

RELIGIOUS CONCERNS IN CONTEMPORARY EDUCATION

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By PHILIP H. PHENIX

Religious Concerns In Contemporary Education

Liam Francis Gearon, Arniika Kuusisto



Religious Concerns In Contemporary Education:

Contemporary Challenges for Religious and Spiritual Education Arniika Kuusisto, Terry Lovat, 2017-10-02 From being on the margins of scholarly debate for much of the past century and a half religion is being recognized once again as an area of concern for scholars politicians and public policy makers and thus the role of religious and spiritual education has taken on a new importance Apart from its socio political ramifications the place of religiousness and spirituality in the make up of individuals has been given renewed prominence through updated brain science and neuroscientists regularly refer to elements of this brain science in terms such as spiritual intelligence and even mystical consciousness This book explores many of the new directions being taken in the field of religious and spiritual education as new developments challenge the priorities of formal education and open up new avenues for incorporating religion and spirituality into the modern curriculum It asks whether the educational aims of teachers should be focused on specifically personal development or whether religious education should be used to develop understanding of more global and social issues such as citizenship conflict and ethics The book also addresses neuroscientific insights which suggest a need to engage with cognition and emotion in order to create a rich learning environment something to which a particularly contested subject area like religion and spirituality is well placed to contribute This book was originally published as a special issue of the Journal of Beliefs Values

Religious Concerns in Contemporary Education Philip H. Phenix, 1959 "Education Has Nothing to Do with Theology" Edward J. Newell, 2006-08-01 Does education have any relation to theology How do the educator's worldview commitments speak to his or her practice of education James Michael Lee brought a definite answer to these questions a firm no to the relations question and an advocacy for empirical findings over and against any speculative or theoretical positions in reply to the commitments question Lee claimed to have a universal neutral metatheory for all religious education a theory that would apply to all religious educators in any and every religion But in proposing his theory he overlooked the way that empirical facts express worldviews This book is a detective story tracing commitments that lay underneath empirical neutrality In the process the reader will see avenues that unmistakably link education to theology Education turns out to be a thoroughly worldview conditioned process This new work is essential reading for professors and students in both religious and general education

Religious Concerns in Contemporary Education Philip H. Phenix, **Commandments and Concerns** Michael Rosenak, 2011-01-01 In this cutting edge study Michael Rosenack provides a new understanding of the challenges inherent in teaching Judaism today His ground breaking theories are based on close examination of religious experience in individual's lives consulting sources from all Jewish denominations from Israel and the Diaspora and from the non Jewish world Rosenak uses his research and a wealth of academic theories to formulate and present proposals for an honest new approach to teaching religion in our contemporary secular world

Religion in the Public Schools Richard C. McMillan, 1984 *The Bloomsbury Handbook of Religious Education in the Global South* Yonah Hisbon Matamba, Bruce A. Collet, 2022-02-10 The

Bloomsbury Handbook of Religious Education in the Global South presents new comparative perspectives on Religious Education RE across the Global South Including 23 chapters written by scholars from the Global North and South this is the first authoritative reference work on the subject The handbook is thematically organised into seven sections The first three sections deal with provision response to changes in contemporary society and decolonizing RE The next four sections explore young people and RE perspectives on teachers RE in higher education and finally challenges and opportunities for RE The term Global South is used here primarily to signify the deep economic divide with the Global North but the concept is also examined in historical geographical political social and cultural terms including the indelible influence of religion in all four broadly defined regions Exploring RE from local cross national as well as regional and sub regional perspectives the handbook examines RE from its diverse past present realities and envisioned future revealing not only tensions contestations injustices and inequalities of power but importantly how inclusive forms of RE can help solve these problems **The**

Challenges of Religious Literacy Tuula Sakaranaho,Timo Aarrevaara,Johanna Konttori,2020-07-24 This open access book presents religious literacy as the main explanatory factor when dealing with certain ethnic groups that attract stereotypes which gloss over other personal factors such as age class gender and cultural differences It discusses freedom of religion and the Christian revival movement It examines religious literacy and religious diversity in multi faith schools It looks into the role of Mosques and Islamic divorce Finally it discusses the prevention of violent radicalization and extremism in Finland Using recent data on Finnish secular society the book promotes a new understanding which is needed with respect to popular and media portrayal of religion or with respect to public discussion about religion It addresses actors in civic society public servants and higher education **Current Issues in the Psychology of Religion** ,2025-02-10 **Issues in**

Religion and Education ,2015-02-04 Issues in Religion and Education Whose Religion is a contribution to the dynamic and evolving global debates about the role of religion in public education This volume provides a cross section of the debates over religion its role in public education and the theoretical and political conundrums associated with resolutions The chapters reflect the contested nature of the role of religion in public education around the world and explore some of the issues mentioned from perspectives reflecting the diverse contexts in which the authors are situated The differences among the chapters reflect some of the particular ways in which various jurisdictions have come to see the problem and how they have addressed religious diversity in public education in the context of their own histories and politics Contributors are Lori G Beaman Catherine Byrne Christine L Cusack Adam Dinham Lauren L Forbes St phanie Gravel Bruce Grelle Mathew Guest Anna Halafoff Kim Lam Solange Lefebvre Alison Mawhinney Damon Mayrl Asha Mukherjee Heather Shipley Sonia Sikka Geir Skeie Leo Van Arragon and Pamela Dickey Young Exploring Key Issues in Education Derek Kassem,Dean Garratt,2009-07-15 A key textbook for Education Studies providing an insight into some of the issues and dilemmas faced by education in the UK and internationally *Religious Studies in Alberta* Ronald Neufeldt,2006-01-01 This first volume on the

state of the art in religious studies in Canada offers a description and critique of the field in the colleges universities and secondary schools in Alberta Among the findings philosophical theological and textual approaches to the study of religion predominate to the relative neglect of methodologies employed in fields such as sociology and anthropology the quality and quantity of published research is significant but focusses on Christian studies some interdisciplinary study is being carried on and benefits religious studies as well as other fields religious studies scholars in Alberta have a relatively high public profile but their exercise of public responsibility is time consuming and can jeopardize career advancement in view of wide spread religious illiteracy among students descriptive courses must not be neglected in favour of analytical ones An appendix listing courses offered in the schools surveyed concludes the volume International Handbook of the Religious, Moral and Spiritual Dimensions in Education Marian de Souza, Gloria Durka, Kathleen Engebretson, Robert Jackson, Andrew McGrady, 2007-06-04 Traditionally spirituality has resided and been contained within religious frameworks but while the links between the two areas are still acknowledged by many in the contemporary world spirituality is perceived by some as an aspect of human life that is distinct from religion Consequently many are searching for meaning within and without religious traditions today and seeking answers to ethical and moral questions that have been generated by the knowledge and technological explosion One outcome is the renewed interest in the religious spiritual and moral dimensions of education throughout the life cycle This International Handbook presents the research and professional practice of scholars who are daily engaged in the consideration of these dimensions in education The result is a collection of essays which reflects the discipline in all of its internationality as it is today Embedded within the chapters is also an agenda for the future where the religious moral and spiritual dimensions in education are proposed as an exciting and challenging way forward for educators at all levels in society As well it offers a vision for the emergence of a peaceful and just world *Problems in Modern Education* William Seneca Sutton, 1913 *Religion, Education and Post-Modernity* Andrew Wright, 2003-12-16 This book the first to explore religious education and post modernity in depth sets out to provide a much needed examination of the problems and possibilities post modernity raises for religious education At once a general introduction to this topic and a distinctive contribution to the debate in its own right Religion Education and Post modernity explores and illuminates the problems and possibilities opened up for religious education by postmodern thought and culture The book describes the emergence of post modernity considers the impact of post modernity on religion addresses its impact on the philosophy of religion and considers the nature of religious education in the post modern world Andrew Wright argues that although post modernity has much to offer the religious educator there are also many pitfalls and dangers to be avoided Steering clear of the extreme of post modern hyper realism he constructs a religious pedagogy sensitive to post modern concerns for alterity difference and the voice of the Other whilst insisting on the importance of reasons in cultivating religious literacy **The Oxford Handbook of Religion and Education** Liam Francis Gearon, Arniika Kuusisto, 2025-04-29 The Oxford Handbook of

Religion and Education offers a multi disciplinary work of scholarship and research highlighting the global significance of a critical interface of cultural and social political and theological importance Drawing on historical perspective and contemporary reflection the collection provides a uniquely transformative analysis of why the interface of religion and education is of such critical significance With contributions from some of the leading thinkers in the field this Handbook presents a cumulatively powerful argument to reassess the complexities of the intersection of religion and education With ambitious and yet accessible intellectual engagements the Handbook here furthers a central thesis that the interface of religion and education is not merely a matter of arcane disputation about a domain of ancient origin or a rudimentary matter of formal educational process but a vibrant domain of critical contestation fundamental to knowing understanding and living in the modern world

Critical Perspectives on Christian Education Jeff Astley, Leslie J. Francis, 1994 **The Routledge International Handbook of Education, Religion and Values** James Arthur, Terence Lovat, 2013-08-21 The academic fields of religion and values have become the focus of renewed interest in contemporary thinking about human activity and its motivations The Routledge International Handbook of Education Religion and Values explores and expands upon a range of international research related to this revival The book provides an authoritative overview of global issues in religion and values surveying the state of the academic area in contributions covering a wide range of topics It includes emerging controversial and cutting edge contributions as well as investigations into more established areas International authorities Arthur and Lovat have brought together experts from across the world to examine the complexity of the field of study The handbook is organised around four key topics which focus on both the importance of religion and values as broad fields of human enquiry as well as in their application to education inter agency work and cross cultural endeavours The Conceptual World of Religion and Values Religion and Values in Education Religion and Values in Inter agency Work Religion and Values in Cross cultural Work This comprehensive reference work combines theoretical and empirical research of international significance and will be valuable reading for students researchers and academics in the field of education

Religious Education and Christian Theologies Inter-European Commission on Church and School, Sturla Sagberg, Gaynor Pollard, Peter Schreiner, Peter Schreiner, **Education, Leadership and Islam** Saeeda Shah, 2015-07-03 Educational institutions are undergoing complex and sensitive changes in the context of immigration international mobility globalisation and shifting economic scenarios making highly challenging demands on educational leaders Leadership is increasingly being perceived and theorised as pivotal to students achievement and institutional performance In this book Saeeda Shah considers educational leadership from an Islamic perspective to debate theoretical positions underpinned by Islamic texts and teachings and the resulting conceptualisations and interpretations While educational leadership literature and research have flourished in recent years this is predominantly informed by Western ideologies concepts theories and practices Education Leadership and Islam focuses on contemporary educational settings and practices drawing on research and empirical

evidence from multicultural contexts in order to enrich theory and inform policy and practice in relevant frameworks particularly in relation to the growing Muslim population in the West Chapters also discuss gender in Islam educational expectations and Islamic faith schools to comprehensively explore education in relation to Islamism Situating Muslims within contemporary societies this book extends debates regarding educational philosophy and leadership endorsing diversity and plurality through an appreciation of difference Education Leadership and Islam will appeal to education researchers as well as social and political scientists attempting to understand Muslim educational issues in contemporary life both in the east and in the west This book offers critical insight into educational theory and practice and as such will be key reading for policy makers and educational leaders

Religious Concerns In Contemporary Education Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the ability of words has be much more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such is the essence of the book **Religious Concerns In Contemporary Education**, a literary masterpiece that delves deep in to the significance of words and their affect our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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