

## ***Introduction***



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It is a pleasure for me to introduce papers presented at the 14<sup>th</sup> International Symposium „Moral Competence: Its Nature, Relevance, and Education” hosted by the Institute of Foreign Languages of the Faculty of Philology at Vilnius University, Lithuania, on 23-24 July 2020, in collaboration with several academic institutions from abroad, such as Adam Mickiewicz University in Poznań, Poland. Due to the pandemic restrictions, a symposium was organized in an online mode. Six papers were revised and submitted to this special issue as symposium proceedings, completed by two additional and related papers. The contents offer a thorough insight into the concept of – and research into – the moral competence defined by Georg Lind (Institute for Moral-Democratic Competence; formerly: University of Konstanz) and visualized by his Moral Competence Test (formerly: Moral Judgment Test) certified in 41 languages. In certain papers research findings and methods based on further measuring instruments, as well as the alternative approaches to moral judgment and decision making were applied and discussed (e.g., moral foundations approach).

Roma Kriauciūnienė's (Vilnius University) and Georg Lind's (University of Konstanz and Institute for Moral-Democratic Competence in Konstanz) report on validation study and certification of the MCT for the Lithuanian language opens the volume as the most recent contribution to the core topic. Lind's paper "Making Human Traits Visible, Objectively *and* Validly, Through Experimentally Designed Questionnaires" provides a transparent 'demarcation line' between classic psychometric tests and the MCT. Papers authored by Bogdan Popoveniuc (University Stefan cel Mare of Suceava/West University of Timișoara), Marina Klimenko (University of Florida, Gainesville), Aida Mofakhami (Allameh Tabataba'i University, Teheran), Georg Lind (University of Konstanz and Institute for Moral-Democratic Competence in Konstanz), Marina Klimenko (University of Florida, Gainesville), Kamila Stastna (Friedrich-Schiller-Gymnasium in Pirna), Ewa Nowak (Adam Mickiewicz University in Poznań), Anna-Maria Barciszewska (Karol Marcinkowski

University of Medical Sciences in Poznań), Kay Hemmerling (Arbeit und Leben Institute in Leipzig), Sunčana Kukulja Taradi (University of Zagreb) depict moral competence development in various contexts (for instance, education and gender in Klimenko, conformity behavior in Mofakhami, and medical education in Nowak, Barciszewska, et al.). Complementary or alternative approaches (e.g., moral foundations in Popoveniuc, Stastna and Alexandra Wasielewska [Adam Mickiewicz University in Poznań]) follow extend and sometimes also challenge our research topics.

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