What may be learnt in ethics?

Present and future conceptions of ethical competence

Conference in Gothenburg
11-13 December 2017
Welcome to Gothenburg!

We welcome you to the conference "What may be learnt in Ethics? Present and future conceptions of ethical competence". The conference is held at the Department of Pedagogical, Curricular and Professional Studies at the Faculty of Education, University of Gothenburg.

The University of Gothenburg has about 38 000 students and 6 000 employees. The Faculty of Education is located in the city centre and comprise four departments. The area is often called "Pedagogen", both by students and staff, as well by people living in the area.

Wifi

Access to "GoteborgsUniversitet" with user and password below. Or use eduroam.

User: guw69898
Password: dyGu,237

User: guw89853
Password: nyFa+456

Important Addresses

Conference venue:
Läroverksgatan 15, Gothenburg (Pedagogen building B)

Conference dinner, Tuesday 12 December
Erik Dahlbergsgatan 9, GTS konferens & festvåning

Taxi:

Taxi Göteborg +46 (0)31 650 000
Taxi Kurir Göteborg +46 (0)31 27 27 27
# Programme

## Monday 11 December

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<tr>
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<td>11.00-13.00</td>
<td>Registration</td>
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<tr>
<td>13.00-13.30</td>
<td>Opening ceremony</td>
<td>BE 036</td>
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<tr>
<td></td>
<td>Åke Ingerman, Dean of the Faculty</td>
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<td>of Education, University of Gothenburg</td>
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<td></td>
<td>Christina Osbeck, Project leader of the</td>
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<td>EthiCo project and the conference</td>
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<tr>
<td>13.30-14.30</td>
<td>Keynote Sandra Bosacki</td>
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<td>14:30-15:00</td>
<td>Coffee break</td>
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<tr>
<td>15.00-16.45</td>
<td>The EthiCo project</td>
<td>BE 036</td>
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<tr>
<td></td>
<td>Christina Osbeck, Olof Franck,</td>
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<td></td>
<td>Annika Lilja, Karin Sporre and</td>
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<td></td>
<td>Johan Tykesson</td>
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<td>Respondent: Manfred Pirner</td>
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<td>Chair: Ali Yildirim</td>
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<tr>
<td>17.00-18.30</td>
<td>Session 1</td>
<td>See session 1</td>
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<tr>
<td>18.30-20:30</td>
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<td>09.00-10.30</td>
<td>Session 2</td>
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<tr>
<td>10.30-11.00</td>
<td>Coffee break</td>
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<tr>
<td>11.00-12.00</td>
<td>Keynote Julian Stern</td>
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<td>12.00-12.30</td>
<td>Lunch</td>
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<tr>
<td>12.30-14.30</td>
<td>Gothenburg - from fortifications to knowledge society</td>
<td>BE 036 (Please note we will also be walking outside)</td>
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<td>14.30-15.00</td>
<td>Coffee break</td>
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<td>15.00-16.30</td>
<td>Session 3</td>
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<td>16.45-18.15</td>
<td>Session 4</td>
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<td>19.30-</td>
<td>Conference dinner</td>
<td>GTS konferens &amp; festvåning,</td>
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## Wednesday 13 December

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<tr>
<td>08.30-09.00</td>
<td>Good morning with traditional Lucia</td>
<td>BE 036</td>
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<tr>
<td>09.00-10.30</td>
<td>Session 5</td>
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<td>10.30-11.00</td>
<td>Coffee break</td>
<td>Building B, ground floor</td>
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<tr>
<td>11.00-12.00</td>
<td>Keynote Robert Thornberg</td>
<td>BE 036</td>
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<tr>
<td>12.00-13.00</td>
<td>Lunch</td>
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<td>13.00-14.30</td>
<td>Session 6</td>
<td>See session 6</td>
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<tr>
<td>14.45-15.15</td>
<td>Closing ceremony</td>
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Keynotes

Keynote 1, Sandra Bosacki, Brock University in Canada

Compassion in the Classroom: Connections with Ethical and Moral Reasoning and Behaviour in Schools

Monday 11 December, 13:30-14:30, BE 036

Treat others the way you wish to be treated. This moral rule sounds simple but what happens if you do not know how you wish to be treated? What then? What is your moral guide or map to helping and caring for others if you do not know how to do that for yourself? How can adult leaders help young people to develop a ‘user-friendly’ moral map that students can actually use to navigate their reasoning and behaviour during the transition from later childhood to adolescence? How can teachers and family members encourage emerging adolescents to develop adaptive ethical and emotional skills that will help them navigate their identity and relationships through the tumultuous transition from childhood to adolescence? What are the key issues and implications for education and emotional health?

These questions and others will be discussed within the context of education and developmental research and draw from examples from current longitudinal research with Canadian adolescents. Finally, the talk will address how teachers and researchers can apply findings from developmental social cognitive research into the classroom and develop innovative strategies to improve the ethical, emotional and social lives of youth.

Keynote 2, Julian Stern, York St. John University in England

The Assessment of Ethics and the Ethics of Assessment

Tuesday 12 December, 11:00-12:00, BE 036

Assessment systems in schools are being intensified around the world. The introduction in Sweden of a ‘complete’ curriculum for schools, including assessment expectations of every subject is an attempt to broaden assessment, to assess all subjects of the curriculum, and to assess the more behavioural and attitudinal aspects of the curriculum, the ‘application’ of knowledge.

This seems to me to be a healthy democratisation of assessment processes. It also presents challenges. The challenges of assessing ethics lead to a clear conclusion that assessment is itself an ethical process.
Keynote 3, Robert Thornberg, Linköping University in Sweden

When Ethics are overruled in Students’ Social Relations: Normalization Processes of School Bullying

Wednesday 13 December, 11:00-12:00, BE 036

Children and adolescents in schools tend to judge bullying as wrong independently of school rules and as more wrong than conventional rule transgressions. They seem to justify their judgement in terms of harm that the actions cause. Still, bullying very much exists in schools, and bystanders do not always intervene to stop what is happening.

Every case of school bullying is a failure of moral education. To understand the presence of bullying, pro-bully bystander behavior, passive bystander behavior and defender behavior in school, this presentation will explore the theoretical concepts moral disengagement and defender efficacy, both at individual and collective (school class) level. How are they associated with positive, warm and caring relationships as well as with bullying, victimization, and various bystander behavior at school? Educational implications and avenues for future research will also be discussed.
Sessions

Session 1, Monday 11 December 17.00 -18.30

Ethics and curriculum
Room B1 113
Chair: Åsa Söderström, Karlstad University
Symposium: Ethical dimensions of school leadership

Anette Forssten Seiser, Karlstad University
School leadership based on a scientific approach - a foundation for ethical school leadership?

Åsa Söderström, Karlstad University
Ethics and School leaders responsibility for the work against bullying

Håkan Eilard, Karlstad University
What happens with schools when the state inspects them?

Ethics, norms and critical perspectives
Room B1 114
Chair: Ulrika Svalfors, Uppsala University

Catarina Schmidt, University of Gothenburg
The danger of a single story - the need of negotiations around subject content

Elza Dunkels, Umeå University
Exploring the theory of childism

Merete Wiberg, Aarhus University
Levels of ethical competence: To know, to judge and to draft

Ethics and teachers
Room B1 116
Chair: Lars Samuelsson, Umeå University

Chung Kim, VIA University College
Teaching morally and teaching morality. Teaching as a moral practice

Cok Bakker, Utrecht University
Complexity experiences as triggers for the moral development of teachers

David Carlsson, University of Gävle
Ethics – a missing theme (?) when student teachers and teacher educators construct the competent RE teacher
Sessions

Session 2, Tuesday 12 December 09.00-10.30

Ethics and curriculum
Room B1 113
Chair: Malin Wieslander, Linköping University

Barbora Badurova, Matej Bel University
Ethical education in Slovakia and the problem of values

Christo Lombard, University of the Western Cape
Developing multi-perspective ethics curricula for tertiary and school teaching in South Africa

Ethics, norms and critical perspectives
Room B1 114
Chair: David Kronlid, Uppsala University

Jona Ingolfsdottir and Vilborg Johannsdottir, University of Iceland
Facing new work challenges in inclusive schools in Iceland: ethical competence and action competence across boundaries

Ulrika Svalfors, Uppsala University
The equality competent student. Discourses on inclusive teaching in higher education

Johannes Lunneblad, University of Gothenburg
Reporting school violence a social dilemma. A critical analysis of responses to school violence

Ethics and teachers
Room B1 116
Chair: Emma Arneback, Örebro University

Helena Anderström, Jönköping University
Teacher’s social representations of ethics education in social studies

Marita Cronqvist, University of Borås
Learning ethical leadership in teacher education

Staffan Nilsson, Södertörn University
Morality and ethical competence for after school teachers
Sessions

Session 3, Tuesday 12 December, 15.00-16.30

Ethics and curriculum
Room B1 113
Chair: Christo Lombard, University of the Western Cape

Gull Törnegren, Dalarna University
The capacity for moral judgment as a key aspect of ethical competence

Martin Ubani, University of Eastern Finland
Students experiences of studying ethics in democratic lessons

Anna-Lena Lilliestam, University of Gothenburg
Freedom of speech – a contested concept

Ethics, norms and critical perspectives
Room B1 114
Chair: Catarina Schmidt, University of Gothenburg

Jona Ingolfsdottir and Vilborg Johannsdottir, University of Iceland
From the systemic to the relational: negotiating expertise and ethical competences

Staffan Nilsson, Södertörn University
What may be lost in ethics? – Critical reflections on ethics and education from a virtue ethical perspective

David Kronlid, Uppsala University
The failure of Swedish value education

Ethics and teachers
Room B1 116
Chair: Cok Bakker, Utrecht University

Emma Arneback and Andreas Bergh, Örebro University
Help, my colleague expresses racism! On professional ambivalence and moral responsibility

Lars Samuelsson and Niklas Lindström, Umeå University
Mastering methods for moral reasoning as a form of ethical competence: A methods-based approach to ethics education

Henrik Lindqvist, Maria Weurlander, Annika Wernerson and Robert Thornberg, University of Linköping and Karolinska Institutet,
Student teachers’ ethical dilemmas of work placement education
Sessions

Session 4, Tuesday 12 December, 16.45-18.15

Ethics and peer relations
Room B1 113
Chair: Johannes Lunneblad, University of Gothenburg

**Camilla Forsberg, Linköping University**
Managing social vulnerability

**Malin Wieslander, Linköping University**
Local value contract as resource for group norm negotiation

**Olugbenga IGE, University of Gothenburg**
Ethical issues in social media usage among secondary school students: The Nigeria experience

Ethics and sustainability
Room B1 114
Chair: Kassahun Weldemariam, University of Gothenburg

**Annika Manni, Umeå University**
Ethical dimensions of children’s meaning-making in environmental and sustainability issues

**Maria Ojala, Örebro University**
Ethico-moral dimensions and emotions in climate change education: Exploring senior high-school teachers’ meta-emotion philosophies

**Ole Andreas Kvamme, University of Oslo**
Curriculum process as recontextualisation of sustainability values

Ethics and teachers
Room B1 116
Chair: Chung Kim, VIA University College

**Airi Bigsten, University of Gothenburg**
How can the phenomenon of fostering be understood in the context of preschool?

**David Lifmark, University of Gothenburg**
Fiction and ethics in school

**Kennert Orlenius, University of Borås**
Teachers’ professional ethics: responsibility and feelings of guilt
Sessions

Session 5, Wednesday 13 December, 09.00-10.30

**Ethics and religion**
Room B1 113
Chair: Kristian Niemi, Karlstad University

Jussi Ikkala and Arto Kallioniemi, University of Helsinki
Ethics and Religious Education - A Perspective from Finland

Manfred Pirner, Friedrich-Alexander, Universität Erlangen-Nürnberg
Human rights education and religious education. A social theory framework and its consequences for public education

**Ethics and sustainability**
Room B1 114
Chair: Olof Franck, University of Gothenburg
Symposium: Ethical literacies and education for sustainable development

Kassahun Weldemariam, University of Gothenburg
The posthuman condition and its ethical implication

Anna Lyngfelt, University of Gothenburg
Fiction at school for educational purposes. What possibilities do students get to act as moral subjects?

Marie Grice, Uddevalla gymnasieskola
Philosophizing with transdisciplinarity, relational knowledge and ethics in education for sustainable development

**Ethics and educational assessment**
Room B1 116
Chair: David Carlsson, University of Gävle

Ali Yildirim, University of Gothenburg
High stakes testing in Turkey: Ethical consequences for students and teachers

Nigel Fancourt, University of Oxford
Ethical reflection and self-assessment: comparing models of self-regulation
Sessions

Session 6, Wednesday 13 December, 13.00-14.30

Ethics and sustainability
Room B1 114
Chair: Karin Sporre, Umeå University

Karen Jordan, University of Iceland
Integrating character and sustainability education: A case study of a Scottish, alternative, K-18 school

David Kronlid, Uppsala University and Johan Öhman, Örebro University
Pragmatist practical ethical reflection

Imran Bashir Dar, Karlstad Business School and Muhammad Babar Shahzad, Pakistan Currency Exchange Company
The fear of the known and unknown in being the sustainable business: Environmental concern reflected by Axfod (Sweden)

Ethics and plurality
Room: B1 116
Chair: Nigel Fancourt, University of Oxford

Guadalupe Francia, Mälardalen university
Ethnic register as an ethical dilemma in the struggle for Roma Children’s Rights.

Kristian Niemi, Karlstad university
Ethics in indian schools: behaving like a citizen

Silvia Edling, University of Gävle
Ethics of dissensus: One approach to handle plurality in education