

CURRICULUM VITAE

KRISTJÁN KRISTJÁNSSON

Professor of Character Education and Virtue Ethics
Jubilee Centre for Character and Virtues
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PRESENT WORK ADDRESS

The Jubilee Centre for Character and Virtues, School of Education, University of Birmingham, Edgbaston, Birmingham B15 2TT, UK. Email: k.kristjansson@bham.ac.uk

EDUCATION, DIPLOMAS AND DEGREES

Menntaskólinn á Akureyri (senior high school/sixth-form college), Diploma 1975–1979
University of Iceland, B.A.-degree in Philosophy and German 1980–1983
University College of Teaching, Reykjavík (part-time), PGCE 1984–1986
University of St. Andrews, Scotland, PhD in Moral Philosophy 1987–1990

TEACHING POSTS

1979–1980: Gagnfræðaskólinn á Akureyri (junior high school)
1983–1987 and 1990–1991: Menntaskólinn á Akureyri (senior high school/sixth-form college)
1991–1994: Lecturer in Philosophy of Education, University of Akureyri
1994–1997: Senior Lecturer in Philosophy of Education, University of Akureyri
1997–2009: Professor of Philosophy of Education, School of Education and School of Health, University of Akureyri
2008–2012: Professor of Philosophy of Education, School of Education, University of Iceland
2012–: Professor of Character Education and Virtue Ethics, School of Education, University of Birmingham
2023–: Dean's Fellow, Boston College, 20% guest-professorial position
2023–Professor of Philosophy of Education, School of Education, University of Iceland, partial position

OTHER POSTS HELD

1992–1995: Chairman, University of Akureyri Research Institute
1994–2002: Vice-Head, School of Education, University of Akureyri
1996–1997: Visiting Scholar, University of East Anglia, England
1997–1998: Acting Head, School of Education, University of Akureyri
1999 (spring semester): Visiting Scholar, University of Konstanz, Germany
1999–2002: Chairman, Society of Professors in Iceland
1999–2007: Chairman, University of Akureyri Evaluation Committee for Promotions and Recruitment

2000–2011: Member of the Akureyri District Hospital Ethical Committee
2001 (spring semester): Visiting Fulbright Research Fellow, Cornell University, U.S.A.
2002 (spring semester): Visiting Scholar, Faculty of Education, Cambridge University, England; Visiting Fellow St. Edmund's College
2004 (spring semester): Visiting Fellow, St. Edmund's College, Cambridge University
2005–: Member of the Editorial Board, *Journal of Moral Education*
2006 (spring semester): Visiting Fellow, St. Edmund's College, Cambridge University
2009–2011: Member of Review Panel, Humanities and Social Sciences, Icelandic Council of Science
2009–2012: Member of the Editorial Board, *Icelandic Journal of Educational Research*
2009–2012: Chairman, School of Education, University of Iceland Evaluation Committee for Promotions and Recruitment
2009 (spring semester): Visiting Fellow, Institute of Education, University of London
2012 (spring semester): Visiting Fellow, Institute of Education, University of London
2012–2022: Deputy Director, Jubilee Centre for Character and Virtues, University of Birmingham
2015–2018: Member of Advisory Board, Institute for the Study of Human Flourishing, University of Oklahoma
2015–2018: Member of the Advisory Board, Aspire-Inspire Poster Programme, Character Scotland
2015–: Member of the Editorial Board, *Philosophical Inquiry in Education*
2015–2018: Invited Scholar, Virtue, Happiness & The Meaning of Life Project (University of Chicago)
2016: Chair of Paper Selection Committee, International Positive Education Network Festival, Dallas, Texas
2016–2019: Member of Advisory Board, Strengthening Character through Challenges and Failures Project, Wake Forest University, North Carolina
2017 (July)–: Editor, *Journal of Moral Education*
2019–2022: Chair of Programme Committee for AME/JME/APNME 2022 Conference
2020–: Consultant, Center for Youth Moral Education, Tsinghua University, Beijing
2022–: Consultant, Virtue and Development Project, University of Gdansk
2022–: Consultant, Wisdom and Learning Project, University of Jyväskylä
2022–: Consultant, Templeton Foundation Character – Outward Bound International Project
2022–: Member of Editorial Board, *Chowanna* (Polish pedagogy journal)
2022–: Consultant, OECD Education Dept.
2023–: Member of the Editorial Board, *Revista Española de Pedagogía*

PROFESSIONAL MEMBERSHIP, PRIZES, AWARDS AND GRANTS

1987–1990: Overseas Research Studentship (Great Britain)
1987–1990: University of St. Andrews Research Award
1990: James McGlashan Scott Memorial Prize in Moral Philosophy, University of St. Andrews
1992: Award for the book *Proskakostir* (collection of philosophical papers), shortlisted for the Best Non-Fiction Book of the Year in Iceland

1992–2012: Received a number of research grants from all the major award-granting institutions in Iceland
1996: Excellence-in-Teaching Award from the Student Union, University of Akureyri, for University Teacher of the Year
1997: The Young Humanities Scholar of the Year Award from the Icelandic Council of Science
2000–: Fellow of the Icelandic Academy of Sciences
2001: Fulbright Research Fellowship (Cornell University)
2002: Elected Visiting Fellow (professorial status), St. Edmund’s College, Cambridge University
2002–2017: Elected member of the International Society for Research on Emotion (ISRE)
2004: Elected Visiting Fellow (professorial status), St. Edmund’s College, Cambridge University
2006: Elected Visiting Fellow (professorial status), St. Edmund’s College, Cambridge University
2009: Elected Visiting Fellow, Institute of Education, University of London
2011: The Ása Guðmundsdóttir Wright Award (the most prestigious scholarly award given across the Humanities and Sciences in Iceland every year to a single scholar)
2012: Elected Visiting Fellow, Institute of Education, University of London
2012–2015: Co-Investigator: Gratitude Britain. JTF Grant no. 39663: \$8,514,979
2015: Co-Investigator: *Phronesis* and the Medical Community. AHRC Grant: £598,089
2015–2017: Co-Investigator: Service Britain. JTF Grant no. 39932: \$7,940,543
2016–: Elected member of the Council of the Royal Institute of Philosophy
2016: Award from the College of Social Science, University of Birmingham, for exceptional contribution made during the academic year
2016: *Aristotelian Character Education* (Routledge, 2015) elected as the Best Educational Research Book of 2015 by Society of Educational Studies.
2017: Award from the College of Social Science, University of Birmingham, for exceptional contribution made during the academic year
2017: Principal Investigator: Character Development and Professional Citizenship within the HR Profession. CIPD Grant: £5,600
2017–2020: Co-Investigator: Transformative Britain. JTF Grant no. 39933: \$5,747,960
2018–: Honorary Professor, University of Akureyri, Iceland
2020–2023: Co-Investigator: Celebration Britain. JTF Grant no. 962685: \$4,983,392
2021: Positive Educator Impact – Researcher of the Year Award 2021, International Positive Psychological Association Conference, Australia
2021: Lifetime Award for Contribution to Education, given at the 11th Biennial International Meaning Conference, Vancouver, Canada
2023: Nominated as PhD supervisor of the year, University of Birmingham, on behalf of the College of Social Science
2024 (already announced): Honorary Doctorate, University of Humanistic Studies, Utrecht

PUBLICATIONS

In Icelandic:

Three books (collections of philosophical papers: *Proskakostir* [Potentials for Growth], 1992, shortlisted for the Best Non-Fiction Book of the Year Prize; *Af tvennu illu* [The

Lesser of Two Evils], 1997; *Mannkostir* [Virtues of Character], 2002) and a large number of articles in Education and Philosophy journals.

In English:

Books

- Social Freedom: The Responsibility View* (Cambridge: Cambridge University Press, 1996)
Justifying Emotions: Pride and Jealousy (London: Routledge, 2002)
Justice and Desert-Based Emotions (Aldershot: Ashgate/Routledge, 2006)
Aristotle, Emotions, and Education (Aldershot: Ashgate/Routledge, 2007)
The Self and Its Emotions (Cambridge: Cambridge University Press, 2010)
Virtues and Vices in Positive Psychology: A Philosophical Critique (Cambridge: Cambridge University Press, 2013; Korean translation published in 2019 by Hawoo Publishing)
Aristotelian Character Education (London: Routledge, 2015; Japanese translation published in 2018 by Reitaku University Press).
Teaching Character and Virtue in Schools, co-authors J. Arthur, T. Harrison, W. Sanderson and D. Wright (London: Routledge, 2016)
Co-editor with D. Carr and J. Arthur: *Varieties of Virtue Ethics* (London: Palgrave/Macmillan, 2017)
Virtuous Emotions (Oxford: Oxford University Press, 2018)
Flourishing as the Aim of Education: A Neo-Aristotelian View (London: Routledge, 2020)
Co-editor with Cat Darnell: *Virtues and Virtue Education in Theory and Practice: Are Virtues Local or Universal?* (London: Routledge, 2021)
Friendship for Virtue (Oxford: Oxford University Press, 2022)
Phronesis: Retrieving Practical Wisdom in Psychology, Philosophy, and Education (co-author Blaine Fowers) (Oxford: Oxford University Press, 2024, **forthcoming**)

Chapters in edited collections

- “Self-Respect, *Megalopsychia*, and Moral Education”, in *Philosophy for Children on Top of the World: Proceedings of the Eight International Conference on Philosophy with Children*, eds. Hreinn Pálsson, Brynhildur Sigurðardóttir, and Barbara B. Nelson (Akureyri: University of Akureyri, 1999)
“Values Education at School: A Taxonomy of Some Recent Trends”, in *Philosophieren in schwieriger Zeit*, ed. Martin Bolz (Münster: LIT Verlag, 2003)
“Social Freedom” in *Freedom: A Philosophical Anthology*, eds. Ian Carter, Matthew Kramer and Hillel Steiner (Oxford: Blackwell, 2007)
“Suicide Bombing as Deluded Self-Enhancement” in *Suicide Bombers: The Psychological, Religious and Other Imperatives*, ed. Mary Sharpe (Amsterdam: IOS Press, 2008)
“Parents and Children as Friends” in *Morality and Moral Controversies: Readings in Moral, Social and Political Philosophy*, eds. J. Arthur & S. Scalet (Upper Saddle River, NJ: Prentice Hall, 2008)
“Self-Esteem, Self-Confidence and Individualised Education” in *International Perspectives on Education*, ed. Chau Meng Huat and Trevor Kerry (London: Continuum, 2008)

“Emotional Optimality and Moral Force” in *Emotions, Ethics, and Authenticity*, eds. M. Salmela and V. Mayer (Amsterdam/Philadelphia: John Benjamins, 2009)

“Valuing the Self” in *International Research Handbook on Values Education and Student Wellbeing*, eds. T. Lovat & R. Toomey (Dordrecht: Springer, 2010)

“Some Aristotelian Reflections on Teachers’ Professional Identities and the Emotional Practice of Teaching” in *Towards Professional Wisdom: Practical Deliberation in the “People Professions”*, eds. L. Bondi, D. Carr, C. Clark & C. Clegg (Aldershot: Ashgate/Routledge, 2011)

“The Unfortunate Seclusion of Moral Education in an Age of Virtue Ethics: Why Has Psychology Not Delivered the Goods?” in *Moral Education and Development: A Lifetime Commitment: Liber Amicorum Jan Steutel*, eds. Doret J. de Ruyter & Siebren Miedema (Rotterdam: Sense Publishers, 2011)

“Habituated Reason: Aristotle and the Paradox of Moral Education” in *Theories of Learning*, ed. D. Scott (London: Sage, 2012)

“The New Synthesis in Moral Psychology versus Aristotelianism: Content and Consequences” in *Dual-Process Theories in Moral Psychology: Interdisciplinary Approaches to Theoretical, Empirical and Practical Considerations*, ed. C. Brand (Wiesbaden: Springer AS, 2016).

“What Are Icelandic Teachers’ Attitudes towards Democracy in Education?” (co-authors Ingimar Ólafsson Waage and Amalía Björnsdóttir) in *Democracy and Decency: What Has Education Got to Do with It?*, eds. P. R. Carr, P. L. Thomas, B. Porfilio & J. Gorlewski (Charlotte, NC: IAP, 2016)

“Foreword: Giving Transcendence and Spirituality Their Due”, in *Flourishing in Faith*, eds. G. Ambler, M. P. Anstey, T. D. McCall & M. White (Oregon: Cascade Books, 2017).

“A Tale of Two Default Approaches: Some Old Answers for a New Theory” in *Moral Psychology, Vol. 5: Virtue and Character*, eds. W. Sinnott-Armstrong & C. Miller (Cambridge, Mass: MIT Press, 2017).

“Five Historic Philosophers Discuss Human Flourishing and Happiness in Positive Psychology: A Speculative Dialogue in Three Acts” (co-author Liz Gulliford) in *The Routledge International Handbook of Critical Positive Psychology*, eds. N. Brown, T. Lomas & F. E. Orosa (London: Routledge, 2017)

“Teachers as Facilitators of Student Flourishing in Positive Education: What Are the Political Implications?” in *Future Directions in Well-being: Education, Organizations, and Policy*, eds. A. S. Murray, G. Slemp & M. White (Dordrecht: Springer, 2017).

“Virtue from the Perspective of Psychology” in *Oxford Handbook of Virtue*, ed. N. Snow (Oxford: Oxford University Press, 2018).

“Experienced UK Nurses and the Missing U-Curve of Virtue-Based Reasoning” (co-author Jinu Varghese) in *Cultivating Moral Character and Virtue in Professional Practice*, ed. D. Carr (London: Routledge, 2018)

“Why Is There Lack of Growth in Character Virtues? An Insight into Business Students across British Business Schools” (co-author Yan Huo) in *Cultivating Moral Character and Virtue in Professional Practice*, ed. D. Carr (London: Routledge, 2018)

“Hoe Meet Je Professionele Karakterontwikkeling” (in Dutch) in *Karakter: Deugden Voor Professionals*, eds. W. Sanderse & J. Kole (Leusden: ISVW, 2018).

“Foreword” in *Character Toolkit for Teachers: 100+ Classroom and Whole School Character Education Activities for 5-to-11-Year-Olds* by F. Roberts & E. Wright (London: Jessica Kingsley, 2018)

“Epiphanic Moral Conversions: Going Beyond Kohlberg and Aristotle” in *Self-Transcendence and Virtue: Perspectives from Philosophy, Psychology and Theology*, eds. C. Vogler & J. A. Frey (London: Routledge, 2019)

“Scientific Practice, Wonder, and Awe” in *Virtue and the Practice of Science: Multidisciplinary Perspectives*, eds. C. Deane-Drummond, T. A. Stapleford & Darcia Narvaez (Notre Dame: Center for Theology, Science and Human Flourishing, 2019)

“An Aristotelian Paradigm of the Virtuous Teacher” in a Chinese translation in *Professional Ethics and the Moral Work of Teaching: Western Contemporary Research*, eds. K. Wang & E. Campbell (Fujian, China: Fujian Education Press, 2019).

“21st Century Magnanimity: The Relevance of Aristotle’s Ideal of *Megalopsychia* for Current Debates in Moral Psychology, Moral Education and Moral Philosophy” in *The Measure of Greatness: Philosophers on Magnanimity*, ed. Sophia Vasalou (Oxford: Oxford University Press, 2020)

“Flourishing as the Aim of Education” in a Spanish translation in *Perspectivas actuales de la condición humana y la acción educativa*, eds. J. L. Fuentes et al. (Madrid: Dykinson, 2020)

“Eros, Friendship and Flourishing: Ancient and Modern Musings” in *Virtù, legge e fioritura umana. Saggi in onore di Angelo Campodonico*, eds. Simona Langella, Maria Silvia Vaccarezza & Michel Croce (Milano-Udine: Mimesis, 2022)

“Can Parents and Their Children Be Friends?” in *Routledge Handbook of Philosophy of Friendship*, ed. Diane Jeske (New York: Routledge, 2022)

“Character Education” (co-author Paul Watts) in *Routledge Handbook of Philosophy of Education*, ed. Randall Curren (New York: Routledge, 2022)

“The Need for *Phronesis*” in *Values and Virtues for a Challenging World: Royal Institute of Philosophy Supplementary Volume, 92*, eds. Anneli Jefferson, Orestis Palermos, Panos Paris & Jonathan Webber (Cambridge: Cambridge University Press, 2022)

“The Philosophical Foundations of Character Virtue Development” (co-author Andrew Peterson) in *Routledge Handbook of Character Development*, eds. Mike Matthews & Rich Lerner (New York: Routledge, **forthcoming**, 2023)

“Envy and Jealousy” in *Routledge Handbook of Emotion Theory*, ed. A. Scarantino (London: Routledge, **forthcoming**, 2023)

“The Enabling Role of the Moral Virtue of Courage” in *The Virtue of Courage*, ed. B. J. Fowers (Oxford: Oxford University Press, **forthcoming**, 2023)

“Values, Education, Self, and Identity” in *Second International Research Handbook on Values Education and Student Wellbeing*, eds. T. Lovat, R. Toomey, N. Clement & K. Dally (Dordrecht: Springer, **forthcoming**, 2023)

“Flourishing as the Aim of Education: An Outline – and Ten Remaining Problems” in *New Research and Possibilities in Wellbeing Education*, eds. M. White., F. McCallum & C. Boyle (Singapore: Springer, **forthcoming**, 2024).

Book reviews, interviews, reports, extended blogs, editorials (selected)

“Review of *Three Anarchical Fallacies: An Essay on Political Authority*, by William A. Edmundson”, *Mind*, 109 (Oct.), 2000

“Review of *A Theory of Freedom: From the Psychology to the Politics of Agency*, by Philip Pettit”, *Mind*, 111 (Oct.), 2002

“Review of *Justice, Luck, and Knowledge* by Susan L. Hurley”, *Mind*, 113 (April), 2004

“An Interview with Kristján Kristjánsson by Tammy-Lynne Moore and Michael F. Shaughnessy”, *The Korean Journal of Thinking & Problem Solving*, 17 (1), 2007

“Review of *Values and Virtues: Aristotelianism in Contemporary Ethics*, ed. Timothy Chappell”, *Mind*, 117 (Oct.), 2008

“Review of *Liberalism, Education and Schooling: Essays by T. H. McLaughlin*”, *Journal of Moral Education*, 38 (3), 2009

“Review of *The Empathy Gap: Building Bridges to the Good Life and the Good Society* by J. D. Trout”, *Journal of Moral Education*, 39 (2), 2010

“Review of *Desert and Virtue: A Theory of Intrinsic Value* by Stephen Kershnar”, *Social Theory and Practice*, 36 (3), 2010

“Positive Psychology and Happiness”, *PESGB Newsletter*, Dec., 2010

“There is No Substitute for the Personal Moral Qualities of a Good Teacher”, Kristján Kristjánsson Interviews Philosopher of Education David Carr, *Chung Cheng Educational Studies* (Taiwan), 10 (2), 2011

“Review of *On Manners* by Karen Stohr”, *Ethics*, 124 (1), 2013

“Schools can teach character, but what sort of person do we want to produce?”, *The Conversation*, <https://theconversation.com/schools-can-teach-character-but-what-sort-of-person-do-we-want-to-produce-23201>, Feb 13, 2014

“No more finger-pointing, here’s how to provide pupils with a moral compass”, *The Conversation*, <https://theconversation.com/no-more-finger-pointing-heres-how-to-provide-pupils-with-a-moral-compass-26841>, May 19, 2014

“Review of *Character and Moral Psychology* by Christian B. Miller”, *Journal of Moral Education*, 43 (4), 2014

“To build children’s character, leave self-esteem out of it”, *The Conversation*, <https://theconversation.com/to-build-childrens-character-leave-self-esteem-out-of-it-35506>, December 17, 2014

“My character: enhancing future mindedness in young people: a feasibility study” (co-authors J. Arthur, T. Harrison, I. Davidson, D. Hayes, J. Higgins). Research Report, 2014, http://epapers.bham.ac.uk/1948/1/My_Character.pdf

“Character education in UK schools” (co authors J. Arthur, D. Walker, W. Sanderse, C. Jones). Research Report, 2015, http://epapers.bham.ac.uk/1969/1/Character_Education_in_UK_Schools.pdf

“The good teacher: Understanding virtues in practice” (co-authors J. Arthur, S. Cooke, E. Brown, D. Carr). Research Report, 2015, http://epapers.bham.ac.uk/1970/1/The_Good_Teacher_Understanding_Virtues_in_Practice.pdf

“Virtuous medical practice” (co-authors J. Arthur, H. Thomas, B. Kotzee, A. Ignatowicz, T. Qiu). Research Report, 2015, http://epapers.bham.ac.uk/1952/2/Virtuous_Medical_Practice.pdf

“Knightly virtues: Enhancing virtue literacy through stories” (co-authors J. Arthur, T. Harrison, D. Carr, I. Davidson, D. Hayes, J. Higgins). Research Report, 2015, <http://epapers.bham.ac.uk/1946/1/KnightlyVirtuesReport.pdf>

“An attitude for gratitude” (co-authors J. Arthur, L. Gulliford, B. Morgan). Research Report, 2015, http://epapers.bham.ac.uk/1971/1/Attitude_For_Gratitude.pdf

“Virtuous character for the practice of law” (co-authors J. Arthur, H. Thomas, M. Holdsworth, L. B. Confalonieri, T. Qiu). Research Report, 2015, http://epapers.bham.ac.uk/1953/1/Virtuous_Character_for_the_Practice_of_Law.pdf

“Is good character caught or taught?” (co-author J. Arthur), Big Questions Online, <https://www.bigquestionsonline.com/content/good-character-caught-or-taught>, February 17, 2015

“Why Aristotle wants you to be good”, *Slate Magazine* online, <http://www.slate.com/bigideas/why-be-good/essays-and-opinions/Kristj%C3%A1n-Kristjánson-opinion>, April 2015

“Kristján Kristjánsson on virtuous medical practice”. *Bioedge*, <http://www.bioedge.org/bioethics/kristjan-kristjansson-on-virtue-in-medical-practice/11388>, April, 2015

“Review of Angela Duckworth’s *GRIT*” (co-authors James Arthur and Steve Thoma), *Jubilee Centre Insight Series*, http://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/insight-series/Is_Grit_the_Magic_Elixir_of_Good_Character_InsightSeries2016.pdf, June, 2016

“Editorial from Incoming Editor: Moral Education Today: Ascendancy and Fragmentation”, *Journal of Moral Education*, 46 (4), 2017

“NHS nurses: pressures taking toll on compassion and kindness, our new study shows”, *The Conversation*, Sep. 27, 2017, <https://theconversation.com/nhs-nurses-p pressures-taking-toll-on-compassion-and-kindness-our-new-study-shows-84315>

“A framework for character education in schools” (co-authors various members of staff, Jubilee Centre), 2017, <https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education.pdf>

“Virtuous practice in nursing” (co-authors J. Varghese, J. Arthur, F. Moller). Research Report, 2017, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/projects/ServiceBritain/Nursing/Virtuous_Practice_in_Nursing.pdf

“Gratitude and related character virtues” (co-authors L. Gulliford, J. Arthur, F. Moller, A. Peterson). Research Report, 2017, <https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/GratitudeRelatedVirtues.pdf>

“Flourishing from the margins: Living a good life and developing purpose in marginalised young people” (co-authors J. Arthur, A. Thompson, F. Moller). Research Report, 2017, <https://research.birmingham.ac.uk/portal/files/54893291/FlourishingFromtheMargins.pdf>

“Character virtues in business and finance” (co-authors J. Arthur, Y. Huo, F. Moller). Research Report, 2017, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/Character_Virtues_in_Business_and_Finance.pdf

“Empathy and authenticity online” (co-authors B. Morgan & B. Fowers). Research Report, 2017,

https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/ParentsandMedia_EmpathyOnline.pdf

“Parents and social media: Adolescents’ perceptions of parental responses to morally salient social media scenarios” (co-author B. Morgan). Research Report, 2017, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/ParentsandMedia_ParentsandSocialMedia.pdf

“A Framework for Character Education in Schools” (various co-authors), 2017. <https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education.pdf>

“A Theoretical Review of Ten Discourses on Emotion Education“, *Insight Series Paper* (online), 2020, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/insight-series/KK_ATheoreticalReviewofTenDiscoursesonEmotionEducation.pdf

“*Phronesis*: Developing a Conceptualisation and an Instrument” (co-authors C. Darnell, B. Flowers, D. Pollard, F. Moller, S. Thoma). Research Report, 2020, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/Phronesis_Report.pdf

“Have We Lost the Idea of a Critical Friend?”, Cardiff University’s Open-for-Debate Blogs, July 27, 2020, <https://blogs.cardiff.ac.uk/openfordebate/2020/07/27/have-we-lost-the-idea-of-a-critical-friend/?fbclid=IwAR1KZeUjbgSUImcXrb4HhIan2lOMXGMx16YrWSrH5VLeHYbhzc-to-pmddW8>

“*Phronesis*: Using an Aristotelian Model as a Research Tool” (co-authors D. Pollard, C. Darnell, S. Thoma). Research Report, 2021, <https://www.jubileecentre.ac.uk/userfiles/jubileecentre/Phronesis%20Report.pdf>

“Awaiting the Owl of Minerva: Some Thoughts on the Present and Future of Moral Education: Editorial”, *Journal of Moral Education*, 50 (2), 2021

“Character Virtues in Policing” (co-authors A. Thompson, A. Maile, S. Ritzenthaler, F. Moller), Research Report, 2021, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/CharacterVirtuesinPolicing_ResearchReport.pdf

“Some Clarifications on Character Sought as an Essential Part of Character Education” (co-author James Arthur), *Jubilee Centre Insight Series*, 2022, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/insight-series/JAKK_CharacterSought.pdf

“Harnessing Wisdom to Slay the Dragons of Modernity: Review of *A Time for Wisdom* by McLaughlin and McMinn” (co-author James Arthur), *Jubilee Centre Insight Series*, 2022, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/insight-series/JA_KK_HarnessingWisdomtoSlaytheDragonsofModernity.pdf

“Teaching *Phronesis* to Aspiring Police Officers” (co-authors Andrew Maile, Aidan Thompson, Shane McLoughlin), Research Report, 2022, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/23636%20-%20Jubilee%20Centre%20ASPIRING%20POLICE%20OFFICERS%20ST6_DIGITAL.pdf

“A Framework for Character Education in Schools” (co-author James Arthur), 3rd ed., 2022, <https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education.pdf>

“*Phronesis* (Practical Wisdom) as a Key to Moral Decision-Making” (co-authors Maria Silvia Vaccarezza & Michel Croce), *Jubilee Centre Insight Series*, 2023, [https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/insight-series/Phronesis\(Practical%20Wisdom\)3_03.pdf](https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/insight-series/Phronesis(Practical%20Wisdom)3_03.pdf)

“Jubilee Centre Framework for Virtue-Based Professional Ethics” (co-authors James Arthur, Aidan Thompson & Ali Fazel), 2023, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Framework_Virtue_Based_Pr_of_Ethics.pdf

“Building Your Best Life: A Workbook for Character and Career Development” (co-authors Shane McLoughlin, Rosina Pendrous & Emerald Henderson), 2023, https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Career_Workbook/Career_Workbook.pdf

“The New Flourishing Agenda in Education: A Report on the Current Theoretical State of Play”, Report commissioned by OECD, Directorate for Education and Skills, 2023

Free Online Course on Professional Ethics (co-authors Shane McLoughlin og Ali Fazel), 2023, <https://www.jubileecentre.ac.uk/2997/projects/virtues-in-the-professions/online-cpd-professional-ethics>

“Kristján Kristjánsson interviewed by Artur Szutta on friendship” (in Polish). *Filozofuj*, 52(4), 2023

Papers in peer-reviewed journals

“Freedom, Offers, and Obstacles”, *American Philosophical Quarterly*, 29 (1), 1992

“For a *Concept* of Negative Liberty – But Which *Conception*?” *Journal of Applied Philosophy*, 9 (2), 1992

“Social Freedom and the Test of Moral Responsibility”, *Ethics*, 103 (Oct.), 1992

“‘Constraining Freedom’ and ‘Exercising Power Over’“, *International Journal of Moral and Social Studies*, 7 (2), 1992

“What is Wrong with Positive Liberty?” *Social Theory and Practice*, 18 (3), 1992

“Social Concepts: Normativity without Relativity”, *Res Publica*, 1 (1), 1995

“Why Persons Need Jealousy”, *The Personalist Forum*, 12(2), 1996

“Stephan G. Stephansson: A Philosophical Poet, a Poetic Philosopher”, *Canadian Ethnic Studies*, 29 (3), 1997

“‘Casual Sex’ Revisited”, *Journal of Social Philosophy*, 29 (2), 1998

“Is There Something Wrong with ‘Free Action’?” *Journal of Theoretical Politics*, 10 (3), 1998

“Reply to Pettit and Norman”, *Journal of Theoretical Politics*, 10 (3), 1998

“Self-Respect, *Megalopsychia*, and Moral Education”, *Journal of Moral Education*, 27 (1), 1998

“Liberating Moral Traditions: Saga Morality and Aristotle’s *Megalopsychia*”, *Ethical Theory and Moral Practice*, 1 (4), 1998

“A Prolegomena to ‘Emotional Intelligence’“, *Philosophy in the Contemporary World*, 6 (1), 1999

“Liberalism, Postmodernism, and the Schooling of the Emotions”, *Journal of Thought*, 35 (4), 2000

“Virtue Ethics and Emotional Conflict”, *American Philosophical Quarterly*, 37 (3), 2000

- “The Didactics of Emotion Education”, *Analytic Teaching*, 21 (1), 2000
- “Utilitarian Naturalism and the Moral Justification of Emotions”, *International Journal of Applied Philosophy*, 14 (1), 2000
- “Teaching Emotional Virtue: A Post-Kohlbergian Approach”, *Scandinavian Journal of Educational Research*, 44 (4), 2000
- “Some Remaining Problems in Cognitive Theories of Emotion”, *International Philosophical Quarterly*, 41 (4), 2001
- “Pridefulness”, *Journal of Value Inquiry*, 35 (2), 2001
- “In Defence of ‘Non-Expansive’ Character Education”, *Journal of Philosophy of Education*, 36 (2), 2002
- “Fortunes-of-Others Emotions and Justice”, *Journal of Philosophical Research*, 28, 2003
- “The Development of Justice Conceptions and the Unavoidability of the Normative”, *Journal of Moral Education*, 32 (2), 2003
- “Justice, Desert, and Virtue Revisited”, *Social Theory and Practice*, 29 (1), 2003
- “On the Very Idea of ‘Negative Emotions’”, *Journal for the Theory of Social Behaviour*, 33 (4), 2003
- “Children and the Belief in a Just World”, *Studies in Philosophy and Education*, 23 (1), 2004
- “Beyond Democratic Justice: A Further Misgiving about Citizenship Education”, *Journal of Philosophy of Education*, 38 (2), 2004
- “Empathy, Sympathy, Justice, and the Child”, *Journal of Moral Education*, 33 (3), 2004
- “Justice and Desert-Based Emotions”, *Philosophical Explorations*, 8 (1), 2005
- “A Utilitarian Justification of Desert in Distributive Justice”, *Journal of Moral Philosophy*, 2 (2), 2005
- “Smoothing It: Some Aristotelian Misgivings about the *Phronesis-Praxis* Perspective on Education”, *Educational Philosophy and Theory*, 37 (4), 2005
- “Can We Teach Justified Anger?” *Journal of Philosophy of Education*, 39 (4), 2005
- “Emotional Intelligence in the Classroom? An Aristotelian Critique”, *Educational Theory*, 56 (1), 2006
- “Habituated Reason: Aristotle and the ‘Paradox of Moral Education’”, *Theory and Research in Education*, 4 (1), 2006
- “Emulation and the Use of Role Models in Moral Education,” *Journal of Moral Education*, 35 (1), 2006
- “Parents and Children as Friends”, *Journal of Social Philosophy*, 37 (2), 2006
- “The Do-gooder, the Vain, the Generous, and Moral Education”, *Education, Citizenship and Social Justice*, 1 (3), 2006
- “Agreeableness”, *Journal of Value Inquiry*, 40 (1), 2006
- “What Is an Emotion?” *Emotion Researcher*, 22 (1-2), 2007
- “Measuring Self-Respect”, *Journal for the Theory of Social Behaviour*, 37 (3), 2007
- “Justified Self-Esteem”, *Journal of Philosophy of Education*, 41 (2), 2007
- “Expendable Emotions”, *International Philosophical Quarterly*, 48 (1), 2008
- “Hiltonism, Hedonism, and the Self”, *Ethics and Education*, 3 (1), 2008
- “Suicide Bombings and the Self”, *Journal of Global Ethics*, 4 (2), 2008

- “An Aristotelian Critique of Situationism”, *Philosophy*, 83 (1), 2008
- “Education and Self-Change”, *Cambridge Journal of Education*, 38 (2), 2008
- “Response to Bruce Maxwell”, *Studies in Philosophy and Education*, 28 (1), 2009
- “Medicalised Pupils: The Case of ADD/ADHD”, *Oxford Review of Education*, 35 (1), 2009
- “Recent Social-Scientific Work on Interdependent, Independent, and Bicultural Selves: The Moral Implications”, *American Philosophical Quarterly*, 46 (1), 2009
- “Realist versus Anti-Realist Moral Selves – and the Irrelevance of Narrativism”, *Journal for the Theory of Social Behaviour*, 39 (2), 2009
- “Does Moral Psychology Need Moral Theory? The Case of Self-Research”, *Theory & Psychology*, 19 (6), 2009
- “Putting Emotion into the Self: A Response to the *JME* Special Issue on Moral Functioning”, *Journal of Moral Education*, 38 (3), 2009
- “Educating Moral Emotions or Moral Selves: A False Dichotomy?”, *Educational Philosophy and Theory*, 42 (4), 2010
- “Emotion Education Without Ontological Commitment?”, *Studies in Philosophy and Education*, 29 (3), 2010
- “An Exploration of Values Education Curriculum in Iceland” (co-author Yen-Hsin Chen), *Journal of Educational Research and Development (Taiwan)*, 6 (2), 2010
- “Positive Psychology, Happiness, and Virtue: The Troublesome Conceptual Issues”, *Review of General Psychology*, 14 (4), 2010
- “The Trouble with Ambivalent Emotions”, *Philosophy*, 85 (4), 2010
- “Private Feelings, Public Expressions: Professional Jealousy and the Moral Practice of Teaching” (co-author Yen-Hsin Chen), *Journal of Moral Education*, 40 (3), 2011
- “Hyped Virtues, Hidden Vices: The Ethics of Icelandic Sports Literature” (co-author Guðmundur Sæmundsson), *Sport, Ethics and Philosophy*, 5 (4), 2011
- “Positive Psychology and Positive Education: Old Wine in New Bottles?” *Educational Psychologist*, 47 (2), 2012
- “Virtue Development and Psychology’s Fear of Normativity”, *Journal of Theoretical and Philosophical Psychology*, 32 (2), 2012
- “Situationism and the Concept of a Situation”, *European Journal of Philosophy*, 20 (Supplementary Issue S1), 2012
- “Selfhood, Morality, and the Five-Factor Model of Personality”, *Theory & Psychology*, 22 (5), 2012
- “Aristotelian Motivational Externalism”, *Philosophical Studies*, 164 (2), 2013
- “Ten Myths about Character, Virtue and Virtue Education – and Three Well-Founded Misgivings”, *British Journal of Educational Studies*, 61 (3), 2013
- “Recent Work on the Concept of Gratitude in Philosophy and Psychology” (co-authors Liz Gulliford & Blaire Morgan), *Journal of Value Inquiry*, 47 (3), 2013
- “There is Something about Aristotle: The Pros and Cons of Aristotelianism in Contemporary Moral Education”, *Journal of Philosophy of Education*, 48 (1), 2014
- “Patients’ Perspectives on Person-Centred Participation in Health Care: A Framework Analysis” (co-author Kristín Þórarinsdóttir), *Nursing Ethics*, 21 (2), 2014
- “Gratitude in the UK: A New Prototype Analysis and a Cross-Cultural Comparison” (co-authors Blaire Morgan & Liz Gulliford), *Journal of Positive Psychology*, 9 (4), 2014

“Phronesis and Moral Education: Treading beyond the Truisms”, *Theory and Research in Education*, 12 (2), 2014

“On the Old Saw that Dialogue is a Socratic but not an Aristotelian Method of Moral Education”, *Educational Theory*, 64 (4), 2014

“Is Shame an Ugly Emotion? Four Discourses – Two Contrasting Interpretations for Moral Education”, *Studies in Philosophy and Education*, 33 (5), 2014.

“Undoing Bad Upbringing through Contemplation: An Aristotelian Reconstruction”, *Journal of Moral Education*, 43 (4), 2014

“Pity: A Mitigated Defence”, *Canadian Journal of Philosophy*, 44 (3-4), 2014

“Towards a New Era of Character Education in Theory and in Practice” (co-authors David Walker & Michael Roberts), *Educational Review*, 67 (1), 2015

“An Aristotelian Virtue of Gratitude”, *Topoi*, 34 (2), 2015

“Grief: An Aristotelian Justification of an Emotional Virtue”, *Res Philosophica*, 92 (4), 2015

“Phronesis as an Ideal in Professional Medical Ethics: Some Preliminary Positionings and Problematics”, *Theoretical Medicine and Bioethics*, 36 (5), 2015

“Jealousy Revisited: Recent Philosophical Work on a Malignant Emotion”, *Ethical Theory and Moral Practice*, 19 (3), 2016

“A Philosophical Critique of Psychological Studies of Emotion: The Example of Jealousy”, *Philosophical Explorations*, 19 (3), 2016

“Flourishing as the Aim of Education: Towards an Extended, ‘Enchanted’ Aristotelian Account”, *Oxford Review of Education*, 42 (6), 2016

“Aristotelian Character Education: A Précis of the 2015 Book”, *Journal of Moral Education*, 45 (4), 2016

“Aristotelian Character Education: A Response to Commentators”, *Journal of Moral Education*, 45 (4), 2016

“Sustainability, Virtue ethics, and the Virtue of Harmony with Nature” (co-author Karen Jordan), *Environmental Education Research*, 23 (9), 2017

“Development of Hermes, a New Person-Centred Assessment Tool in Nursing Rehabilitation, through Action Research” (co-authors Kristín Thórarinsdóttir & Kristín Björnsdóttir), *Advances in Nursing Science*, 40 (2), 2017

“Awe: An Aristotelian Analysis of a Non-Aristotelian Virtuous Emotion”, *Philosophia*, 45 (1), 2017

“Misery in Dark Shadows behind the High Achievement Scores in South Korean Schooling: An Ethnographic Study” (co-authors Soonjung Kwon and David I. Walker), *Educational Review*, 69 (2), 2017

“Recent Work on Flourishing as the Aim of Education: A Critical Review”, *British Journal of Educational Studies*, 65 (1), 2017

“A New Approach to Measuring Moral Virtues: The Multi-Component Gratitude Measure” (co-authors Blaire Morgan & Liz Gulliford), *Personality and Individual Differences*, 107 (1), 2017

“Emotions Targeting Moral Exemplarity: Making Sense of the Logical Geography of Admiration, Emulation and Elevation”, *Theory and Research in Education*, 15 (1) 2017

“Adolescent Moral Judgement: A Study of United Kingdom Secondary School Pupils” (co-authors David I. Walker, Steve Thoma & Chantel Jones), *British Educational Research Journal*, 43 (3), 2017

“The Flourishing-Happiness Concordance Thesis: Some Troubling Counterexamples”, *Journal of Positive Psychology*, 13 (6) 2018

“Shining Light into Dark Shadows of Violence and Learned Helplessness: Peace Education in South Korean Schools” (co-authors Soonjung Kwon & David I. Walker), *Journal of Peace Education*, 15 (1), 2018

“Ten un-Aristotelian Reasons for the Instability of Aristotelian Character Friendships”, *Journal for the Theory of Social Behaviour*, 49 (1), 2019

“Facilitation of a Person-Centered Approach to the Participation of Patients with Chronic Pain in Health Assessment: An Ethnographic Study in Rehabilitation Nursing” (co-authors Kristín Thórarinsdóttir, Thóra J. Gunnarsdóttir & Kristín Björnsdóttir), *Qualitative Health Research*, 29 (4), 2019

“Is the Virtue of Integrity Redundant in Aristotelian Virtue Ethics?” *Apeiron*, 52 (1), 2019

“Phronesis and the Knowledge–Action Gap in Moral Psychology and Moral Education: A New Synthesis?” (co-authors C. Darnell, L. Gulliford & P. Paris), *Human Development*, 62 (3), 2019

“What Can Morality Teach Us about Moral-Exemplar Methodology? Comparisons with Approaches Old and New”, *Journal of Character Education*, 15 (1), 2019

“Adolescents’ Application of the Virtues across Five Cultural Contexts” (co-authors S. Thoma, D. Walker, Y.-H. Chen, D. Moulin-Stozek & A. Frichand), *Developmental Psychology*, 55 (10), 2019

“Filtering Friendship through Phronesis: ‘One Thought too Many?’” *Philosophy*, 95 (1) 2020

“An Introduction to the Special Issue on Wisdom and Moral Education”, *Journal of Moral Education*, 49 (1), 2020

“Aristotelian Character Friendship as a Method of Moral Education”, *Studies in Philosophy and Education*, 39 (4), 2020

“Learning from Friends and Terminating Friendships: Retrieving Friendship as a Moral Educational Concept”, *Educational Theory*, 70 (2), 2020

“An Explorative Study of Virtues in Ethical Consumption from a Confucian Perspective in an Urban-Rural-Fringe in China” (co-author Yan Huo), *Business Ethics and Leadership*, 4 (4), 2020

“Grounding Deep Friendships: Reconciling the Moralized and Aestheticized Views”, *Journal of Philosophical Research*, 45 (1), 2020

“Meaningful Text: Total Hip Replacement Patients’ Lived Experience of a Nursing Care Plan Written in Lay Language” (co-author Kristín Thórarinsdóttir), *The Open Nursing Journal*, 14 (1), 2020

“The Moral Value of Aristotelian Friendships for Utility, with an Online Example”, *Amity: The Journal of Friendship Studies*, 7 (1), 2021

“Seeking the Common Good in Education through a Positive Conception of Social Justice” (co-authors J. Arthur and C. Vogler), *British Journal of Educational Studies*, forthcoming, 69 (1), 2021

“Online Aristotelian Character Friendship as an Augmented Form of Penpalship”, *Philosophy & Technology*, 34(2), 2021

“Recent Attacks on Character Education in a UK Context: A Case of Mistaken Identities?” *Journal of Beliefs and Values*, 42 (3), 2021

“Twenty-Two Testable Hypotheses about *Phronesis*”, *British Educational Research Journal*, 47 (5), 2021

“Jüngste Arbeiten zum Begriff der Dankbarkeit in Philosophie und Psychologie” (co-authors L. Gulliford & B. Morgan) [translation of already published article in English in 2013], *Zeitschrift für Ethik and Moralphilosophie*, 4 (1), 2021

“*Phronesis* (Practical Wisdom) as a Type of Contextual Integrative Thinking” (co-authors B. Fowers, C. Darnell, D. Pollard), *Review of General Psychology*, 25 (3), 2021

“Character Strengths and Virtues in Chinese Moral Education: Evidence from ‘the Code’ and from Primary and Secondary Schools” (co-authors Yan Huo, Jin Xie and Francisco Moller), *Journal of Positive Psychology*, 17 (4), 2022

“Reason and Intuition in Aristotle’s Moral Psychology: Why He Was Not a Two-System Dualist”, *Philosophical Explorations*, 25 (1), 2022

“Collective *Phronesis* in Business Ethics Education and Managerial Practice: A Neo-Aristotelian Analysis”, *Journal of Business Ethics*, 181, 2022

“Post-*Phronetic* Pain”, *Acta Philosophica*, 31 (2), 2022

“The Primacy of Civic Virtue in Aristotle’s *Politics* and Its Educational Implications”, *History of Political Thought*, 43 (4), 2022

“Cultivating Virtue Through Poetry: An Exploration of the Characterological Features of Poetry Teaching” (co-author Kristian Guttesen), *Ethics and Education*, 17 (3), 2022

“A Multifunction Approach to Assessing Aristotelian *Phronesis* (Practical Wisdom)” (co-authors Cat Darnell & Blaine Fowers), *Personality and Individual Differences*, 196(October), 2022

“Envy and Jealousy” (in Bulgarian: Zavist i revnost, trans. from English by D. Cheshmedzhieva-Stoycheva). *Lyuboslovie*, 22, 2022

“Gender Differences in Character Strengths among Chinese Pre-Adolescents and Adolescents: A Multidimensional Scaling Profile Analysis” (co-authors Yan Huo, Cody Ding & Jin Xie), *Routledge Open Research*, 13 (1), 2022

“Teaching *Phronesis* to Aspiring Police Officers: Some Preliminary Philosophical, Developmental and Pedagogical Reflections”, *International Journal of Ethics Education*, 7 (2), 2022

“Assessing Structure and Level of Virtue in the Chinese Code for Moral Education: Bifactor Model and Item Response Theory Analysis” (co-authors Yan Huo, Jin Xie & Cody Ding), *Current Psychology*, 42 (18), 2023

“*Phronesis* as Moral Decathlon: Contesting the Redundancy Thesis about *Phronesis*” (co-author Blaine Fowers), *Philosophical Psychology*, forthcoming, 2023 **(available online)**

“The Choice of Deontological, Virtue Ethical, and Consequentialist Moral Reasoning Strategies by Pre- and In-Service Police Officers: An Empirical Study” (co-authors Andrew Maile, Aidan Thompson & Shane McLoughlin), *Ethics and Behavior*, forthcoming, 2023 **(available online)**

“Professional Policing and the Role of Autonomy and Discretion in Decision-Making: A Qualitative Study from a Virtue Ethical Perspective” (co-authors Andrew Maile,

Aidan Thompson & Sarah Ritzenthaler), *Policing: A Journal of Policy and Practice* **forthcoming**, 2023 (**available online**)

“Commentary on Glen Pettigrove’s ‘What Virtue Adds to Value’”, *Australasian Philosophical Review*, **forthcoming**, 2023

“Character Education, Poetry, and Wonderment: Retrospective Reflections on Implementing a Poetry Programme in a Secondary-School Setting in Iceland” (co-author Kristian Guttesen), *Scandinavian Journal of Educational Research*, **forthcoming**, 2023 (**available online**)

“Exploring Religious Education Teachers’ Perspectives on Character Development and Moral Virtues, in State-Funded, Non-Faith Schools in England” (co-authors Jason Metcalfe & Andrew Peterson), *Journal of Beliefs and Values*, **forthcoming**, 2023 (**available online**)

“Two Variants of ‘Constrained Participation’ in the Care of Vulnerable Adults: A Proof-of-Concept Study” (co-author Kristín Thórarinsdóttir), *Nursing Ethics*, **forthcoming**, 2023 (**available online**)

“Moral Reasoning Strategies and Wise Career Decision Making at School and University: Findings from a UK-Representative Sample” (co-authors Shane McLoughlin, Rosina Pendrous & Emerald Henderson), *British Journal of Educational Studies*, 71 (4), 2023

“Virtue Language in the Time of the Coronavirus: A Cross-Cultural Triangulation Study Based on Speeches from Three National Leaders” (co-authors Yan Huo and Francisco Moller), *Pertanika Journal of Social Sciences and Humanities*, **forthcoming**, 2023

“Phronesis, Meta-Emotions, and Character Education”, *Revista Española de Pedagogía*, 81 (286), 2023

“Considerateness Differentiated: Three Types of Virtuousness”, *Journal of the American Philosophical Association*, **forthcoming**, 2023

SELECTED CONFERENCE/SEMINAR PAPERS (this does not include a large number of conference talks given in Icelandic while I worked in Iceland pre-2012)

“Moral Concepts: Normativity without Relativity”. Keynote Presentation. Tenth Inter-Nordic Philosophy Conference, Turku, Finland, 1993

“Self-Respect, *Megalopsychia*, and Moral Education”. Keynote Presentation. Eight International Conference on Philosophy with Children, University of Akureyri, 1997

“Moral Philosophy in the Classroom”. Invited Seminar Paper. Vienna University College of Teaching (PEDAK), 1998

“The Relevance of Saga Morality”. Invited Seminar Paper. Konstanz Universität, Germany, 1999

“What is Wrong with Contemporary Political Philosophy?” Invited Seminar paper, Technische Hochschule, Darmstadt, Germany, 1999

“Children’s Emotions”. Keynote Presentation. International Reggio-Conference on Preschool Teaching, University of Akureyri, 2000

“Virtue Ethics and Emotional Conflict”. Keynote Presentation. British Society for Ethical Theory Conference, Amersfoort, 2000

“The Development of Children’s Justice Conceptions and the Unavoidability of the Normative”. Philosophy of Education Society of Great Britain Seminar, Cambridge Branch, St. Edmund’s College, 2002

“Children and the Belief in a Just World”. Philosophy of Education Society of Great Britain Conference, New College, Oxford, 2003

“Beyond Democratic Justice: A Further Misgiving about Citizenship Education”. Invited Seminar Paper, Institute of Education, London, 2004

“Empathy, Sympathy, Justice, and the Child”. Philosophy of Education Society of Great Britain Conference, New College, Oxford, 2004

“Justice and Desert-Based Emotions”. Invited Seminar Paper, University of Oslo, Norway, 2004 (also delivered at University of Lillehammer, Norway, 2004)

“Emulation and the Use of Role Models in Education”. Philosophy of Education Society of Great Britain Conference, New College, Oxford, 2005

“Generosity and Moral Education”. Association for Moral Education Conference, Fribourg, Switzerland, 2006

“Can Parents and Children Be Friends?” Invited Seminar Paper, Institute of Education, London, 2006

“Emotional Intelligence: Is the New in It Good and the Good in It New?” Invited Conversazione, St. Edmund’s College, Cambridge University, 2006

“Agreeableness and Teaching”. Philosophy of Education Society of Great Britain Conference, New College, Oxford, 2006

“Suicide Bombing as Deluded Self-Enhancement”. Invited seminar presentation, NATO Advanced Workshop on Suicide Bombers, Lucy Cavendish College, Cambridge University, 2006

“Self-Esteem, Self-Confidence and Individualised Education”. Philosophy of Education Society of Great Britain Conference, New College, Oxford, 2007

“Emotional Optimality and Moral Force”. Invited Speaker, International Workshop on Emotions, Ethics and Authenticity, University of Munich, 2007

“Does Self-Esteem Matter in Education?”. Philosophy of Education Society of Great Britain Conference, New College, Oxford, 2008

“Justice and Desert-Based Emotions: Implications for Character and Citizenship Education in the UK and Beyond”. Philosophy of Education Society of Great Britain Conference, New College, Oxford, 2008

“Hume, Emotions and the Moral Self”. Plenary Session Paper, 35th Hume Society Conference, University of Iceland, 2008

“Some Aristotelian Reflections on Teachers’ Professional Identities and the Emotional Practice of Teaching”. Philosophy of Education Society of Great Britain Conference, New College, Oxford, 2009

“What Is This Thing Called ‘Self’?” Invited Seminar Paper, Institute of Education, University of London, 2009 (also delivered at University of Edinburgh and University of Swansea, 2009)

“Self-Understanding as a Moral Value”. Association for Moral Education Conference, Utrecht, 2009

“The Self and Its Emotions”. Invited lecture in a seminar on my book with this title, University of Dortmund, 2010

“Is It True What They Say about Positive Psychology?” Philosophy of Education Society of Great Britain Conference, New College, Oxford, 2010

“What Is the Self that Needs Changing?” Invited Conference Paper, Conference on Diachronic Agency, University of Bern, 2010

“The Self and Its Moral and Educational Relevance”. Invited Seminar Paper, Taipei Municipal University of Education, 2011

“The Values Education Curriculum in Iceland”. Invited Seminar Paper, National Taiwan Normal University, Taipei, 2011

“Positive Psychology, Happiness, and Education”. Invited Lecture, National Chung Cheng University, Chia-Yi, Taiwan, 2011

“Positive Psychology’s Programme of Virtue Education: An Evaluation”. Association for Moral Education Conference, Nanjing, China, 2011

“Selfhood, Character, and the Five-Factor Model of Personality”. Invited Paper for Workshop on Character, Temptation, and Vice, Cardiff University, 2012

“Positive Psychology and Positive Education: Old Wine in New Bottles?” Invited Lecture, Faculty of Education, University of Cambridge, 2012

“Revitalising or Vulgarising Ancient Wisdom?” Invited Talk at the London Philosophy Club’s Event, Philosophy and Psychology: A New Synthesis? Conway Hall, London, 2012

“Positive Psychology, Happiness, and Education”. Invited Seminar Paper, Institute of Education, University of London, 2012

“The Self and Its Moral and Educational Relevance”. Invited Seminar Paper, School of Education, Oxford Brookes University, 2012

“The Implications of Positive Psychology for Education“. Invited Seminar Paper, The Well-Being Institute, Dept. of Social Sciences, University of Cambridge, 2012

“Virtue Ethics, Virtue Education and Psychology’s Fear of Normativity”. Keynote Lecture, 7th Annual Conference of the Asia-Pacific Network for Moral Education”, Chia-Yi, Taiwan, 2012

“Positive Psychology on Happiness, Virtue and Virtue Education”. Seminar Paper, Jubilee Centre for Character and Virtues, University of Birmingham, 2012

“Character: Skill or Virtue”. Invited participant in a debate in The Battle of Ideas, Barbican Centre, London, 2012

“Positive Psychology and Positive Education: Old Wine in New Bottles?” Invited conference paper, The Development and Education of Virtue, Radboud University, Nijmegen, 2012

“A Gap in the Value Layer? Trajectories, Challenges and Prospects of Moral Education”. Keynote Speech, Inaugural Conference of the Jubilee Centre for Character and Values, University of Birmingham, 2012

“A Gap in the Value Layer? Trajectories, Challenges and Prospects of Moral Education Post-2008”. Keynote Speech, 41st Annual Conference of the Nordic Educational Research Association, University of Iceland, 2013

“Ten Myths about Character, Virtue and Virtue Education – plus Three Well-Founded Misgivings”. Keynote Presentation, Philosophy of Education Society of Great Britain, New College, Oxford, 2013

“A Gap in the Value Layer? Trajectories, Challenges and Prospects of Moral Education”. Inaugural Professorial Lecture, University of Birmingham, 2013

“Measuring Aristotelian Virtue: Eight Variations on a Messy Theme”. Invited Conference Paper, Conference on Moral Education: Ancient and Contemporary, Northwestern University, Chicago, 2013

“Gratitude as an Emotional Virtue”. Invited Seminar Paper, Summer School in Affective Sciences, University of Geneva, 2013

“An Aristotelian Virtue of Gratitude”. Conference Paper, Association for Moral Education Annual Conference, Montreal, 2013

“Aristotle, Malaguzzi and Dewey – and the Challenge of Early-Years Moral Education”. Invited Conference Presentation, at the International Conference on Malaguzzi and Contemporary Early Years Alternatives, University of Winchester, 2013

“The New Synthesis in Moral Psychology and Its Educational Implications”. Invited Seminar Presentation, Philosophy of Education Society of Great Britain, Birmingham Branch, University of Birmingham, 2014

“The New Synthesis in Moral Psychology versus Aristotelianism: Content and Consequences”. Keynote Presentation at the Symposium Can Psychology Replace Ethics? University of Tübingen, 2014

“The New Synthesis in Moral Psychology versus Aristotelianism: Implications for Moral Education”. Conference Presentation, PESGB Annual Conference, New College, Oxford, 2014

“Positive Psychology, Virtues and the Problems of Normativity and Adjudication”. Invited Symposium Presentation, European Conference of Positive Psychology, Amsterdam, 2014

“The Problematics of Character Education”. Invited Seminar Presentation, Christian Ethics Graduate Research Seminar Series, Christ Church College, Oxford, 2014

“The Problematics of Character Education”. Invited Public Lecture, University of Oklahoma, Norman, 2014

“Measuring Aristotelian Virtue for Character Education”. Invited Seminar Presentation, University of Oklahoma, Norman, 2014

“The Problematics of Character Education”. Invited Seminar Presentation, North-West Branch of the PESGB, Liverpool Hope University, 2014

“The Problematics of Character Education”. Invited Seminar Presentation, Vrije Universiteit, Amsterdam, 2015

“Discussion: Revitalizing Ethical Education in today’s Globalizing Climate”. Invited Symposium Presentation, AERA conference, Chicago, 2015

“Jubilee Centre: Projects and Prospects”. Invited Presentation, Conference on Values in a Changing World, Al Ghad Centre for Values Development, Riyadh, Saudi Arabia, 2015

“Response to Valerie Tiberius”. Invited Commentary at the Conference Interdisciplinary Work on Character, Wake Forest University, North Carolina, 2015

“Philosophical Backdrops”. Invited Conference Presentation, Conference on Character, Non-Cognitive Skills and K-12 Education”, CUNY Institute for Education Policy, Roosevelt House, New York, 2015

“*Phronesis* as an Ideal in Professional Medical Ethics”. Invited Seminar Presentation. Phronesis Project Launch. Health Services Management Centre, University of Birmingham, 2015

“The Theoretical and Conceptual Foundations of the Jubilee Centre”. Invited Seminar Presentation, Reitaku University, Japan, 2015

“Character Education from a United Kingdom Perspective”. Invited Presentation. National Taiwan Normal University, Taipei, Taiwan, 2015

“Flourishing as the Aim of Education”. Keynote Presentation at a conference on Affective Education. National Taichung University of Education, Taiwan, 2015

“Awe”. Invited Seminar Presentation. Virtue, Happiness and Meaning of Life Project. Columbia, University of South Carolina, 2015

“Flourishing as the Aim of Education”. Invited Conference Presentation at the Conference Interdisciplinary Challenges in Wellbeing Research. Aix-Marseille School of Economics and École des hautes études en sciences sociales (EHESS), Marseille, 2016

“Do Too Many Cooks Spoil the Broth?” Keynote Symposium Presentation. International Positive Network Festival, Dallas, Texas, 2016

“Professional Ethics, Identities and Emotions: Two Contrasting Views”. Presentation at College of St. George and Jubilee Centre Consultation on the Role of Virtue in the Professions, Windsor, 2016

“Awe and Self-Transcendence”. Keynote Presentation at the Open University and Royal Institute of Philosophy Conference, Owning Our Emotions, Senate House, University of London, 2016

“Flourishing as an Educational Aim”. Keynote Presentation at the Aretai Center 1st Annual Conference, University of Genoa, 2016

“Epiphanic Moral Conversions”. Paper delivered at the Association for Moral Education Annual Conference”, Harvard University, 2016

“Epiphanic Moral Conversions” and “21st Century Magnanimity”. Invited Seminar Presentations. Virtue, Happiness and Meaning of Life Project, Columbia, University of South Carolina, 2016

“21st Century Magnanimity”. Invited Conference Presentation. Virtues of Greatness Conference, organised by the Dept. of Theology and Religion, Univ. of Birmingham, 2017

“Ethical Decision-Making through a Character Lens”. Invited Seminar Presentation. Chartered Institute of Personnel and Development, CIPD HQ, Wimbledon, 2017

“Character and the Future University Student”, Invited Seminar Presentation. The Future of Character, at the Careers Network, University of Birmingham, 2017

“Positive Education: Pros and Cons”. Invited Seminar Presentation, École des hautes études en sciences sociales (EHESS), Paris, 2017

“My Philosophical Work in the Jubilee Centre and Its Connections to Earlier Work” [in Icelandic]. Invited Conference Keynote, Themes in the Philosophy of Kristján Kristjánsson, Institute of Ethics, University of Iceland, 2017

“Why Aristotle Was Not a Two-System Dualist”. Invited conference presentation at the conference Underlying Thought: Philosophical Analyses of Epistemic and Ethical Cognition, University of Cardiff, 2017

“Virtues, Religion and Character Education”. Invited conference presentation, Church of England Regional Character Conference, Cambridge, 2017

“An Aristotelian View of Virtuous Emotions”. Keynote presentation at the conference Emotions: Rationality, Morality and Social Understanding, University of Tartu, Estonia, 2017

“Epiphanic Moral Conversions”. Invited presentation at the Virtue, Happiness and the Meaning of Life Capstone Conference, University of Chicago, 2017

“The Relevance of Aristotle’s *Megalopsychia* for Contemporary Debates in Moral Education”. Seminar presentation, Association for Moral Education Conference, St. Louis, 2017

“Marvin Berkowitz: The Closet Philosopher”. Invited presentation in a seminar on the Lifetime Contributions of Marvin Berkowitz, Association for Moral Education Conference, St. Louis, 2017

“The Myths about Character and Character Education”. Invited lecture, Horizon Series for Sixth-Form Students, University of Birmingham School, 2017

“Professional Ethical Decision-Making through a Character Lens”. Invited seminar presentation for Army Chaplains Symposium, Andover, 2017

“Character Education, Virtue Ethics and the Brain”. Invited seminar presentation, Annual Icelandic Medical Conference, Reykjavík, 2018

“The Conceptual and Philosophical Foundations of the Jubilee Centre”. Invited workshop presentation, Fostering Character Education in Germany and Austria, Düsseldorf, 2018

“The Challenges Facing Contemporary Citizens: Confucian and Western Perspectives”. Contribution to an invited Plenary Symposium, Asia-Pacific-Network-for-Moral-Education Annual Conference, Kaohsiung, Taiwan, 2018

“Epiphanic Moral Conversions”. Seminar Presentation, Asia-Pacific-Network-for-Moral-Education Annual Conference, Kaohsiung, Taiwan, 2018

“Educating Virtuous Emotions: Aristotle and the Alternatives”. Keynote Presentation, Virtue and Moral Education Conference, Institute of Philosophy, Gdansk, Poland, 2018

“Philosophical and Psychological Insights on Character Education”. Keynote Address, Character Education in Latin America Conference, Pilar, Argentina, 2018

“Some Comments on ‘Sociological Interrogations of Turn to Character’”. Invited Response, Character Conference, Goldsmiths University, London, 2018

“Scientific Practice, Wonder at Awe”. Invited Public Lecture at the conference Practicing Science: Virtues, Values, and the Good Life, organised by the University of Notre Dame, London, 2018

“Phronesis as an Ideal in Professional Medical Ethics”. Invited seminar presentation at the Medical College of Wisconsin, 2018

“Educating Virtuous Emotions: Aristotle and the Alternatives”. Keynote presentation at the inaugural conference of the North American Association for Philosophy and Education, University of St. Mary of the Lake, Mundelein, IL, 2018

“Research and Development in the Field of Character Education: Introduction to Jubilee Centre Seminar”. Symposium Presentation, Association for Moral Education Conference, Barcelona, 2018

“The Work of the Jubilee Centre” (in Icelandic). Invited 25-year Anniversary Lecture, Dept. of Education, University of Akureyri, Iceland, 2018

“Flourishing as the Aim of Education: A Neo-Aristotelian View”. Invited Symposium Presentation, National Kaohsiung Normal University, Kaohsiung, Taiwan, 2019

“What Counts as Quality in Educational Research and Writing?” Invited Symposium Presentation, National Taiwan Normal University, Taipei, Taiwan, 2019

“Epiphanies and Moral Development”. Keynote Presentation, 6th International Congress on Word in Education at IPC: Facultés de Philosophie et de Psychologie, Paris, 2019

“Flourishing as the Aim of Education”. Opening Keynote Presentation, IX Congreso de International de Filosofía de la Educación, Seville, Spain, 2019

“What Is *Phronesis* and Why Is It Important to Teach it at School?” Keynote Presentation, Days of Ignatian Pedagogy, Wilhelmshafen, Germany, 2019

“Flourishing as the Aim of Education” (in Icelandic). Keynote Presentation, Annual Education Conference, Menntakvika, School of Education, University of Iceland, 2019

“We Need to Talk about Flourishing and Phronesis”. Invited lectures. Saint Mary’s University, Minnesota, in Minneapolis, Rochester and Winona, 2019

“Flourishing as the Aim of Education”. Opening Keynote Presentation, Jubilee Centre Oriol College Conference, Oxford, 2020

“Character Education in the Time of the Coronavirus”. Invited Presentation. YTL Foundation Online Forum, Education in an Age of Uncertainty, Malaysia, 2020

“Flourishing and Positive Education: A Synthesis and Some Remaining Problems.” Keynote Presentation. International Positive Education Network Online Conference, Mexico, 2020

“Four Accounts of Flourishing as the Aim of Education”, Invited Online Seminar Presentation, St. Anthony College’s Seminar Series, Education, Purpose and Human Flourishing in Uncertain Times, Oxford, 2021

“Character Education in the Time of a Pandemic”, Invited Online Seminar at S.S. Cyril and Medhodus University, Skopje, Macedonia, as part of the series, Exploring Pandemics through Humanities and Social Science, Skopje, 2021

“Character Education in the Time of a Pandemic”, Online Keynote Presentation at the 5th Forum of Taiwan Philosophy of Education Society (TPES) at a conference on Educational Reform in the Global Post-Pandemic Era: Perspectives from Philosophy of Education, Taiwan, 2021

“Four Accounts of Flourishing as the Aim of Education”, Invited Webinar Presentation, University of Hong Kong’s webinar series on Student Wellbeing, Hong Kong, 2021

“What Is Unique and Appealing about a Neo-Aristotelian Take on Character and Virtues?”, Invited Seminar Presentation, Network for Research On Morality online conference, Florida, 2021

“Four Accounts of Flourishing as the Aim of Education”, Invited Introductory Lecture, Life Improvement Science Inaugural Online Conference, Tübingen, Germany, 2021

“Aristotle on Virtuous Emotions and their Education”, Invited Seminar Presentation (co-presenter Liz Gulliford), ‘Fostering Personal and Social Virtues in Education’ Online Series, The Congregation for Catholic Education, Vatican, Rome, 2021

“Flourishing and Positive Education: A Synthesis – and 10 Remaining Problems”, Online Keynote Presentation, 11th Biennial International Meaning Conference, Vancouver, Canada, 2021

“The Role of *Phronesis* in Medical Education and Medical Practice”, Invited lecture, Festival of Paediatric Otolaryngology, University of Birmingham, 2021

“Character Education and Virtue Ethics: East and West”, Keynote presentation at the Chinese Indigenous Social Science Association (online); broadcast on the same day at an online conference of Asia Pacific Network for Moral Education, Taiwan, 2021

“*Phronesis: What It Is and How to Cultivate It*”, Invited Seminar Presentation, Roma TRE University’s seminar series on Mind and Ethics (online), Rome, 2021

“Character Education as a Component of Education for Flourishing”, Keynote presentation at the annual conference of European Association for Single-Sex Education (online), Barcelona, 2021

“Critiquing the ‘Common Wisdom Model’”, Invited Presentation, International Wisdom Summit (online), Canada, 2021

“*Phronesis: What It Is and How to Cultivate It*”, Invited Seminar Presentation, European University of Rome, 2021

“Reason and Intuition in Aristotle’s Moral Psychology”, Invited Conference Presentation at the conference Biological Markers of Human Flourishing, Angelicum University, Rome, 2021

“*Phronesis: Some Recent Work on an Ancient Concept*”, Invited Seminar (online) Presentation, Philosophy Department, University of Bristol, 2021

“Flourishing and Positive Education: A Synthesis – and 10 Remaining Problems”, online keynote Presentation, Annual Swiss Positive Psychology Association Conference, Zürich, 2021

“Values Education, Character Education and Positive Education”, online keynote Presentation, International Conference on Learning and Teaching, The Education University of Hong Kong, 2021

“Modern Reflections on an Ancient Concept: Habituation in Modern Applied Scholarship”, invited seminar presentation in a series about habituation (online), University of Munich, 2022

“*Phronesis* in Diverse Setting and Cultures”, invited presentation at Kern Family Foundation Partners Convening, Chicago, 2022

“Teaching *Phronesis: New Developments*”, keynote presentation, Department of Philosophy, University of Gdansk conference, Virtue & Human Development, Gdansk, 2022

“The Need for Uniform Theoretical Underpinnings and the Challenges of Interdisciplinary Work”, invited presentation at the Conference “Supporting the Establishment of Character Education Research Centres in Europe”, University of Birmingham, 2022

“Teaching *Phronesis: New Developments*”, keynote presentation at the conference Ancient Philosophy, Education and the Good Life, Heidelberg, 2022

“The Role of Philosophy in the *Journal of Moral Education*”, part of a keynote symposium delivered at the Association for Moral Education/APNME/JMET anniversary conference, Manchester, 2022

“The Need for Wisdom in a Changing World”, invited presentation at a public event organised by the Royal Institute of Philosophy, “Values and Virtues for a Challenging World”, Pierhead Building, Cardiff Bay, 2022

“Two Varieties of Constrained Participation in the Care of Vulnerable Older Patients” (co-presenter Kristín Thórarinsdóttir), invited presentation in the symposium “Cultivating Character for Care”, organised by the Jubilee Centre and *Nursing Ethics*, Exeter, 2022

“Developing an Aristotelian Account of Virtuous Emotions”, invited guest lecture (online), Institute for Ethics & Society lecture series, The University of Notre Dame Australia, 2022

“Teaching Phronesis as Part of Moral Formation”, invited open lecture in the Formative Education lecture series, Boston College, Boston, 2022

“Aristotle on Character Education for College-Age Students”, invited open conversation with Dr. Justin Anderson on Aristotle versus Aquinas, St. Mary's University, Minneapolis, 2022

“Universities as Schools of Friendship”, invited open lecture for university staff and students, St. Mary's University, Winona, 2022

“The Role of Flourishing and Phronesis in Neo-Aristotelian Character Education”, invited lecture at the conference “Character Formation and the Independent School”, St. Paul, Minnesota, 2022

“Aristotelian Phronesis as a Key to Professional Practice”, invited lecture, St. Thomas University, St. Paul, Minnesota, 2022

“Four Accounts of Flourishing as the Aim of Education – and 10 Remaining Problems”, invited lecture (online), as part of seminar series organised by the Human Flourishing Program, Harvard University, 2022

“Flourishing as an Educational Ideal: Finding an International Synthesis”, invited lecture (online), OECD policy conference, High Performing Systems for Tomorrow, Singapore, 2022

“Aristotelian *Phronesis* as the Key to Virtuous Professional Practice”, part of a multi-author opening keynote presentation, Jubilee Centre Oriel College Conference, Oxford, 2023

“Teaching *Phronesis*: New Developments”, invited guest lecture, Harvard Flourishing Program, Harvard University, 2023

“Foundations of Character Education”, invited seminar presentation, Civic Humanism Center for Character and Professional Ethics, University of Navarra, Madrid Campus, 2023

“Character and Emotions”, invited seminar presentation, Universidad Complutense de Madrid, 2023

“The Value of Character in the Professional Domain”, invited seminar presentation, Civic Humanism Center for Character and Professional Ethics, University of Navarra, Pamplona Campus, 2023

“Comments on Jane Gatley’s *Why Teach Philosophy in Schools?*”. Invited book launch contribution, School of Education, University of Birmingham, 2023

“Teaching Practical Wisdom in the Service of Flourishing”, Invited Seminar Presentation, Wisdom in Practice Research Group, University of Jyväskylä, Finland, 2023

“Flourishing as the Aim of Education”, Invited Open Lecture, University of Jyväskylä, Finland, 2023

REFeree FOR JOURNALS AND PUBLISHERS

Journals include *Ethics*, *Mind*, *Philosophical Studies*, *Philosophy and Phenomenological Research*, *Philosophical Quarterly*, *American Philosophical Quarterly*, *Ancient Philosophy*, *International Philosophical Quarterly*, *Ethical Theory and Moral Practice*, *Philosophical Explorations*, *Journal of Value Inquiry*, *Philosophia*, *International Journal*

of Philosophical Studies, Philosophical Papers, Journal of Philosophical Research, Studies in Philosophy and Education, Journal of Moral Education, Journal for the Theory of Social Behaviour, Alberta Journal of Education, Journal of Social Philosophy, Journal of Applied Philosophy, Erkenntnis, Journal of Philosophy of Education, Nursing Philosophy, Journal of Positive Psychology, Social Psychology of Education, Journal of Moral Philosophy, Emotion, Space and Society, Scandinavian Journal of Educational Research, Theory and Psychology, British Journal of Educational Studies, Educational Review, Journal of Qualitative Studies in Education, Review of Education, Educational Psychologist, Educational Theory, Theory and Research in Education, Phenomenology and the Cognitive Sciences, Topoi, Science and Engineering Ethics, European Journal of Special Needs Education, European Journal of Political Theory, Review of General Psychology, Child Development, Cambridge Journal of Education, Paideusis, Res Philosophica, Res Publica, Ergo, Teaching and Teacher Education, Review of Philosophy and Psychology, Oxford Bibliographies in Psychology, Estudios Sobre Educación, Contemporary Japan, BMC Medical Ethics, Journal of Personality, Perspectives on Psychological Science, Journal of Character Education, Human Development, Oxford Research Encyclopedia of Education, Asian Journal of Business Ethics, Health Care Analysis, Journal of Happiness Studies, Social Epistemology, Computers in Human Behavior, Zeitschrift für Ethik and Moralphilosophie, Journal of Medicine and Philosophy, Journal of Philosophy of Emotion, Philosophy & Technology, Developmental Review, Journal of Educational Change, Theoria, Journal of Theoretical and Philosophical Psychology, Journal of Environmental Research and Public Health, Journal of Beliefs and Values, Frontiers in Psychology, Journal of Education for Teaching, Phasis: Greek and Roman Studies, SAGE Open, International Journal of Environmental Research and Public Health, Social Theory and Practice, Argument: Biannual Philosophical Journal, Journal of the American Philosophical Association, Philosophical Psychology, Educational Research Review, Philosophical Inquiry in Education, Review of Educational Research, Asia-Pacific Journal of Education, Journal of the History of Ideas, New Ideas in Psychology, Journal of Qualitative Studies in Health and Wellbeing, Educational Philosophy and Theory, Policing: A Journal of Policy and Practice, International Journal of Evaluation and Research in Education, Pacific Philosophical Quarterly, Philosophical Investigations, Academy of Management Learning and Education, Paedagogia Christiana, Personality and Individual Differences, International Journal of Wellbeing, Tímarit um menntarannsóknir (Icelandic), Uppeldi og menntun (Icelandic), Hugur (Icelandic), Netla (Icelandic), Skírnir (Icelandic), TMM (Icelandic), Ritið (Icelandic)

Manuscript reviews for numerous publishers, incl. *Oxford University Press, Cambridge University Press, MIT Press, Princeton University Press, Routledge, Bloomsbury*

Proposal reviewer for various scientific boards and associations, such as John Templeton Foundation, Kern Family Foundation, research councils in Italy, Norway, Iceland, Singapore, Taiwan

GRADUATED PhD STUDENTS (main supervisor or member of doctoral panel)

Atli Harðarson, University of Iceland, 2013 (Education)

Guðrún Alda Harðardóttir, University of Iceland, 2014 (Education)
Soonjung Kwon, University of Birmingham, 2015 (Education)
Heidrun Wulfekuehler, University of Iceland, 2016 (Philosophy)
Kristín Þórarinsdóttir, University of Iceland, 2018 (Nursing)
Yousra Osman, University of Birmingham, 2020 (Education)
D. Scott Parsons, University of Birmingham, 2021 (Education)
Sabena Jameel, University of Birmingham, 2021 (Health Sciences)
Kristian Guttesen, University of Birmingham, 2022 (Education)
Karen Elizabeth Jordan, University of Iceland, 2022 (Education)

EXAMINATION OF PhD THESES

Yi-Lin Chen, Institute of Education, University of London, 2010 (Education)
Wouter Sanderse, Radboud University, Holland, 2012 (Philosophy)
Ingibjörg Vala Kaldalóns, University of Iceland, 2015 (Education)
Tom Bates, Gronigen University, Holland, 2016 (Philosophy)
Lauren Traczykowski, University of Birmingham, 2016 (Philosophy)
Charles Silvane, University of Edinburgh, 2016 (Education)
Pauline Snellen, Gronigen University, Holland, 2018 (Philosophy)
Kylie M. Trask-Kerr, University of Melbourne, 2020 (Educational Psychology)
Jeremy G. House, University College, London, 2020 (Educational Psychology)
Shannon Yu-San Tseng, University of Edinburgh, 2021 (Philosophy)

CURRENT PhD STUDENTS

Jason Metcalfe (lead), character education
Emerald Henderson (lead), character education
Yun-Chieh Lu (lead), character education
Aidan Thompson (second), character education
Jinu Varghese (second), nursing ethics
Rianna Yafai (second), character education
Ben Miller (second), character education
Bryndís Jóna Jónsdóttir (second), education