



UNIVERSITY OF  
BIRMINGHAM



The Jubilee Centre  
for Character  
& Virtues

---

# THE JUBILEE CENTRE

*for Character and Virtues*

---

[www.jubileecentre.ac.uk](http://www.jubileecentre.ac.uk)

CHARACTER CAUGHT,  
TAUGHT, AND SOUGHT:  
THEORIES AND EVIDENCE  
ORIEL COLLEGE  
UNIVERSITY OF OXFORD  
8 - 10 January 2026

# CONTENTS

<b>Welcome</b>	3
<b>Programme</b>	5
<b>Keynote Speakers</b>	6
<b>Seminar Sessions</b>	
Seminar Session 1	8
Seminar Session 2	9
Seminar Session 3	10
Seminar Session 4	11
<b>Seminar Paper Abstracts</b>	13
<b>Delegate List</b>	21



# Dear Colleagues and Friends,

A very warm welcome to all our distinguished guests, colleagues, and friends who join us for the 14th Jubilee Centre International Conference.

It is, as always, a great pleasure to welcome back so many familiar faces. I hope you will once again enjoy this annual opportunity to reconnect with colleagues and friends – both old and new – amid the beautiful surroundings of Oxford. A special welcome also goes to those attending the conference for the first time. We are delighted you are here and look forward to the fresh perspectives and valuable insights you will bring to our shared exploration of character and human flourishing.

This year's conference is more global than ever – a reflection of the continuing growth and resurgence of character education around the world. We are joined by delegates from around 20 countries, each bringing their perspectives on how character is caught, taught, and sought within their communities and research contexts.

In keeping with this international spirit, we are particularly proud to be launching the Global Character Alliance (GCA) at the conference. My sincere thanks go to the Templeton World Charity Foundation and the Templeton Religion Trust for their generous support in helping to establish this important new organisation. The GCA aims to serve as a network of networks, fostering collaboration and advancing understanding and practice in character education worldwide. To mark its launch, the conference will feature a special panel session highlighting the growth of character education across five continents.

We are also privileged to host three outstanding keynote speakers: Tyler VanderWeele, Kenneth Townsend, and Liz Gulliford. I am equally grateful to Rt Hon Damian Hinds, former Secretary of State for Education, whose leadership helped to advance character education in the UK, and who will deliver what promises to be an unforgettable after-dinner speech.

We are delighted to be joined by Baroness Nicky Morgan and Baron James O'Shaughnessy, both of whom have played key roles in promoting character education through targeted policy interventions.

Warm congratulations to Sarah Banks and Agustin Porres, this year's deserving recipients of the Ambassador of Character Award. And sincere thanks to all our presenters and symposium leaders – your work continues to push the boundaries of theory, research, and practice in ways that shape the future of character education.

Our deepest gratitude goes to the Kern Family Foundation for their generous support of the conference, helping to ensure it remains the premier global forum for meaningful dialogue on character, virtue, and human flourishing. We are also honoured to welcome Timothy Dalrymple, President of the John Templeton Foundation, to this year's gathering. The impact of the Jubilee Centre is due in no small part to the exceptionally generous founding gift from the John Templeton Foundation, which enabled the Centre's establishment in 2012.

Finally, thank you to each of you for your presence and participation. Since 2012, this conference has been known for its intellectually rigorous yet collegial, cross disciplinary conversations. I am confident this year will be no different. I encourage you to take full advantage of both formal and informal opportunities to connect, question, collaborate, and plant the seeds for future projects with lasting real-world impact.

On behalf of the Jubilee Centre for Character and Virtues, thank you once again for joining us. I wish you an inspiring and enjoyable conference.



**Professor Tom Harrison**  
Director



# PROGRAMME

## Thursday 8 January 2026

11.15am - 12.00pm  
**Arrival and Registration**  
Porter's Lodge

12.00 - 1.00pm  
**Lunch**  
Hall

1.00 - 1.15pm  
**Welcome**  
Harris Lecture Theatre

1.15 - 2.30pm  
**Keynote 1: Tyler VanderWeele**  
Harris Lecture Theatre

2.30 - 3.00pm  
**Tea and Coffee**  
Harris Seminar Room

3.00 - 4.30pm  
**Seminar Session 1**

4.30 - 6.15pm  
**Check into Bedrooms**

6.15 - 7.00pm  
**Drinks**  
Champneys Room

*Character Ambassador Awards*  
**Sarah Banks**  
**Agustin Porres**

7.00pm  
**Dinner**  
Hall

## Friday 9 January 2026

08.00 - 08.45am  
**Breakfast**  
Hall

09.00 - 10.30am  
**Keynote 2: Panel**  
Harris Lecture Theatre

10.30 - 11.00am  
**Tea and Coffee**  
Harris Seminar Room

11.00am - 12.30pm  
**Seminar Session 2**

12.30 - 1.30pm  
**Lunch**  
Hall

1.30 - 2.45pm  
**Keynote 3: Kenneth Townsend**  
Harris Lecture Theatre

2.45 - 3.15pm  
**Tea and Coffee**  
Harris Seminar Room

3.15 - 4.45pm  
**Seminar Session 3**

4.45 - 6.30pm  
**Free Time**

6.30 - 7.30pm  
**Drinks**  
Champneys Room

7.30pm  
**London Oratory School Choir and Conference Dinner**  
Hall

*After Dinner Speaker*  
**Damian Hinds MP**

## Saturday 10 January 2026

08.00 - 08.45am  
**Breakfast and Check Out of Bedrooms**  
Hall

09.00 - 10.15am  
**Keynote 4: Liz Gulliford**  
Harris Lecture Theatre

10.15 - 10.40am  
**Tea and Coffee**  
Harris Seminar Room

10.40am - 12.10pm  
**Seminar Session 4**

12.15 - 12.30pm  
**Closing Remarks**  
Harris Lecture Theatre

12.30 - 1.30pm  
**Lunch**  
Hall

1.30pm  
**Depart**

# KEYNOTE SPEAKERS

Thursday 8 – Saturday 10 January 2026

**Professor Tyler VanderWeele**

The Human Flourishing Program,  
Harvard University, USA

*Chair: Professor Tom Harrison*

## ACADEMIC FLOURISHING AND STUDENT FORMATION

---

We put forward various conceptual and empirical proposals for assessing the flourishing of an academic institution and its role in student formation. We consider the breath and variation of various university and college mission and vision statements and their implications for student formation and for what might be considered as reasonable bounds for the scope of an educational institution's contributions to student flourishing. We comment upon and argue for the importance of student and character formation even to attain a university's more cognitive and epistemic goals and ends. We discuss the core purposes of the university beyond student formation and also broader notions of what it means for a college or university to flourish as an academic community. We propose various assessments that might be of use in evaluating such academic flourishing. Finally, we point towards some practical resources that can be used to potentially strengthen student formation and the flourishing of academic institutions and the need for further curation, evaluation, and implementation of such resources to better promote academic flourishing.

## BUILDING GLOBAL NETWORKS FOR CHARACTER AND FLOURISHING

*Chair: Professor James Arthur*

**Professor Verónica Fernández**

Virtue and Values Education Centre,  
Universidad Francisco de Vitoria, Spain

**Dr. Peter Kingori**

Centre for Character and Leadership, Kenya

**Professor Cheryl Maurana**

The Kern National Network,  
Medical College of Wisconsin, USA

**Agustín Porres**

Varkey Foundation, Argentina

**Professor Oon-Seng Tan**

National Institute of Education,  
Nanyang Technological University, Singapore

Character Education has been experiencing a resurgence around the world. Over the last decade, many new networks, centres, and organisations focused on character and virtue development in the interests of human flourishing have been established. This panel session explores the development of these networks across five continents. The panel presenters will each provide an overview of the key character education developments in their region – covering research, policy, and practice. They will also outline the main challenges and opportunities for advancing character education in their regions, as well as offer reflections on how character education might evolve. Particular attention will be given to enhancing collaboration between networks by identifying areas of synergy and increasing understanding of areas of difference.

## Professor Kenneth Townsend

Wake Forest University, USA

*Chair: Professor Deborah Longworth*

## FORMING GOOD PROFESSIONALS

---

Western societies are marked by growing polarization and declining trust – both in the institutions that shape our world and in the professionals who lead them. Professionals also increasingly cite wellbeing obstacles to personal and professional flourishing. Drawing upon his recent scholarship and experience leading the professional schools' efforts of the Program for Leadership and Character at Wake Forest University, Kenneth Townsend will examine specific ways that character-based professional formation can enable professionals to live more purposeful, integrated lives while also advancing social trust by improving the public's perception that professionals are worthy of the trust they seek.

## Dr. Liz Gulliford

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

*Chair: Professor Andrew Peterson*

## CHARACTER WROUGHT: FORGING STRENGTHS FROM ADVERSITY

---

The Jubilee Centre's *Framework* of dividing strategies of character development into 'taught', 'caught' and 'sought' has become hugely influential, gaining traction with both theorists and practitioners. I propose, however, that this conceptualisation be enriched by the addition of a further category that explicitly recognises the importance of our response to inevitable hardships in the formation of character. In this keynote, I present character 'wrought' - the strategy that enables us to forge strengths in the crucible of the suffering, challenge, and disappointment that are an inescapable part of the human condition.

# SEMINAR SESSIONS

## SEMINAR SESSION 1

3.00 – 4.30pm Thursday 8 January 2026

### Harris Lecture Theatre

*Chair: Sabena Jameel*

**Lauris Kaldjian**

Character in Medical Education: Challenges and Opportunities Illuminated by the Framework of “Sought, Taught, and Caught”

**Cheryl Maurana**

A Reflective Approach to Leading with Character in Turbulent Times

**Andrea Hughes**

Does a Values-based Organisational Framework Influence Development of Nurses' Characters and Virtues?

### Robert Beddard Room

*Chair: Maria Silvia Vaccarezza*

**Vicki Zakrzewski**

Educating for the Greater Good: How Professional Communities of Practice Support Character Development in Schools

**Ng May Gay**

Beyond Measurement: Fostering Dispositions of Judgement for Lifelong Character Growth

**Pete Allison**

Character Across Cultures: Taught, Caught then Sought Outdoors

### Owen Walker Room

*Chair: Shane McLoughlin*

**Martin Brestovanský and Andrej Rajský**

Character Taught and Caught: How Dialogic Moral Reflection and Teacher's Interpersonal Behaviour Bridges the Knowledge-Action Gap in Students' Learning for Respect

**Scott Greenberger and Peter Anderson**

Reflective Practice in Character Formation: A Tri-Axial Framework

**Steven Gaultney**

Caught, Taught, and Sought: Evolving to a Quadripartite Conceptualisation

### MacGregor Room

*Chair: Kristján Kristjánsson*

**Aidan Thompson**

Educating Ethical Value and Virtuous Emotion through Pop Song Lyrics

**Roland Bernhard and Evelyn Kropfreiter**

A Model of Temperament – Personality – Character: Brought – Caught – Taught – Sought

**Corey Crossan**

Depth and Breadth Model: A Dual-Axis Approach to Sustainable, Technology-Enabled Character Development

# SEMINAR SESSION 2

11.00 – 12.30pm Friday 9 January 2026

## Harris Lecture Theatre

*Chair: Andrew Peterson*

### **Michael Lamb and Jennifer Rothschild**

Institutional Exemplars as Communities of Character: A View from the Educating Character Initiative

### **Ted Cross and Jeffrey Rosen**

Building a Free Scalable Online Character Course – What the Founders Meant by ‘Happiness’: A Journey through Virtue and Character

### **Christopher M. Napolitano and Olivia Hagedorn**

The Alma Project: Promoting Neighborliness at the University of Illinois Urbana-Champaign

## Robert Beddard Room

*Chair: Verónica Fernández*

### **Kylie Trask-Kerr**

Beyond the Tripartite: Context-Based Character Education Embedded in the Humanities

### **Claudia Vanney and Belén Mesurado**

From Intellectual Virtues to Flourishing: The Mediating Role of Virtuous Moral Character in Higher Education

### **Yvonne Seng**

Character Caught, Taught, and Sought through Physical Education and Sports in Singapore Schools: A Mixed-Methods Intervention Study

## Owen Walker Room

*Chair: Michael Fullard*

### **Hayley Hampson-Stemp**

Caught, Taught, and Sought: A Framework for Character Education in PE Teacher Training

### **Chris Clyne**

Developing a Character Curriculum Across 56 Secondary Schools

### **Charlotte Exton and Jack Bennett**

Fostering Belonging through Character Education, to Support a School Culture of Flourishing

## MacGregor Room

*Chair: Nancy Snow*

### **Eranda Jayawickreme**

Catching, Teaching and Seeking Character Online: A Conceptual Framework for Micro-Interventions in Digital Space

### **Rebecca Park and Corey Crossan**

Towards a New Psychometric Measure for Evaluating Individual Engagement with Character Development Strategies

### **Claudia Navarini**

Virtue Acquisition and Psychological Well-being: The Intersection Between the Aretai Model and the Proben Project

# SEMINAR SESSION 3

3.15 – 4.45pm Friday 9 January 2026

## Harris Lecture Theatre

*Chair: Kristján Kristjánsson*

### Blaine Fowers

The Aristotelian Virtue of Friendship

### Consuelo Martínez-Priego

Friendship and Bonding Feelings:  
Extending Aristotle's Perspective on  
Virtue and Emotion

### Julia Zorrilla

Eudaimonic and Hedonic Well-being with  
Friends: A Philosophical and Psychological  
Study of Adolescent Friendship in Social  
Media and In-person Settings

## Robert Beddard Room

*Chair: Liz Gulliford*

### Nancy Snow

Covenantal Pluralism as Character  
Building: A Case of Character Being  
"Sought"

### Matthew Clemente and David Goodman

A Teaching Moment: Failure and the  
Humility It Gives Rise To

### Jörg Schulte-Altedorneburg

Individual Flourishing between Destiny and  
Duty: Platonic-Aristotelian Remarks on  
Opportunities and Limits of 'becoming  
who you are'

## Owen Walker Room

*Chair: Paul Watts*

### Ashley Brandon and Emily Farkas

From Vision to Practice: Integrating the  
Caught, Taught, and Sought Model  
through the Canyon Center for Character  
Education

### Anna Hübös

A Student-Centred Understanding of  
What Enhances and Hinders Character  
Development in Higher Education

### Chiara Palazzolo and Verónica Fernández

Virtue Ethics in the Core Curriculum of  
the Universidad Francisco de Vitoria

## MacGregor Room

*Chair: Rebecca Bartram*

### Zack Loveless

Cultivating Practical Wisdom in Medical  
Education

### Julia Schmitt and Chris Decker

MCW Practical Wisdom Pathway: A  
Human-Centered Approach to Accessing  
and Deepening Practical Wisdom in  
Medical Student Learning Communities

### Jeremy Reid and Sabena Jameel

Simulation Based Education: A Tool to  
Nurture Professional Character in  
Healthcare

# SEMINAR SESSION 4

10.40 – 12.10pm Saturday 10 January 2026

## Harris Lecture Theatre

*Chair: Paul Watts*

### **John Haldane**

Tradition in the Formation, Development and Modification of Character

### **Ryan Olson**

Aristotle's Moral Ecology: Teaching, Seeking, and Catching the Virtues

### **Pierre-Thomas Eckert**

Character Education, Ethical Naturalism, and the Philosophy of Nature

## Robert Beddard Room

*Chair: Shane McLoughlin*

### **Amy Williams**

Becoming Virtuous Communicators: Teaching Character Development in First-Year Writing

### **Jessica Green**

Tackling Complex Problems to Teach Inquiry and Civic Engagement in General Education: Character Education as a University-wide Initiative

### **Julie Swallow**

Questioning Virtue: Responding to Faculty Concerns about Incorporating Virtue Education in University Courses

## Owen Walker Room

*Chair: Michael Fullard*

### **Katy Granville-Chapman and Emmie Bidston**

Character Development Implementation: Leadership and Practitioner Roles in Secondary Education

### **Maria Silvia Vaccarezza**

Catching Character through Phronetic Teachers

### **Daniel McGinty**

Opus Prize Encounters: Moral Exemplars and Unsung Heroes

## MacGregor Room

*Chair: Jennifer Rothschild*

### **Sarah Banks**

The Ethics Co-laboratory as a Space for Cultivating Character in Professional Life

### **Schalk Engelbrecht**

Can Courage be Cultivated? On the Pursuit of Moral Courage in the Accountancy Profession

### **Maximilian B. Torres**

Comprehensive Virtue Ethics Education in a Collegiate Business School: Activating Two Paths to Human Flourishing



# The 15th Annual Conference of the Jubilee Centre for Character and Virtues

## CHARACTER AND VOCATION

7th - 9th January 2027  
Oxford

Although ordinary people sometimes claim to have a ‘vocation’ in life, the concept of ‘vocation’ is an underdeveloped one both in the literature on character education and professional ethics. The aim of the 2027 Jubilee Centre conference is to begin to ameliorate that shortcoming. What does it really mean to have a ‘vocation’ in life and how does that connect to standard constructs such as moral or professional identity or moral purpose? What happens when one’s professional vocation comes into conflict with one’s personal vocation as a person of good character? What is the connection between vocation and meaningful work, or between vocation and good leadership? Moreover, could it be that what sets moral exemplars and role models apart is their sense of vocation – and if so, what are the implications of that insight for the literatures on role-model education? Finally, has our sense of ‘vocation’ changed in the digital age – and then how?

The main aim of this conference is to bring discourses about those questions closer together by exploring how current agendas in virtue ethics, moral psychology, professional ethics, and character education offer resources, theoretical as well as empirical, to move these discourses forward and offer a better developed and more nuanced conceptualisation of vocation as a character-educational construct.

# SEMINAR PAPER ABSTRACTS

## Seminar Session 1

Thursday 8 January 2026 3.00 – 4.30pm

### HARRIS LECTURE THEATRE

Dr. Lauris Kaldjian

#### **CHARACTER IN MEDICAL EDUCATION: CHALLENGES AND OPPORTUNITIES ILLUMINATED BY THE FRAMEWORK OF “SOUGHT, TAUGHT, AND CAUGHT”**

Instead of virtues and character, ethics in medical education tends to prioritize ethical principles and utilitarian outcomes. This neglect is arguably due to the absence of a shared *telos* that grounds concepts of health and flourishing and provides a foundation for virtue ethics. Nevertheless, strategies are needed to encourage the cultivation of moral character among healthcare students, teachers, and institutions. Such strategies are reflected by the Jubilee Centre's three means of developing character as it is “sought, taught, and caught.” Relevance of this framework will be illustrated and recommended as a way to promote virtue ethics in medical education.

Professor Cheryl Maurana

#### **A REFLECTIVE APPROACH TO LEADING WITH CHARACTER IN TURBULENT TIMES**

Urgent and sweeping change requires leaders to make difficult choices, often with little time for careful thought or inclusive consultation. We suggest that such situations call for examination of experiences, feelings and actions in relationship to the individual good (character development), institutional good (mission alignment), and societal good (shared responsibility). Applying the KNN Framework for Flourishing (Maurana *et al.*, 2024), we offer reflection questions for integration into practice and scholarship. Using themes representing institutional conflicts commonly occurring in academic medicine, we offer an iterative approach to reflection to help leaders recognize and navigate tensions between multiple goods.

Dr. Andrea Hughes

#### **DOES A VALUES-BASED ORGANISATIONAL FRAMEWORK INFLUENCE DEVELOPMENT OF NURSES' CHARACTERS AND VIRTUES?**

The term '*Phronesis*' remains relatively unknown to Welsh nurses. Practice appears policy- and procedure-driven, for risk minimization to achieve targets. One Health Board inductively designed nine, 'guiding-light' personal values for a healthy, kind, collegial organization. Aims: To explore nurses' perceptions and influence of organizational and personal values on character and practice; to discuss emerging themes from newly-introduced reflective 'Restorative Clinical Supervision' used for learning and restoring well-being. These perspectives advance understanding on whether nurses have 'caught,' 'sought' or been 'taught' values, including within supervision and whether nurses currently balance and reconcile service demands and patient care, to manage moral distress.

### ROBERT BEDDARD ROOM

Dr. Vicki Zakrzewski

#### **EDUCATING FOR THE GREATER GOOD: HOW PROFESSIONAL COMMUNITIES OF PRACTICE SUPPORT CHARACTER DEVELOPMENT IN SCHOOLS**

Educators all over the world are facing unprecedented challenges that require a nuanced understanding not only of character, but of human nature itself. To foster this kind of understanding is a lifelong journey that takes committed effort to continually reflect upon and improve one's own practice of virtue. This paper provides an overview of the design, implementation, and impact of Greater Good Educators, a community of practice developed by UC Berkeley's Greater Good Science Center that builds the capacity of individual educators and schools to create a safe and supportive space for the adults in schools to nurture their own character, while at the same time, broadening their understanding of the complexity of virtue practice so that they can better teach and model these virtues for students.

Ng May Gay

#### **BEYOND MEASUREMENT: FOSTERING DISPOSITIONS OF JUDGEMENT FOR LIFELONG CHARACTER GROWTH**

In Singapore, Character and Citizenship Education (CCE) aims to develop character, social-emotional well-being, and citizenship dispositions. Assessment in CCE is challenging as constructs are multi-faceted and creating a comprehensive, objective measure is difficult. With limited research on assessment methods in CCE, a multiple-case study was conducted to examine how the principles of self-referential sustainable assessment are applied, in order to understand how assessment can support virtue development as character is 'caught,' 'taught,' and 'sought' within schools. The study sought to guide educational processes to focus on stimulating virtue development through developing dispositions to make complex judgements for life-long character growth.

Dr. Pete Allison

#### **CHARACTER ACROSS CULTURES: TAUGHT, CAUGHT THEN SOUGHT OUTDOORS**

Character development was a founding principle of the Outward Bound (OB) movement and for over 80 years different schools across 35 different countries have been running courses from 1-30 days long to develop 'character'. Following a two-part survey of all 35 schools in the Outward Bound International (OBI) network and using the Inglehart-Welzel World Values (WV) Map, 11 schools were identified to conduct in depth case studies. Themes were developed within each case and compared across cases to help researchers identify five propositions. Five mechanisms of change, expressed as propositions, were identified (authentic adventure, educational philosophy, educational models, instructor behaviours and service) and theorized to create a model.

## OWEN WALKER ROOM

Dr. Martin Brestovanský and Professor Andrej Rajský

### **CHARACTER TAUGHT AND CAUGHT: HOW DIALOGIC MORAL REFLECTION AND TEACHER'S INTERPERSONAL BEHAVIOUR BRIDGES THE KNOWLEDGE-ACTION GAP IN STUDENTS' LEARNING FOR RESPECT**

The paper presents a research design and initial data from an intervention study (Nstudents=180, Nteachers=12) examining the impact of a program on developing "respect for others". Respect is conceptualized allocentrically in three dimensions (affective participation, personalistic normativity, and behavioural practice) and four developmental levels. Dependent variables include students' behaviour, moral identity, and argumentation for human dignity, with social desirability controlled. Two key mediators/moderators are lesson quality (dialogical approach, virtue-focused structure of moral reflection) and teachers' interpersonal behaviour. Using dilemmas, peer/teacher assessments, and identity measures, we hypothesize that program content and teaching quality enhance respect while reducing the knowledge-action gap.

Dr. Scott Greenberger and Dr. Peter Anderson

### **REFLECTIVE PRACTICE IN CHARACTER FORMATION: A TRI-AXIAL FRAMEWORK**

The Tri-Axial Framework for Reflective Practice integrates Aristotelian virtue ethics, Deweyan inquiry, and the Christian worldview to clarify reflection's role in character formation within Christian higher education. The three axes of Readiness (wisdom, courage, justice), Direction (faith, hope, love toward the telos of Christ-like character), and Regulation (temperance with Dewey's qualities characteristic of interest) link structured reflection to virtuous action. The framework addresses the gap between knowledge and action by giving reflection explicit evaluative and normative criteria and by showing how established character education strategies can be reinterpreted within this structure.

Dr. Steven Gaultney

### **CAUGHT, TAUGHT, AND SOUGHT: EVOLVING TO A QUADRIPARTITE CONCEPTUALISATION**

Globally, there is an increasing interest among universities and businesses in cultivating character leadership. Many of these organizations have been inspired by the Jubilee Centre's caught, taught and sought as was The University of Hong Kong's character leadership programme, Lead for Life (L4L). Last academic year, L4L engaged over 600 students and 110 mentors. This paper, by one of L4L's founding designers, demonstrates how Jubilee's tripartite conceptualisation helped with the programme's early design and explores expanding the conceptualisation into a quadripartite framework to better help emerging adults cultivate character leadership. It offers a high-level roadmap and shares qualitative research of lived experiences from L4L mentors and students.

## MACGREGOR ROOM

Dr. Aidan Thompson

### **EDUCATING ETHICAL VALUE AND VIRTUOUS EMOTION THROUGH POP SONG LYRICS**

Recent interest in popstars and pop songs has extended beyond the music to the economics of their fame, or profile beyond the stage/recording studio, and onto academic interest in philosophies behind song lyrics. Many pop lyrics embrace themes of emotional and ethical challenge, presented in aesthetically pleasing packages to engage listeners. This paper will present a case for considering pop lyrics as tools for moral development by interrogating the ethical value that they hold and show how they can be used to explore themes of emotion and ethics in educational settings.

Professor Roland Bernhard and Dr. Evelyn Kropfreiter

### **A MODEL OF TEMPERAMENT – PERSONALITY – CHARACTER: BROUGHT – CAUGHT – TAUGHT – SOUGHT**

Despite growing interest in character education, conceptual precision concerning the terms character, personality, temperament, and related constructs remains underdeveloped in many educational contexts. This paper offers a critical examination of relevant philosophical and psychological traditions and proposes an integrative conceptual model based on personality, temperament and character that extends the familiar triadic framework of caught, taught, and sought by introducing a fourth dimension: brought. This dimension represents the inborn or inherited dispositions that form the temperamental basis of personality. "Brought" may refer to temperament, brought and caught to personality and caught, taught and sought to character.

Dr. Corey Crossan

### **DEPTH AND BREADTH MODEL: A DUAL-AXIS APPROACH TO SUSTAINABLE, TECHNOLOGY-ENABLED CHARACTER DEVELOPMENT**

Leadership development programs often underperform due to an overemphasis on competencies and insufficient attention to sustained character formation. Even when character is prioritized, efforts frequently fall short of cultivating it as a lifelong, embodied practice that translates across real-world contexts. The Depth and Breadth Model addresses this gap, proposing that character must be developed both deeply – through deliberate, habitual practice – and broadly – across time and settings. Drawing on virtue ethics, developmental theory, and behavioural science, this framework illustrates how digital tools can enable scalable, context-sensitive development, offering a practical and sustainable approach to enduring character and leadership growth.

# Seminar Session 2

Friday 9 January 2026 11.00 – 12.30am

## HARRIS LECTURE THEATRE

Dr. Michael Lamb and Dr. Jennifer Rothschild

### **INSTITUTIONAL EXEMPLARS AS COMMUNITIES OF CHARACTER: A VIEW FROM THE EDUCATING CHARACTER INITIATIVE**

The character formation we want to be caught, taught, and sought is embedded in and supported by the institutions and communities of character we build around them. In 2023 the Program for Leadership and Character at Wake Forest University launched the Educating Character Initiative (ECI) to support the cultivation of character at U.S. colleges and universities. In this session, Michael Lamb and Jennifer Rothschild will report progress and perspectives on ECI grantee efforts to create cross-institutional, contextually aligned character programs, sharing lessons learned from these institutional exemplars as they transform cultures of character in higher education.

Dr. Ted Cross and Jeffrey Rosen

### **BUILDING A FREE SCALABLE ONLINE CHARACTER COURSE – WHAT THE FOUNDERS MEANT BY ‘HAPPINESS’: A JOURNEY THROUGH VIRTUE AND CHARACTER**

This presentation introduces a scalable, open-access course created by Arizona State University and the National Constitution Center. Based on Jeffrey Rosen’s *The Pursuit of Happiness*, the course explores how classical virtue shaped the American founders’ vision of flourishing and civic duty. Grounded in Principled Innovation, the course focuses on Jubilee Centre’s notion of character taught. The course provides a framework to cultivate civic identity and character at scale. Designed for broad access, it provides a pathway from free learning to credit-bearing credentials, modeling how institutions can democratize character education while reinforcing constitutional values and civic flourishing.

Dr. Christopher M. Napolitano and Dr. Olivia Hagedorn

### **THE ALMA PROJECT: PROMOTING NEIGHBORLINESS AT THE UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN**

How can character virtues be cultivated at a large, pluralistic, public university? In this presentation, we introduce a model for civic character education at scale for the University of Illinois and its peer institutions. We leverage a beloved campus symbol, the Alma Mater statue, as a heuristic for students to refine the character virtue of neighborliness (character “caught”). This virtue is then embedded in courses via our We CU service-learning program (character “taught”). Finally, we foster neighborliness development through self-reflection activities, prompting students to consider how their choices and actions (character “sought”) will help them be good neighbors.

## ROBERT BEDDARD ROOM

Dr. Kylie Trask-Kerr

### **BEYOND THE TRIPARTITE: CONTEXT-BASED CHARACTER EDUCATION EMBEDDED IN THE HUMANITIES**

This presentation explores a practice-led, research-informed approach to context-based character education within the Humanities curriculum. Drawing on insights from over 750 students and staff across two contrasting Australian school campuses, we consider how character formation unfolds when not only taught, caught, and sought but also contextualised. Using mixed methods, we investigated students’ conceptions of the good life and human flourishing. Findings highlight that meaningful character development is shaped by local influences, inviting reflection on the tripartite framework and proposing context as a potential fourth dimension bridging theory, pedagogy, and lived educational experience.

Professor Claudia Vanney and Dr. Belén Mesurado

### **FROM INTELLECTUAL VIRTUES TO FLOURISHING: THE MEDIATING ROLE OF VIRTUOUS MORAL CHARACTER IN HIGHER EDUCATION**

Some scholars argue that flourishing is a central aim of education, emphasising its role in shaping students’ character, purpose, and relationships. This paper presents empirical research with university students in Argentina, examining how intellectual virtues relate to flourishing through the mediation of a virtuous moral character. Studies 1 and 2 validated a Virtuous Moral Character Scale, and Study 3 tested the proposed theoretical model. Results reveal that intellectual virtues predict virtuous moral character (24% of variance explained), which in turn is associated with human flourishing (19% of variance explained), underscoring the formative importance of intellectual virtues in higher education.

Dr. Yvonne Seng

### **CHARACTER CAUGHT, TAUGHT, AND SOUGHT THROUGH PHYSICAL EDUCATION AND SPORTS IN SINGAPORE SCHOOLS: A MIXED-METHODS INTERVENTION STUDY**

This mixed-methods research examines how character is cultivated through Physical Education and Sport (PES) in Singaporean schools. Grounded in the Positive Youth Development framework, three sequential studies explored how character is caught, taught, and sought across contexts. Study 1 identified effective practices and gaps in educators’ intentional teaching of values and life skills. These insights informed the 10-week intervention, which significantly enhanced students’ values, life skills, and motivation, with sustained effects. Study 3 confirmed motivation as a key mediator of developmental outcomes. Findings highlight PES as a powerful, evidence-based platform for holistic character education and youth development.

## OWEN WALKER ROOM

Hayley Hampson-Stemp

### **CAUGHT, TAUGHT, AND SOUGHT: A FRAMEWORK FOR CHARACTER EDUCATION IN PE TEACHER TRAINING**

This presentation explores caught, taught, and sought character education embedded in Physical Education (PE) teacher training. Trainee teachers critically examine the purpose of PE, engaging in values-based inquiry to develop moral and pedagogical clarity. Character-driven pedagogy is taught through theory and discussion, caught via immersive experiences and expert observation, and sought through formative teaching practice. This approach seeks to encourage future PE teachers to deliver inclusive, meaningful, and character-enriching PE, aligning with contemporary curriculum needs.

Chris Clyne

### **DEVELOPING A CHARACTER CURRICULUM ACROSS 56 SECONDARY SCHOOLS**

At United Learning we are developing a structured Character Curriculum for our now 56 secondary schools, grounded in the ethos of 'character plus intelligence'. Inspired by Gandhi's warning against 'knowledge without character', the curriculum aims to develop two aspects: 'being of good character' and 'having character'. It will integrate into tutor time and assembly time primarily but augments an approach that character should be in all aspects of school life. It is being designed as a progressive scheme from Year 7 to Year 10. Balancing consistency with school individuality, it aims to be 'systematic, not overly prescriptive'. A pilot began in September 2025, with full rollout in 2026, supporting students' academic success and character development through measurable, evidence-based character education.

Charlotte Exton and Jack Bennett

### **FOSTERING BELONGING THROUGH CHARACTER EDUCATION, TO SUPPORT A SCHOOL CULTURE OF FLOURISHING**

This talk highlights the University of Birmingham School's character education framework, built on the principles of character caught, taught, and sought. Emphasizing belonging, the School draws students from diverse backgrounds across Birmingham, enriching its community while facing unique challenges. Rooted in practical wisdom – doing the right thing at the right time for the right reasons – the ethos aligns with the core aim: Together, We Flourish. The session will detail how character education shapes key aspects of school life, including attendance, pastoral care, wellbeing, and behaviour, all through a lens of community-building and shared values.

## MACGREGOR ROOM

Professor Eranda Jayawickreme

### **CATCHING, TEACHING AND SEEKING CHARACTER ONLINE: A CONCEPTUAL FRAMEWORK FOR MICRO-INTERVENTIONS IN DIGITAL SPACE**

This presentation proposes an integrative framework for character formation in digital environments. Grounded in Whole Trait Theory, brief "micro-interventions" deliver psycho-educational content (taught), leverage platform norms and role models (caught), and support self-directed goal-setting (sought). Digital platforms can enable precisely timed prompts to promote manifestations of specific character virtues based on real-time behavioral data. This interdisciplinary approach bridges virtue ethics, moral psychology, education, and human-computer interaction.

Dr. Rebecca Park and Dr. Corey Crossan

### **TOWARDS A NEW PSYCHOMETRIC MEASURE FOR EVALUATING INDIVIDUAL ENGAGEMENT WITH CHARACTER DEVELOPMENT STRATEGIES**

The seven strategies of character development (Lamb *et al.*, 2021) describe different mechanisms through which character can be developed. Despite their increasing popularity, there is currently no measure to assess the degree of an individual's engagement with each of the seven strategies. This paper presents a new project designed to develop a psychometrically valid and reliable measure to this end. We will present (i) the rationale for measure development, (ii) the variety of applications we envisage for the measure, (iii) the current study design, and finally, (iv) provide updates and insights on our progress to date.

Professor Claudia Navarini

### **VIRTUE ACQUISITION AND PSYCHOLOGICAL WELL-BEING: THE INTERSECTION BETWEEN THE ARETAI MODEL AND THE PROBEN PROJECT**

This paper examines how virtue acquisition fosters psychological well-being, especially among university students. Drawing on virtue ethics, moral psychology, and the Proben research-action project, I argue that moral and emotional development are interdependent and can be cultivated through context-sensitive education. Using the phronetic framework of the Aretai Model – integrating emotion, reason, and action – I link virtue formation to emotional regulation and decision-making. I criticise purely exemplar-based pedagogy and propose a maieutic, dialogical approach that promotes moral emotions and virtue through relational dialogue. I outline a model of phronetic education that unites virtue cultivation and psychological flourishing within applied well-being interventions.

# Seminar Session 3

Friday 9 January 2026 3.15 – 4.45pm

## HARRIS LECTURE THEATRE

Professor Blaine Fowers

### THE ARISTOTELIAN VIRTUE OF FRIENDSHIP

Friendship is an important everyday topic, suggesting that common wisdom could easily manage it. Unfortunately, Western common-sense views portray friendship as an emotionally intimate, affinity- and choice-based personal relationship that has been made a largely subjective concept. This is a very time- and culturally-bound interpretation because many understandings of friendship exist within and across scholarly disciplines, cultures, and times. These varying interpretations of friendship differ from the Western, psychologized view in virtually every respect. Nevertheless, despite the facts that human friendship has evolutionary roots and psychological elements, purely evolutionary or psychological accounts have been inadequate, partly because they are under-theorized. Therefore, friendship theory is important, and Aristotle's theory is one of the few well-articulated views of this common, but vital relationship.

Professor Consuelo Martínez-Priego

### FRIENDSHIP AND BONDING FEELINGS: EXTENDING ARISTOTLE'S PERSPECTIVE ON VIRTUE AND EMOTION

In a hyper-connected world, loneliness grows. If the Good Life (*eudaimonia*) is our goal, it cannot be lived alone. This paper asks whether deep friendship includes a distinct emotional dimension. Objectives: (1) to examine the link between *eudaimonia* and bonding feelings in character friendship; (2) to propose ways to nurture such friendship in higher education. Argument: emotions are integral to human action; different relationships involve distinct emotions; character friendship entails selfless acts that elicit bonding feelings. Educational implications: cultivate (a) generous action; (b) relative equality; and (c) shared aims. Mentoring and reflective dialogue help students grow in these areas.

Dr. Julia Zorrilla

### EUDAIMONIC AND HEDONIC WELL-BEING WITH FRIENDS: A PHILOSOPHICAL AND PSYCHOLOGICAL STUDY OF ADOLESCENT FRIENDSHIP IN SOCIAL MEDIA AND IN-PERSON SETTINGS

This interdisciplinary study explored adolescent friendships in face-to-face and social media contexts, examining their relationship with eudaimonic and hedonic well-being. An online quantitative survey of 1,061 adolescents (ages 12-18) in Spain and Mexico revealed significant differences. Face-to-face interactions were rated higher across most friendship dimensions, including self-disclosure, affection, trust, and closeness, while reciprocity was higher on social media. Face-to-face friendship significantly predicted both eudaimonic and hedonic well-being, whereas social media interactions did not. The findings highlight the central role of in-person interactions in adolescent well-being.

## ROBERT BEDDARD ROOM

Professor Nancy Snow

### COVENANTAL PLURALISM AS CHARACTER BUILDING: A CASE OF CHARACTER BEING "SOUGHT"

Covenantal pluralism is a pattern of interaction across religious boundaries that is peaceful, productive, characterized by engagement, and respectful of difference and the integrity of each party. The possession of intellectual humility and courage are critical pathways for covenantal pluralism. Growth in intellectual humility and courage is facilitated by the concomitant development of *phronesis* in the context of engagement across religious differences. Two roles for *phronesis*, emotion regulation and reflection on one's life as a whole, are especially valuable in facilitating virtue development in the context of achieving and sustaining covenantally pluralistic engagement.

Dr. Matthew Clemente and Professor David Goodman

### A TEACHING MOMENT: FAILURE AND THE HUMILITY IT GIVES RISE TO

Considering the the 20th century mystic Simone Weil's understanding of the virtue of humility alongside the theologian Abraham Joshua Heschel's work on embarrassment and the philosopher Costica Bradatan's recent scholarship on the value of experiencing failure, this presentation will argue that humility is a virtue that must be caught, taught, and sought in various contexts, but only in light of our shortcomings and not our successes.

Dr. Jörg Schulte-Altendorneburg

### INDIVIDUAL FLOURISHING BETWEEN DESTINY AND DUTY: PLATONIC-ARISTOTELIAN REMARKS ON OPPORTUNITIES AND LIMITS OF 'BECOMING WHO YOU ARE'

Character education is based on prerequisites and factors that can shape or influence the development of individual flourishing to a greater or lesser extent. Up to the present day, these influencing factors have repeatedly been discussed and re-prioritized. In ancient philosophy, there were already similarly intense discussions about the limitations and enablers of self-development in view of fate, social factors, and, not least, one's own predispositions. This paper aims to shed some light on fundamental and still relevant insights that can be gained from the Platonic-Aristotelian understanding of character education.

## OWEN WALKER ROOM

Dr. Ashley Brandon and Emily Farkas

### **FROM VISION TO PRACTICE: INTEGRATING THE CAUGHT, TAUGHT, AND SOUGHT MODEL THROUGH THE CANYON CENTER FOR CHARACTER EDUCATION**

This session examines the strategic development and implementation of character education resources by the Canyon Center for Character Education (CCCE) at Grand Canyon University. Anchored in the Caught, Taught, and Sought framework, CCCE's comprehensive initiatives, including the Activities and Applications: Character Education Book, professional development programs, and digital tools, integrate theory with practice to advance PK-12 character formation. The presentation will detail the collaborative design process, alignment with virtue-based pedagogy, and field applications. Participants will engage with adaptable resources and research-informed strategies that foster school cultures of character, contributing to broader scholarly and practical discourse on scalable character education.

Anna Hivös

### **A STUDENT-CENTRED UNDERSTANDING OF WHAT ENHANCES AND HINDERS CHARACTER DEVELOPMENT IN HIGHER EDUCATION**

There remains limited empirical evidence examining the typology of character 'caught', 'taught' and 'sought' in practice – particularly in higher education. Several universities in the Netherlands articulate their (desired) role in fostering character alongside knowledge and skills, thus research must investigate whether these goals are met. It is especially important to assess how students actually experience their own character development. Therefore, we ask: 'What external and internal factors enhance and hinder character development, and how do they translate into practical advice?' Results suggest that students may find it hard to associate some aspects of character education with academic life.

Dr. Chiara Palazzolo and Professor Verónica Fernández

### **VIRTUE ETHICS IN THE CORE CURRICULUM OF THE UNIVERSIDAD FRANCISCO DE VITORIA**

This paper aims to address the ethical question proposed by the "Expanded Reason" program, developed by the Universidad Francisco de Vitoria and its partner universities. Within the framework of the University's Center for Virtues and Values, we examine and discuss this central ethical question, arguing that virtue ethics is the most adequate ethical approach to respond to it. As a first-person ethics, virtue ethics focuses on the moral agent rather than on isolated actions, emphasizing the cultivation of virtues, the development of character, and the exercise of practical wisdom. This perspective highlights the ethical significance of self-formation and responsibility, offering an integrated view of moral life that unites reason, emotion, and human flourishing.

## MACGREGOR ROOM

Dr. Zack Loveless

### **CULTIVATING PRACTICAL WISDOM IN MEDICAL EDUCATION**

A physician must combine technical competence with good character. In this talk, I describe a course to help medical trainees hone virtues of character and practical wisdom. Throughout the course, physicians highlight common challenges faced in medicine (e.g. delivering bad news), and lead a discussion centered on their own experiences of trying to navigate them well. Participants increase on measures of wise reasoning, well-being, and other virtues. The course can be feasibly implemented at other institutions by engaged physicians – without need for specialized training – and focuses on issues pertinent to routine medical practice.

Julia Schmitt and Professor M. Chris Decker

### **MCW PRACTICAL WISDOM PATHWAY: A HUMAN-CENTERED APPROACH TO ACCESSING AND DEEPENING PRACTICAL WISDOM IN MEDICAL STUDENT LEARNING COMMUNITIES**

Our work began by supporting faculty in understanding and accessing their own practical wisdom (PW) to foster PW development and virtue literacy in their medical students. We used a human-centered design approach to engage faculty through workshops and qualitative research as well as literature reviews and exemplar collaborations to develop a reflection and deliberation model, the MCW Practical Wisdom Pathway, which is now being taught to all medical students at the Medical College of Wisconsin. The Pathway includes visual tools to aid discussions, including character strength dials and an integrated model of how character strengths, practical wisdom and flourishing interact.

Jeremy Reid and Professor Sabena Jameel

### **SIMULATION BASED EDUCATION: A TOOL TO NURTURE PROFESSIONAL CHARACTER IN HEALTHCARE**

There is increasing recognition in the medical education literature of the importance of practical wisdom for healthcare professionals. Rooted in neo-Aristotelian virtue ethics, practical wisdom and professional character in the healthcare workforce are purported to help address challenges such as applying generalised evidence to individual decisions, managing uncertainty, finite resources, healthcare consumerism and workforce discontent. Simulation Based Learning (SBL) is a widely utilised technique to recreate and amplify clinical learning experiences safely with a strong evidence base for both technical and non-technical learning outcomes. This work considers SBL as a novel pedagogy for the development of professional character.

# Seminar Session 4

Saturday 10 January 2026 10.40 – 12.10pm

## HARRIS LECTURE THEATRE

Professor John Haldane

### TRADITION IN THE FORMATION, DEVELOPMENT AND MODIFICATION OF CHARACTER

An interest in the development of character, particularly a practical and educational interest, is apt to be concerned with the causes, conditions and limits of character formation, and the prospects for resolving apparent tension between various qualities which it would seem desirable to conjoin. Even if the trio of possible routes to character formation: 'caught, taught, and sought' are not presumed to be incompatible, there are questions about how they may relate to one another, and to what extent they may fruitfully be interwoven. I shall explore these questions by introducing a factor not hitherto mentioned, namely tradition, both in the literal active sense of 'delivering' (tradens) to another that which one has received, and in the broader sense of a historically realised framework of assumptions, values skills and practices within which one thinks and acts.

Dr. Ryan Olson

### ARISTOTLE'S MORAL ECOLOGY: TEACHING, SEEKING, AND CATCHING THE VIRTUES

The 20th century brought a renaissance of virtue ethics. Philosophical analysis of Aristotelian texts has considerably advanced virtue theory and practice. Much remains to be understood, however, about the context of character formation. Aristotle assumed that certain institutional conditions – domestic, civic, political, educational, and religious – would assist in teaching the virtues; seeking the virtues in athletics, music, visual and performing arts, military, and commerce; and "catching" virtues in the social and civic associations of Athens and other poleis. Drawing on historiographic, archaeological, and epigraphic sources, this paper begins filling out the cultural picture of formation and identifies implications for practice.

Pierre-Thomas Eckert

### CHARACTER EDUCATION, ETHICAL NATURALISM, AND THE PHILOSOPHY OF NATURE

This presentation examines how neo-Aristotelian character education and its ethical naturalistic base depend on a robust philosophy of nature in order to defend their naturalistic credentials. I suggest that Philippa Foot's 'Natural Goodness' offers a model in that respect. Yet interpretations often misconstrue her project as a kind of scientific naturalism. I contend that the Foot-Thompson tradition, enriched by contemporary philosophy of nature, can meet challenges regarding biology, reason, and normativity. Drawing on Walsh's teleological account of biological emergence and contemporary hylomorphic metaphysics of causal powers, the paper will defend Foot's natural normativity in a novel way.

## ROBERT BEDDARD ROOM

Dr. Amy Williams

### BECOMING VIRTUOUS COMMUNICATORS: TEACHING CHARACTER DEVELOPMENT IN FIRST-YEAR WRITING

This paper examines how Brigham Young University (BYU) integrated explicit character development into Writing 150, our required first-year writing course that serves nearly 6,000 students annually. The new curriculum draws on virtue ethics theories from Aristotle, Baehr, and Duffy and rhetorical theories of argument from Caulfield, Kroll, and Ratcliffe. This paper addresses challenges we faced: developing pedagogical resources, overcoming faculty resistance, providing adequate faculty training, and designing assessment strategies to measure the curriculum's effectiveness. I use BYU as a case study to provide guidance for administrators who want to implement durable character-focused pedagogy at an institutional level.

Jessica Green

### TACKLING COMPLEX PROBLEMS TO TEACH INQUIRY AND CIVIC ENGAGEMENT IN GENERAL EDUCATION: CHARACTER EDUCATION AS A UNIVERSITY-WIDE INITIATIVE

How do you structure a university education so that students graduate with both the skills and the innate desire to serve in their communities? At Brigham Young University, we have begun to frame General Education classes through the lens of inquiry-driven learning so that students can practice solving specific, real-world problems such as sustainable food production, poverty alleviation, or climate change. As students apply intellectual and civic virtues such as curiosity, open-mindedness, and citizenship in their wrestle with these complex societal issues, they are better able to see how higher education contributes to human flourishing (*eudaimonia*).

Julie Swallow

### QUESTIONING VIRTUE: RESPONDING TO FACULTY CONCERNS ABOUT INCORPORATING VIRTUE EDUCATION IN UNIVERSITY COURSES

Brigham Young University's Center for Teaching and Learning worked together with Undergraduate Education to help faculty incorporate character development more explicitly into our new curricula. While conducting the workshops, we found that the faculty had four main questions about this new initiative: 1. "Why now?" 2. "Why the word 'virtue'?" 3. "How can virtue be measured?" 4. "How will it influence student behaviour?" This paper will explore how we addressed these faculty concerns, enabling them to develop new courses that included character education. Faculty who completed the workshop and taught redesigned versions of their courses had overwhelmingly positive experiences.

## OWEN WALKER ROOM

Dr. Katy Granville-Chapman and Emmie Bidston

### CHARACTER DEVELOPMENT IMPLEMENTATION: LEADERSHIP AND PRACTITIONER ROLES IN SECONDARY EDUCATION

This paper explores how the Jubilee Centre's 'taught, caught, sought' framework for character development can be applied in schools, focusing on the balance of responsibility between leaders and practitioners. Drawing on three secondary school case studies, it examines: senior leadership shaping strategy through training, reviews, and departmental leads; pastoral staff in a new boarding house fostering character through daily interactions; and social action programmes connecting students to global citizenship. Findings show that effective character education requires distributed moral leadership: strategic support from leaders combined with practitioner autonomy, ensuring staff buy-in and authentic modelling of virtues in everyday practice.

Dr. Maria Silvia Vaccarezza

### CATCHING CHARACTER THROUGH PHRONETIC TEACHERS

In our talk, we will explore how education can more effectively promote human flourishing through the cultivation of virtue and practical wisdom. Drawing on Aristotle's conception of *eudaimonia* and the Jubilee Centre's framework for character education – where character is caught, taught, and sought – we emphasize the pivotal role of teachers as moral exemplars within school communities. Building on the Aretai Center's model of virtue monism, we will discuss how teachers can embody and teach *phronesis* (practical wisdom) through four core capacities: moral perception, deliberation, emotion regulation, and motivation.

Dr. Daniel McGinty

### OPUS PRIZE ENCOUNTERS: MORAL EXEMPLARS AND UNSUNG HEROES

The annual Opus Prize awards (US\$1.2 million) recognize the work and commitments of faith-based, unsung heroes who use innovative ideas and entrepreneurial mindsets to address persisting social challenges within their communities. Through a unique model, the Opus Prize Foundation collaborates with a different university partner each year, involving students and faculty in the process as ambassadors who visit the communities of the finalists for that year's awards. The high-impact practice of making purposeful site visits allows university ambassadors to see what a life of service looks like, to see faith as a verb, to see faith in action.

## MACGREGOR ROOM

Professor Sarah Banks

### THE ETHICS CO-LABORATORY AS A SPACE FOR CULTIVATING CHARACTER IN PROFESSIONAL LIFE

This paper presents the 'ethics co-laboratory' (e-co-lab) as developed by the ethics working group of the International Collaboration for Participatory Health Research. The e-co-lab is a space (virtual and real) and a methodology (encompassing a participatory paradigm and participatory methods). This paper considers the role of the e-co-lab in cultivating one element (ethical sensitivity) of one virtue (*phronesis*) in a professional context (participatory research). We will examine ethics cases from through different lenses (microscopic, telescopic, varifocal). We will conclude by considering ways the e-co-lab enables moral character to be 'caught, taught and sought'.

Dr. Schalk Engelbrecht

### CAN COURAGE BE CULTIVATED? ON THE PURSUIT OF MORAL COURAGE IN THE ACCOUNTANCY PROFESSION

Amid costly corporate collapses and audit failures, accountants are increasingly called on to demonstrate courage. This raises the question whether moral courage can be cultivated? In this paper I argue, based on preliminary empirical evidence, that the Jubilee Centre's framework for character development holds in relation to the cardinal virtue of courage. It is possible to improve one's confidence in the face of occupational threats, for instance, through pedagogical and cultural interventions. Two caveats are added, however: first, supporting studies often depend on surveys and self-perception; second, encouraging moral courage in the absence of supporting environments may itself be reckless.

Dr. Maximilian B. Torres

### COMPREHENSIVE VIRTUE ETHICS EDUCATION IN A COLLEGIATE BUSINESS SCHOOL: ACTIVATING TWO PATHS TO HUMAN FLOURISHING

This study explores the implementation of a comprehensive program of virtue ethics education within one collegiate business school. Drawing on Aristotle's conception of human flourishing as the ultimate goal and Aquinas's insistence on practical wisdom as foundational to other moral virtues, this research highlights a comprehensive approach that activates two paths to human flourishing – one through practical wisdom and the other through virtuous character. Building on Berkowitz's PRIMED framework, the study identifies specific curricular and co-curricular actions taken to enhance character formation. Preliminary findings reveal strong correlations between the program and growth in practical wisdom, virtuous character, and human flourishing.

# DELEGATE LIST

**Dr. Pete Allison**

Associate Teaching Professor  
The Pennsylvania State University,  
USA

**Dr. Mohammed Alzaghbi**

Vice President Learning &  
Development  
Leaders Development Center, Saudi  
Arabia

**Dr. Peter Anderson**

Executive Director  
Grand Canyon University, USA

**Natalie Baines**

Head of Professional Learning  
Saint Ignatius' College, Australia

**Professor Sarah Banks**

Professor Emerita, Department of  
Sociology  
Durham University, UK

**Jack Bennett**

Assistant Principal  
University of Birmingham School, UK

**Professor Roland Bernhard**

Professor of Education  
University of Teacher Education of  
Christian Churches, Austria

**Emmie Bidston**

Director, Leadership and Coaching  
Institute/ Associate Fellow  
Wellington College/The Oxford  
Character Project, UK

**Dr. Richard Bollinger**

Senior Program Officer  
John Templeton Foundation, USA

**Dr. Ashley Brandon**

Assistant Director, Canyon Center for  
Character Education  
Grand Canyon University, USA

**Albert Brenninkmeijer**

Anthos, UK

**Wolter Brenninkmeijer**

Anthos, UK

**Dr. Martin Brestovanský**

Associate Professor  
University of Trnava, Slovakia

**David Brown**

Dean of Students  
Scotch College, Australia

**Very Reverend James P. Burns**

President  
Saint Mary's University of Minnesota,  
USA

**Juan Carlos Flores Miramontes**

Secretary of Education  
State of Jalisco, Mexico

**Dr. Matthew Clemente**

Director of Research and Curriculum,  
Center for Psychological Humanities &  
Ethics  
Boston College, USA

**Chris Clyne**

Regional Director & Chair of Trustees  
United Learning/Association of  
Character Education, UK

**Dr. Ted Cross**

Executive Director, Principled  
Innovation  
Arizona State University, USA

**Dr. Corey Crossan**

Research & Teaching Fellow  
The Oxford Character Project, UK

**Dr. Timothy Dalrymple**

President  
John Templeton Foundation, USA

**Professor M. Chris Decker**

Professor of Emergency Medicine  
Medical College of Wisconsin, USA

**Pierre-Thomas Eckert**

PhD Candidate  
European University of Rome, Italy

**Dr. Schalk Engelbrecht**

Research Fellow  
University of Stellenbosch, South Africa

**Charlotte Exton**

Assistant Principal  
University of Birmingham School, UK

**Emily Farkas**

Director, Canyon Center for Character  
Education  
Grand Canyon University, USA

**Professor Verónica Fernández**

Director, Virtue and Values Education  
Centre  
Universidad Francisco de Vitoria, Spain

**Professor Blaine Fowers**

Professor of Counseling Psychology,  
Department of Educational and  
Psychological Studies  
University of Miami, USA

**Dr. Fiona Gatty**

Program/Strategic Partnerships  
Advisor  
Templeton World Charity Foundation,  
UK

**Dr. Steven Gaultney**

Director  
Character Initiatives, Hong Kong

**Professor David Goodman**

Dean, Woods College of Advancing  
Studies  
Boston College, USA

**Dr. Katy Granville-Chapman**

Deputy Head, Teaching Staff  
Performance & Development  
Wellington College, UK

**Jessica Green**

Assistant Director, General Education  
Brigham Young University, USA

**Dr. Scott Greenberger**

Assistant Vice President, Research and  
Grants  
Grand Canyon University, USA

**Cristy Guleserian**

Executive Director, Program for  
Leadership and Character  
Wake Forest University, USA

**Dr. Olivia Hagedorn**

Program Manager, We CU Community  
Engaged Scholars  
University of Illinois Urbana-  
Champaign, USA

**Professor John Haldane**

Emeritus Professor, Department of  
Philosophy  
University of St. Andrews, UK

**Hayley Hampson-Stemp**

Programme Lead, PGCE Physical Education  
University of Birmingham, UK

**The Rt Hon Damian Hinds MP**

Member of Parliament & Former Secretary of State for Education, UK

**Dr. Andrea Hughes**

Professional and Practice Development Nurse  
Hywel Dda University Health Board, Wales

**Liz Huntley**

President & CEO  
Hope Institute, USA

**Anna Huvös**

PhD Candidate  
University College Tilburg, the Netherlands

**Nurlan Imangaliyev**

Head of Research & Development  
Bilim-Innovation ISF, Kazakhstan

**Professor Sabena Jameel**

Professor of Medical Professionalism Education  
University of Birmingham, UK

**Professor Eranda Jayawickreme**

Harold W. Tribble Professor of Psychology  
Wake Forest University, USA

**Dr. L. Gregory Jones**

President  
Belmont University, USA

**Dr. Lauris Kaldjian**

Director, Program in Bioethics and Humanities  
University of Iowa, USA

**Dr. Peter Kingori**

Director, Character Education Program  
Centre for Character and Leadership, Kenya

**Dr. Evelyn Kropfreiter**

Lecturer & Research Associate  
University of Teacher Education of Christian Churches, Austria

**Dr. Michael Lamb**

Senior Executive Director, Program for Leadership and Character  
Wake Forest University, USA

**Professor Deborah Longworth**

Pro-Vice-Chancellor Education & Professor of English Literature  
University of Birmingham, UK

**Dr. Zack Loveless**

Director, Programming and Operations  
Hyde Park Institute, USA

**Professor Consuelo Martínez-Priego**

Academic Director & Professor of Psychology  
Universidad Villanueva, Spain

**Professor Cheryl Maurana**

Interim Provost, Professor of Bioethics and Medical Humanities & Director, The Kern National Network  
Medical College of Wisconsin, USA

**Ng May Gay**

Senior Research Fellow, Centre for Character and Citizenship Education, National Institute of Education  
Nanyang Technological University, Singapore

**Dr. Daniel McGinty**

Director, Dundon-Berchtold Institute & Executive Director, Opus Prize Foundation  
University of Portland, USA

**Dr. Belén Mesurado**

Professor of Psychology  
Universidad Austral, Argentina

**The Rt Hon Baroness Nicky Morgan**

Member of House of Lords & Former Secretary of State for Education, UK

**Dr. Christopher M. Napolitano**

Associate Professor, Educational Psychology  
University of Illinois Urbana-Champaign, USA

**Professor Claudia Navarini**

Professor of Moral Philosophy  
European University of Rome, Italy

**Baron James O'Shaughnessy**

Member of House of Lords, UK

**Dr. Ryan Olson**

Research Professor & Senior Fellow, Institute for Advanced Studies in Culture  
University of Virginia, USA

**Dr. Chiara Palazzolo**

Researcher, Virtue and Values Education Centre  
Universidad Francisco de Vitoria, Spain

**Dr. Rebecca Park**

Senior Research Scholar, Program for Leadership and Character  
Wake Forest University, USA

**Dr. Scott Parsons**

Executive Director, Center for Character and Leadership  
Fairleigh Dickinson University, USA

**Verónica Pérez Mendoza**

Character Education Lead  
Varkey Foundation, Argentina

**Agustin Porres**

Director for Latin America  
Varkey Foundation, Argentina

**Dr. James Rahn**

President  
The Kern Family Foundation, USA

**Professor Andrej Rajský**

Professor of Education  
University of Trnava, Slovakia

**Kelly Ramirez**

Program Director  
The Kern Family Foundation, USA

**Jeremy Reid**

Registrar in ENT Surgery  
National Health Service, UK

**Jeffrey Rosen**

President & CEO  
The National Constitution Centre, USA

**Dr. Jennifer Rothschild**

Executive Director, Educating Character Initiative  
Wake Forest University, USA

**Professor Kavin Rowe**

Vice Dean  
Duke University, USA

**Dr. Kimon Sargeant**

Vice President, Strategy & Programs  
Templeton Religion Trust, USA

**Professor Jochen Sautermeister**

Professor of Moral Theology, Faculty of Catholic Theology  
University of Bonn, Germany

**Julia Schmitt**

Character Education Consultant  
Medical College of Wisconsin, USA

**Dr. Jörg Schulte-Altendorneburg**

Senior Expert  
Wider Sense GmbH, Germany

**CDR Olin Sell**

Distinguished Military Professor for  
Character, Division of Leadership  
Education and Development  
United States Naval Academy, USA

**Dr. Yvonne Seng**

Assistant Dean, National Institute of  
Education  
Nanyang Technological University,  
Singapore

**Professor Suzanne Shanahan**

Leo and Arlene Hawk Executive  
Director, Institute for Social Concerns  
University of Notre Dame, USA

**Professor Kymbat Smakova**

Director, Character and Values  
Education Research Centre  
SDU University, Kazakhstan

**Professor Nancy Snow**

Professor of Philosophy  
University of Kansas, USA

**Dr. Christopher Stawski**

Senior Program Director & Senior  
Fellow  
The Kern Family Foundation, USA

**Julie Swallow**

Teaching and Learning Consultant  
Brigham Young University, USA

**Professor Oon-Seng Tan**

Director, Centre for Research in Child  
Development, National Institute of  
Education  
Nanyang Technological University,  
Singapore

**Dr. Aidan Thompson**

Programme Manager, Social Sciences  
Connect  
University of Warwick, UK

**Dr. Maximilian B. Torres**

Centesimus Annus Della Ratta Family  
Endowed Professor  
The Catholic University of America, USA

**Professor Kenneth Townsend**

Executive Director, Leadership and  
Character in the Professional Schools  
Wake Forest University, USA

**Dr. Kylie Trask-Kerr**

Senior Lecturer  
Australian Catholic University, Australia

**Dr. Maria Silvia Vaccarezza**

Associate Professor, Aretai Center on  
Virtues  
Università di Genova, Italy

**Professor Tyler VanderWeele**

Director, The Human Flourishing  
Program  
Harvard University, USA

**Professor Claudia Vanney**

Director of the Philosophy Institute  
Universidad Austral, Argentina

**Professor Nick Vaughan-Williams**

Executive Interim Provost and Vice-  
Principal  
University of Birmingham, UK

**Gemma Walker**

Deputy Principal  
University of Birmingham School, UK

**Dr. Nathan Webb**

Vice President of Formation &  
Leadership  
Belmont University, USA

**Michelle Weise**

Chief Impact Officer  
The Kern Family Foundation, USA

**Dr. Amy Williams**

Associate Professor  
Brigham Young University, USA

**Dr. Charlotte Witvliet**

Senior Scholar, Formation Collaborative  
Belmont University, USA

**Dan Wright**

Headmaster  
The London Oratory School, UK

**Dr. Bonnie Zahl**

Principal Advisor  
Templeton World Charity Foundation

**Dr. Vicki Zakrzewski**

Education Director, Greater Good  
Science Center  
University of California, Berkeley, USA

**Professor Michael Zichy**

Professor of Philosophy  
University of Bonn, Germany

**Dr. Julia Zorrilla**

Researcher  
University of Seville, Spain

***Jubilee Centre Staff*****Professor James Arthur OBE**

Professor Emeritus

**Dr. Rebecca Bartram**

Research Associate

**Rachael Bushby**

Research Fellow

**Michael Fullard**

Assistant Professor  
MA Character Education

**Dr. Liz Gulliford**

Associate Professor  
MA Character Education

**Professor Tom Harrison**

Director

**Professor Kristján Kristjánsson**

Professor of Character Education  
and Virtue Ethics

**Dr. Shane McLoughlin**

Associate Professor  
MA Character Education

**Elliot Neiyar**

Research Administrator

**Holly O'Donoghue**

Project Manager

**Professor Andrew Peterson**

Professor of Character and  
Citizenship Education

**Dr. Paul Watts**

Associate Professor & Programme Lead  
MA Character Education

*This conference was made possible through the  
generous support of The Kern Family Foundation*



For more information about the  
**Jubilee Centre for Character and Virtues** please contact:

tel: 0121 414 4875

email: [jubileecentre@contacts.bham.ac.uk](mailto:jubileecentre@contacts.bham.ac.uk)

---

[www.jubileecentre.ac.uk](http://www.jubileecentre.ac.uk)



UNIVERSITY OF  
BIRMINGHAM



The Jubilee Centre  
for Character  
& Virtues