

Religious Pluralism

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Religious Pluralism And Religious Education

**Wilna A.J. Meijer, Siebren
Miedema, Alma Lanser-van der Velde**

Religious Pluralism And Religious Education:

Religious Pluralism and Religious Education Norma H. Thompson, 1988 *Encountering Religious Pluralism in School and Society* Thorsten Knauth, Civility, Religious Pluralism and Education Vincent Biondo, Andrew Fiala, 2013-12-17 This book focuses on the problem of religious diversity civil dialogue and religion education in public schools exploring the ways in which atheists secularists fundamentalists and mainstream religionists come together in the public sphere examining how civil discourse about religion fit within the ideals of the American political and pedagogical systems and how religious studies education can help to foster civility and toleration *Peace Education and Religious Plurality* Robert Jackson, Satoko Fujiwara, 2013-10-18 Does religion bring peace or war In order to discuss this fundamental question it is essential to reflect upon religious education that shapes the views of religion among young generations This book has developed from the special panel on Religious Education and Peace for the 19th World Congress of the International Association for the History of Religions IAHR the largest international organization in religious studies which took place in Tokyo in March 2005 Its international contributors discuss the kinds of religious education used for peace education that is attempted or needed in their respective societies faced with tensions and conflicts not only between different religions but also between religion and secularism This is the first book in the field that includes both Asian and Western writers from Korea Japan Indonesia Israel Germany Spain UK and USA It is an innovative attempt to build a bridge between the study of religion religious education and peace education This book was previously published as a special issue of British Journal of Religious Education

Religion and Schooling in Contemporary America Thomas C. Hunt, James C. Carper, 1997 First Published in 1998 Routledge is an imprint of Taylor Francis an informa company Rethinking Religious Education and Plurality Robert Jackson, 2013-02 This book offers a critical view of approaches to the treatment of different religions in contemporary education in order to devise approaches to teaching and learning and to formulate policies and procedures that are fair and just to all **Religious Education in a Plural, Secularised Society. A Paradigm Shift** Leni Franken, Patrick Loobuyck, 2011 Many European societies are characterised by increasing forms of secularisation and religious diversity This results in a paradigm shift with regard to religious education For a long time the main aim of religious education was clearly to educate children in their own religious tradition Today the aims of religious education are much broader contributing to pupils general education Allgemeinbildung and preparing them for participation as a citizen in the future multicultural society As a result the following question arises in many countries how can teaching into religion be transformed into or complemented by learning about and learning from the study of religions This book brings several distinguished authors in the field of religious education together to reflect on this paradigm shift The book is divided into two parts The first part is rather descriptive and gives an informative and up to date overview of the different discussions about religious education in several European countries The second part is a normative reflection on the question of how religious education should be

organised in plural secularised societies This book is very important for the discussion about religious education Its comparative approach combined with the interdisciplinary dialogue between the different schools in the field of religious education make this book highly recommendable for everyone who is interested in the state of the art and the future of religious education in Europe Didier Pollefeyt full professor in theology and religious education at the Catholic University of Leuven

Religious Education and the Challenge of Pluralism Adam B. Seligman, 2014-09-01 The essays in this volume offer a groundbreaking comparative analysis of religious education and state policies towards religious education in seven different countries and in the European Union as a whole They pose a crucial question can religious education contribute to a shared public sphere and foster solidarity across different ethnic and religious communities In many traditional societies and even in what are largely secular European societies our place in creation the meaning of good and evil and the definition of the good life virtue and moral action are all primarily addressed in religious terms It is in fact hard to come to grips with these issues without recourse to religious language traditions and frames of reference Yet religious languages and identities divide as much as unite and provide a site of contestation and strife as much as a sense of peace and belonging Not surprisingly different countries approach religious education in dramatically different ways Religious Education and the Challenge of Pluralism addresses a pervasive problem how can religious education provide a framework of meaning replete with its language of inclusion and community without at the same time drawing borders and so excluding certain individuals and communities from its terms of collective membership and belonging The authors offer in depth analysis of such pluralistic countries as Bulgaria Israel Malaysia and Turkey as well as Cyprus a country split along lines of ethno religious difference They also examine the connection between religious education and the terms of citizenship in the EU France and the USA illuminating the challenges of educating our citizenry in an age of religious resurgence and global politics

Religious Education Ednan Aslan, Margaret Rausch, 2018-06-06 The authors of this volume examine theory and practice regarding past and present roles of Jewish Christian and Islamic religious education in nurturing tolerance interpreted as mutual respect for and recognition of other groups in Eastern Albania Bulgaria Kosovo Macedonia Moldova Montenegro and Romania and Western Finland Germany Italy Latvia and Spain Europe Israel Nigeria and Uzbekistan They also explore potential roles of religion and exclusivism in fostering Islamic state NGOs etc but also averting Islamic legal theory authority Sufism etc radicalization and of secular states in allowing but also banning minority religious education in public schools With contributions from Friedrich Schweitzer Martin Rothgangel Gerhard Langer Daniela Stan Arto Kallioniemi Juan Ferreiro Galguera Maria Chiara Giorda Rossana M Salerno Viorica Gora Postic Constantin Iulian Damian Valentin Ilie Dzintra Ili ko Ayman Agbaria Zilola Khalilova Raid al Daghistani Osman Ta tan Moshe Ma oz Adriana Cupcea Muhamed Ali R diger Lohlker and Dele Ashiru The Editors Ednan Aslan is the Chair of Islamic Theological studies at the University of Vienna where he is a Professor for Islamic Education Margaret Rausch is scholar researcher and university instructor in the field of

Islamic and Religious Studies **Teachers Responding to Religious Diversity in Europe. Researching Biography and Pedagogy** Anna van der Want, Cok Bakker, Ina ter Avest, Judith Everington, 2009 Currently all European societies are experiencing a transformation process towards greater cultural and religious pluralisation Teachers need new answers to turn religious diversity into a resource for peaceful coexistence not a cause of misunderstanding division and hostility Through a qualitative approach we follow the different strategies of teachers to cope with religious diversity in the classrooms of six European countries from Estonia to France from Norway to England from Germany to the Netherlands The juxtaposition of biographical information on the teachers together with their views on religious diversity and their strategies in responding to it provides a well rounded and extremely attractive impression of the attitudes of teachers in Europe The role of the teacher takes on great significance He or she has to meet the twin demands of offering both a solid basis of factual information and the opportunity to formulate individual interpretations and opinions The readers of this book are offered the opportunity to gain insight into the field of the study at two levels They can access the findings of the analyses of the respective national contexts and the European comparison At the same time they are able to study portraits of all of the teachers interviewed in the course of the project so that the collation of data is complemented by insight into the human perspective and the influence of national contexts This is valuable for readers as it offers material for discussions and seminars in the field of education on two very different levels the portraits as working material Understanding Religious Pluralism Peter C. Phan, Jonathan Ray, 2014-08-01 Our contemporary world is fast becoming religiously diverse in a variety of ways Thanks to globalization and migration to mention only two current worldwide trends people of diverse and sometimes mutually hostile faiths are now sharing neighborhoods and encountering one another's religious traditions on a daily basis For scholars in religious studies and theology the issue to be examined is whether religious diversity is merely the result of historical development and social interaction or whether it is inherent in the object of belief part of the very structure of faith and our attempts to understand and express it The essays in this volume range from explorations of the impact of religious diversity on religious studies to examples of interfaith encounter and dialogue and current debates on Christian theology of religion These essays examine not only the theoretical issues posed by religious pluralism to the study of religion and Christian theology but also concrete cases in which religious pluralism has been a bone of contention Together they open up new vistas for further conversation on the nature and development of religious pluralism *Religious Education in a Pluralist Society* John Edwards, Peter R. Hobson, 2019-07-12 Religious education in liberal pluralist societies such as the UK the USA and Australian underwent radical change in the 1980s and 1990s with a major shift towards multi faith educationally oriented programmes This has meant significant modifications to both the content and the methodology of religious education courses and to the way they are conceived of and taught in schools and universities One important implication of this change for the teaching and study of religion today is the need for a philosophical dimension that deals

with issues such as the truth status of religious statements and the moral acceptability of religious claims This dimension is often insufficiently developed this lack is made more critical by the multiple competing truth claims of various religions giving rise to such contentious problems as the growth of fundamentalism increasing religious intolerance and conflict and differences of opinion on central moral problems such as birth control abortion and euthanasia This text attempts to provide the philosophical underpinning that the study and teaching of religion in modern societies requires *Religion, Education, Dialogue and Conflict* Robert Jackson, 2014-01-02 Religion Education Dialogue and Conflict analyses the European Commission funded REDCo project which addressed the question of how religions might contribute to dialogue or conflict in Europe Researchers in education from eight countries the UK Estonia France Germany the Netherlands the Russian Federation Norway and Spain studied how young Europeans of different religious cultural and political backgrounds could engage in dialogue in the context of the school Empirical studies conducted with 14 16 year old students included them offering their own perspectives and analyses of teaching and learning in both dialogue and conflict situations Although there were some different national patterns and trends most students wished for peaceful coexistence across differences and believed this to be possible The majority agreed that peaceful coexistence depended on knowledge about each other s religions and worldviews sharing common interests and doing things together The project found that students who learn about religious diversity in school are more willing to discuss religions and beliefs with students of other backgrounds than those who do not The international range of expert contributors to this book evaluate the results of the REDCo project providing examples of its qualitative and quantitative studies and reflecting on the methods and theory used in the project as a whole This book was originally published as a special issue of the British Journal of Religious Education

Religious Diversity at School Ednan Aslan, Marcia Hermansen, 2021-04-11 This volume features chapters by international experts in education sociology and theology who consider a range of challenges faced by educators in primary and secondary schools that are becoming increasingly diverse in terms of the ethnic and religious backgrounds of pupils From the non religious to the refugee to student fundamentalism and even radicalization these multiple fresh approaches analyze the dynamics of the changing pedagogical landscape in an age of ever increasing globalization and cultural plurality Today s classrooms are often the most crucial spaces where children and adolescents encounter new cultural religious and other worldviews Increasingly teachers are called on to empower their pupils with the tools and competencies necessary to reflect on and process this plurality in ways that are productive for their intellectual growth and moral maturation Regional case studies provide extensive data while offering insights into developments in school settings across Europe in Turkey and in the United States In addition a number of the contributions address the delivery content and policies of Islamic Religious Education in European contexts the educational strategies employed in multi religious societies and interreligious dialogue in schools whether intentional or spontaneous *Religious Education in a World of Religious Diversity* Wilna A.J. Meijer, Siebren

Miedema, Alma Lanser-van der Velde, 2009 This volume brings together a selection of papers presented at the Fifteenth Session of the International Seminar on Religious Education and Values ISREV which took place in 2006 in Driebergen the Netherlands addressing the theme Religious Education in a World of Religious Diversity The authors were invited to combine the concept of diversity with the dimensions of temporality of time and history in reworking their contributions for this book This temporal aspect is in a sense inherent in educational thinking On the one hand education as intergenerational transmission has a conservative aspect tradition being what is actually and presently transmitted from the past and or what is considered worthwhile to be passed on On the other hand acknowledging the activity of students themselves as a prerequisite for any education to happen brings the open endedness and therefore the future into the pedagogical arena in terms of development learning reflection edification et cetera So the question answered in this volume is what does this inherent historicity mean for religious education as well as for the concept religion and religious diversity In answering this question the contributions represent the global character of the concern with religious diversity in relation to religious education and originate respectively from the following countries Canada Bhikkhu English United States Moran Latvia Ilishko Russia Kozyrev Germany Pirner South Africa Roux du Preez Ferguson Japan Omori Australia de Souza Turkey Sel uk and the Netherlands Meijer Miedema

Public Theology, Religious Diversity, and Interreligious Learning Manfred L. Pirner, Johannes Lahnemann, Werner Haussmann, Susanne Schwarz, 2018-06-14 This book describes the relationship of Christian Public Theology to other religions and their ways of contributing to the common good It also promotes mutual learning processes in public education to strengthen the public role and responsibility of religions in pluralistic societies This volume brings together not only public education and public theology but also scholars from a variety of disciplines such as philosophy cultural studies and sociology and from different parts of the world By doing so the book intends to widen the horizon and provide fresh impulses for public theology as well as the discourse on public religious education *From Indifference to Dialogue?* Olga Schihalejev, 2010 This case study contributes to discussions about religious education and its relation to young people's concerns and to social cohesion in Estonia However the book also makes an important contribution to the international debate about religions and education It brings together empirical studies conducted in Estonia in the framework of a major European project REDCo Religion in Education A contribution to Dialogue or a factor of Conflict in transforming societies of European Countries setting the research in the context of wider international debates The mixed methods research investigates the attitudes of 14 16 years old Estonians towards religion and religious diversity exploring their views on the role of the school in promoting dialogue and tolerance among representatives of different worldviews and establishing the ways in which their experience of religious education affects their views on these issues Dr Schihalejev draws on three of her empirical studies each utilising a different methodology The qualitative and the quantitative studies investigate students attitudes to religion and religious diversity while two contrasting classroom based studies of religious

education explore patterns of interaction both using video ethnography and incident analysis respectively to collect and interpret the data Grounded in the findings of the empirical studies the author explores dialogical pedagogies for non confessional approaches to religious education and discusses policies for strengthening active tolerance in the school context Dr Olga Schihalejev is a researcher and a lecturer in the Faculty of Theology at Tartu University Estonia She has worked as a teacher of religious education and has written teaching learning resources for students in Estonia She is a board member of the Estonian RE Teachers Association actively involved in improving the national syllabus for RE and organising annual conferences for RE teachers in Estonia She worked on the EC Framework 6 project REDCo Religion in Education A contribution to dialogue or a factor of conflict in transforming societies of European Countries Within the REDCo Project her research was on how religion is perceived by young people in a secular context Additionally she is interested in the perception of religion and tolerance by different ethnic groups in Estonia Her current research interest is the study of the competences young teachers of different subjects have for implementing values education

Towards Religious Competence Hans-Günter Heimbrock, Christoph Th Scheilke, Peter Schreiner, 2001 In this book scholars around Europe reflect on the changing role of religious education in a time of growing pluralism in Europe and across the world The various contributions from different European countries England and Wales Germany Netherlands and Norway focus on the debate about the existing multicultural and multireligious situation in European societies Difference and diversity especially of religion is seen as a challenge for education in Europe The chapters mention trends and common challenges for religious education As a key term of religious education religious competence is introduced It includes the ability to deal with religious pluralism and differences in a constructive way It is argued that contextual religious education facilitates a new religious competence The book also contains detailed information about current developments in the field of religious education in some European countries

Educating Believers Robert Maranto, M. Danish Shakeel, 2020-06-09 *Educating Believers* Religion and School Choice offers theoretical essays and empirical studies from leading researchers on religion and schooling Religious authority and emphasis on fairness and caring provide consistent rules governing the stable family and community relationships needed for individual growth and collective action Religion is among the most important aspects of human life likely hard wired into human beings and intimately intertwined with schooling The book addresses key matters regarding religious pluralism in education including the history of state faith relationships in schooling how religious faith can motivate teachers whether religious education teaches tolerance and whether practices in Europe and Asia hold lessons for American schools The works in this volume can guide future scholarship on religious pluralism in education particularly work related to civic values character formation and public policy The chapters in this book were originally published in the *Journal of School Choice*

Religious Education Research through a Community of Practice. Action Research and the Interpretive Approach Julia Ipgrave, Robert Jackson, Kevin O'Grady, 2009 This book brings together a group of teachers and teacher

educators who have researched their own students learning in schools and universities as part of the EC funded REDCo Project Combining the methods of action and practitioner research with the key concepts of Robert Jackson s interpretive approach the book illustrates the collaborative research of a group of professionals working together as a community of practice Part one sets out the key ideas of the interpretive approach and action research Part two reports case studies from individual researchers projects carried out in diverse though related settings different schools teacher education and local authority teacher training Part three traces the ideas of the interpretive approach action research and community of practice across the individual studies Part four connects the research with wider themes and findings from the European Commission REDCo Project on religion education dialogue and conflict The book is highly relevant to the work of teachers and teacher trainers in the field of religions and education to researchers in this field and to all interested in action research practitioner research and communities of practice

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