryse, 2013).

China revised its senior middle school citizenship education guideline in early 2018 which listed four core competences: political identification, legal awareness, scientific spirit, and social participation (Ministry of Education, 2018). However, some studies pointed out that Chinese students showed lower degree of confidence in their social participation competence when comparing to political identification competence, and suggested the necessity to increase students' social participation opportunities (Ye, 2018).

Therefore, this study takes B senior middle school in Shanghai as a case to explore its service-learning programme's influence on students' social participation competence learning. B school was selected due to its commitment to service-learning and citizenship education.

This study was carried out in two stages. Stage 1. From October 2020 to January 2021, the researchers randomly surveyed 206 grade 10 students in B school. The questionnaire survey was based on the four core competences promoted in citizenship education. Stage 2. 40 grade 10 students (surveyed in stage 1) were randomly contacted and agreed to carry out winter vacation service-learning. They were divided into three sub-teams: to be online friends with students in minority areas (Xinjiang), to report people's commitment to work in COVID-19 period in Shanghai, to guide primary school students' visit to museums, etc., to work in WeChat to post related announcement, resource, etc. The service-learning programme was designed based on several extant principles of service-learning (Meyer, 1993; Joann et al., 2006). Students record their service-learning in pictures, short videos, writings. The 40 students were interviewed as well to ask their impressions about the activity. The

questionnaire data were analyzed in SPSS and qualitative data were analyzed to identify the influence of service-learning to students' social participation competence.

Data analysis reveal that service-learning benefit students' social participation competence learning in these aspects:

1. The diversity of ethnic cultures in the activities can stimulate students' enthusiasm for participation. While, due to the lack common interests, students' awareness of public participation cannot be improved. Students join the programme "to be online friends with students in minority areas (Xinjiang)" reflected this pattern.
2. Clarify students' roles can stimulate students' sense of civic responsibility. In the activity: to guide primary school students' visit to museums. Senior middle school students had clear division of responsibility. Face-to-face service also enhance their responsibility.
3. Examination-culture in Chinese society hindered students' social participation in service learning. The 40 students, though finished their service learning, however, as a matter of fact, like many other Shanghai students, were very busy to attend tutors in holidays, thus had difficulty to fully devoted to service learning.

**Proposal ID: 045**

*Presenter:* Bee Piang TAN

Sultan Idris Education University, Malaysia

*From theory to practice: The experience of pre service Moral Education*

*teacher's multicultural teaching practices*

The Moral Education teacher training program in Malaysia has incorporated multicultural education in teacher preparation programs and courses. This study focuses on two research questions: (1) What is the Malaysia in-service teacher's attitudes and belief in multicultural education? (2) What were the teachers' experiences when implementing multicultural education during teaching practice. The design method used in this study was a qualitative interview study. 12 respondents were interviewed for collecting data. The results find that the pre-service teachers have high awareness and sensitive to student's diversity, however, their knowledge and attitude toward the multiculturalism in Moral Education class are infusing harmony and unity, and not expose oppression and social inequality which are also the aims of multicultural education.

Friday, 14:30-14:40

Room A

**Break**

Break

Friday, 14:40-15:40

Room B

**Paper presentation Session 3**

*Chair: Kun Setyaning ASTUTI*

*UNIVERSITAS NEGERI YOGYAKARTA, Indonesia*

**Proposal ID: 013**

*Presenters: Kun Setyaning ASTUTI*

Alice ARMINI

Hanna MUDJILAH

UNIVERSITAS NEGERI YOGYAKARTA, Indonesia

*The Differences in How Schools in Indonesia, The Netherlands, And France*

*Instill Moral Values to Their Music Students*

The purpose of education is to shape the personality of students through the subjects they are studying. This study investigates the extent to which it is realized and implemented in schools in Indonesia, the Netherlands, and France. Knowing ways to develop moral value education in

these three countries is important to find out best practices that can serve as a model of cultivation and development of educational values in schools. This research was conducted in music learning classes because, as in any other art classes, they contain character education values.

The data were collected using observation, interview, and documentation techniques. The researcher observed 74 music learning classes in Indonesia, the Netherlands, and France. Interviews were conducted with teachers and school principals. The researcher also collected the data taken from documents including curricula, learning materials, and textbooks.

The findings show that the character-building methods applied in schools in the three countries are different from each other. Indonesian schools used indoctrination and modeling methods, compared to the Dutch schools which employed inculcation and habituation techniques. Meanwhile, Schools in France used habituation and modeling methods. Furthermore, the implementation of character education in Indonesian schools leans more toward religiosity, in contrast to the schools in the Netherlands and France which implemented character education more for a pragmatic and human relation purposes.

#### **Proposal ID: 014**

*Presenters:* Pasca LANGIT

Yosua OKTAVIANTORO

Kun Setyaning ASTUTI

Prameliya LAHMIRZA

UNIVERSITAS NEGERI YOGYAKARTA, Indonesia

***The effectiveness of lagu dolanan anak (children's game songs) in  
instilling character education values in a fun way at State Elementary  
School 2 of Jampisoro, Temanggung, Central Java, Indonesia***

Childhood is the best time for moral cultivation because this is the period when we still have strong memories. Childhood memories are often unforgettable and can be recollected in the future. Thus, children must be provided with a fun but educational environment so that they can become the individuals they are expected to be. Examples of media that can be used to build children's character are songs and games containing moral educational values. *Lagu dolanan anak* is a traditional Javanese song containing educational values usually used by Javanese parents to educate their children. Unfortunately, these songs are currently very rarely sung by the children because of their heavy school workload. This study aims to revitalize the use of children's game songs as a medium for building Javanese character values in a fun way. This study used an experimental method and was conducted at State Elementary School 2 of Jampisoro, Temanggung, Central Java, Indonesia. The findings show that the cultivation of moral values through children's game songs was effective and fun for children. The impact of this research is the successful preservation of traditional children's game songs.

Friday, 15:40-16:00

Room A

**Break**

20 minutes break

Friday, 16:00-17:10

Room A

**Plenary Session 2**

**Moral Education During the Global Pandemic and its Challenges (2)**

***Moderator: Monica TAYLOR***

*Founder of APNME, UK*

***Speakers:***

***Tom Harrison***

*The School of Education, University of Birmingham, UK*

***Maosen LI***

*School of Philosophy, Renmin University, China*

Friday, 17:10-17:30

Room A

**Break**

20 minutes break for committee members

Friday, 17:30-18:30

Room A

**APNME Committee Meeting**

***APNME Chair: Mei-Yao WU***

*National Kaohsiung Normal University, Taiwan*

# Saturday, July 10th, 2021

Saturday, 08:30-09:00

Room A

## Preparation

### Testing Equipment

(Link Address of Cisco's Webex)

Saturday, 09:00-10:30

Room A

## Paper presentation Session 4A

*Chair: Vishalache BALAKRISHNAN*

*University of Malaya, Malaysia*

### Proposal ID: 009

*Presenter: Nai Kwok Francis CHAN*

Caritas Institute of Higher Education, Hong Kong

### ***Religious and Moral Education Monitored: Advisory School Visits by Experts***

This is an evaluation of the role and significance of the advisory visits conducted by the Hong Kong Diocesan Catholic Education Office to her schools to review the effectiveness of the implementation of religious and moral education (RME).

The Catholic Diocese of Hong Kong is currently the largest education provider of the city. The Catholic Church has always been concerned that RME in her schools would be marginalized since the 1997 take-over by communist China which is anti-religious in its ideology. As a pre-emptive and pro-active strategy to combat such a perceived imminent threat, a major project was launched to consolidate the foundation of RME in all her schools. Between 2013 and 2018, expert teams were sent by the Catholic Education Office to monitor how RME was implemented

in the whole school life. Documents were checked, people met, the whole school campus visited, morning assemblies and some school activities attended. Both good practices and inefficiencies were highlighted, with remedial measures suggested.

A review of the findings of this top-down initiative from the post-visit reports show that it is worth all the efforts and should be institutionalized into a regular practice if the quality of RME is to be guaranteed and enhanced.

**Proposal ID: 042**

*Presenter:* Meiyao WU

National Kaohsiung Normal University, Taiwan

***Confucian and Daoist Perspectives on Morality and Ethics***

This paper looks at the original meaning of the Chinese characters for "morality" and "ethics"--- Dao-De (道德) and Lun-Li (倫理), and at how their ethical descriptions were constructed by Confucianism and Daoism. Moreover, it looks at how Confucian and Daoist ethical theories have developed their own frameworks for moral judgments, which are different from those of western ethical theories. It also sets out to clarify how Confucian and Daoist ethical doctrines mutually call attention to their own weak points. Both of these ethical theories' or doctrines' perspectives on morality (Dao-De) originate from the Dao of Heaven (天道); therefore, the category of "morality" in Chinese culture is wider than that of "ethics" (Lun-Li), where the latter mainly includes the relationships between and among human beings or the five categories of human relationships: father and son (or parents and children), sovereign and minister, husband and wife, and older and younger (or senior and junior) friends. Based upon the above, the author will further propose a modern framework of moral and ethical doctrines.

Saturday, 09:00-10:30

Room B

**Paper presentation Session 4B**

***Chair:* Mei-Yee WONG**

*The Education University of Hong Kong, Hong Kong*

**Proposal ID: 031**

*Presenter:* Helena MEYER-KNAPP

The Evergreen State College, U.S.A



## ***Updating our 2020 AME Panel: Japanese Moral Education:***

### ***A framework for the nation's Covid19 responses?***

In comparative analyses of national differences in COVID responses, Japan's unusual results and responses rarely attract enough careful attention. The facts remain: Japan has an exceptionally old population, living in densely populated environments, and yet both case rates and death rates remain exceptionally low. Japan's official government response has more closely resembled the minimalist Swedish and US responses, than the tight control of Taiwan, China and South Korea.

In 2020, with two Japanese colleagues, we proposed three features of Japanese schooling: (1) attention to cleanliness, (2) sensitivity to other's needs and opinions and (3) training in group self-organization for field trips, meal times etc. likely influenced the outcomes in Japan. All three have moral components but are not officially included in the national curriculum outline.

As part of the presentation, there will be an opportunity for participants to consider a brief survey about whether and how these specific "extra-curricular" elements with potential impacts on moral education occur in their local school systems.

### **Proposal ID: 012**

*Presenter:* Jifa CHEN

Teacher Education College of East China Normal University, China

### ***Cultivating Chinese high school students' moral sensitivity***

#### ***in COVID-19 epidemic period: A case study in China's Shantou city***

Chinese school education has a good tradition of attaching importance to moral education, but in recent years, moral indifference in campus life occurs from time to time (Ling, 2015). During this period, the worldwide spread of Covid-19 has not only harmed human health, but also increased moral conflicts (Giordano,2020). As a member of the society, high school students can hardly stay out of this social torrent. Therefore, cultivating moral sensitivity - the ability of an individual to be sensitive to the impact of his actions on others (Rest et al.,1999)- is very important for high school students.

School education is viewed as one of the influential factors affecting one's moral sensitivity by extant studies (Clarkeburn,2002). Specialized education and training are of great significance to the cultivation of students' moral sensitivity. In Narvaez's (2005) study, seven important skills were identified as important in cultivating moral sensitivity: understanding emotional expression, selecting opinion, establishing relationships with others, responding to differences, restraining social prejudice, explaining situations and fully communicating. He points out that long-term training of these skills will play a positive role in students' moral sensitivity development.

Following Narvaez's (2005) research, this study intends to cultivate high school students' moral sensitivity through group discussion and role play in China. Shantou H Middle School was selected as the case school for several concerns.

First, to facilitate students' moral sensitivity development is always a concern of H Middle school. Some of its students violate social moral norms.

Second, this school attaches great importance to students' moral education. It not only carries out special moral education courses, but also requires teachers to infiltrate moral education into all-subject teaching. The school will vigorously publicize the good people and good deeds in the campus, and set a good moral example for students. The school will also promote the development of students' moral character through moral education activities such as donating to students in poor areas in China, volunteering and voluntary work.

Third, as a researcher, I teach in this school and have obtained the consent of the school and students to carry out this research, which is convenient for carrying out educational experiments and collecting research data.

Shantou is a city locating in Guangdong Province, with 5,579,204 population in 2016. This study was carried out between July, 2019 to January, 2021 in 4 classes (each class has about 40 students) in grade 10 in Shantou H Middle School. It included these steps.

First, focusing on the seven important skills extracted by Narvaez, this study developed seven moral cases (See Appendix). Each case focuses on the cultivation of one skill, to facilitate high school students' moral sensitivity development.

The contents of these seven teaching cases involve epidemic prevention and control, voluntary service, mask wearing and sales, etc. Among them, such teaching cases as "A disturbing customer refused to measure his temperature", "the regional discrimination caused by the epidemic", "the concern for the vulnerable groups in the epidemic" and "the debate on whether to escape from the epidemic area" are studied by students in the way of role playing. Other teaching cases, such as "volunteer work in teamwork", "selling expensive masks to increase medical expenses" and "investigating Chinese and foreign people's different views on masks", were studied through group discussion.

Second, this study introduced these cases in classrooms. Students were divided into groups to carry out sub-group cooperative learning and role play around related problems, and evaluates students' group discussion and role play through student self-evaluation, peer evaluation and teacher evaluation.

In the process of conducting group discussions, this study mainly trained high school students with the following skills: expression skills, communication skills, listening skills, empathy skills, and role-playing skills. The training of these skills is of great significance for students to master the seven important skills proposed by Narvaez (2005), and is conducive to the development of students' moral sensitivity.

This research transforms the basic skills of group activities that students need to master into several key points of group discussion records, and allows students to solve this series of problems by completing tasks, so that students can exercise their basic skills in group activities in this process. These tasks include: (1) write down your own opinions and discuss them with the group members, and record the opinions of each group member. (2) Find and communicate with group members who have the same views as yours, discuss your respective reasons, record your consistent and inconsistent areas, and write down your feelings after the discussion. (3) Find and communicate with group members who have different opinions from yours, discuss your respective reasons, and write down the other's opinions and your feelings after the discussion. (4) If you were the protagonist in the case, what would you do? What is your reason for doing this?

This research mainly uses students' learning logs, classroom observation forms, student self-evaluation forms, and group member mutual evaluation forms to collect data, and conduct process evaluations of students. Data analyses reveal that integrating moral content into teaching cases can create a good moral learning atmosphere for students. The combination of students' self-evaluation, peer evaluation and teacher evaluation can promote students' group discussion and role-playing activities. Data analyses also show that group discussion and role-playing learning can lead students to learn to transpose thinking, learn to stand in the perspective of others, so as to improve students' empathy ability, benefit students' mastery of the seven important skills extracted by Narvaez, and ultimately promote the development of students' moral sensitivity.

**Proposal ID: 027**

*Presenter:* Nobumichi IWASA

Reitaku University, Japan

***The good of three parties as a key approach to enriching the quality of our interconnected lives and moral education***

We human beings live within the network of interdependence, and it is important to recognize that this forms the fundamental stratum on which moral education should be based. One corollary of this is that encouraging children to love and respect all human beings as well as all living beings emerges naturally as the basic aim of moral education. It is also the case that our approach to moral education cannot neglect the idea of the good of the three parties (the notion that one should seek what is good not only for oneself but also for the other person and additionally for the third party), and that this has the additional advantage of providing a conceptual framework that can be applied to, and used by, all students and teachers at any stage of their development regardless of the situation or its moral context.

Saturday, 10:30-12:10

Room A

**Paper presentation Session 5A**

***Chair: Mei-Yee WONG,***

*The Education University of Hong Kong, Hong Kong*

**Proposal ID: 023**

*Presenter:* Vishalache BALAKRISHNAN

University of Malaya, Malaysia

*Values and online learning during the covid-19 pandemic:*

*Voices of parents and caretakers*

The COVID-19 pandemic has created many new normal in everyone's lives. Some say it is a great challenge and hope for the pandemic to leave for better times. The education field is most effected where schools and institutions of higher learning have been closed down, resulting in tremendous migration of face-to-face learning to online learning, serving as the virtual platform and becoming a necessity throughout the Movement Control Order (MCO) period. Challenges such as internet coverage, limited electronic devices for learning from home, and poor internet are always highlighted. However, other humanity aspects such as conducive learning environment, role and responsibilities of children and parents facing the new norms are less considered. This presentation analyses multiple case studies on how parents and caretakers influence values learnt during the Covid-19 pandemic.

**Proposal ID: 026**

*Presenter:* Hongyan CHENG

Central China Normal University, China

*Instituanalization and Subjectivity:*

*A Study of the Daily Lives of Female Scholars in Universities*

The traditional life of scholars is characterized by spiritual abundance and inner peace in the midst of a simple material life, but the daily life of scholars in Chinese universities faces challenges under the "academic tournament" system, and the situation of female scholars is particularly difficult. Based on the critique of daily life and the critique theory of power, this study describes the spatial and temporal structure of the daily life of female scholars and their puritanical and self-disciplined style of life through a qualitative study of the daily life of six female professors in humanities and social sciences in a 211 project university. It reveals the self-experience of female scholars who struggle between sinking and advancing, the search for harmonious relationship networks between the two genders and multiple social relationships, and the struggle to construct some kind of individual subjectivity under the established social structure. The study further proposes strategies for women scholars' daily lives toward liberation: resistance in cooperation, adoption of an integrated whole-person perspective, and creation of a meaningful community.

**Proposal ID: 033**

*Presenter:* Ikuyo MIYAMURA

University College London - Institute of Education (Former Doctoral student), UK

*School leaders' values as a prism through*

*which to view the development of school culture:*

*Learning from a qualitative exploratory study at a values-based school*

A world crisis like the coronavirus forces us to stay inside physically and urges us to utilise our inner qualities such as patience, perseverance, resilience, positivity and hope. These intrinsic qualities and values may play a significant role in overcoming these unprecedented times for leaders and everyone around the globe. Although personal values of school leaders are regarded as an important factor for educational leadership studies, much is still left to be known regarding the impact of school leaders' values. This research, therefore, attempts to reinforce the areas of study of school leaders' values in relation to the development of school culture by using the case of a school that has adopted a value-based approach. The purpose of this research is to identify the ways in which the values of school leaders are articulated. This study also explores the ways in which the values of school leaders impact other members of the school community and school culture. It also seeks to explore the roles of values-based education. Insight into the new paradigm will be shared through qualitative exploratory data with methods of observation, semi-structured interviews and a focus group interview conducted in an European country.

Saturday, 10:30-12:10

Room B

**Paper presentation Session 5B**

*Chair: Adsina Fibra IBRAHIM*

*UNIVERSITAS Bina Nusantara, Indonesia*

**Proposal ID: 026**

*Presenters: Hongyan CHENG*

Yongmin Sun

Central China Normal University, China

*Warm Community: Perfection and Transcendence of Social Orientation*

*Moral Education*

The thought of social orientation moral education originated in the modernization process in which the "state-society" separates and confronts and supports mutually. It emphasizes that sociality is superior to individuality, which is mainly manifested in the form of collectivist education in China. With the challenge of competitive individualism, the thought of social orientation moral education presents multiple dilemmas, such as the falsity of collective interests, the illusion of collective consciousness, and the social emotional isolation of strangers. Community can

make up for the rigidity and coldness caused by the specialization, hierarchy, regularization, impersonalization and technicalization of the school bureaucracy on which the social orientation depends, and it can improve and surpass the social orientation moral education. The core characteristics of the community include common interests, intimacy, common understanding, and self-identify. Community has solid and powerful moral education functions. In order to build a school community, the school can cultivate the community spirit by creating cooperative and symbiotic educational ecological culture, increasing opportunities for participation in public life, and construct a substantive caring community, learning community and association community.

**Proposal ID: 011**

*Presenter:* Meng-Han LI

National Tsing Hua University, Taiwan

*Can We Teach the Virtue by the Morality for Dummies? Analysis of*

*Moral Education and Hypertext*

Today, the development of digital networks has changed the lives of many people, but it has also made more and more people inclined to absorb short and thin information instead of seeking to understand the issue. After sorting, extracting the key points, arranging and combining these information, it becomes a refined knowledge similar to a "lunch box", this new style is called "hypertext" in the field of mass communication (In Taiwan, we call this "Lan-Ren-Bao", it means that the knowledge lunch box for busy or lazy people. There is no proper noun in English to refer to it, but "sth. + For dummies" is used as a representative.). Recently, that Dummies have been increasingly used in digital learning and government propaganda, but they have also been criticized. Opponents believe that the producer itself may be hegemony and manipulate public opinion, and this it is easy to cheat the learners in certain things from one-sided information. Therefore, it is important to re-examine the essential differences between the teaching of moral cognition and hypertext.

**Proposal ID: 022**

*Presenter:* Yang CHAO

School of Marxism and Philosophy, South China University of Technology, China

*For a shared sustainable future: Eco-civilization as the aim of character*

*education during the global pandemic*

According to the report "Making Peace with Nature" released by the United Nations on Feb.18, 2021, a quarter of the world's disease burden now stems from environment-related risks, including covid-19. By waging a senseless and suicidal war on nature, we are placing our own health and prosperity at risk. Therefore, perhaps there has never been a better time to talk about eco-civilization and its implications for education than now. This article firstly argues that the present character education movement, in responding to purported moral crises in society, mostly

focuses on the character traits that are conducive to moral relationship among people, while the moral relationship between people and nature has been overlooked if not ignored. Secondly, I endeavor to excavate and critique specific political agendas that gird the character education movement, by claiming that the emphasis on aforementioned interpersonal morality is actually employed as a subterfuge, only to socialize people and maintain social stability, political stasis and cultural preservation, contributing little to a sustainable human future. Finally, eco-civilization, the moral state among individuals, different races, nations, political states and the nature, is proposed as the aim of character education during the global pandemic and other crises.

Saturday, 12:10-13:20

Room A

**Break**

Break

Saturday, 13:20-13:30

Room A

**Preparation**

**Testing Equipment**

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

Saturday, 13:30-15:00

Room A

**Paper Presentation Session 6A**

***Chair: Yan HUO***

*Tsinghua University, China*

**Proposal ID: 003**

*Presenter: Wei-Hsin FU*

*Tzu Chi University, Taiwan*

***Covid-19 and media literacy: A review of disinformation and discrimination***

The Covid-19 pandemic impacted our lives globally and caused unprecedented destruction on every level. The news coverage of Covid-19 has played an important role in informing citizens about the latest epidemic development. However, disinformation and discrimination reporting have worsened the situation. For instance, a Taiwanese national disseminates rumors that cyanide can kill the coronavirus at the beginning of the outbreak. This person has been charged with spreading falsehoods on Facebook forum called "Taiwan & Japan." But this misinformation could potentially harm many social media users. Another case is the use of discriminated language in news stories. When a super-spreader event happened, it not only endangered the public health but also caused panic in citizens. We can use super-spreader to describe a person who is capable of transmitting virus to a large number of individuals. Instead of using "super-spreader," many stories employed "toxic king" or "toxic queen" to refer a patient who infects many people. Discrimination in terms of demonizing patients can further harm people's mental health and destroy the trust in society.

This study suggests that media literacy is a crucial part of moral education. Especially in the age of social media, do not spread disinformation and discrimination can contribute to bring an end to the Covid-19 catastrophe.

## **Proposal ID: 010**

*Presenter:* Meng-Han LI

National Tsing Hua University, Taiwan

### ***Is it against ethics to not wear masks during the epidemic? Take the Moral Thinking of Epidemic Prevention Education in Taiwan Primary Schools as an Example***

Since 2020, the Covid-19 epidemic has had an impact on the education environment of all countries. With the different epidemic prevention policies of various countries, we can find that different cultures have different ideas about "wearing a mask". At the beginning of the epidemic, the behavior of not wearing a mask or maintaining social distancing led to the rapid spread of the disease. Regarding whether to wear a mask or not, it even involves human rights, laws, morals, and God's arguments, which makes the matter more complicated. In Taiwan, it is also said that wearing a mask can trigger the symptoms of claustrophobia. Therefore, this study sorts out and analyzes relevant discourses, and takes the current epidemic prevention situation in Taiwan as an example, trying to solve the following problems: (1) What are the reasons for not wearing masks during the epidemic? (2) Is it possible to violate ethics without wearing a mask during the epidemic? (3) How to think about the relationship between the epidemic situation and wearing masks? This study analyzes the epidemic prevention behavior of Taiwan's primary schools from 2020 to 2021. Since Taiwan's physical courses are conducted as usual, there are many practical discussions on the topic of epidemic prevention and wearing masks for children. However, research has found that compared with not wearing a mask in society, it is considered an immoral behavior. Children who do not wear a mask at school will rationalize their behavior on the grounds that "the child is not used to and feel uncomfortable" and will not be punished by moral punishment.



**Proposal ID: 005**

*Presenter:* Yan HUO

Tsinghua University, China

***A comparative study of virtues of language in the time of the Coronavirus***

This paper elaborates upon a keynote speech by Professor Kristján Kristjánsson given at the Online Dialogue on: Education in An Age of Uncertainty hold by YTL Foundation (2020), in which Kristján identified the kind of virtue language used by the Queen in her speech on 5th April 2020, which coincide with the Neo-Aristotelian virtue ethics language. The author advances the discussion further through a virtue language lens to identify what are the key virtues used in Chinese President Xi's speeches addressing the same challenge? While Kristján only include the implications of Queen's virtue languages in British character education context. This paper, through establish a cross-cultural comparisons and reflectionlaus on the virtues languages form both leaders, expanding it to an international view. This study identified some shared virtues across cultures: such as duty/responsibility, compassion towards others, a willingness to offer help to others, a sense of appreciation and the resolution of the challenge and winning the coronavirus battle, these virtues are highly consistent from the two leaders' speech despite it was spoke in different language and to different audience.

Saturday, 13:30-15:00

Room B

**Paper presentation Session 6B**

***Chair: Caiping SUN***

*Nanjing Normal University, China*

**Proposal ID: 024**

*Presenters:* Yifan WANG

Jenny XIE

Center for Youth Moral Education, Tsinghua University, China

***Exploring the Role of Family-School Partnership in Pandemic Control:***

***A Case Study on Beijing, China***

This paper will address the Conference Theme by discussing how family-school partnership may engage in pandemic control through a case study on Beijing, China. The purpose of this pa-

per is to highlight the potential role of family-school partnership in local pandemic control. Seventeen secondary schools and twenty-seven elementary schools in Beijing were selected as the sample. Text analysis and in-depth interview were applied to collecting and analyzing the data.

Findings of this study show that when students studied online at home, schools and families in Beijing formed a united front in pandemic control and identified with each other's values. Through various activities and online lectures concerning mental health education and traditional virtue education, teachers and parents collaboratively supervised students' self-protection, encouraged students to care family members, and evoked their empathy for the community and fellow citizens, which constituted the humanistic domain of moral education during the pandemic. This paper gives the suggestion that schools in Beijing can pay attention to training on the ability of parents and teachers to participate in family-school partnership for local pandemic control.

### **Proposal ID: 043**

*Presenters:* Hsuan CHUANG

Mei-Yao WU

*National Kaohsiung Normal University, Taiwan*

#### ***A study of the impact of families' communication patterns on moral judgments in Taiwan***

This paper looks at how different types of families' communication patterns impact undergraduate students' moral judgements in Taiwan. The "family communication patterns" category is based upon Virginia Satir's and Martin L. Hoffman's relevant research. The "standard for moral judgments" category is based upon Confucian ethics. The authors will first adopt a framework of questions for semi-structured interviews. They will then interview 9 to 12 undergraduate students in order to better understand the changes in their families' communication rules or patterns, and to better understand how these changes have impacted these students' moral judgments during different periods. The standards for moral judgments and their ancient Confucian cultural background will also be analyzed. The central hypothesis of this research project is that families' communication patterns, including their flexible rules for mutual understanding and the role played by parental discipline, will have a positive influence on their children's capacity to make sound moral judgments.

### **Proposal ID: 024**

*Presenters:* Caiping SUN

Fengfeng ZHANG

Zhanbiao LI

*Nanjing Normal University, China*

## Does the Pandemic Strengthen Unity and Love?

### A Survey on Children from China Mainland

COVID-19 has dramatically changed our world economically and politically. Has it also left some changes on children's value? This is a survey of 32,150 children from ten to 18 years old from China Mainland.

It is found that, (1) there is a ripple model in terms of the degree of psychological challenge to children centered at the pandemic outbreak point. The closer children to the outbreak place, the higher degree of their negative emotion is, and vice versa;(2) pandemic crisis leads children taking health as the most important value following by solidarity and love. And the moral motivation of children with stronger anxiety is more likely focused on self-care;(3) self-depress may be caused by the crisis. Children trust information from Nation authoritative media rather than other platforms and before their own critical thinking and confirmation;(4) children's evaluation of the nation's anti-epidemic action is influenced by their pandemic involvement. The evaluation of Hubei's children in the crisis center is slightly lower than those from Jiangsu.

The spatial "ripple effect" of crisis psychology may be weakened with time and the strengthened values of unite and love may be weakened with the release of crisis and may be limited in Chinese context. Further study is needed for the correlation between crisis and value.

Saturday, 15:00-15:10

Room A

**Break**

Break

Saturday, 15:10-16:40

Room A

**Paper presentation Session 7A**

*Chair: Halili HALILI*

*Universitas Negeri Yogyakarta, Indonesia*

**Proposal ID: 002**

*Presenters: Zhenzhou ZHAO*

Xingxing WANG

Kerry KENNEDY

Education University of Hong Kong, Hong Kong

### *Civic belief systems in Chinese citizenship education*

The purpose of this chapter is to analyse the Chinese approach to citizenship education through the lens of civic belief systems. Engaging in beliefs and believing is crucial for developing any form education for citizenship. Yet both belief systems and citizenship education are constructed in social, cultural and political contexts so differences can be expected where these contexts differ. The chapter will discuss the changing belief systems within China over time and between China and the West. Two particular belief systems, nationalism and politics will be highlighted. The chapter argues that conceptualizations of citizenship and citizenship education are employed by intellectual and political elites to establish 'consensus' and 'solidarity' for shaping citizens' civic identity in the Chinese context.

#### **Proposal ID: 020**

*Presenter:* Halili HALILI

Universitas Negeri Yogyakarta, Indonesia

#### *Political Ethics and Democracy Issues within Indonesian Legislation Processes amid the COVID-19 Pandemic*

This study aims to scrutinize the ethics and democracy issues in the politic of legislation within pandemic in Indonesia. Based on literature and peer group studies, this paper would analyze political ethic issue of legislation during pandemic and it impact on democratic development in Indonesia.

Difficulties, even emergencies, links with the COVID-19 pandemic are factually utilized by the government, both Indonesia executive and legislative bodies, to be in a hurry to ratify three acts namely on mineral and coal mining, on constitutional court, and on work creation. The pandemic has clearly multiplied the difficulties in promoting participation and engagement amid democratic development in which regression of participation in legislative politics occurs. The circumstance leads to the regression of Indonesian democracy as participation is one of the principal elements of democracy. No democracy without extended participation. The legislative processes of the three laws throughout the pandemic until Primo 2021 underline the limited role of CSOs in fighting for the constitutional rights of citizens in the policy making process. Apart from being triggered by 'special' and 'new' circumstances related to the pandemic, the limited space for mobilization by NGOs and regressions of participation in political legislation was also caused by the government's attitude that capitalized on the pandemic as a momentum to accelerate various public policies by narrowing the space for public aspirations and considerations as well as interests of the people.

#### **Proposal ID: 020**

*Presenters:* Laura Fontán de BEDOUT

Eric Ortega GONZALEZ

Maria Rosa Buxarrais ESTRADA

University of Barcelona, Spain

***Civism and Covid-19: An exploratory study on the values, attitudes and civic habits of Catalan citizens during the pandemic***

The coronavirus pandemic has had a wide impact on everybody's life. From the Observatory of Civism and Values of Catalonia and the Moral Education Research Group of the University of Barcelona we carried out an exploratory study to learn the impact in the values, attitudes, habits and citizenship behavior during the pandemic in Catalonia, Spain (2020). We followed a double path of data collection: A compilation of articles from the principal newspapers in Catalonia and Spain. And a descriptive survey that had 1070 participants, to collect the individual perceptions and concerns about the virus. Conclusions showed the impact of the crisis in two levels: In the social level, which showed multiple types of uncivil behaviors and breach of restrictions, as well as initiatives and community contributions emerged (such as volunteers and donations). In the individual level, the impact of Covid-19 in the daily life was the main topic: the preoccupation of infection and the risks of it, the compliance with security measures and the modification of consumption habits. The values of responsibility, respect, freedom and empathy raised as the most important. Our conclusions serve as a foundation for the elaboration of programs in moral and citizenship education, legislation and politics.

Saturday, 15:10-16:40

Room B

**Paper presentation Session 7B**

***Chair: Naohiro MATSUO***

*Tokyo Gakugei University, Japan*

**Proposal ID: 008**

*Presenters: Tiemei GUO*

Japan Advanced Institute of Science and Technology, Japan; Dalian Polytechnic University

Eunyoung KIM

Japan Advanced Institute of Science and Technology, Japan

***Moral Motivation of Postgraduates of Art & Design Majors in China and Their Academic Achievement***

The study is to investigate the state of moral motivation, namely, moral development, moral identity, and spirituality, of postgraduates of art & design majors in China and how the three

components of moral motivation and the postgraduates' academic achievement relate to each other. The definition of moral motivation in this study is based on the elements of a global moral motivational model (Heinrichs et al., 2013) and the moral motivation model by E. Mustakova-Possardt (2004). The instruments used are DIT2 (Rest, 1999) to measure moral reasoning development, TET (Narvaez & Hardy, 2016) moral identity, and the Intrinsic Spirituality Scale (Hodge, 2003) spirituality. The data was collected through the online survey platform of www.wjx.cn. Out of the 106 records, 96 were valid. The postgraduates' academic achievement is represented by their average specialty scores of the entrance examination to the master programs of Dalian Polytechnic University. The research results can be used to assess how art education contributes to students' moral development and how the curriculum can be designed to cultivate art & design professionals with moral agency.

**Proposal ID: 019**

*Presenter:* Aya FUJISAWA

Kamakura Women's University, Japan

*Development and gender differences of behavioral standards  
for elementary and junior high school students*

Moral development in adolescence has been referred to as non-linear, zigzag, and U-shaped (Powers and Nucci, 2015). The development of behavioral standards (Sugawara et al., 2006) for elementary and junior high school students was examined in this study. The scale comprises five factors: egocentric, peer-standard, regional-standard, care about others, and public values. Furthermore, it correlates with Kohlberg's moral development stage (Fujisawa et al., 2006). An analysis of variance was performed with each subscale score as the dependent variable, and grade and gender as two factors. The results revealed a difference among grades in egocentric and public values (egocentric:  $F(2) = 20.9, p < .001$ ; public values:  $F(2) = 2.9, p < .10$ ). Multiple comparisons using Bonferroni's method revealed the 9th grade scored higher than the 6th and 7th grades for egocentric ( $p < .01$ ). The 9th grade scored higher than the 6th grade ( $p < .05$ ) for public values. These results suggest that each subscale may vary depending on the grade and not all develop in the same direction. However, the U-shape was not evident in elementary and junior high school students. It is recommended that high school students be examined.

**Proposal ID: 016**

*Presenter:* Naohiro MATSUO

Tokyo Gakugei University, Japan

*The moral dilemmas experienced by Japanese university students*

*under the spread of covid-19*

The purpose of this study is to examine the moral dilemmas experienced by Japanese university students under the spread of covid-19 infection and under the state of emergency. I used a web questionnaire to ask about the moral dilemmas they experienced, and the moral and ethical events or phenomena about the other people (the general public, celebrities, etc.) you were interested in. Students were asked to freely describe the answers to those questions. The results showed that university students were experiencing a moral dilemma, such as whether it is good to go out for friendships, for their own physical and mental health, or to work part-time to earn income. As for concerns about morals of other people, some students felt angry that celebrities gathered, eating and drinking under the state of emergency. Other students were interested in whether it was right to be aggressive against those who did not take adequate infection control measures

# Sunday, July 11th, 2021

Sunday, 08:30-09:00

Room A

**Preparation**

**Testing Equipment**

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

Sunday, 09:00-10:30

Room A

**Plenary Session 3**

**Moral Education During the Global Pandemic and its Challenges (3)**

***Chair: Adsina Fibra IBRAHIM***

*UNIVERSITAS Bina Nusantara International, Indonesia*

***Speakers:***

***Kartika YULIANTI***

*UNIVERSITAS Bina Nusantara, Indonesia*

***Frank REICHERT***

*Faculty of Education, The University of Hong Kong, Hong Kong*

Sunday, 10:30-10:40

Room A

**Break**

10 minutes break



Sunday, 10:40-12:10

Room A

**Paper presentation Session 8A**

*Chair: Halili HALILI*

*Universitas Negeri Yogyakarta, Indonesia*

**Proposal ID: 030**

*Presenters: Koon Lin WONG*

Leon IEONG

Jinxin ZHU

The Education University of Hong Kong, Hongkong

**A comparative study of "good citizens":**

**Perceptions of university students in the Greater China**

“Good citizens” is a contested topic and there is not agreement on what “good citizens” should know and do. This study is to examine university students’ perceptions of “good citizens” in Hong Kong, Taiwan, Mainland China and Macau. The findings showed that students in Hong Kong and Macau perceived “behave morally and ethically” and “Respect other opinions” as the most important attitudes. Hong Kong students perceived “show respect to the government” and “be patriotic” while students in Macau perceived “attending the discussion in political issue” and “participation in peaceful demonstration” as the less important attitudes of “good citizens”. Students in Taiwan perceived “tolerance to diversity” and “protect and uphold freedom of speech,” as the most important attitudes while “love Mainland China” and “learning the history of Mainland China” as the less important attitudes. Students in Mainland China perceived “moral and ethical behavior” and “patriotic” as the most important attitudes while “participation in peaceful demonstration” and “voting in every election” as the less important attitudes. Students in Hong Kong and Taiwan perceived “controversial issues” and “recent social movement” as important factors affecting perceptions of “good citizenship” while students in Mainland China and Macau perceived otherwise. These findings suggested that how youth people construct meanings of “good citizens” influenced by various contexts and factors.

**Proposal ID: 030**

*Presenter: Cheng-Hsi CHIEN*

National Pingtung University, Taiwan

## **Ethical Vision of Globalization in the Post-epidemic Era:**

### **Reflections on Multiculturalism and Patriotism**

COVID-19 epidemic in 2020 wreaked havoc around the world and once impeded global exchanges. This paper intends to re-examine the discussion of liberalism in western political philosophy in the 1980s from the context of international political and economic disputes in the epidemic. As we know, in the 1980s, the western world began to reflect on liberalism, with communitarianism and multiculturalism as obvious examples. The collective consciousness is revived and patriotism is valued again. On the other hand, the disadvantage of the gap between the rich and the poor under the neoliberal globalization is also criticized. The author tries to show that multiculturalism and patriotism, if not careful, may hinder globalization, and hopes to provide a philosophical reflection on the direction of globalization in the post-epidemic era. Then, the author argues that globalization in the post-epidemic era should strengthen the ethical dimension to replace the last wave of globalization which only focused on economic expansion. The author takes this wave of Western stigmatization of Asian people wearing masks as an example to show that multiculturalism in the future should still be based on the certainty of knowledge to prevent the prejudice brought by relativism. The author also invokes Primoratz's ethical patriotism as a theoretical basis for global civic education in the post-epidemic era. In a nutshell, through the dramatic changes brought about by COVID-19, we can rethink the vision of global ethics in order to promote world cooperation.

#### **Proposal ID: 039**

*Presenter:* Adsina Fibra

UNIVERSITAS Bina Nusantara International, Indonesia

#### ***Nationalism, Patriotism, and Altruism: The Roles of Social Media Influencers during a Pandemic***

During the first months of the COVID-19 pandemic, many countries applied fully or partially locked down. During this period, Indonesia experienced a scarcity of medical supplies such as hazmat suits and medical masks. The prices of the medical supplies were skyrocketed, it reached 10 to 20 times more expensive than the normal prices before the pandemic, and as a result, many local hospitals could not afford to buy these medical supplies. At the same time, many people lost their incomes. Uncertainty led to panic buying and public despaired. However, in the time of national emergency, there were fast response initiatives came from civil society including the social media influencers. This phenomenology study aimed to analyze students' perspectives about nationalism, patriotism, and altruism through examining social media influencers' activities during the pandemic. The discourse analysis was conducted by analyzing social media accounts and media coverages related to social media influencers who greatly contributed to saving lives. The finding showed that the social media influencers played important roles during the pandemic as they were able to develop nationalism, patriotism, and showed altruism.

Sunday, 10:40-12:10

Room B

**Paper presentation 8 B**

**Chair:** Wai-Chan Mandy CHAN

*Faculty of Education, The University of Hong Kong, Hong Kong*

**Proposal ID: 029**

*Presenters:* Kaili ZHANG

Fengyan WANG

Juan SHI

Nanjing Normal University, China

***Foolishness Exposed during the COVID-19 Pandemic: Causes and Countermeasures***

Due to a handful of people's foolishness, the COVID-19 epidemic was once widespread in Wuhan, China, and caused huge losses to lives and property. The current article sums up three typical foolishness exposed in this pandemic, namely, craving wildlife products, severe bureaucracy, and telling malicious lies. After a brief analysis of these three kinds of foolishness and their causes, a multipronged approach and corresponding countermeasures were proposed to prevent the recurrence of a future similar tragedy in China and the world: (a) approaches to eradicate people's mind of eating wildlife products; (b) perfect the management of administrative personnel; (c) improving the level of individual integrity and developing an honest society; and (d) the cultivation of reflective thinking.

**Proposal ID: 035**

*Presenters:* Wai-Chan Mandy CHAN

Jimmy DE LA TORRE

Mantak YUEN

The University of Hong Kong, Hong Kong

*Adolescents' meaning, purpose and satisfaction*

*in life, emotional regulation, and social connectedness:*

*A review with implications for research and practice in the context of a pandemic*

This presentation will address the conference theme by exploring the roles of meaning and purpose in life for promoting and sustaining adolescent's well-being, and positive psychological development in the pandemic. In recent years, the topic of meaning and purpose in life has captured the interest of researchers in the related fields of moral education, psychology, and counselling. Appropriate and deliberate interventions in schools can positively influence students' acquisition of meaning and purpose in life, and thus represent an important means of preparing adolescents for life's challenges. Such an effect has great potential for safeguarding students' psychological development during times of stress and anxiety caused by the pandemic. The presentation will explore how the development of meaning and purpose can result in increased emotional regulation, better social connectedness, a positive mindset, overall mental stability, and greater satisfaction in life. Avenues for future research in these areas will be suggested. It will end by identifying implications for practices in schools and in teacher training.

Sunday, 12:10-13:50

Room A

**Break**

Break

Sunday, 13:50-14:00

Room A

**Preparation**

**Testing Equipment**

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

Sunday, 14:00-15:00

Room A

**APNME-AGM Meeting and Closing Remark**

**Chair: Mei-Yao WU**

*National Kaohsiung Normal University, Taiwan*

**Closing Remarks:**

**Mei-Yao WU**

*National Kaohsiung Normal University, Taiwan*

**Chih-Hung WANG**

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

Sunday, 15:00-15:10

Room A

**Break**

Ten minutes break for committee members

Sunday, 15:10-16:40

Room A

**APNME Committee Meeting**

**Chair: Mei-Yao WU**

*National Kaohsiung Normal University, Taiwan*

## The Plenary Session Speakers



**Prof. Kwang-Kuo Hwang** is an Emeritus Professor in the Department of Psychology at National Taiwan University. He received the National Chair Professorship given by Taiwan's Ministry of Education. Professor Hwang Kwang- Kuo is a pioneering scholar in cultural psychology, a discipline concerned with investigating the cultural determinants of human behavior. This field has been particularly interested in understanding the subjective experience of different ethno-cultural groups, especially their cultural constructions of reality. Thus Professor Hwang has devoted much of his professional career to the study of indigenous psychologies, an area in which Western and Non-Western psychologists have become increasingly interested in recent decades. Prof. Hwang has published a number of works in English, and one of his most famous books, "*Foundations of Chinese Psychology: Confucian Social Relations* (2012, Springer)", has influenced the field of cultural psychology in Taiwan and China.



**Chris Drake** was the founding President of the Association for Living Values Education International in 2004 and having completed six years on the ALIVE Board returned as President in 2016. His involvement with the Living Values Education Approach dates back to its beginnings and he has been the Chairman of the Association for Living Values Education in Hong Kong for many years, running workshops for teachers in mainland China as well as Hong Kong and many other countries. After graduating from the University of Oxford he worked in London in a large law firm before moving overseas, spending a few years in Switzerland and New York and over thirty years in Asia, actively involved in a number of charities and non-profit organisations. Chris co-founded The Asia-Pacific Network for Moral Education (of which he was also Chairman), The Mother and Child Health and Education Trust, The International Values-based Education Trust and TCK Learning Centre for Migrant Workers. Based in Hong Kong, he is the Chairman of the University of Oxford's China Advisory Group and continues to serve on the boards of several more charities including the Kwok Scholars Association, the Walter and Wendy Kwok Family Foundation, the Hong Kong International Institute for Education Leadership and TCK Negara in Indonesia. He is also a member of the Editorial Board for the *Journal of Teacher Education and Sustainability* and a long-standing Mentor at The University of Hong Kong.



**Tom Harrison** is a Reader, HEA Principal Fellow and National Teaching Fellow. He is the Director of Education at the Jubilee Center for Character and Virtues at the University of Birmingham in the UK. Tom is also the books editor for the British Journal of Educational Studies (BJES), Secretary and Trustee for the Society for Educational Studies (SES) and Secretary and Trustee for the Association for Character Education (ACE). Tom Harrison's specialist interests are character, cyber-wisdom and the Internet; character education and virtue ethics; youth social action and citizenship education. Tom researches, publishes and gives presentations in the UK and internationally in these areas as well as developing resources and training programs for schools, voluntary sector and other organisations. His most recent book is *Thrive-how to cultivate character so your children can flourish online* was published in January 2021.



**Professor Maosen Li** has taught several courses of ethics at Renmin University of China for 25 years, working with Chinese, English and Japanese languages. His research interests lie in ethical theory, moral education and Confucian moral philosophy. His major English publications include *Moral Education in Changing Chinese Societies* (as a guest editor), that is a special issue of the *Journal of Moral Education* published in 2004. His English-related academic affiliations include Deputy Chair of the *Asia Pacific Network for Moral Education* (APNME), Member of the Editorial Board of the *Journal of Moral Education* (JME) and the journal of *Leadership and the Humanities* (LATH), and Member of Editorial Advisory Board of the *International Review of Information Ethics* (IRIE). His major Chinese publications are a monograph entitled *A Study of Moral Progress in China* (2016), and the translations of *Protecting the Vulnerable: A Reanalysis of Our Social Responsibilities* (2008) by Robert E. Goodin, *the Moral Foundation of Rights* (2011) by L. W. Sumner, and *Ethics in the Conflicts of Modernity: An Essay on Desire, Practical Reasoning, and Narrative* by Alasdair MacIntyre (2021). He has study and work experience at the University of Tsukuba and Tokai University in Japan, Linköping University in Sweden, Inha University in Korea, the University of Leipzig in Germany, and the University of Helsinki in Finland.



**Kartika Yulianti** earned her Doctor of Philosophy (Ph.D.) in Educational Sciences Department-Behavioural Science Institute from the Faculty of Social Sciences, Radboud University, the Netherlands in 2019. She holds two master's degree in Master of Arts (M. A) from the College of Education, Michigan State University, United States with a major in K-12 Educational Leader and Master of Science (M.Sc.) in Education from the Faculty of Behavioural and Social Sciences, Rijksuniversiteit Groningen, The Netherlands with a major in Educational Effectiveness and School Improvement and Bachelor of Education (S.Pd) from the State University of Jakarta, Indonesia, with a major in chemistry education. She has been working in higher education for over ten years. Currently, she is a faculty member and subject content coordinator at Character Building Development Center at Bina Nusantara University in Jakarta. Her research topics are school leadership, parental involvement, curriculum, character education, and pedagogy. She is also the first reviewer for a manuscript submitted to UNESCO Prospects, Quarterly Review of Comparative Education (a Scopus-indexed journal, Q3 rank by Scimago)



**Frank Reichert, Dr. phil.**, is an Assistant Professor at the Faculty of Education, The University of Hong Kong, where he works on projects pertaining to civic education and engagement, digital literacy, social identity, and youth development. Before joining the University of Hong Kong, he worked in the German National Educational Panel Study and at the University of Sydney, Australia. He was a 2016 Spencer Postdoctoral Fellow of the National Academy of Education, Washington, DC, and he is a current steering committee member of the Standing Group “Citizenship” of the European Consortium for Political Research. Frank also has received several awards, including the Richard M. Wolf Memorial Award of the International Association for the Evaluation of Educational Achievement in 2018 and the Early Career Award of the Social Studies Research SIG of the American Educational Research Association in 2021.