



# KPCEL 2024 **CONVENING**

## Artificial Intelligence | Practical Wisdom

March 12-14, 2024  
Boston Marriott Long Wharf



— THE —  
KERN  FAMILY  
— FOUNDATION —

# WELCOME

Dear KPCEL Colleagues,

It is with great pleasure and anticipation that we welcome you to the KPCEL 2024 Convening: Artificial Intelligence (AI) and Practical Wisdom.

Lately, we are inundated with all sorts of reactions to generative AI, from enthralled enthusiasm to nervous skepticism to doomsday predictions. Amidst the ferment, it is easy to lose sight of the deeper questions: Is AI really intelligence? And what makes it “artificial”? Is practical wisdom primarily an excellence of persons? Deeper still, what does it mean to be a person? Is our humanity shored up when we participate in the social world; is it a feature of our complex capacity to make and use tools; or is it bound to our immaterial soul, the good, the beautiful?

We are excited to explore together the profound questions about human character and judgment raised by emerging technologies. Drawing on the collective wisdom of the KPCEL network, the program features over 30 sessions that are sure to inspire insightful dialogue on character, education, and leadership.

We want to express our heartfelt gratitude to all of you for your contributions to this program and engagement with our growing KPCEL network! In shaping this space where questions of virtue and value take center stage, you are helping to shape the future of formative character education.

Enjoy the convening!

*The Formative Leadership Education Team at Boston College*

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Sam Deane, Chris Higgins, Martin Scanlan, and Melodie Wyttenbach



# PROGRAM

## Tuesday, March 12, 2024

5:00-7:00pm **Registration** (Harbor View Ballroom)

5:30-6:30pm **Cocktail Hour** (Harbor View Ballroom)

6:30-8:00pm **Dinner** (Harbor View Ballroom)

7:00pm **Dinner Lecture**

Welcome by Melodie Wyttenbach, *Boston College*

**Artificial Intelligence, Practical Wisdom, and Human Frailty**

Liz Gulliford, Jubilee Centre for Character & Virtues, *University of Birmingham*

Respondent: Samantha Deane, *Boston College*

## Wednesday, March 13, 2024

7:00-8:30am **Breakfast** (Palm Garden)

7:30-8:30am **Breakfast Roundtables** (Palm Garden)

Join the **KPCEL Network Working Groups** for rich conversations about the work of character and leadership education!

**Reflection and Contemplation**

with Scott Parsons, Steve Sosland, Jason Weber, and Shelbie Jolly, *Texas Tech University System*; James McIntyre, *Belmont University*; Matthew Post and Nicole Bauer, *University of Tulsa*; and Kathleen Stimely, *Wake Forest University*

**Pedagogies of Character Formation**

with Ashley Betkowski, *Grand Canyon University*; Elizabeth Barcay, *Boston University*; Jolleen Wagner, *Brilla Public Charter Schools / Seton Education Partners*; Lori Doyle, *Concordia University Irvine*; and Nancy Winfrey, *Wake Forest University*

**Creating Conditions in Higher Education to Nurture Whole Person Development**

with Sara Etz Mendonça, *Wake Forest University*; Cristy Guleserian, *Arizona State University*; Ruth Barratt, *Milwaukee School of Engineering*; Emily Farkas, *Grand Canyon University*, and Maureen Spelman, *North Central College*

8:30-9:30am **Plenary I: Community Welcome** (Salons DEFJKL)

Stanton Wortham and Formative Leadership Education Team at Boston College

9:30-9:50am **Break & Registration** (outside Salons DEFJKL)

9:50-11:00am **Keynote** (Salons DEFJKL)

**Character, Virtue, and AI**

Fr. Philip Larrey, Department of Formative Education, *Boston College*;  
Chairman of Advisory Board, *Humanity 2.0*

Chair: Chris Higgins, *Boston College*



## Wednesday, March 13, 2024

11:05-12:15 **Concurrent Sessions** (see p. 10 for session abstracts)

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|---------------|--|--|
| Salons HI     | (Pseudo) Intellectual Humility in Education and Artificial Intelligence<br>Tenelle Porter, <i>Rowan University</i> ; and Oded Zipory, <i>The Hebrew University of Jerusalem</i>                            | Philosophy of Character Education<br>Artificial Intelligence     |
| Salons DEFJKL | Harmony between Humanity and AI: An Interactive Experience<br>Kaley Bontrager, Hannah Jennewein, Megan Hennessy, Cristy Guleserian, Enrique Borges, and Ted Cross, <i>Arizona State University</i>         | Artificial Intelligence  |
| Salon A       | What Can Human Beings Know and Make that AIs Cannot? A Reflection upon Music and Character<br>Matthew Post and Chiara Palazzolo, <i>University of Tulsa</i> , and Steven Bourgeois, <i>Ahart Solutions</i> | Philosophy of Character Education<br>Artificial Intelligence     |
| Salon G       | Assessing Ethical Reasoning among Educational Leaders using Moral Dilemmas<br>David Walker, Ben White, Casey Dykes, and Brenda Mendiola, <i>University of Alabama</i>                                      | Assessment<br>Higher Ed<br>Leadership<br>Artificial Intelligence |
| Salons BC     | Insights from Large-Scale Studies of Phronesis and Emerging Technologies<br>Shane McLoughlin, Jubilee Centre for Character and Virtues, <i>University of Birmingham</i>                                    | Assessment<br>Artificial Intelligence                            |

12:15-1:30pm **Lunch** (Palm Garden)

1:30-2:40pm **Keynote** (Salons DEFJKL)

### Phronesis: New Developments in Theory and Practice

Kristján Kristjánsson, Jubilee Centre for Character and Virtues, *University of Birmingham*; Karen Bohlin, *Abigail Adams Institute*; and Jacquie Bryant, *Intellectual Virtues Academy*

2:40-3:00pm **Break**

3:00-4:10pm **Concurrent Sessions, more on next page** (see p. 11 for session abstracts)

- |           |   |   |
|-----------|---|---|
| Salons HI | Can AI Measure and Enhance Gratitude in Online Spaces? An Interdisciplinary Approach to Cultivating Virtue in Online Moral Communities<br>Glen Moriarty, <i>7 Cups</i> ; Sarah Schnitker and Jenae Nelson, <i>Baylor University</i> ; Tyler Greenway, <i>Calvin University</i> ; David Wingate, <i>Brigham Young University</i> | Artificial Intelligence<br>K-12 & Higher Ed |
| Salon A   | AI-Enhanced Character Education: Fostering Virtue Formation in the Digital Age<br>Sean Sullivan, <i>Grand Canyon Education</i>  | Artificial Intelligence<br>K-12 & Higher Ed |

3:00–4:10pm **Concurrent Sessions continued** (see p. 11 for session abstracts)

Salon G	Virtue Measurement: Designing for Context, Change, and Culture Elise Dykhuis, <i>United States Military Academy at West Point</i> ; and Kendra Thomas, <i>Hope College</i>	Assessment K-12 & Higher Ed
Salons BC	Navigating the Ethical Labyrinth: Using Dilemmas to Explore School Leaders' Views Regarding the Use of AI Beverly Boals Gilbert, Jackie McBride, Amany Saleh, and Rob Williams, <i>Arkansas State University</i>	Leadership K-12 Artificial Intelligence
Salons DEFJKL	The Wisdom of Embodied Experience in an Age of AI Ksenia Filatov, <i>Boston College</i> ; Steven Bourgeois, <i>Ahart Solutions</i> ; James Schofield, <i>Bentley University</i> ; and Norm Friesen, <i>Boise State University</i>	Philosophy of Character Education Artificial Intelligence

4:15–5:25pm **Concurrent Sessions** (see p. 12 for session abstracts)

Salons HI	Are Character Education and Social Justice Compatible? Lawrence Blum, <i>University of Massachusetts Boston</i> ; Randall Curren and Sieun S. Park, <i>University of Rochester</i> ; and Sarah M. Iler, <i>University of North Carolina School of the Arts</i>	Philosophy of Character Education
Salon A	Seminar: A Pedagogy with Character Peter Anderson and Diana Smith, <i>Washington Latin Public Charter Schools</i>	Practices of Character Education K-12 & Higher Ed
Salon G	Beyond the Self: A Reflective Approach to Character Education in Higher Education Helen Wajda and Katie Abramowitz, <i>Harvard Graduate School of Education</i>	Practices of Character Education Higher Ed
Salons BC	Empowering Aspiring Leaders through Mentorship Yvette Bynum, Brenda Mendiola, and Casey Dykes, <i>University of Alabama</i>	Leadership K-12 & Higher Ed
Salons DEFJKL	<b>AI + Human Relationships Panel</b> <ul style="list-style-type: none"><li>Artificial Emotion in Voice Assistant Systems: An Introspection of the Human-AI Relationship Md Mamunur Rashid, <i>University of Rochester</i></li><li>Moral Robots and the Future of Flourishing in Hybrid Worlds Rebecca Permar, <i>Wake Forest University</i></li><li>Respondents: Ksenia Filatov and Ekaterina Minaeva, <i>Boston College</i></li></ul>	Artificial Intelligence

5:45–6:30pm **Cocktails** (Palm Garden)

6:30–8:30pm **Dinner** (Palm Garden)

## Thursday, March 14, 2024

7:30–8:30am **Breakfast** (Palm Garden)

8:30–9:30am **Plenary II: The Character of the KPCEL** (Salons DEFJKL)

The Formative Education Leadership Team & the KPCEL Advisory Committee

9:30–9:40am **Break**

9:40–10:50 **Concurrent Sessions** (see p. 13 for session abstracts)

Salons HI Solving the Character Education Implementation Team Mystery

Kara Chism, *Samford University*; and Benjamin White, *University of Alabama*

Practices of  
Character Education  
K-12

Salon A The Ethical Paradoxes of AI

Adma Gama-Krummel, Erpin Said, Simao Luis,  
and Md Mamunur Rashid, *University of Rochester*

Philosophy of  
Character Education  
Artificial Intelligence

Salon G Acumen & Character: Cultivating Human Leadership in the Age of AI

Susan Morrissey and Melodie Wyttenbach, *Boston College*

Leadership  
K-12  
Artificial Intelligence

Salons BC Seeing with Artificial Eyes: Learning to “Live the Questions” with  
Students and AI

Rebecca Sullivan, *Montrose School*

Practices of  
Character Education  
K-12  
Artificial Intelligence

Salons  
DEFJKL

### SYMPOSIUM ON CHARACTER DEVELOPMENT IN PROFESSIONAL EDUCATION

- Redesigning Character Education for Professional Degree Programs:  
A Motivational Approach

Jesse Pappas, *University of Virginia*; and Olga Pierrakos, *Wake Forest  
University*

Practices of  
Character Education  
Higher Ed

10:50–11:00 **Break**

**Please provide your feedback on the 2024 Convening!**

[https://bostoncollege.co1.qualtrics.com/jfe/form/SV\\_7aEhgVKZokIRFO2?Q\\_CHL=qr](https://bostoncollege.co1.qualtrics.com/jfe/form/SV_7aEhgVKZokIRFO2?Q_CHL=qr)

Your feedback matters and helps to shape future events and projects across the KPCEL.

11:00-12:10	<b>Concurrent Sessions</b> (see p. 14 for session abstracts)	
Salons HI	<p>How Will AI Interact with the Decision-Making Required for Humans to Do “Good Work”?</p> <p>Daniel Mucinskas, Shelby Clark, and Lynn Barendsen, <i>Harvard Graduate School of Education</i></p>	Artificial Intelligence
Salon A	<p>All In: Comprehensively Aligning Your Character Initiative with School Culture</p> <p>Kelsey LaVigne, <i>Figment Solutions</i></p>	Practices of Character Education K-12
Salon G	<p>Automated Practical Wisdom: Not a Substitute, Perhaps a Teacher</p> <p>William Cochran, <i>Wake Forest University</i></p>	Philosophy of Character Education Artificial Intelligence
Salons BC	<p>Empowering Students’ Character Development through Artificial Intelligence and Self-Directed Learning</p> <p>Elyse L. Postlewaite, Elaine Les, Yasmine Perry, and Jennifer Brown Urban, <i>Montclair State University</i></p>	Practices of Character Education K-12 & Higher Ed Artificial Intelligence
Salons DEFJKL	<p><b>SYMPOSIUM ON CHARACTER DEVELOPMENT IN PROFESSIONAL EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Self-Knowledge and Character Development in the Law School Nancy Winfrey, <i>Wake Forest University</i></li> <li>• Developing Character in Business School Curriculum Kerri Cissna, Becky Crews, and Gregory Dern, <i>Miami University</i></li> </ul>	Practices of Character Education Higher Ed
12:30pm-	<b>Lunch</b> (Palm Garden)	

Find all the contact details for attendees at this year’s convening here:

<https://docs.google.com/document/d/100tWISushQPr0gJxxykooufiheTTBIZZaB-xLuPV2fU/edit?usp=sharing>



KPCEL on LinkedIn

# KEYNOTES



**Dr Liz Gulliford** is Associate Professor in the School of Education at the University of Birmingham. Liz works for the Jubilee Centre for Character and Virtues and currently teaches on the University of Birmingham's MA in Character Education. Liz has an interdisciplinary background with an MA in Theology (Trinity College, Oxford), MPhil in Theology and Religious Studies (Queens' College, Cambridge), and a BSc in Psychology from Anglia Ruskin University, Cambridge. Her PhD (Queens' College, Cambridge, 2011) established a firm, critical foundation for theoretical and practical work in positive psychology, positive education, and character education. Liz has carried out conceptual and empirical work on gratitude, forgiveness, hope, optimism, courage, compassion, virtue ethics, moral development, positive psychology, positive education, character education and exemplarism. She has published across the disciplines of psychology, education, and philosophy.

**Fr. Philip Larrey, Ph.D.**, is a Catholic priest who served as professor and chair of the philosophy department at the Pontificia Università Lateranense in Rome, Italy for over 20 years prior to joining the Boston College Formative Education Department. His publications deal with the philosophy of knowledge and critical thinking. He has published several books concerning the effects of the new digital era on society. His recent book, *Artificial Humanity* (2019), delves into a more philosophical discussion of what AI research means for all of humanity. Fr. Philip Larrey is proudly the chairman of Humanity 2.0, a vehicle for facilitating collaborative ventures between the traditionally siloed public, private and faith-based sectors.







**Dr. Karen Bohlin** is Director of the Practical Wisdom Project at the Abigail Adams Institute and Research Affiliate at the Human Flourishing Program at Harvard University's Institute for Quantitative Social Science. With more than two decades of leadership and teaching in both secondary and higher education, Dr. Bohlin is a recognized thought leader in applied virtue ethics and character education. She is author or co-author of numerous publications on character education, as well as The Practical Wisdom Framework.™



**Dr. Kristján Kristjánsson** is Professor of Character Education and Virtue Ethics, and Deputy Director of the Jubilee Centre for Character and Virtues, as well as a visiting professor with the Formative Education Department at Boston College. His work can best be summed up as Aristotle-inspired philosophical scrutiny of theories in educational psychology and values education, with special emphasis on the notions of character and virtuous emotions. He has written extensively on themes in general education, moral education, educational psychology, moral philosophy, and political philosophy, and sees himself essentially as a bridge-builder between philosophy and social science. He has authored numerous books, most recently *Friendship for Virtue* (2022).

**Jacque Bryant** is a veteran educator and founding principal at the Intellectual Virtues Academy of Long Beach, CA. Committed to formation and character growth as a primary goal in education for both her students and staff, Ms. Bryant has successfully implemented and developed the intellectual virtues educational model in practice. Over the years, she has partnered with university-based researchers to train other teachers and leaders in virtue education.



## 11:05-12:15 Wednesday Concurrent Sessions

### **(Pseudo) Intellectual Humility in Education and Artificial Intelligence**

Tenelle Porter, *Rowan University*, and Oded Zipory, *The Hebrew University of Jerusalem*

What sets authentic intellectual humility apart from pseudo intellectual humility? One commonly evoked limitation of AIs is that they don't know what they don't know, but is AI capable of experiencing or expressing intellectual humility "authentically"? If so, how might our theorizing about pseudo intellectual humility inform what authentic intellectual humility in AI is, or should be? Our efforts to work through these issues together with our participants would benefit from the collective wisdom of the KCPEL community and could lead to the discovery of actionable insights that would benefit educators and scholars alike.

### **Insights from Large-Scale Studies of Phronesis and Emerging Technologies**

Shane McLoughlin, Jubilee Centre for Character and Virtues, *University of Birmingham*

In this session, participants will engage in a critical exploration of practical wisdom (*Phronesis*) in the context of emerging technologies in education. The session introduces novel data from a seven-study exploration of *Phronesis*, emphasizing its relevance within educational settings in the US and the UK. The discussion will focus on the implications of *Phronesis* and ethical perspectives on emerging technologies for educators. The aim is to foster dialogue among educators and leaders, emphasizing the practical implications of a data-driven understanding of *Phronesis* in guiding ethical approaches and governance in the ever-changing digital landscape.

### **What Can Human Beings Know and Make that AIs Cannot? A Reflection upon Music and Character**

Matthew Post and Chiara Palazzolo, *University of Tulsa*, and Steven Bourgeois, *Ahart Solutions*

Can practical wisdom be automated? We explore this question by thinking about the appreciation, composition, and practice of music. Are there elements of musical practice that can only be done by human beings? If so, what are they? What is their relevance for the understanding, practice, and formation of character? Together with participants we will examine three uniquely human activities that are integral to practical wisdom and character: the perception of aesthetic and moral principles, creative freedom, and leadership.

### **Assessing Ethical Reasoning among Educational Leaders Using Moral Dilemmas**

David Walker, Ben White, Casey Dykes, and Brenda Mendiola, *University of Alabama*

This session explores the development and application of the Intermediate Concept Measures in Educational Leadership (ICM Ed L), a new measure designed to assess moral reasoning in the context of educational leadership. We emphasize the limitations of non-contextual moral dilemma measures and introduce ICMs as realistic scenarios tailored to specific contexts. Attendees will engage in completing one ICM Ed L dilemma, followed by a discussion on its potential impact on enhancing the moral development of educational leaders. The session also explores the intersection of Artificial Intelligence (AI) and ethical reasoning, revealing scores achieved when AI completes one of the dilemmas.

### **Harmony between Humanity and AI: An Interactive Experience**

Kaley Bontrager, Hannah Jennewein, Megan Hennessy, Cristy Guleserian, Enrique Borges, and Ted Cross, *Arizona State University*

With a focus on connections to both people and technology, this session aims to provide participants with an immersive experience that delves into the possibilities for a positive relationship between humanity and AI. Through this interactive session, participants will gain a deeper understanding of the possibilities of using AI technology while reflecting on their own human experience and relationships with those around them. The session aims to provoke thoughtful consideration of AI as one tool for developing practical wisdom when used in conjunction with personal relationships.

## 3:00-4:10pm Wednesday Concurrent Sessions

### **Can AI Measure and Enhance Gratitude in Online Spaces? An Interdisciplinary Approach to Cultivating Virtue in Online Moral Communities**

Glen Moriarty and Haard Shah, *7 Cups*, Sarah Schnitker and Jenae Nelson, *Baylor University*, Tyler Greenway, *Calvin University*, and David Wingate, *Brigham Young University*

*7 Cups* is a startup created in 2013 to provide free psychological support through an online community of trained volunteers. Presenters will share preliminary findings from AI-driven textual analysis of community-level gratitude on *7 Cups* and hold a live demonstration of how *7 Cups* is currently using AI to teach empathic listening to its members. This session will explore the psychological benefits of gratitude, the developmental trajectory of gratitude, the role of moral communities in how gratitude can be cultivated online, and the importance of gratitude for leadership and character development.

### **AI-Enhanced Character Education: Fostering Virtue Formation in the Digital Age**

Sean Sullivan, *Grand Canyon Education*

This session proposes the integration of AI in character education as a transformative approach to instill virtues such as honesty, responsibility, and empathy in students. Participants will engage with AI-generated scenarios of ethical dilemmas, supported by AI-curated news stories, and see a demonstration of how AI can assist with creating personalized learning paths. The session highlights the benefits of AI tools in modernizing character education, teaching virtue reasoning, and enabling personalized learning for individual moral development. Attendees will gain insights into incorporating AI tools to create captivating, relevant, and personalized learning experiences that deepen students' understanding and application of moral values.

### **Virtue Measurement: Designing for Context, Change, and Culture**

Elise Dykhuis, *United States Military Academy at West Point*, and Kendra Thomas, *Hope College*

Assessment is integral to the ongoing development of good educational practice. Character education practice is no different and should be under rigorous empirical scrutiny, given its contextual specificity and potential for providing positive life outcomes for individuals and communities. Character assessments are varied in their validity and reliability and are often not designed to measure development in context. This structured conversation will focus on the challenges and opportunities of character and character education measurement, including: intra-cultural validity of measures, conceptualizing virtues as individual differences, developmental sensitivity, and the validity of existing measures for specific use cases.

### **Navigating the Ethical Labyrinth: Using Dilemmas to Explore School Leaders' Views Regarding the Use of AI**

Beverly Boals Gilbert, Jackie McBride, Amany Saleh, and Rob Williams, *Arkansas State University*

AI is rapidly transforming education, with applications in personalized learning, automated grading, and intelligent tutoring systems. We present a case of using ethical dilemmas as an engaging and effective pedagogical tool to explore these complexities. In a Masters-level education leadership course, prospective school leaders worked through a complex scenario involving the use of AI in a public K-12 school. Their analysis of the case was guided by the Character-Centered Leadership framework, and Maureen Spelman's Ethical Dilemma Framework. We will share our findings and recommendations for navigating controversial issues surrounding the use of AI in educational leadership courses.

### **The Wisdom of Embodied Experience in an Age of AI**

Ksenia Filatov, *Boston College*; Norm Friesen, *Boise State University*; Steven Bourgeois, *Ahart Solutions*; and James Schofield, *Bentley University*

As character educators, we aim to curate holistic experiences, guided by our vision and ongoing clarification of the good. The technologies and media that we are exposed to are also forming us and our students. Whether we like it or not, they have a normative effect on our lives. Over time, AI technologies increasingly structure our experience and make us form new habits of perception and thought. If we want to understand how our character is being formed or deformed by using these technologies, then we must be able to step back and gain greater sensitivity to what values are emerging from these processes. We will examine our experiences with AI, using specific cases, and tease out what in human experience is fundamental to the development of our character.

## 4:15–5:25pm Wednesday Concurrent Sessions

### Are Character Education and Social Justice Compatible?

Lawrence Blum, *University of Massachusetts Boston*; Randall Curren and Sieun S. Park, *University of Rochester*; and Sarah M. Iler, *University of North Carolina School of the Arts*

Panelists will explore the following questions—How might developing virtuous motivation, rather than instilling a set of predefined virtues, serve as the common ground for the projects of character development and social justice? How can character education integrate both the individual and systemic orientations to morality? In what ways are just communities crucial contexts for character education? And what are the intersections of multicultural and character education?—before engaging participants in a dialogue on these issues.

### Seminar: A Pedagogy with Character

Peter Anderson and Diana Smith, *Washington Latin Public Charter Schools*

A good seminar can expose, complicate, and ultimately clarify a participant's thinking. Seminars have been used for centuries to engage students in deep discussions of issues that matter. In this experiential session, we aim to demonstrate the power of the seminar to teach the values of respectful dissent, decency, civility, and connection. Done well, the seminar pedagogy can become the cornerstone of a school's character development program, thus uniting academics and character work. Participants will take part in a Socratic Seminar.

### Beyond the Self: A Reflective Approach to Character Education in Higher Education

Helen Wajda and Katie Abramowitz, *Harvard Graduate School of Education*

Project Zero researchers at the Harvard Graduate School of Education have partnered with professors and administrators at various institutions to carry out a journaling intervention, called *Beyond the Self*. This approach prompts students to keep "ethical portfolios," or weekly journals, to encourage more meaningful reflection on difficult situations, and become cognizant of the experiences of others—to think "beyond themselves." You will engage in an abbreviated version of *Beyond the Self* and take part in a discussion about the importance of reflection in character education and how AI might help or hinder this process.

### Empowering Aspiring Leaders through Mentorship

Yvette Bynum, Brenda Mendiola, and Casey Dykes, *University of Alabama*

This roundtable discussion shines a spotlight on virtue ethics leadership development as we delve into the intricate dynamics of the mentor-mentee relationship. Attendees will gain practical insights and actionable strategies of how mentorship can shape the growth and potential of aspiring leaders, providing them with the necessary guidance, wisdom, and support to excel in their leadership journeys. The discussion will focus on the development and implementation of a mentoring program for candidates in the Master's degree program in Educational Leadership.

### AI + Human Relationships Panel

#### Artificial Emotion in Voice Assistant Systems: An Introspection of the Human-AI Relationship

Md Mamunur Rashid, *University of Rochester*

What are the ethical, psychological, and philosophical implications of integrating artificial emotions into AI voice assistant systems? This presentation will explore how this technological advancement affects our understanding of practical wisdom, decision-making, and the broader concept of personhood in the context of human-AI interaction.

#### Moral Robots and the Future of Flourishing in Hybrid Worlds

Rebecca Permar, *Wake Forest University*

With the rising numbers and popularity of socially assistive robots (SARs) and digital assistants, it is important to examine the implications these technologies have on our lives, particularly about our understanding of character and flourishing. What is necessary to create a just and compassionate framework that promotes and encourages flourishing of all in the dynamic environment of AI?

## 9:40-10:50 Thursday Concurrent Sessions

### Solving the Character Education Implementation Team Mystery

Kara Chism, *Samford University*, and Benjamin White, *University of Alabama*

This session presents findings from a recent qualitative research study on an effective implementation process at National Schools of Character. Results of the study were viewed through the lens of the Normalization Process Theory (NPT) which yielded six emergent themes: administrator leads implementation, implementation team (composition and important functions), assessment, embedded practices, stakeholder involvement, and third-party support. Discover the best practices for implementing character education in an institution through novel instructional strategy.

### Acumen & Character: Cultivating Human Leadership in the Age of AI

Susan Morrissey and Melodie Wyttenbach, *Boston College*

The rapid advancement of artificial intelligence (AI) and the proliferation of data through widely varied technologies is having a profound impact on students, and is likely to grow as AI improves exponentially in the decade to come. How can we, as educators, help students develop the decision-making and problem solving skills needed to become ethical and effective leaders in the Age of AI? This session will engage participants in discussions and nested conversations exploring topics like data privacy, equity, information sourcing, and field awareness, as well as in collaborative planning of professional development experiences or lessons.

### Seeing with Artificial Eyes: Learning to “Live the Questions” with Students and AI

Rebecca Sullivan, *Montrose School*

In this session, participants will reflect about the formative value of embracing the uncertain and often unnerving questions posed by artificial intelligence with students and with generative AI itself. I will share the insightful questions generated by my 10th-grade students during the study of a novel featuring a futuristic AI called an Artificial Friend. Exploring the perspective of this AI prompted fruitful reflections, emphasizing intellectual humility and curiosity. Through student reflections on AI's viewpoint, I aim to engage in a broader conversation on the formative value of delving into profound questions about AI with students, colleagues, and generative AI.

### The Ethical Paradoxes of AI

Adma Gama-Krummel, Simao Luis, Erpin Said, and Md Mamunur Rashid, *University of Rochester*

In this structured conversation section, we will explore how AI has the ability to reveal new dimensions of reality by analyzing vast amounts of data and uncovering patterns. Yet, AI operates in ways that are not always transparent, which raises ethical concerns, such as algorithmic biases and invasive surveillance. This presents a complex situation where technology can both reveal and conceal aspects of reality. Furthermore, the impact of AI on our interactions, perceptions, and decision-making prompts us to question our relationship with technology. Does AI bring us closer to a deeper understanding or distance us from our environment? Examining these questions requires a critical evaluation of how AI influences our comprehension and ethical considerations.

## SYMPOSIUM ON CHARACTER DEVELOPMENT IN PROFESSIONAL EDUCATION

### Redesigning Character Education for Professional Degree Programs: A Motivational Approach

Jesse Pappas, *University of Virginia*, and Olga Pierrakos, *Wake Forest University*

Over the course of three years, an interdisciplinary team of engineers, character scholars, and a social scientist worked together to infuse character strength into the Engineering capstone curriculum. Initial efforts were rooted in best-practices for neo-Aristotelian virtue ethics education, but year one outcomes indicated that analytically-minded student engineers may prefer the evidence-based philosophy of pragmatism. This session will explore the development and implementation of a motivational model designed to serve students' core psychological needs for agency and communion.



## 11:00-12:10 Thursday Concurrent Sessions

### All In: Comprehensively Aligning Your Character Initiative with School Culture

Kelsey LaVigne, *Figment Solutions*

We want our staff, students, and families to be ALL IN for our vision for character formation and united as a community in the pursuit of a flourishing life. Learn and discuss five concrete strategies for aligning your vision for character formation through every aspect of your school culture and program. Using Brilla Schools as a successful case of a community committed to character formation, we explore five discreet elements that must be in alignment to ensure the vision can truly be considered comprehensive and embedded in a manner that galvanizes hearts and minds in the pursuit of flourishing.

### Empowering Students' Character Development through AI and Self-Directed Learning

Elyse L. Postlewaite, Elaine Les, Yasmine Perry, and Jennifer Brown Urban, *Montclair State University*

How can we seamlessly integrate artificial intelligence into character education using self-directed learning to foster ethical decision-making, critical thinking, and responsible use of technology in a rapidly evolving digital landscape? The session will feature concrete examples from both elementary and higher education classrooms. Participants will learn about the advantages of self-directed learning for character development and discuss the practical considerations and associated ethical and pedagogical risks of using AI tools in this endeavor.

### How Will AI Interact with the Decision-Making Required for Humans to Do "Good Work"?

Daniel Mucinskis, Shelby Clark, and Lynn Barendsen, *Harvard Graduate School of Education*

The Good Project, a research initiative at Harvard's Project Zero, has studied ethical decision-making and "good work" across diverse domains. As generative AI reshapes work dynamics, cultivating skills for handling complexity becomes crucial. This session explores AI's impact on decision-making using The Good Project's framework. Participants will analyze a real ethical dilemma by employing a discussion protocol, compare and contrast the AI response to the human responses to the dilemma, and discuss potential biases in both.

### Automated Practical Wisdom: Not a Substitute, Perhaps a Teacher

William Cochran, *Wake Forest University*

Can practical wisdom be automated? In the first part of this talk, I argue that despite recent advancements in generative AI, automated practical wisdom is not currently possible. However, the exploration of this question can shed light on a second: how can we use AI to enhance character education? In the second part of the talk, I leverage the conclusions of the first part in order to collaboratively fine-tune a chatbot that aims to help humans develop—rather than outsource—their practical reasoning capabilities. To help ground the discussion, I use Aristotle's account of practical wisdom.

## SYMPOSIUM ON CHARACTER DEVELOPMENT IN PROFESSIONAL EDUCATION

### Self-Knowledge and Character Development in the Law School

Nancy Winfrey, *Wake Forest University*

By the time students enter graduate study they have been formed by family, friends, work and academic environments, circumstances, and specific individual experiences. The particular situation of each person is the context in which the interior work of character development—beginning with self-knowledge—happens. Growth must be anchored in the reality of individual values, strengths, and experiences. In this session participants will explore self-knowledge tools used at the intersection of adult learning theory, character development, and the traditions of legal education.

### Developing Character in the Business School

Kerri Cissna, Becky Crews, and Gregory Dern, *Miami University*

The First Year Integrated Core (FYIC) at Miami University's Farmer School of Business was designed as a required curriculum for business majors to meet the market demand for crucial soft skills. In our efforts to cultivate character-driven leaders for the corporate world, we seek guidance from the KPCEL community to examine the impact of technology on ethical decision making, identify key virtues business students need to be responsible leaders for the digital age, and to explore best practices for teaching character to business school undergraduates.

## THANK YOU!

We are grateful you could attend the KPCEL 2024 Convening! Please let us know what you thought of this experience and start cultivating friendships with the people you met here.

### FEEDBACK

[https://bostoncollege.co1.qualtrics.com/jfe/form/SV\\_7aEhgVKZokIRFO2?Q\\_CHL=qr](https://bostoncollege.co1.qualtrics.com/jfe/form/SV_7aEhgVKZokIRFO2?Q_CHL=qr)

### NEW FRIENDS

<https://docs.google.com/document/d/100tWISushQPr0gJxxykooufiheTTBIZaB-xLuPV2fU/edit?usp=sharing>

### KPCEL on LinkedIn

<https://www.linkedin.com/groups/14354783/>

## Travel Reimbursement for the KPCEL 2024 Convening

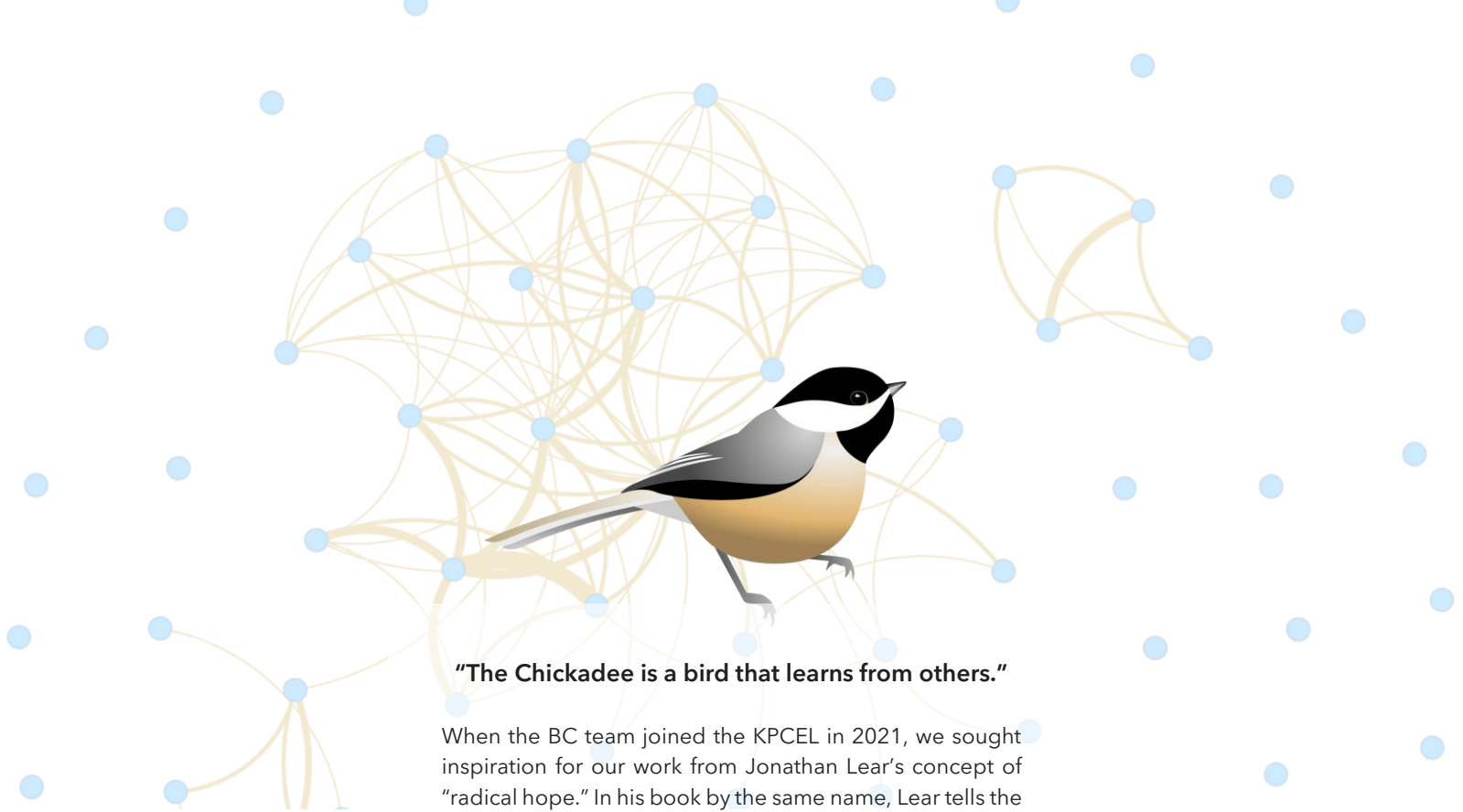
To request a \$500 travel reimbursement, complete these two steps: First ensure you've filed a W9 with us. Second, complete the honorarium form.

### W9

<https://bcvendor.bc.edu/FINVEN/>

### HONORARIUM FORM

<https://docs.google.com/forms/d/e/1FAIpQLSc9KZb0AtMtollYC3veLzH-XD2t1I9m3jv-qHeJTQSvkMqQGQ/viewform>



**"The Chickadee is a bird that learns from others."**

When the BC team joined the KPCEL in 2021, we sought inspiration for our work from Jonathan Lear's concept of "radical hope." In his book by the same name, Lear tells the story of how the mythical character of a chickadee served as the spiritual guide for the Crow People in times of cultural devastation. The chickadee was the wisest of the animals because it could learn from all of them. To find the strength to carry on in the face of immense loss, the Crow People drew on this symbol to learn new ways of being courageous and wise, when the old ways became inaccessible. "The radical hope that was embedded in the ideal of the chickadee helped Plenty Coups throughout his life to make creative decisions in radically new historical circumstances" (Jonathan Lear, *Radical Hope*). Radical hope is a kind of ethical imagination firmly rooted in reality that can carry us into an unknown future. In this spirit, the Formative Leadership Education team aims to catalyze with the KPCEL our ethical imagination toward a just and joyful future, even as we face real challenges and uncertainties. Join us in this network to collaborate on character education for human flourishing.