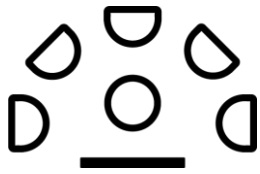




***European Character and Virtue Association
II Annual Conference***

***“Human Flourishing and Character Education.
Theories, languages, and practices”***

***European University of Rome, Italy
26th -28th JUNE 2024***



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Welcome



Dear conference participants,

Welcome to the second annual conference of the European Character and Virtue Association (ECVA). We are delighted to have you here in Rome to advance our collaborative work on character education and promote research, practice, and networking in this expanding field.

Established in 2022, ECVA is now solidifying its position as a leading forum for the advancement of character education across Europe and beyond. Our association aims to provide the best opportunities for members to exchange practices, engage in collaborative projects, and benefit from the diverse contexts and universities where our programs are being implemented.

We are dedicated to building on the excellent work already accomplished in this field and sustaining the positive momentum initiated at last year's conference. Over the next few days, we will benefit from insightful presentations, fruitful discussions, and new perspectives on various aspects of character and virtues, with a focus on the language and vocabulary of character education.

As with last year, we would like to extend a special welcome to our guests who have travelled to Rome from other continents. We trust this will foster connections within the wider character and virtue community and lay the groundwork for further advancement in the field.

Once again, we offer our warmest welcome to all participants. Together, let us seize this opportunity to form new collaborations, exchange insights, and contribute to the advancement of character education. We thank you for joining us at this conference, and wish you a productive and inspiring experience.

Claudia Navarini, Tom Harrison, and Verónica Fernández

**European Character and virtue Association (ECVA)
II annual conference – European University of Rome (Italy)**

Human Flourishing and Character Education: Theories, Languages, and Practices

DESCRIPTION. The renewal of character education in Europe and around the world has been spearheaded by Aristotelian virtue ethics. The language of virtue has enabled both theorists and practitioners to address issues that could not easily be formulated in abstract terms. It has also led to a re-evaluation of flourishing as a central aim of education, and to the integration of the learning of skills and values into broader programmes of habituation to different typologies of virtue and/or the cultivation of phronesis. However, much remains to be done at various levels. Consequently, the aim of this conference is to share research in this field by bringing together philosophers, educators, pedagogists, psychologists, and professionals to discuss the connection between theories, languages, and practices of character education.

This year's conference will be hosted by the European University of Rome, a private Catholic university recognised by the Italian university system, which issues public degrees in several subjects. It is part of the Anáhuac international network of universities and places particular emphasis on the centrality of students in educational programmes.



Programme

Wednesday 26th June 2024

11:30 Registration

12:30 Lunch – Sala Verde (floor -1)

13:45 Opening remarks – Auditorium “Giovanni Paolo II” (floor -1)

14:15 1st Keynote session: Kristján Kristjánsson & Shane McLoughlin – Auditorium “Giovanni Paolo II” (floor -1)

15:15 Coffee Break – Sala Verde (floor -1)

15:45 2nd Keynote session: Nafsika Athanassoulis – Auditorium “Giovanni Paolo II” (floor -1)

17:00 Parallel session 1 – Auditorium “Giovanni Paolo II” (floor -1), Aula Master (floor 1), Aula Tesi (floor 1) and Aula Magna (floor 2)

18:30 Free time

19:30 Dinner at “The Brand Hotel” restaurant - Via degli Aldobrandeschi 295, 00163 Rome (close to the European University of Rome)

Thursday 27th June 2024

09:30 Parallel Session 2

11:00 Coffee Break – Sala Verde (floor -1)

11:30 3rd Keynote Session: Doret J. de Ruyter – Auditorium “Giovanni Paolo II” (floor -1)

12:30 Lunch – Sala Verde (floor -1)

13:45 Parallel session 3 – Auditorium “Giovanni Paolo II” (floor -1), Aula Master (floor 1), Aula Tesi (floor 1) and Aula Magna (floor 2)

15:15 Coffee break – Sala Verde (floor -1)

15:45 Parallel session 4 – Auditorium “Giovanni Paolo II” (floor -1), Aula DT02 (floor 0), Aula Master (floor 1), Aula Tesi (floor 1), Aula Magna (floor 2)

17:15 Free time

19:45 Dinner at “Residenza Lavernale” Via di Porta Lavernale 17 - 00153 Rome (Aventine Hill – Circus Maximus)

Friday 28th June 2024

09:15 4th Keynote Session: Blaine J. Fowers – Auditorium “Giovanni Paolo II” (floor -1)

10:15 Coffee Break – Sala Verde (floor -1)

10:45 Parallel session 5 – Auditorium “Giovanni Paolo II” (floor -1), Aula Master (floor 1), Aula Tesi (floor 1), Aula Magna (floor 2)

12:15 -12:45 ECVA Closing remarks – Auditorium “Giovanni Paolo II” (floor -1)

Keynote speakers

AUDITORIUM "Giovanni Paolo II"

Wednesday 26th June 2024 – 14:15

Chair: Prof. Mario De Caro (University of Roma Tre, Italy – Tufts University, USA)

Professors Kristján Kristjánsson & Shane McLoughlin

(Jubilee Centre for Character and Virtues, University of Birmingham, UK)

Phronesis: New Developments in Theory and Measurement

Abstract: This presentation explains the differences between five theoretical models of phronesis (practical wisdom), with a focus on the unique features of a Neo-Aristotelian phronesis model. Efforts to create a long measure based on this model are explained, along with its shortcomings. Then we turn to the new short measure of phronesis, describing the work that went into and introducing some of the relevant findings (based on a large data set from the USA and UK). One of the most salient of those is the strong link between phronesis and flourishing, which seems to confirm Aristotle's original insights.

Wednesday 26th June 2024 – 15:45

Chair: Prof. Maria Silvia Vaccarezza (University of Genoa, Italy)

Professor Nafsika Athanassoulis

(Athens College, Greece)

How to be a good ethics teacher

Abstract: In this paper I want to share some ideas on the practicalities of educating for virtue that straddle the academic and the personal divide. I will speak both from personal experience and with appeal to the philosophical literature and give practical insights into how to develop character education programs for children and adults. From role models to integrity I will discuss the necessity for and the challenges of character education in a world inundated with knowledge.

Thursday 27th June 2024 – 11:30

Chair: Prof. Tom Harrison (Jubilee Centre for Character and Virtues, University of Birmingham, UK)

Professor Doret J. de Ruyter

(University of Humanistic Studies, Utrecht, Netherlands)

Is the liberal account of education for human flourishing characterless?

Abstract: The word character doesn't appear in my account of education for flourishing and I use the term dispositions more often than 'virtues'. This is also true for other liberal accounts. However, as the blurb of the conference suggests: the fact that words are not used doesn't mean that concepts are missing. In my talk I first describe the characteristics of my view and the liberal account in general and compare them to the characteristics of (neo-Aristotelian) character education. I then describe my reasons for favouring the liberal account as well as its problems (for which I use other interpretations of characterless). I end with a call for more dialogue.

Friday 28th June 2024 – 9:15

Chair: Prof. Verónica Fernández (Francisco de Vitoria University, Madrid, Spain)

Professor Blaine J. Fowers

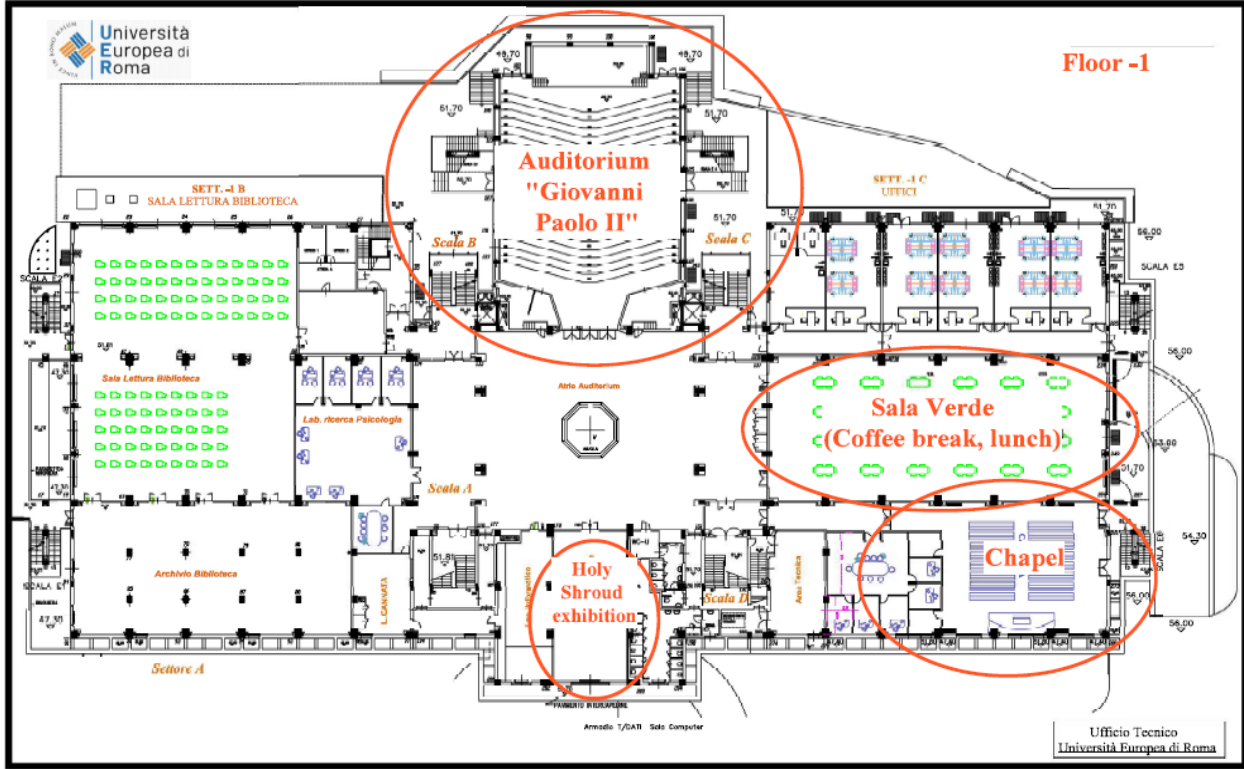
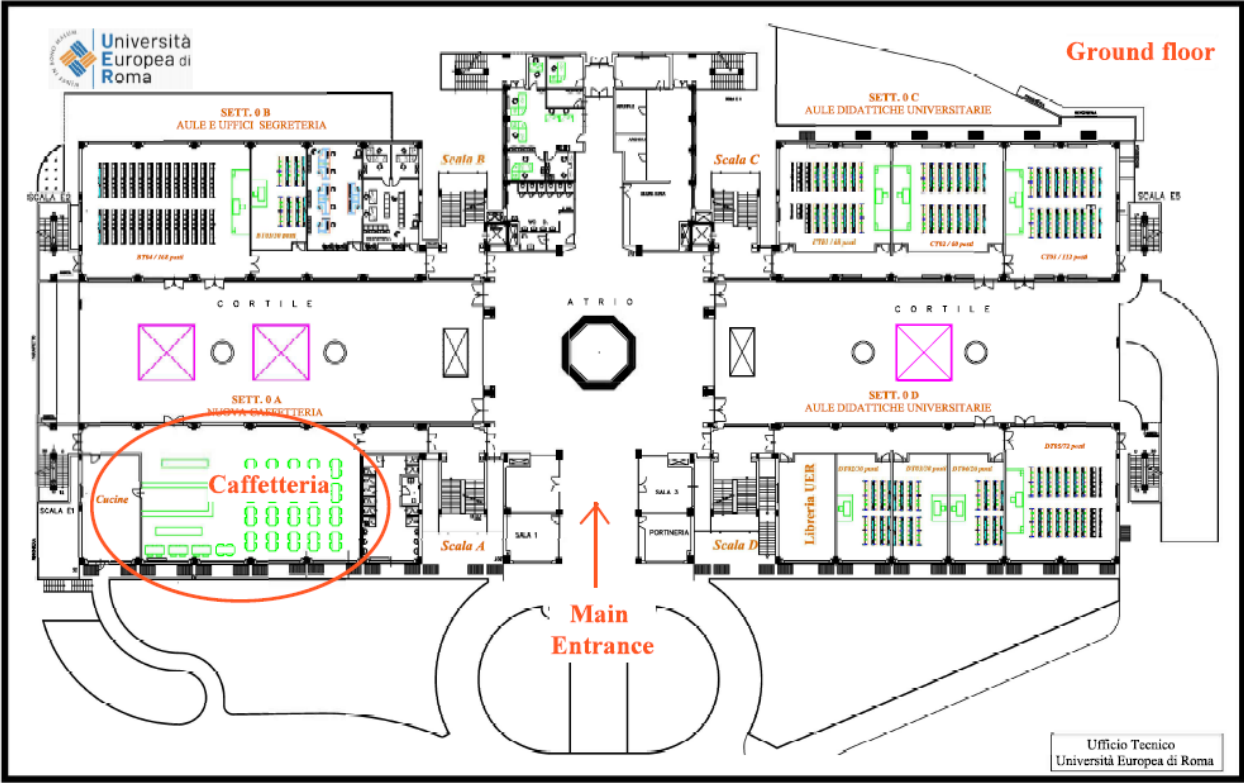
(University of Miami, Coral Gables, USA)

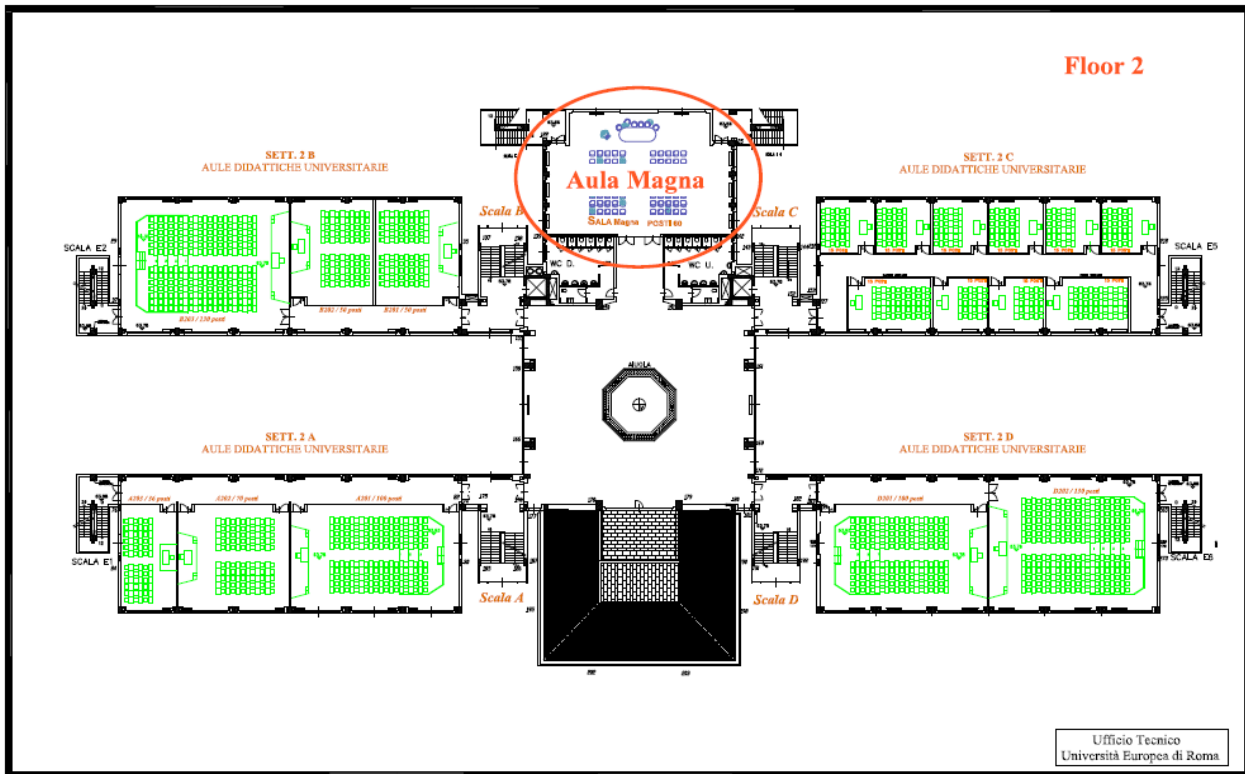
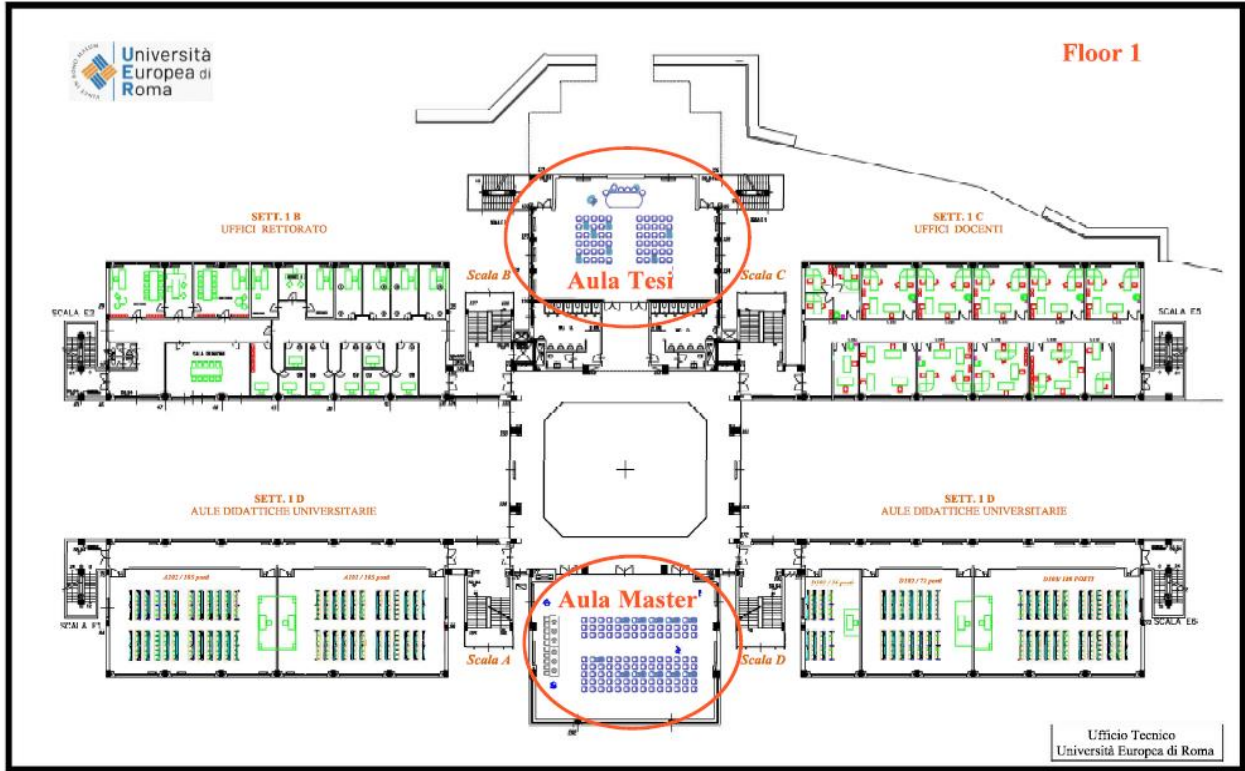
What Would be Lost or Neglected by Character Education

Abstract: In this talk, I address the theme of the conference directly. I begin by identifying four pillars of Aristotelian thought: practical wisdom, flourishing, friendship, and the vices of deficiency and excess. Then I explore the consequences of neglecting or abandoning these pillars for character education. This leads to a discussion of how impoverished character education would be without these pillars. The talk concludes with a discussion of how often character education includes these pillars and the consequences of the inclusion/exclusion decisions are.



UER Maps





Parallel Sessions

PARALLEL SESSION 1

Wednesday 26th June 2024, 17.00 – 18.30

AUDITORIUM "GIOVANNI PAOLO II"

Chair: *Andrej Rajský*

Joan Vianney Domingo "Which language for virtue or what makes a virtue a virtue?"

Pierre-Thomas Eckert "To what extent can Aristotelian Character Education be rendered into scientific naturalistic vocabulary?"

Paweł Pijas "The Vindication of Virtues"

AULA TESI

Chair: *Martin Brestovanský*

Gary Lewis & Verónica Fernández "Bridging Cultures: Cultivating Character through collaboration between ACE and VEC"

Lu Yun Chieh "Multicultural neo-Aristotelian character education: A discussion between psychology, sociology and philosophy about moral development"

Margit Sutrop & Halliki Harro-Loit "How could teachers' ethics profit from neo-Aristotelian character education framework?"

AULA MASTER

Chair: *Eveyn Kropfreiter*

Manuel Joaquín Fernández González & Svetlana Surikova "A longitudinal study on the development of basic education pupils' moral character in Latvia"

Ezequiel Delgado-Martín "An Exploration of the Multidimensional influence of the COVID-19 Pandemic on Young Students in a Spanish Single-Structure School during their Transition from Primary to Secondary Education. A view into their personal growth and gains"

Gloria Gallego Jimenez "Empowering Students through Virtuous Tutorial Action: A Holistic Approach to Secondary Education"

AULA MAGNA

Chair: *Emerald Henderson*

Martina Piantoni & Elena Ricci "The Monistic Model as a Response to Theoretical Puzzles in Character Education"

Beatriz Galvez, Prado Martín-Ondarza & Yaiza Sánchez Pérez "Cultivating Virtue: The Convergence of Aristotelian Philosophy and Levinson's Educational Cases"

Marion Prats "An evolved version of Aristotelian Moral Character Strength"

PARALLEL SESSION 2

Thursday 27th June 2024, 09.30 – 11.00

AUDITORIUM "GIOVANNI PAOLO II"

Chair: Roland Bernhard

Symposium TEPACE

"Teachers and parents perspective on CE in Europe"

- **Evelyn Kropfreiter, Roland Bernhard, Tiarnach McDermott:** AUSTRIA
- **Manuel Joaquín Fernández González, Tamāra Pigozne, Svetlana Surikova:** LATVIA
- **Martin Brestovansky, Andrej Rajskey, Romana Martincova, Marek Wiesenganger:** SLOVAKIA
- **Verónica Fernández, Paloma Redondo-Corcobado:** SPAIN
- **Ines Weber:** GERMANY
- **Natasza Szutta, Artur Szutta, Paweł Sikora, Jagoda Mielczarek:** POLAND
- **Martina Piantoni, Pierre-Thomas Eckert, Claudia Navarini:** ITALY
- **Barbora Bačiková, Jan Hábl, Jan Školník:** CZECH REPUBLIC

AULA TESI

Chair: Joan Vianney Domingo

Francisco Moller & Agustín Porres

"Action research as a method for character development in 18 classrooms in Latin America: learnings and challenges"

Monica Argemí Ballbè & Concepción Naval

"The synergies of liberal and character education in CE Delphy"

Yen-Hsin Chen "Taiwanese Children's Learning about Care in Primary School"

AULA MASTER

Chair: Artur Szutta

Liz Gulliford "Assumptions of a neo-Aristotelian Approach to Character Education"

Andrew Aberdein "Changing minds virtuously"

Matilde Liberti "Smash The Wall! On the disruptive potential of a Virtue Ethical account of moral change"

AULA MAGNA

Chair: Lu Yu Chen

Christian Gardoni "An alternative approach to digital education and the role of family education in the enculturation process"

Andrew Rebera "Military ethics education in an age of distanced and automated combat: a defence of virtue-based approaches"

Demetrio Miroslavo Bova Meritogenesis: From Merit against Dignity to a Generative Meritocracy

PARALLEL SESSION 3

Thursday 27th June 2024, 13.45 – 15.15

AUDITORIUM "GIOVANNI PAOLO II"

Chair: Blaine J. Fowers

Symposium

"Can Virtues Be Subsumed in Personality? Theoretical and Empirical Bases for a Negative Answer"

Marah Selim "The Case for the Subsumption of Virtues within Personality"

Blaine J. Fowers & Nona Kiknadze "The Case for the Distinctiveness of Personality and Virtue"

Lukas F. Novak "A Genus-Species Model"

AULA TESI

Chair: Pierre-Thomas Eckert

Andrej Rajský & Marek Wiesenganger

"The experience of the last three years: how we innovated the Slovak national curriculum on character education"

Anna Huvos "Students' Perspective of Character Development in Higher Education"

Michael Mascolo & Lizzie Linn "Bucking the Trend in Higher Education: Cultivating 'Virtuous Selves' Instead of 'Making the Grade' "

AULA MASTER

Chair: Elena Ricci

Helen Mussell "Caring well: Trustee character development and unresolved issues in Ethics of Care"

José Antonio Ibáñez-Martin "Luxury and temperance in character education of these days"

Juan Luis Fuentes, Marta Ambite & Tania García-Bermejo "Is human flourishing through character education possible after a bad upbringing?"

AULA MAGNA

Chair: Shane McLoughlin

Marta Lozano Martínez "The meta-virtue of phronesis: An analysis of its evolution from oikos to cyberspace"

Roland Bernhard & Johannes Gasser "Creating Teaching Materials with the help of artificial intelligence: An opportunity for character education and experiences from an Austrian Project"

Carmen Caro Samada & Elda Millan Ghisleri "Cyberphronesis as a virtue to promote critical thinking in the face of the use of deepfakes in adolescents"

PARALLEL SESSION 4

Thursday 27th June 2024, 15.45 – 17.15

AUDITORIUM "GIOVANNI PAOLO II"

Chair: Natasza Szutta

Peter Oldham & Shane McLoughlin

"Trends, Influences and Opportunities: A Comprehensive Overview of Peer-reviewed Character Education Research"

Jan Hábl "Humanity is not completely lost: Jan Amos Comenius's anthropological foundations of character education"

Jonas Pavelka & Tobias Zimmermann SJ

"HumanismPlus – Character formation today from the perspective of the Ignatian tradition"

AULA TESI

Chair: Liz Gulliford

Emerald Henderson "The Moral Psychology of Emulation"

Emma Cohen De Lara & Tessa Leesen

"Rethinking Resilience in Character Education"

Jacqueline Perrin "A kaleidoscope of purpose: What can we learn from autistic young people?"

AULA MASTER

Chair: George Browning

Martin Brestovanský "School climate and teachers' attitudes to character education"

Josu Ahedo Ruiz "Personalised accompaniment is key to implementing character education in schools"

Pavla Příbylová "Virtue cards - a simple and practical tool for implementing character education in schools"

AULA MAGNA

Chair: Matilde Liberti

Michele Mangini "A Reasonable ethics for education"

Matthew Post "Is Aristotelian virtue ethics against the politics of liberty and consent?"

Federico Puppo & Silvia Corradi "Act like a (virtuous) lawyer. The example in the intersubjective context of legal ethics"

PARALLEL SESSION 5

Friday 28th June 2024, 10.45 – 12.15

AUDITORIUM "GIOVANNI PAOLO II"

Chair: Pawel Pijas

Jamie Jacob Brunsdon "The Flourishing Mover as the Aim of School Physical Education?"

Alejandro Ramon-Reboloso "Character Development through Basketball: Evaluating Academia 675's Program"

George Browning "In ten years' will they ask you, did you win? Or who did you become?" A new language of virtue through sport"

AULA TESI

Chair: Martina Piantoni

Antonio Scoppettuolo "Educating for Empowerment: Drawing from Stan van Hooft"

Stephan Nitu "Character Education as an Aim of the Humanities"

Torsten Hitz "Unlearning virtue. An Aristotelian approach to a present-day problem"

AULA MASTER

Chair: Pawel Sikora

Ines Weber "Human flourishing for school leaders to cultivate character education in schools. A course for school leaders in Austria"

Javier Gómez Martín & Emma Cohen de Lara "Developing Character and Sense of Purpose: Insights from the Leadership as Service Program at the University of Navarra"

Fatima Salas Rodriguez & Melinda C. Bier "Cultivating Personal and Organizational Virtues for the Leadership of Schools for the Common Good"

AULA MAGNA

Chair: Matthew Post

Chiara Palazzolo "The Ethical Dimensions of Creativity: Individual and collective Virtue"

Ingimar Olafsson Waage "Visual literacy for virtue literacy: Character education through dialogue on artworks"

Michael Quinn "'Now, where was I?': Engaging with Speculative Fiction to teach Philosophical Concepts"

Abstracts

Parallel Session 1

Wednesday 26th June 2024, 17.00 – 18:30

AUDITORIUM "GIOVANNI PAOLO II"

Joan Vianney Domingo (Francisco de Vitoria University, Spain)

WHICH LANGUAGE FOR VIRTUE OR WHAT MAKES A VIRTUE A VIRTUE?

The ingrowing interest in virtue ethics has promoted a variety of accounts of virtue within virtue ethics and generally on virtue theory as well. I will devote this paper to exploring some contemporary approaches to virtue and character, especially on their development when they are developed in educational contexts and informing educational practice. Specifically, I will explore some categorizations of virtue in positive psychology and some informed skill models of virtues by analyzing the understanding of the will as a psychic capacity or faculty that underlies the categorization of these virtues. Moreover, I will be contrasting it with the dynamism of the will in moral growth that a neo-Aristotelian informed virtue ethics suggests, in which the will is approached in its interrelation with other faculties and their interaction in virtuous actions.

Pierre-Thomas Eckert, (European University of Rome, Italy)

TO WHAT EXTENT CAN ARISTOTELIAN CHARACTER EDUCATION BE RENDERED INTO SCIENTIFIC NATURALISTIC VOCABULARY?

The aim of this presentation is to investigate the translatability of Aristotelian character education language into a naturalised vocabulary. If an isomorphism between the two conceptual schemes can be defended, then it will have been established that character education is largely independent from its Aristotelian formulation. I will investigate three different kinds of scientific naturalist strategies: a physicalist-cum-connectionist account, an evolutionary biological account, and a developmental psychological account. I will contend that these strategies fail because they cannot take into consideration the metaphysical underpinnings of the key concepts at stake: character, phronesis, and flourishing. I will conclude that although a mapping 1:1 is neither ultimately possible nor desirable, we should paradoxically encourage such naturalising attempts because they help refine the operationalisation of the key concepts of character education.

Pawel Pijas (University of Gdańsk, Poland)

THE VINDICATION OF VIRTUES

A new understanding of genealogy has emerged recently, called vindicatory. Genealogy has a justificatory function if an analysis of the genesis and evolution of a conceptual practice shows that it is an apt response to a human need; we can even speak of the necessitarian nature of such justification if it leads to the conclusion that this practice is crucial to the human form of life. I argue that vindicatory genealogy can generate non-classical justifications of aretological practices.

AULA TESI

Gary Lewis (Association for Character Education UK; Jubilee Centre for Character and Virtues, University of Birmingham) and Verónica Fernández (Francisco de Vitoria University, Spain)

BRIDGING CULTURES: CULTIVATING CHARACTER THROUGH COLLABORATION BETWEEN ACE AND VEC

Character education is vital for holistic learning and ethical development. The Association for Character Education (ACE) leads these initiatives in the UK but must adapt them for different cultural contexts. This paper explores ACE's collaboration with the Virtue and Values Education Centre (VEC) in Madrid to tailor character education for Spanish and Latin American cultures. This partnership ensures the principles are thoughtfully adapted, resonating with diverse perspectives. ACE and VEC's shared vision shows character education transcends cultural boundaries, focusing on the universal human journey of becoming. The paper also highlights the role of parents in character development.

Lu Yun Chieh (Catherine), (Jubilee Centre for Character and Virtues, University of Birmingham, UK)

MULTICULTURAL NEO-ARISTOTELIAN CHARACTER EDUCATION: A DISCUSSION BETWEEN PSYCHOLOGY, SOCIOLOGY AND PHILOSOPHY ABOUT MORAL DEVELOPMENT

This paper advocates for integrating a multicultural perspective into neo-Aristotelian character education, addressing the current lack of multicultural considerations in philosophical discussions. The exploration encompasses developmental psychology, focusing on cultural facets of moral development. Larry Nucci's delineation of personal and social domains in children's moral development is critically assessed for its utility in multicultural integration. Subsequently, a sociological examination of moral cultures by Bradley Campbell and Jason Manning, categorising them into honour, dignity, and victim cultures, is discussed. The paper concludes by detailing the potential of incorporating a multicultural outlook into a neo-Aristotelian character education framework, proposing specific implementation principles.

Margit Sutrop and Halliki Harro-Loit (Centre for Ethics, University of Tartu, Estonia)

HOW COULD TEACHERS' ETHICS PROFIT FROM NEO-ARISTOTELIAN CHARACTER EDUCATION FRAMEWORK?

This paper endorses integrating a neo-Aristotelian virtue framework into teachers' professional ethics, emphasizing the development of practical wisdom (phronesis) besides intellectual, moral, civic, and performance virtues. Analyzing Teacher Codes of Ethics from Armenia, Estonia, and Finland, it shows their balance between enforcing rules and fostering moral reflection. Teachers must personify the virtues they teach; the educational goals influence the needed teacher behaviors. For obedient, compliant individuals, authoritative methods may suffice. However, cultivating enterprising, creative, and critical thinkers requires teachers to develop ethical sensitivity and the capacity to empathize and handle moral complexities, highlighting the profound impact of educators' ethical stance on student development.

AULA MASTER

Manuel Joaquín Fernández González and Svetlana Surikova (Scientific Institute of Pedagogy, Faculty of Education Sciences and Psychology, University of Latvia, Riga, Latvia)

A LONGITUDINAL STUDY ON THE DEVELOPMENT OF BASIC EDUCATION PUPILS' MORAL CHARACTER IN LATVIA

This paper presents the preliminary results of a longitudinal study (2022-2024) on the effectiveness of a character education curriculum to enhance pupils' moral growth, involving ca. 1500 pupils aged 8 to 16 in Latvia. This research uses a randomised controlled trial design clustered at the class level involving ca 80 classes. Experiment classes implemented a moral curriculum from in 2022 to 2024. The results present the level and dynamics of pupils' understanding of, commitment to, practice of, and level of satisfaction with, moral growth process. Research funded by the Latvian Council of Science, project number lzp-2021/1-0385.

Ezequiel Delgado Martín (UNIR, International University of La Rioja, Spain)

AN EXPLORATION OF THE MULTIDIMENSIONAL INFLUENCE OF THE COVID-19 PANDEMIC ON YOUNG STUDENTS IN A SPANISH SINGLE-STRUCTURE SCHOOL DURING THEIR TRANSITION FROM PRIMARY TO SECONDARY EDUCATION. A VIEW INTO THEIR PERSONAL GROWTH AND GAINS.

The COVID-19 pandemic significantly influenced students transitioning from primary to secondary education in Spain. This qualitative study explores the personal growth of seven students through semi-structured interviews to them and their parents, highlighting how they navigated the challenges posed by the pandemic. Despite academic and social difficulties, families employed conscious strategies to foster resilience and personal development. The findings emphasize that, beyond academic losses, the pandemic prompted significant character development, demonstrating the importance of including personal growth in the broader concept of learning.

Gloria Gallego-Jiménez (CEU University San Pablo, Madrid, Spain)

EMPOWERING STUDENTS THROUGH VIRTUOUS TUTORIAL ACTION: A HOLISTIC APPROACH TO SECONDARY EDUCATION

This inquiry explores the role of tutorial action in secondary education, focusing on holistic student development through virtue and character cultivation, inspired by Aristotelian philosophy. It consists of three parts: the theoretical aspect, examining education, virtue, and character; the practical aspect, analyzing tutorial action plans and programs on emotional education, self-esteem, and character; and the methodological aspect, proposing a virtue-focused tutorial program. The study emphasizes the importance of teacher virtues and systematic approaches in fostering student autonomy, critical thinking, and well-being. Ultimately, it highlights the crucial connection between virtue, character development, and individual happiness.

AULA MAGNA

Ariete Niccoli (University of Florence, Italy), Martina Piantoni and Elena Ricci (University of Bari and European University of Rome, Italy)

VIRTUE MONISM. SOME ADVANTAGES FOR CHARACTER EDUCATION

Character education is an increasingly discussed topic drawing upon virtue ethics as a moral theory. Scholars have predominantly understood educating character as a process that entails the formation of certain distinct character traits or functions through practice and habituation. However, these approaches present some problems. This paper explores the educational implications of various accounts focusing on the relationship between phronesis and other virtues. We posit that a recent model – the monist account of moral virtue proposed by the Aretai group, which conceives being virtuous in possessing phronesis understood as ethical expertise – might offer a refined response to these challenges. This work elucidates the rationale underpinning this proposition.

Beatriz Gálvez, Prado Martín-Ondarza (UCM, Complutense University of Madrid) and Yaiza Sánchez Pérez (UNIR, International University of La Rioja, Spain)

CULTIVATING VIRTUE: THE CONVERGENCE OF ARISTOTELIAN PHILOSOPHY AND LEVINSON'S EDUCATIONAL CASES

This work explores the synergy between Meira Levinson's pedagogical use of ethical dilemmas and normative cases and neo-Aristotelian character education (CE). It highlights how Levinson's approach, emphasizing justice and ethical deliberation through real-world dilemmas, aligns with the Aristotelian emphasis on virtue development, practical judgment, and moral reasoning. This convergence fosters students' ability to apply virtues in diverse contexts, enhancing their capacity for discernment and action in accordance with ethical principles. By integrating theoretical knowledge with practical application, this educational model addresses contemporary CE's goal of developing well-rounded individuals capable of navigating the moral complexities of modern society.

Marion Prats (School of Business, SIUE, Southern Illinois University Edwardsville, USA)

AN EVOLVED VERSION OF ARISTOTELIAN MORAL CHARACTER STRENGTH

Leonardo Polo's thought is a step forward in advancing Aristotelian moral character understanding. His main contribution is the connection of ethics with a philosophical anthropology based on the growth of the human person. Polo's human growth approach impacts the ethical perspective of business when considering the decision-making process, human action, and leadership. In this study, we address (a) Polo's understanding of humans as 'Having and Giving Beings', (b) Personal and organizational ethical implications from his conceptualizations of humans, and (c) Polo's systemic approach to ethics in comparison with other theories and authors.

Parallel Session 2

Thursday 27th June 2024, 09.30 – 11:00

AUDITORIUM "GIOVANNI PAOLO II"

SYMPOSIUM TEPACE "TEACHERS AND PARENTS PERSPECTIVE ON CE IN EUROPE"

Evelyn Kropfreiter (University of Salzburg, Austria), Roland Bernhard (University College of Teacher Education, Wien/Krems, Austria), Tiarnach McDermott (University of Oxford, UK)

AUSTRIAN SECONDARY SCHOOL TEACHERS' VIEWS ON CHARACTER EDUCATION: QUANTITATIVE INSIGHTS FROM A MIXED METHODS STUDY

Manuel Joaquín Fernández González, Tamāra Pīgozne, Svetlana Surikova (University of Latvia, Riga, Latvia)

GENERAL EDUCATION TEACHERS' AND PARENTS' PERSPECTIVES ON CHARACTER EDUCATION IN LATVIA: SYNTHESIS OF THE PRIMARY RESULTS OF AN ONLINE SURVEY

Martin Brestovanský, Andrej Rajský, Romana Martincová and Marek Wiesenganger (University of Trnava, Slovakia)

TEACHERS' AND PARENTS' PERSPECTIVES ON CHARACTER EDUCATION IN EUROPE AND SLOVAKIA

Verónica Fernández (Francisco de Vitoria University, Madrid) and Paloma Redondo-Corcobado (Complutense University of Madrid, Spain)

TEACHERS' AND PARENTS' PERSPECTIVES ON CHARACTER EDUCATION IN EUROPE. THE SPANISH PERSPECTIVE

Ines Weber (Catholic Private-University Linz, Austria)

CHARACTER AND VIRTUE EDUCATION AT SCHOOLS IN GERMANY. FIRST RESULTS OF THE TEPACE QUESTIONNAIRE

Natasza Szutta, Artur Szutta, Paweł Sikora and Jagoda Mielczarek, (University of Gdańsk, Poland)

TEACHERS' AND PARENTS' PERSPECTIVES ON CHARACTER EDUCATION IN EUROPE: PROJECT STATUS IN POLAND

Martina Piantoni, Pierre-Thomas Eckert and Claudia Navarini, (European University of Rome, Italy)

DEVELOPMENTS OF TEPACE PROJECT IN ITALY

Barbora Bačiková (Palacky University, Czech Republic), Jan Hábl and Jan Školník (Hradec Králové University, Czech Republic)

VIRTUE IN THE CZECH CLASSROOM: TEACHER'S POINT OF VIEW

AULA TESI

Francisco Moller and Agustín Porres (UNIR, International University of La Rioja, Spain)

ACTION RESEARCH AS A METHOD FOR CHARACTER DEVELOPMENT IN 18 CLASSROOMS IN LATIN AMERICA: LEARNINGS AND CHALLENGES

This article analyzes an action-research project on character development in 18 Latin American classrooms. The project aimed to train teachers in character education theory and practice, enabling them to independently implement and evaluate virtue-focused interventions. Teachers systematized strategies for character development and reflected on its educational impact, showing changes in their reasoning when faced with moral dilemmas. The project highlighted the early progress and potential growth of character education in Latin America, overcoming challenges such as measuring results and lack of knowledge. The findings suggest that action-research is effective for managing character development interventions and recommend it for designing educational programs requiring systematic, measurable approaches.

Mónica Argemí Ballbè (Universitat Internacional de Catalunya, Barcelona, Spain) and Concepción Naval (University of Navarra, Pamplona, Spain)

THE SYNERGIES OF LIBERAL AND CHARACTER EDUCATION IN HIGHER EDUCATION: DELPHI STUDY FINDINGS

This paper advocates for integrating a multicultural perspective into neo-Aristotelian character education, addressing the current lack of multicultural considerations in philosophical discussions. The exploration encompasses developmental psychology, focusing on cultural facets of moral development. Larry Nucci's delineation of personal and social domains in children's moral development is critically assessed for its utility in multicultural integration. Subsequently, a sociological examination of moral cultures by Bradley Campbell and Jason Manning, categorising them into honour, dignity, and victim cultures, is discussed. The paper concludes by detailing the potential of incorporating a multicultural outlook into a neo-Aristotelian character education framework, proposing specific implementation principles.

Yen-Hsin Chen (Department of Education, National Taichung University of Education, Taiwan)

TAIWANESE CHILDREN'S LEARNING ABOUT CARE IN PRIMARY SCHOOL

Everyone cannot live well without others' caring. However, less is known how children develop and learn from care-receivers into caregivers (e.g., give care to others), particularly within the school context. The researcher discusses how care is learned and conceptualized in childhood (6-11 years) in Taiwan. Findings are discussed based on qualitative analysis of semi-structured interviews with children living in primary schools. In addition, I share implications for furthering our understanding of how to support and develop curricula that encourages learning about and to care for others within the school.

AULA MASTER

Liz Gulliford (Jubilee Centre for Character and Virtues, University of Birmingham, UK)

ASSUMPTIONS OF A NEO-ARISTOTELIAN APPROACH TO CHARACTER EDUCATION

The neo-Aristotelian approach to character education promulgated by the Jubilee Centre should be commended for its practical usefulness and reach. The Centre's Framework has inspired character education initiatives globally and provides clear guidance how character can be embedded and taught within school curricula. My aim is to examine some of the assumptions about character that an Aristotelian approach inevitably imports into character education, and to question whether these assumptions should be acknowledged and challenged in the interests of developing a more inclusive approach to character education.

Andrew Aberdein (School of Arts and Communication, Florida Institute of Technology, USA)

CHANGING MINDS VIRTUOUSLY

Some of the persuasive strategies that can be most effective in public discourse are also most open to abuse. Examples include narrative arguments, redefinition of terms, reframing, and many other techniques that have the potential to induce cognitive biases in an audience. Many argumentation theorists seek to forbid all such strategies, but many professional arguers find them indispensable. Character education in argumentative virtues has the potential to resolve this conflict by diminishing the risks of the worst outcomes of such strategies. This paper investigates the feasibility of this approach.

Matilde Liberti (University of Genoa, Italy)

SMASH THE WALL! ON THE DISRUPTIVE POTENTIAL OF A VIRTUE ETHICAL ACCOUNT OF MORAL CHANGE

Is virtue ethics (VE) inherently conservative? If so, how could VE provide frameworks for moral education that are progressive in that the changes that they bring about disrupt the moral status quo, as opposed to reinforce it? Here I argue that, although there are solid grounds to think that VE accounts of moral education (and, in particular, of moral change) are in fact conservative, they need not necessarily be so. I will present the Indoctrination and the Conservative challenge to VE educational interventions, then defend a progressive, potentially status quo disruptive model of VE moral education.

AULA MAGNA

Christian Gardoni (European University of Rome, Italy)

AN ALTERNATIVE APPROACH TO DIGITAL EDUCATION AND THE ROLE OF FAMILY EDUCATION IN THE ENCULTURATION PROCESS

There are many digital dangers nowadays, including that linked to the excessive use of devices, an increasingly widespread and difficult to manage condition. Regarding the adoption, use and development of modern technology, there are different approaches that are substantially in favor or substantially against and positions that fall between these poles. Little attention has been paid to a possible alternative approach that involves family education and the enculturation process. The analysis traces various philosophers and other disciplines to create a new perspective that allows the risks mentioned to be managed in an educational and more sustainable way.

Andrew P. Rebera (KU Leuven – Catholic University of Leuven – and Royal Military Academy, Brussels (Belgium))

MILITARY ETHICS EDUCATION IN AN AGE OF DISTANCED AND AUTOMATED COMBAT: A DEFENCE OF VIRTUE-BASED APPROACHES

Most Western militaries base their ethics education programmes around a broadly Aristotelian virtue ethical framework. This approach is, however, increasingly pressured by developments in soldiering, warfare, and weapons technology. Several scholars now question the role of the virtues in military ethical thinking and education, advocating instead a rule-based, deontological approach. In this paper I consider—and then challenge—three lines of argument for this view. I suggest that in an age of automated and algorithmic warfare, character and virtue—which distinguish human from artificial intelligence—are more essential than ever. Military ethics education should reflect this.

Demetrio Miloslavo Bova (University of Rome Tor Vergata, Italy)

MERITOGENESIS: FROM MERIT AGAINST DIGNITY TO A GENERATIVE MERITOCRACY

Meritocracy is increasingly criticised for deepening social divisions by justifying winners' privileges and blaming losers' misery. The reaction is an increasing demand for rights detached from merit and a dignity detached from individuals' doing. This paper attempts to reconcile merit and dignity by proposing 'meritogenesis'. Meritogenesis is a doctrine promoting everyone dignity achievement, which is obtained by merit, that is, the cumulative generative production minus consumption. The paper claims that to allow everyone to acquire generative merits and dignity, it is necessary an education fostering generative characters and virtues.

Parallel Session 3

Thursday 27th June 2024, 13.45 – 15:15

AUDITORIUM "GIOVANNI PAOLO II"

SYMPOSIUM

"CAN VIRTUES BE SUBSUMED IN PERSONALITY? THEORETICAL AND EMPIRICAL BASES FOR A NEGATIVE ANSWER"

Marah Selim (University of Miami, Coral Gables, USA)

THE CASE FOR THE SUBSUMPTION OF VIRTUES WITHIN PERSONALITY

Blaine J. Fowers and Nona Kiknadze (University of Miami, Coral Gables, USA)

THE CASE FOR THE DISTINCTIVENESS OF PERSONALITY AND VIRTUE

Lukas F. Novak (University of Miami, Coral Gables, USA)

A GENUS-SPECIES MODEL

SYMPOSIUM SHORT DESCRIPTION

The rapid growth of research on virtues has raised an important question about the relationship between virtues and personality theory (Fowers et al., 2024). Several prominent authors have asserted that virtues can be subsumed in personality theory and research (Jayawickreme & Fleeson, 2017; Wright et al., 2021). These authors focus on some salient similarities between personality dimensions and virtues, including the trait-like form of both and the correlations among personality dimensions and virtues. In addition, these authors seem to view personality as including all elements that can be described as individual difference variables. The purpose of this symposium is to clarify the issues that make this subsumption of virtues within personality theory at least premature and perhaps misguided. Notwithstanding the similarities between personality and virtues, there are three key differences. First, the correlations among personality dimensions and virtues have been modest, suggesting the empirical distinctiveness and independence of virtues (McGrath et al., 2020). Second, although both personality dimensions and virtues can be argued to have a trait-like structure, there is no obvious reason to see all traits as aspects of personality (Fowers et al., 2024). Third, virtues have distinct and definitive features that are not generally present in personality models, including (a) the view that virtues can and should be harmonized, (b) practical wisdom, and (c) a defining relationship with a good human life (Fowers et al., 2024).

AULA TESI

Andrej Rajský and Marek Wiesenganger (University of Trnava, Faculty of Education, Slovakia)

THE EXPERIENCE OF THE LAST THREE YEARS: HOW WE INNOVATED THE SLOVAK NATIONAL CURRICULUM ON CHARACTER EDUCATION

After the fall of the totalitarian regime (1989), in contrast to cognitivist approaches, the concept of so-called Ethical education (EE) found its place in the Slovak school curriculum. EE in the Slovak adaptation (1993) was partly "emancipated" from the pure SEL framework and received the stamp of (implicit) character education. The Trnava research team was invited to develop new national curriculum standards in the field of moral literacy. The incremental steps by which the team has engaged in this process over the past three years and has been able to embed character education in central school documents are presented.

Anna Huvos (University College Tilburg, NL)

STUDENTS' PERSPECTIVE OF CHARACTER DEVELOPMENT IN HIGHER EDUCATION

Traditionally outcome-focused higher education tends to overlook how students develop as a person, an academic, and a citizen during their undergraduate degree. I propose that narrative interviewing gives comprehensive insight into students' conceptualisation of their virtue development. Students' perspective on their virtues as well as on changes in their character is valuable for educational practitioners and researchers alike. The aim of this presentation is to discuss how students conceptualise and reflect upon their intellectual, personal, and civic learning gain at different stages of their tertiary education.

Michael F. Mascolo (Compass Program and Department of Psychology - Merrimack College North Andover, MA, USA) and Lizzie Linn (Compass Program - Merrimack College North Andover, MA, USA)

BUCKING THE TREND IN HIGHER EDUCATION: CULTIVATING "VIRTUOUS SELVES" INSTEAD OF "MAKING THE GRADE"

Arming students with career-related knowledge is a necessary but insufficient aim for education. Higher education should prepare students to live well – to pursue eudaimonia through the cultivation of purpose, meaning and virtue. In this presentation, we describe Compass – an integrated year-long higher education program organized around fostering incremental development rather than the piecemeal pursuit of credentials. The program embraces three principles: (a) the centrality of virtue, purpose, and meaning in motivating and organizing development; (b) the importance of challenging yet caring teacher-student relationships; (c) developing academic and socio-moral skills with reference to degrees of mastery rather than mere grades.

AULA MASTER

Helen Mussell (Cardiff Business School, Cardiff University, UK)

CARING WELL: TRUSTEE CHARACTER DEVELOPMENT AND UNRESOLVED ISSUES IN ETHICS OF CARE

The legal concept of the fiduciary plays a central role in financial and non-financial organisations. It is a safeguard ensuring a trustee acts in the best interests of a beneficiary. The need for development of a 'fiduciary character' by trustees has been raised. This paper outlines developments in fiduciary theory and ethics claiming that trustees must learn to 'care well'. It also considers ongoing debates regarding whether care should be deemed a virtue. Two questions will be posed: 'What does this unresolved care as virtue debate mean for future fiduciary character development?' And 'Can a 'caring well' character be developed outside of a virtue framework?'

José Antonio Ibáñez-Martin (Complutense University of Madrid and UNIR, International University of La Rioja (Spain))

LUXURY AND TEMPERANCE IN PRESENT-DAY CHARACTER EDUCATION

We have seen movies of teenagers seeking solitude in the tree-tops. And the press says that soon we will see tree-top cabins full of comforts, providing luxury camping. Is luxury compatible with temperance? Peterson reminds us that temperance is one of the seven strengths of normal people: it is necessary to reflect on the compatibility between luxury and temperance, analyzing their concepts, especially in environments of wealth. We will study the Meditations of Marcus Aurelius, who warns that such a combination cannot be achieved without the help of the gods and fortune.

Juan Luis Fuentes, Marta Ambite (Complutense University of Madrid, Spain), and Tania García-Bermejo (UNED, National University of Distance Education, Spain)

IS HUMAN FLOURISHING THROUGH CHARACTER EDUCATION POSSIBLE AFTER A BAD UPBRINGING?

Does experiencing a bad upbringing determine the potential to develop good character and, ultimately, achieve a fulfilling life? If so, should we give up on the possibility of a significant life change in adulthood? The purpose of this paper is to address these questions by, after an initial review of the Aristotelian perspective, analysing the existing empirical evidence from social pedagogy and adult education, focusing on three areas: victims of child abuse, substance consumption and incarcerated individuals. Finally, we will explore the role of people's life story as a reflection tool on the meaning of one's own existence.

AULA MAGNA

Marta Lozano Martínez (UNIR, International University of La Rioja, Spain)

THE META-VIRTUE OF PHRONESIS: AN ANALYSIS OF ITS EVOLUTION FROM OIKOS TO CYBERSPACE

The concept of phronesis continues to occupy a central place in defining individuals' character; nevertheless, we observe its evolution throughout the centuries and question what divergences have arisen therein. We delve into its origin in Aristotle, its relationship with other virtues, and its adaptation to new contexts. The neo-Aristotelian vision reintegrates it into contemporary discourse and the educational sphere. With the rise of sociocultural phenomena such as "fastlife" and virtual life, the question arises: Does phronesis retain its importance? How is it applied in these contexts? We will analyze the relevance of this virtue in cyberspace through the concept of cyber-phronesis.

Roland Bernhard and Johannes Gasser (University College of Teacher Education, Wien/Krems, Austria)

CREATING TEACHING MATERIALS WITH THE HELP OF ARTIFICIAL INTELLIGENCE: AN OPPORTUNITY FOR CHARACTER EDUCATION AND EXPERIENCES FROM AN AUSTRIAN PROJECT

This paper examines the use of AI tools (ChatGPT, Google Gemini, ideogram.ai) for the development of teaching materials for character education and draws on experiences from an Austrian project, exploring how these services enable the rapid creation of engaging materials with reduced preparatory work. The paper reports on the generation of stories, illustrations and activities for primary school students and emphasizes the potential and the constraints of AI-generated resources to save educators' time and facilitate material sharing and adaptation. Our first findings show that educators consider the materials valuable, and students find them engaging.

Carmen Caro Samada (UNIR, International University of La Rioja, Spain) and Elda Millan-Ghisleri (Villanueva University, Madrid, Spain)

CYBERPHRONESIS AS A VIRTUE TO PROMOTE CRITICAL THINKING IN THE FACE OF THE USE OF DEEPPAKES IN ADOLESCENTS

This paper aims to analyze the role of the virtue of cyberphronesis in relation to the use of deepfakes in adolescents. The presence and dissemination of this type of material has become one of the challenges of the 21st century in its different dimensions: technological, legal, but most especially, in the moral and civic sphere. Thus, in recent months there have been some news that reveal the serious risks of the use of deepfakes by minors (Cenizo, 2023). Beyond legal or technical measures, it is necessary to have a true character education that promotes critical thinking so as not to produce deepfakes, to be able to detect these images and stop their possible dissemination. Cyberphronesis would be the virtue that would help adolescents to act appropriately in these situations.

Parallel Session 4

Thursday 27th June 2024, 15.45 – 17:15

AUDITORIUM "GIOVANNI PAOLO II"

Peter Oldham and Shane McLoughlin (University of Birmingham, UK)

TRENDS, INFLUENCES AND OPPORTUNITIES: A COMPREHENSIVE OVERVIEW OF PEER-REVIEWED CHARACTER EDUCATION RESEARCH

Character Education has become a key feature of education policies across the world. This article provides an overview of the extant literature in the field. The search term 'Character Education' was entered into the SCOPUS and Web of Science databases, with a final pool of 943 articles. Article data was extracted into an AWS RDS database, with data reliability established through verification of a sample by a second rater. The analysis reveals trends and patterns within the Character Education research, as well as major influences on the field. Future opportunities for research in the field are then identified.

Jan Hábl (Hradec Králové University, Czech Republic)

HUMANITY IS NOT COMPLETELY LOST: JAN AMOS COMENIUS'S ANTHROPOLOGICAL FOUNDATIONS OF CHARACTER EDUCATION

In his greatest and most important work called General Consultation concerning Restoration of human affairs Jan Amos Comenius verbalizes his fundamental anthropological assumptions. Obviously, something is wrong with humans and humankind. On the one hand, we have excellent potential, we know a lot, we are strong, we can do a lot, but that very capacity is our greatest threat. We can misuse all the good we have. We are the only beings on the "face of earth" who have the potential of self-destruction. The humanity of people is not quite right, but not quite lost states Comenius. What does he enquire of humanity? What are human affairs? What's wrong with them? And the most important question - can they be somehow corrected, reformed, improved? Isn't that a utopia? Can education, and specifically character or moral education play a role here? This paper intends to outline the answers to these questions.

Tobias Zimmermann SJ and Dr. Jonas Pavelka (ZIP – Zentrum für Ignatianische Pädagogik / Centre for Ignatian Pedagogy, Ludwigshafen am Rhein, Germany)

HUMANISMPPLUS – CHARACTER FORMATION TODAY FROM THE PERSPECTIVE OF THE IGNATIAN TRADITION

HumanismPlus is rooted in the beginnings of Jesuit pedagogy: "(117) This understanding of God's relationship to the world implies that faith in God and the affirmation of all that is truly human are inseparable." Peter Hans Kolvenbach SJ, 1993. This tradition was further developed in dialogue with the neo-Aristotelian model of virtue. Now people of all religions and worldviews can be addressed and supported. Ignatian pedagogy thus also opened itself up to dialogue with - and description by the "secular" educational sciences. The lecture describes the pedagogical approach, its concrete translation into pedagogical practice and differentiates it from purely secular models.

AULA TESI

Emerald Henderson (University of Birmingham, UK)

THE MORAL PSYCHOLOGY OF EMULATION

Emulation qua moral role modelling continues to be cited as a central aspect of teaching and of teacher professional ethics education, yet questions regarding the precise methodology of emulation remain open. This paper advances this debate by synthesising a philosophical two-step account of emulation with current research in developmental moral psychology – specifically that regarding tacit knowledge-sharing, metacognition, shared psychological states and mind reading. In doing so, I argue for 'entangled phronesis' as the psycho-moral mechanism which drives emulation through a combination of virtuous action, verbal reason giving and non-verbal mind reading. The result: a philosophically discerning, psychologically realistic and developmentally adequate theory of emulation.

Emma Cohen De Lara and Tessa Leesen (University of Navarra, Spain)

RETHINKING RESILIENCE IN CHARACTER EDUCATION

Our paper addresses the discourse on resilience in education, which is dominated by approaches that tend to overemphasize the responsibility of the individual to overcome adversities through self-reliance, and leave too little room for vulnerability and the complexity of personal growth. We argue that a virtue ethical approach to resilience offers a way out of these criticisms and helps to rethink resilience in a way that is helpful for students who are increasingly struggling with stress and mental health issues. Our paper explains the conceptual advances made by understanding resilience within the virtue ethical approach, and illustrates these with practical educational examples.

Jacqueline Perrin (Oxford Brookes University, UK)

A KALEIDOSCOPE OF PURPOSE: WHAT CAN WE LEARN FROM AUTISTIC YOUNG PEOPLE?

Life purpose is frequently associated with helping/supporting others, i.e., thinking beyond-the-self and civic education (Bauml et al. 2023). Conducted in England, this study explored a sense of purpose (SoP) with autistic young people (AYP). As if through a kaleidoscope viewer, participants' alternative perspectives on life purpose were revealing, conveying honesty, empathy and a desire to be authentic. Associated with significant physical and mental health benefits (McKnight and Kashdan, 2009), purpose could be important for AYP's well-being. Semi-structured interviews were conducted with ten students aged 16+ in specialist schools. During participatory working, participants voiced their desire to overcome barriers to purpose.

AULA MASTER

Martin Brestovanský and Romana Martinová (Trnava University, Slovakia)

SCHOOL CLIMATE AND TEACHERS' ATTITUDES TO CHARACTER EDUCATION

The purpose of the study is to identify differences in school climate and their impact on teachers' attitudes toward character education. The concept of ethical school climate has been operationalized by distinguishing two basic dimensions of school climate, caring and formal (Victor & Cullen, 1988). We hypothesized that caring climate would significantly predict greater teacher support for CE implementation compared to formal ethical climate and also that different clusters of schools would emerge in terms of the relationship between school climate and perceptions of the importance of character development as opposed to academic achievement.

Josu Ahedo Ruiz (UNIR, International University of La Rioja, Spain)

PERSONALISED ACCOMPANIMENT IS KEY TO IMPLEMENTING CHARACTER EDUCATION IN SCHOOLS

The aim of this paper is to provide guidelines on how to implement character education in schools. The text will have two parts, one indicating the educational itinerary of character education, the other explaining what personalised accompaniment is. It is stated that the itinerary for implementing character education should be the following: emotions, values, virtues and happiness. It is pointed out that the task of the educator is, firstly, the personalised accompaniment of each student to help them in what they need to do good and, secondly, to promote activities that can become opportunities to do good.

Pavla Příbylová (Pangea Foundation, Prague, Czech Republic)

VIRTUE CARDS - A SIMPLE AND PRACTICAL TOOL FOR IMPLEMENTING CHARACTER EDUCATION IN SCHOOLS

The virtue cards serve as a visual support for children to understand abstract concepts of virtues such as patience, sensitivity, perseverance, self-love, courage, honesty, respect, togetherness, etc. Children need a combination of three things to understand the virtues: verbal naming, hands-on activity, and visualization. They will then be able to understand the abstract concepts of virtues and apply them in their lives. The virtue cards are used by teachers in more than 700 schools in the Czech Republic and in total more than 3,000 users use the cards at home, school, leisure clubs, camps, etc.

AULA MAGNA

Michele Mangini (Dept. of Law, University of Bari, Italy)

REASONABLE ETHICS FOR EDUCATION

The main point of this paper is that of proposing a line of continuity between an ethics and a politics of education, drawing in either case on opposing models and trying to define the best, 'reasonable', alternative. With respect to education ethics, we shall propose a psychological model of happiness based on the big seven of psychological research (Layard). This model is also backed up by a normative utilitarian understanding of education. A contrast will be sketched with an Aristotelian account of human flourishing hinging on free choice of activities, development of natural capacities and striving for excellence through the exercise of the virtues. With respect to politics for education we shall contrast a liberal and a conservative view. Liberal appeals to openness and non-discrimination (Gutmann, Nussbaum) have to be confronted with conservative appeals to the continuity of values within a certain cultural context (Bloom). We shall insist on the development of civic friendship and the less common idea of 'networks of civic ethos' at the public level, with the purpose of promoting political stability and 'virtuous patriotism' (Curren).

Matthew Post (University of Tulsa, Honor College, OK, USA)

IS ARISTOTELIAN VIRTUE ETHICS AGAINST THE POLITICS OF LIBERTY AND CONSENT?

Education in character and virtue aims at the flourishing of individuals and societies. Yet its language has also been used to justify slavery and oppression, the claim that only the virtuous enjoy true liberty and therefore should deprive the unvirtuous of liberty and rule them without their consent. Contemporary debates, though they condemn slavery and oppression, nevertheless pit Aristotle against Locke, traditional virtue against modern liberty. I argue that the language and thought of Aristotelian virtue can be partly transposed to that of Lockean liberty and vice versa, and that together they can give education a fuller picture of human liberty, reason, creativity, civil life, and flourishing.

Federico Puppo and Silvia Corradi (School of Law, University of Trento, Italy)

ACT LIKE A (VIRTUOUS) LAWYER. THE EXAMPLE IN THE INTERSUBJECTIVE CONTEXT OF LEGAL ETHICS

The paper proposes that the example can be used as a paradigm for training in the legal profession. The first part outlines the peculiarities of the role, situated between the duty to defend the interests of the client and the duty of detachment. Next, the framework within which the lawyer's behaviour unfolds is clarified: respect for the code of ethics on the one hand and respect for professional ethics on the other. Finally, supporting a virtue ethics approach, the example is proposed as a virtuous paradigm to be emulated in order to develop the character of the professional.

Parallel Session 5

Friday 28th June 2024, 10.45 – 12:15

AUDITORIUM "GIOVANNI PAOLO II"

Jamie Jacob Brunsdon, (College of Health Sciences, University of Memphis, Tennessee, USA)

THE FLOURISHING MOVER AS THE AIM OF SCHOOL PHYSICAL EDUCATION?

The flourishing mover, or the notion that one can learn about how to best pursue a good life through meaningful engagement in and experiences with movement, physical activity, and sport, is a complex and understudied paradigm. The purpose of this presentation, therefore, is to present the pursuit of the ideal of the flourishing mover as the aim of school-based physical education. In this way, I will review the need for cultivating a new professional vision and rhetoric, critique prior interpretations of flourishing physical education, and illustrate an exemplary, K-12 program in the hope of guiding future practice in schools.

Alejandro Ramón-Reboloso (UNIR International University of La Rioja, Spain)

CHARACTER DEVELOPMENT THROUGH BASKETBALL: EVALUATING ACADEMIA 675'S PROGRAM

Sports provide an exceptional platform for nurturing character development, yet its effectiveness hinges on the pedagogical approach employed. Prioritizing values and teamwork fosters character growth, while solely fixating on victory may yield adverse consequences. This study assesses the impact of Academia 675's basketball program in Malaga, an inclusive community that underscores values, teamwork, and enjoyment. The sample comprises youth with Cognitive Functional Diversity (CFD) and typical cognition, ensuring inclusivity. The intervention aims to gauge character enhancement by comparing progress in both groups, utilizing validated tools such as observation, interviews, group discussions, and the VIA Assessment for Kids. Anticipated results should affirm positive outcomes across both populations.

George Browning, (University of Birmingham, UK)

"IN TEN YEARS' WILL THEY ASK YOU, DID YOU WIN? OR WHO DID YOU BECOME?" A NEW LANGUAGE OF VIRTUE THROUGH SPORT

Sport has traditionally used a zero-sum approach to competition where the winner takes all. The question we should ask ourselves is "In ten years' will they ask you, did you win? Or who did you become?". We found that sport provides an opportunity to develop virtue literacy in a way that students find particularly engaging. Teachers and coaches were equipped with a moral vocabulary to use during sport situations where certain behaviours indicated the presence of moral thought. The focus was moved from a language centred on concepts of battle and conflict against opposition, to becoming a vocabulary focused on both self and team development in collaboration with others, and periods of reflection were built into each session to support student self-awareness and strengthen their moral growth.

AULA TESI

Antonio Scoppettuolo (European University of Rome, Italy)

EDUCATING FOR EMPOWERMENT: DRAWING FROM STAN VAN HOOFT

I discuss how virtues function and, in particular, the relationship between the individual's internal moral resources and external inputs. I argue that in the journey towards the development of virtues, an external input can transform into a virtue only if it values and engages in dialogue with what resides within us. I make use of the concept of Empowerment as that which promotes the growth and enhancement of internal decision-making resources in accordance with each individual's affective-cognitive tone. In this process, care emerges as a virtuous attitude that no one can refuse because it is foreign, and it can be a concept that unifies all virtues.

Stephan Nitu (University of Oxford, UK)

CHARACTER EDUCATION AS AN AIM OF THE HUMANITIES

At a time when the humanities are struggling to communicate their value to policymakers and public stakeholders, the emerging subdiscipline of the positive humanities can greatly benefit from cross-pollination with character education. An open-ended field investigating human flourishing—often through the Aristotelian framework of eudaimonia—the positive humanities can borrow and in turn inform the more practice-based fields of character education and virtue ethics. As a case study, history's turn to flourishing can be centered in character formation, functioning both as a means of 'diagnosing' contemporary wellbeing agendas and deepening our understanding of specific character strengths across time and cultures.

Torsten Hitz (University of Education, Heidelberg, Germany)

UNLEARNING VIRTUE. AN ARISTOTELEAN APPROACH TO A PRESENT-DAY PROBLEM

Starting from the virtue theory of Aristotle, I survey if and how mass formation can atrophy or incapacitate the virtues of an individual, so that this individual shows a vicious behaviour which is "out of character" in a strict sense, because it is a behaviour that is at odds with the individual's virtuous character. Aristotle's virtue theory offers an explanation, I claim, how this can be the case. As a result, educators and policy makers may have to take into account that, under certain circumstances, individuals can unlearn virtue and lose the ethically valuable character traits with which education has equipped them.

AULA MASTER

Ines Weber (Catholic Private University, Linz, Austria)

HUMAN FLOURISHING FOR SCHOOL LEADERS TO CULTIVATE CHARACTER EDUCATION IN SCHOOLS. A COURSE FOR SCHOOL LEADERS IN AUSTRIA

To implement and disseminate character education in schools, school leaders must enable it. Consequently, they have to flourish in order to become virtuous leaders, and support teachers, students, and parents to flourish. But how do they become such? A course that enables this kind of flourishing takes place as part of a further training programme for school leaders in Linz, Austria. The structure of the course, the used content and methods are explained, and self-reflections of the participants are shown.

Javier Gómez Martín, Emma Cohen de Lara and José María Torralba, (Centro Humanismo Cívico, Instituto Cultura y Sociedad, University of Navarra, Spain)

DEVELOPING CHARACTER AND SENSE OF PURPOSE: INSIGHTS FROM THE LEADERSHIP AS SERVICE PROGRAM AT THE UNIVERSITY OF NAVARRA

Following the successful extracurricular program for postgraduate students developed by the Oxford Character Project called the Global Leadership Initiative (GLI), the Civic Humanism Center for Character and Professional Ethics at the University of Navarra has developed a similar program for upper undergraduate students called Leadership as Service: Developing Purpose and Character. In our paper, we share the insights of two years of experience with LASP based on the qualitative data. We explain how the students have assimilated the different learning strategies carried out in the program, as well as how they have developed their sense of purpose and character. An important aspect of character development is the level of self-knowledge and ability to verbally articulate the advances made by the students themselves, as well as the difficulties that teachers encounter when designing and transmitting this practical knowledge.

Melinda C. Bier, Deborah S. O'Reilly and Fatima Salas-Rodriguez (Center for Character and Citizenship, College of Education, University of Missouri-St. Louis, USA)

CULTIVATING PERSONAL AND ORGANIZATIONAL VIRTUES FOR THE LEADERSHIP OF SCHOOLS FOR THE COMMON GOOD

There is an international need for new approaches to school leadership. Schools would be better served by principals educated and skilled in the practices of Servant Leadership – a virtue-based leadership philosophy that prioritizes ethical decision-making, the building of community, and the optimal development of all involved. With this in mind, we introduce the Cultivating Virtues for Leadership (CViL) model, derived from Servant Leadership, focusing on nurturing personal character virtues such as humility, forgiveness, and courage, which are deemed essential for educational leaders. The paper concludes by presenting data from a mixed-method exploration highlighting the impact of CViL on school leaders in diverse cultural contexts.

AULA MAGNA

Chiara Palazzolo (University of Tulsa, Honors College, OK, USA)

THE ETHICAL DIMENSIONS OF CREATIVITY: INDIVIDUAL AND COLLECTIVE VIRTUE

This paper examines whether creativity can be regarded as a virtue and what its relationship with practical wisdom is. The paper draws upon contemporary virtue ethics and recent psychological findings to uncover a closer connection between creativity and practical wisdom, especially in complex situations. Creativity is deemed essential for ethical deliberation and is identified as a collective virtue crucial for role ethics. Promoting an education in creativity is highlighted to elucidate the actions that phronimoi must undertake to achieve both personal and communal well-being also within professions, schools, and businesses.

Ingimar Ólafsson Waage (Iceland University of the Arts, Iceland)

VISUAL LITERACY FOR VIRTUE LITERACY: CHARACTER EDUCATION THROUGH DIALOGUE ON ARTWORKS

In this presentation, I discuss the role of the visual arts in character education. Drawing from educational and philosophical resources, I explore the importance of actively engaging with artworks through dialogue to foster transformative experiences rather than mere passive observation, highlighting the necessity of conscious participation and reflection in aesthetic encounters. The Jubilee Centre's concept of Virtue Literacy serves as a framework for implementing character education through visual literacy using selected artworks spanning various themes and styles. Artworks can spur philosophical dialogue, encouraging deeper insights into moral aspects of human life and prompting self-reflection.

Michael Quinn (University of Glasgow, UK)

"NOW, WHERE WAS I?": ENGAGING WITH SPECULATIVE FICTION TO TEACH PHILOSOPHICAL CONCEPTS

I analyse the effectiveness of teaching 'The Extended Mind' (Clark & Chalmers, 1998), at high-school level through engaging with Nolan's Memento (2000). I offer a charitable account of teaching EMT directly but demonstrate that this approach is limited due to inaccessible language and student passivity. In using Memento, students are encouraged to reflect on the philosophical implications of EMT, particularly with their use of modern technology. I elucidate on educational upshots such as emotional engagement, creativity, phronesis and suggest that this approach offers longer lasting benefits which are relevant and required for students embarking on their intellectual and philosophical journeys.

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