

religious education in a secular setting



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J W D Smith

Religious Education In A Secular Setting

Jonathan Doney



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Religious Education in a Secular Setting James Walter Dickson Smith,1969 **Religious Education and Critical Realism** Andrew Wright,2015-11-19 Religious Education and Critical Realism Knowledge Reality and Religious Literacy seeks to bring the enterprise of religious education in schools colleges and universities into conversation with the philosophy of Critical Realism This book addresses the problem not of the substance of our primal beliefs about the ultimate nature of reality and our place in the ultimate order of things but of the process through which we might attend to questions of substance in more attentive reasonable responsible and intelligent ways This book unpacks the impact of modern and post modern thought on key topics whilst also generating a new critically realistic vision Offering an account of the relationship between Religious Education and Critical Realism this book is essential reading for students scholars and practitioners interested in philosophy theology and education **New Directions in Religious Education** John Hull,2018-12-21 First published in 1982 This book brings together some of the most influential articles which had moulded British religious education The articles are divided into specialised sections dealing with various aspects of the subject so that the main developments are clearly indicated The first section of the book deals with research into the religious psychology of childhood This is followed by two collections of articles dealing with the search for a philosophy of religious education and with the problems created for the teaching of religion in Britain by our pluralist society The fourth section deals with the problems of designing a curriculum in religious education while the final part gives some examples of methods in the teaching of religion The book thus provides both the general reader the student teacher and the specialist religious education teacher an easily accessible collection of many of the materials which had created British religious education *Religion and Secular Education* James Walter Dickson Smith,1975 Previously entitled Religious education in a secular setting

Crisis, Controversy and the Future of Religious Education L. Philip Barnes,2019-12-05 Crisis Controversy and the Future of Religious Education sets out to provide a much needed critical examination of recent writings that consider and respond to the crisis in religious education and more widely to a crisis in non confessional forms of religious education wherever practised The book is critical wide ranging and provocative giving attention to a range of responses some limited to the particular situation of religious education in England and some of wider application for example that of the role and significance of human rights and that of the relevance of religious studies and theology to religious education It engages with a variety of positions and with recent influential reports that make recommendations on the future direction of religious education Constructively it defends both confessional and non confessional religious education and endorses the existing right of parental withdrawal Controversially it concludes that the case for including non religious worldviews in religious education and for the introduction of a statutory objective national religious education curriculum for all schools are both unconvincing on educational philosophical and evidential grounds Timely and captivating this book is a must read for

religious and theological educators RE advisers classroom teachers student teachers and those interested in the field of religious education

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

Islamic Religious Education in Europe Leni Franken, Bill Gent, 2021-04-01 Against the backdrop of labour migration and the ongoing refugee crisis the ways in which Islam is taught and engaged with in educational settings has become a major topic of contention in Europe Recognising the need for academic engagement around the challenges and benefits of effective Islamic Religious Education IRE this volume offers a comparative study of curricula teaching materials and teacher education in fourteen European countries and in doing so explores local national and international complexities of contemporary IRE Considering the ways in which Islam is taught and represented in state schools public Islamic schools and non confessional classes Part One of this volume includes chapters which survey the varying degrees to which fourteen European States have adopted IRE into curricula and considers the impacts of varied teaching models on Muslim populations Moving beyond individual countries approaches to IRE chapters in Part Two offer multi disciplinary perspectives from the hermeneutical critical to the postcolonial to address challenges posed by religious teachings on issues such as feminism human rights and citizenship and the ways these are approached in European settings Given its multi faceted approach this book will be an indispensable resource for postgraduate students scholars stakeholders and policymakers working at the intersections of religion education and policy on religious education

Religious Education in the Small Membership Church Dr. Nancy T. Foltz, 2013-08-01 RELIGIOUS EDUCATION IN THE SMALL MEMBERSHIP CHURCH is a comprehensive resource aimed at making religious education more effective all along the line in small churches From a living ecology of solid theory and proven research this book develops exciting possibilities and helpful procedures to maximize religious education opportunities in small church settings Packaged with this volume is a huge wall chart summarizing highly important information on religious education in small membership churches

The Religious Education of Adults Leon McKenzie, R. Michael Harton, 2002 Increasingly adults do not see the church as a credible provider of quality religious education This

revision by R Michael Harton of the classic work by Leon McKenzie addresses the foundational issues of what constitutes such an education for adults and how ministers and teachers can determine and understand the needs of learners It also offers ways to involve learners in the planning and execution of their own religious education A must read for ministers and seminarians who care about the religious education of adults Leon McKenzie is a retired professor of adult education at Indiana University where he also served as Director of Human Resource Development for Indiana University Hospital He received his Ed D in adult education from IU and has authored several books including *Adult Education and the Burden of the Future* and *Adult Education and World View Construction* He lives in Indianapolis R Michael Harton has authored several articles on local church adult education and contributed to *A Church's Ministry to Adults* and *Handbook on Adult Religious Education* A former congregational educator and seminary professor he now serves the Virginia Baptist Resource Center in Richmond Virginia and teaches adjunctively at the Baptist Theological Seminary at Richmond He received his Ed D in adult education and instructional systems technology from Indiana University

Encountering Religious Pluralism in School and Society Thorsten Knauth, **Rethinking the School Curriculum** John White, 2004 In 2000 the school curriculum in England was equipped for the first time in the country's history with an extensive set of aims and purposes In this book leading experts in the teaching of school subjects examine the significance of the new aims for the reform of the curriculum In two general introductory chapters John White discusses the validity of the aims and how they might be realized in schools The remainder of the book focuses on subject specific areas and how these need to be brought into line with the new aims so as to produce a more relevant and enjoyable curriculum experience for pupils including more opportunities for choice of activities The book concludes with suggestions about how government policy on the curriculum should now succeed This portrayal of the school curriculum today and how it could be developed in line with the new aims will be of interest to those studying education with a particular focus on the areas of curriculum assessment school management philosophy of education and the history of education

Studies in Religion and Education John M. Hull, 2018-12-07 First published in 1984 John M Hull was a leading figure in the controversies which had surrounded religious education since the late 1960s This book brings together in one volume 21 of his published papers and articles which had previously appeared in journals conferences reports and books in Belgium Australia Canada the United States as well as the United Kingdom This book is essential reading for all teachers clergy parents and students seriously concerned with the issues confronting religious education and Christian upbringing in our secular and pluralist world

Turning Points in Religious Studies Ursula King, 2016-10-06 Religious Studies was first introduced as a new discipline in universities and colleges around the world in the 1960s This discipline brought about a reorientation of the study of religion created new perspectives and influenced all sectors of education The essays presented in this volume provide a clear and comprehensive overview of the history of Religious Studies as an academic discipline the turning points it faces and the directions it might take in the future The work

is organised in three sections The first presents a succinct case study of the historical development of Religious Studies in Britain The second considers the development of Religious Studies throughout the world in its major constituents including Hinduism Buddhism Sikhism traditional African religions Christianity Islam and new religious movements in Africa the study of truth and dialogue in religion science and the rediscovery of religious experience mysticism The third section looks to developments in Religious Studies in particular at religion in relation to the arts gender information technology and to Religious Studies in a global perspective

Global Perspectives on Catholic Religious Education in Schools Michael T. Buchanan, Adrian-Mario Gellel, 2019-03-01 This book shares global perspectives on Catholic religious education in schools chiefly focusing on educational and curriculum issues that take into account the theology and the pedagogy which support learning in connection with Catholic religious education Further it offers insights into the distinctive contribution that Catholic religious education makes to religious education and education in general across diverse schooling contexts Bringing together insights from leading scholars and experts on Catholic religious education around the globe the book offers an essential reference guide for all those involved in researching planning and designing curricula for Catholic religious education as well as developing related theories in the field

Education, Religion and Diversity L. Philip Barnes, 2014-02-05 In this thoughtful and provocative book Philip Barnes challenges religious educators to re think their field and proposes a new post liberal model of religious education to help them do so His model both confronts prejudice and intolerance and also allows the voices of different religions to be heard and critically explored While *Education Religion and Diversity* is directed to a British audience the issues it raises and the alternative it proposes are important for those educators in the United States who believe that the public schools have an important role in teaching students about religion

Walter Feinberg Professor Emeritus of Education Policy Organization and Leadership at the University of Illinois Urbana Champaign Philip Barnes offers a penetrating and lucid analysis of the strengths and weaknesses of modern religious education in Britain He considers a range of epistemological and methodological issues and identifies two contrasting models of religious education that have been influential what he calls a liberal and a postmodern model After a detailed review and criticism of both he outlines his own new post liberal model of religious education one that is compatible with both confessional and non confessional forms of religious education yet takes religious diversity and religious truth claims seriously Essential reading for all religious educators and those concerned with the role of religion in schools

Bernd Schr der Professor of Practical Theology and Religious Education University of G ttingen What place if any does religious education have in the schools of an increasingly diverse society This lucid and authoritative book makes an incisive contribution to this crucial debate

Roger Trigg is Emeritus Professor of Philosophy University of Warwick and Senior Research Fellow Ian Ramsey Centre Oxford The challenge of diversity is central to education in modern liberal democratic states and religious education is often the point where these differences become both most acute and where it is believed of all curriculum

subjects resolutions are most likely to be found Education Religion and Diversity identifies and explores the commitments and convictions that have guided post confessional religious education and concludes controversially that the subject as currently theorised and practised is incapable of challenging religious intolerance and of developing respectful relationships between people from different communities and groups within society It is argued that despite the rhetoric of success which religious education is obliged to rehearse in order to perpetuate its status in the curriculum and to ensure political support a fundamentally new model of religious education is required to meet the challenge of diversity to education and to society A new framework for religious education is developed which offers the potential for the subject to make a genuine contribution to the creation of a responsible respectful society Education Religion and Diversity is a wide ranging provocative exploration of religious education in modern liberal democracies It is essential reading for those concerned with the role of religion in education and for religious and theological educators who want to think critically about the aims and character of religious education

Catholic Schools in a Plural Society Andrew B. Morris, 2024-01-05 This book comprises a selection of articles published mainly in peer reviewed academic journals together with a small number of documents prepared for policy makers within the Catholic education sector in England and Wales The texts have been reprinted almost entirely as originally published but with some minor editing to avoid unnecessary duplication The papers are grouped into four sections The first is concerned with the context of state maintained Catholic schools The second explores research into the academic performance of Catholic schools prior to 1995 The third provides data on pupils academic and social outcomes together with comparative studies of teachers and leadership of Catholic schools The fourth section contains briefing papers about various aspects of state maintained Catholic education

Unearthing Policies of Instrumentalization in English Religious Education Using Statement Archaeology Jonathan Doney, 2021-01-01 This book presents the theoretical basis and practical steps involved in using Statement Archaeology an innovative method that enhances understandings of policy development exemplifying its use in relation to one curriculum subject Religious Education The book is the first of its kind to fully describe the theoretical foundations of Statement Archaeology and the practical steps in its deployment acting as a methodological handbook that will enable readers to use the method subsequently in their own research Further the book offers an unparalleled contribution to the historical account of the development and maintenance of compulsory RE in English state maintained schools and uses this to engage with key current debates in Religious Education policy It unearths important insights into how the present is built informs future policy direction and potential implementation strategies and helps prevent the repetition of unsuccessful past endeavours This book will be of great interest for academics researchers and post graduate students in the fields of religious education educational policy and politics and research methods in education

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

Open-Mindedness and Education William Hare, 1993-08-06 Professor Hare provides a systematic and detailed examination of what is meant by calling a person open minded and an inquiry into the place and importance of this comparatively neglected idea in education Hare provides us with a clear concept of open mindedness and shows why that attitude is central to our view of education for those who are interested in the concept of education or values or moral education and those who want to see how open mindedness relates to important concepts such as rationality neutrality indoctrination recommended to all who are concerned with education not just teachers and teacher educators The language is absolutely clear and free of pretentious jargon the arguments are rigorous cogent and easy to follow and the organization of the book is truly exemplary Canadian Journal of Education

Global Perspectives on Spirituality and Education Jacqueline Watson, Marian de Souza, Ann Trousdale, 2013-12-04 In recent decades and around the world much attention has been given to the role of spirituality in the education of children and young people While educationalists share many common goals and values in nurturing the spiritual lives of children and young people national and regional cultures religions and politics have impacted on the approaches scholars and practitioners have adopted in their investigations and practices The different contexts across nations and regions mean that educators face quite distinct conditions in which to frame their approaches to spiritual education and research and the nature and impact of these differences is not yet understood This book brings together thinkers from around the globe and sets them the task of explaining how their research on children's spirituality and education has been shaped by the historical cultural religious and political contexts of the geographic region in which they work The book presents contributions in three sections Europe and Israel Australasia and The Americas and concludes with a chapter highlighting what is common and what is contextually unique about global approaches to spirituality and education

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