



Richard R. Osmer  
Friedrich Schweitzer

RELIGIOUS EDUCATION  
*between* MODERNIZATION  
*and* GLOBALIZATION

*New Perspectives on the  
United States and Germany*

# Religious Education Between Modernization And Globalization New Perspectives On The United States And Germany

**Chris Hermans, Mary Moore**



## **Religious Education Between Modernization And Globalization New Perspectives On The United States And Germany:**

*Religious Education Between Modernization and Globalization* Richard Robert Osmer, Friedrich Schweitzer, 2003 While major strides are being made to improve religious education in churches nationwide much can be learned by looking at the subject from a global perspective Religious Education between Modernization and Globalization is a first and very significant effort to reap the benefits of sharing educational successes and challenges between countries in this case the United States and Germany Featuring a unique comparative approach to religious education the book first explores the importance of studying the styles and methods of religious education within differing social contexts and it presents modernization globalization and postmodernism as key frameworks for such research Next central figures and texts in twentieth century religious education in both Germany and the United States are examined and compared The last section of the book points out the challenges facing religious education in the new millennium and offers constructive proposals that will interest not only Protestants and Catholics but also members of Jewish Muslim and other faith communities

**Religious Diversity and Education. Nordic Perspectives** Geir Skeie, 2009 In the last ten years or so religious plurality has become higher on the agenda for religious education research in the Nordic countries This attention to religious plurality partly reflects processes of globalisation that include both physical migration and communication of ideas and is seen across the world making it smaller It also reflects the preoccupation of governments with social cohesion and as part of this intercultural education In the curricula of the Nordic countries this is manifested in different ways setting also the agenda for parts of educational research This book addresses issues related to the increasing religious plurality in the Nordic countries These issues are a challenge to many religious groups including historically dominant Lutheran national churches both nationally and locally They have also led to a reorientation in religious education research in the last decade A rich variety of research perspectives are presented under three headings Theoretical and methodical perspectives The world of the students Teachers and textbooks Nordic religious education research here proves to be internationally oriented in terms of theoretical perspectives whilst also contributing to the debate through important empirical studies Examples of issues covered in the book are unintended learning dialogue gender life interpretation spirituality identity and values In different ways all the contributions in this book shed light on the common theme of diversity and are based on a will to include diverse perspectives both on the actors and the material of the classroom as well as on the life world of young people The researchers represent different generations and different theoretical and methodological perspectives

**Postfoundationalist Reflections in Practical Theology** Brian C. Macallan, 2014-06-09 Postfoundationalist Reflections in Practical Theology seeks to explore the implications of a Postfoundationalist theology for the discipline of Practical Theology While moving beyond the modernist and postmodernist debates it charts a way forward for a theology that is bound by neither relativism nor certainty It believes that

Practical Theology is well suited to this task by its very nature and methodology 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

**Corruption Mocking at Justice** Alfred Sebahene, 2017-09-30 The church has a duty to fight corruption and injustice The increased awareness globally of corruption and the threat it poses to humanity has led many in the secular and Christian world to seek solutions to stamp out this scourge Recognizing the crisis caused by corruption in Tanzania his own country Dr Alfred Sebahene seeks to understand this social epidemic through the application of theological ethics As a result of the study the author identifies theological ethical guidelines that inform and add substance to the church s duty in the public sphere particularly in the fight against corruption and injustice

Guide for the Christian Perplexed Thomas P. Power, 2012-01-13 Thoughtful Christians are legitimately perplexed by a number of issues relating to the church s belief and practice They are perplexed partly because they recognize that the issues themselves are thorny and partly because they are not sure how to test the mutually inconsistent theories and explanations affirmed by diverse voices speaking with equal assurance Most Christians find relatively little occasion or encouragement to address their perplexities with intellectual candor and integrity If they dare to acknowledge their theological perplexities at all they are too often told that these perplexities are unimportant or that they can be answered very simply or that they should be left to the experts Guide for the Christian Perplexed written by members of the faculty of Wycliffe College Toronto aims to explore a diversity of issues and questions to do with o our knowledge of Jesus o the meaning of suffering o the function of doctrine o the understanding of Scripture o the place of other religions o the challenge of atheism o the pleasures and complications of sexuality o the nature of worship o the way to evangelize o understanding who our neighbor is locally and globally o diversities of spirituality Here you will find thoughtful reflections and answers to the questions around these issues A study guide is included for individual and group use

*Hermeneutics and Empirical Research in Practical Theology* Chris Hermans, Mary Moore, 2021-09-20 There is a growing consensus among scholars in different countries about the object of practical theology Hans van der Ven has contributed much to this consensus through his writings on the foundations of practical theology the empirical paradigm within practical

theology and specific subdisciplines within practical theology especially religious education moral education church development and ministry At the center of this growing consensus is an understanding of the independent hermeneutical role of religious experiences and practices of people in the process of theological theory building If contemporary religious experiences and practices have a critical role with regard to religious tradition and the ministry of this tradition then practical theology cannot just be a form of applied theology The contributors of this volume focus on this hermeneutical core foundations of practical theology and on empirical research as a research method within practical theology in the work of Van der Ven

Youth in Europe I Hans-Georg Ziebertz, 2005 This book contains a report of an extraordinary study about life perspectives of young people in different countries in Europe It reveals remarkable differences in perspective for the future of the young people in these countries Are we in the process of establishing a society in which future generations will feel at home and in which they can put their faith The European Union should support this kind of research

**Learning to Teach Citizenship in the Secondary School** Liam Gearon, 2014-11-26 Praise for previous editions A comprehensive and illuminating resource on both citizenship and citizenship education David Hicks Times Educational Supplement What is the role of citizenship How can it be taught effectively Learning to Teach Citizenship in the Secondary School is an essential resource for students training to teach citizenship in the secondary school as well as teachers of citizenship looking for fresh ideas and guidance Written by leading experts in the field the book is underpinned by the latest research and theory and explores a variety of inspirational approaches to teaching and learning in a subject which provides a critical underpinning to the whole school curriculum This new third edition has been comprehensively updated and restructured to emphasise the role of citizenship across the curriculum exploring a wider range of subjects including geography modern foreign languages mathematics and science Key topics include historical origins and contemporary contexts developing subject knowledge and skills of enquiry effective lesson plans schemes of work and assessment citizenship beyond the classroom community based work and learning outdoors citizenship across the curriculum English drama and media history geography and religious education modern foreign languages mathematics and science and RE research in citizenship Including key objectives and chapter summaries together with carefully developed tasks to support your own professional development Learning to Teach Citizenship in the Secondary School is designed to develop theoretically informed good practice in citizenship education It is a source of support guidance and creative ideas for all training citizenship teachers and those teaching the subject as non specialists and offers specialists new insight into this crucial subject

**Teaching for Christian Wisdom** Samy Estafanos, 2018-08-20 In many ways Christian education in the Presbyterian Church in Egypt was deeply influenced by public education in Egypt One of the negative consequences of such influence is the significant lack of developing and using critical thinking as a basic element of the process While multiple factors educational and theological contribute to forming it this problem manifests itself in many ways The present research deals with the lack of critical thinking as a central problematic

reality of the Christian education process in the Presbyterian Church in Egypt In order to illuminate and address this problematic situation Richard Osmer's understanding of Christian education as practical theology is used to bring into dialogue American philosopher psychologist and educator John Dewey and reformer and theologian John Calvin In light of this dialogue not only the lack of critical thinking but also multiple other dimensions of the problematic situation of Christian education in the Presbyterian Church in Egypt are illuminated Lack of democracy lack of the use of experience lack of creative pedagogies lack of practical reason and lack of theology from the process are some of these dimensions Adapting Osmer's comprehensive approach to Christian education as practical theology Samy Estafanos proposes a holistic approach towards Christian education that aims at transforming education into a reconciling process      Global Pentecostal Movements Michael Wilkinson, 2012-09-19 This book analyses the variety of Pentecostal movements engaging politics in Africa mission work in Asia and issues of migration in Europe and North America      Researching Religious Education as Social Practice Geir Afdal, 2011      The Teaching Ministry of Congregations Richard Robert Osmer, 2005-01-01 In this important and groundbreaking book Osmer develops a practical theology of the teaching ministry He begins with the Apostle Paul identifying in Paul's letters to his congregations the core tasks of the teaching ministry      **Consensus and Conflict** Kenda Creasy Dean, Blair D. Bertrand, Amanda Hontz Drury, Andrew Root, 2019-05-15 Most students of practical theology recognize Richard R Osmer as the originator of the consensus model of practical theology one of the most accessible and widely used models of practical theological model in the world Yet Osmer's influence extends beyond practical theological method Over his long career his writing and teaching spanned Christian education youth ministry spirituality and evangelism as well giving each of these congregational practices new theological substance A pastor as well as a scholar at heart Osmer writes with the American congregation in mind insisting on making theology central to every Christian practice Consensus and Conflict traces Osmer's multi-faceted intellectual career from his days as seminarian through his professoriate at Princeton Theological Seminary and his role in the founding of the International Academy of Practical Theology These themes unfold against the backdrop of ecclesial change that Osmer barely anticipated as a young pastor in New England and western North Carolina The contributors to this volume bear witness to Osmer's indebtedness to social sciences theologians like Moltmann and Barth his wide range of interests ranging from confirmation to redemptive agriculture to church planting and his deep hope that the theological disciplines will play a more vital role in practical theology's future      **African Contextual Realities** Rodney L. Reed, 2018-08-14 Everyone who has eyes to see acknowledges the growing importance of the African church to the future of global Christianity But what does it mean for the church to take root in Africa How should the message of the gospel and the practice of Christianity be contextualized for Africa African Contextual Realities addresses many of the questions surrounding contextualization from a practical point of view and is the fruit of the 6th Annual Conference of the Africa Society of Evangelical Theology held in Nairobi in 2016 The book explores such questions as In what

ways should the mission of God be universally recognizable in every cultural context In our efforts to contextualize how do we avoid compromising the very gospel we are to proclaim How can the African church wean itself away from dependency on the Western church How does Christianity speak into some of the cultural and social issues arising out of contemporary African settings issues like widow cleansing Christian Muslim relations and peace building All those who are interested to learn more about the contextualization of African Christianity will find this volume to be an important resource **On the**

**Edge** Ina ter Avest,2013-02-12 For the first time leading scholars in Religious Education and Citizenship Education reflect upon the making of of their theoretical framework in honour of Siebren Miedema In this Liber Amicorum in retrospect these scholars recognize implicitly or more explicitly critical incidents and they honour critical persons for the decisive voice each of them had in the articulation of the theoretical frame of reference the scholars developed in the field of pedagogy of religion s and citizenship education Or to use the words Siebren Miedema prefers the field of religious citizenship education The eminence grise in the field of Pedagogy is brought together in this volume like John Hull Bob Jackson and Wolfram Weisse scholars from the United States of America like Jack Seymour and Mary Elizabeth Moore scholars from Latin America like G nther Dietz scholars from the Netherlands like Cok Bakker Chris Hermans Henk Kuindersma Alma Lanser Wilna Meijer Bram de Muijnck and Doret de Ruyter scholars from Western Europe like Hans G nther Heimbrock and Friedrich Schweitzer scholars from Eastern Europe like Fedor Kozyrev scholars from up North like Geir Skeie scholars from down South like Cornelia Roux and Marian De Souza They all responded to the question of the editor Ina ter Avest to reflect upon the relationship between their biography and their developed theoretical framework For everybody interested in the field of religious citizenship education this volume offers a thorough introduction to their theories We hope this comprehensive book will provoke readers to balance on the edge of different perspectives and to stimulate the development of their own line of thought on religious citizenship education *Religious Education and the Anglo-World* Stephen Jackson,2020-03-31

Focusing on Australia Canada and New Zealand Religious Education and the Anglo World historiographically examines the relationship between empire and religious education The analysis centres on three formative eras in the development of religious education in each case firstly the foundational moments of publicly funded education in the mid to late nineteenth centuries when policy makers created largely Protestant systems of religious education and frequently denied Roman Catholics funding for private education Secondly the period from 1880 1960 during which campaigns to strengthen religious education emerged in each context Finally the era of decolonisation from the 1960s through the 1980s when publicly funded religious education was challenged by the loss of Britishness as a central ideal and Roman Catholics found unprecedented success in achieving state aid in many cases By bringing these disparate national literatures into conversation with one another Stephen Jackson calls for a greater transnational approach to the study of religious education in the Anglo World

**The Oxford History of Protestant Dissenting Traditions, Volume V** Mark P. Hutchinson,2018-10-18 The five volume

Oxford History of Protestant Dissenting Traditions series is governed by a motif of migration out of England. It first traces organized church traditions that arose in Britain and Ireland as Dissenters distanced themselves from a state church defined by diocesan episcopacy, the Book of Common Prayer, the Thirty Nine Articles and Royal Supremacy, but then follows those traditions as they spread beyond Britain and Ireland and also analyses newer traditions that emerged downstream in other parts of the world from earlier forms of Dissent. Secondly, it does the same for the doctrines, church practices, stances toward state and society, attitudes toward Scripture, and characteristic patterns of organization that also originated in earlier British and Irish dissent but that have often defined a trajectory of influence independent of ecclesiastical organizations. The Oxford History of Protestant Dissenting Traditions Volume V follows the spatial, cultural, and intellectual changes in dissenting identity and practice in the twentieth century as these once European traditions globalized. While in Europe dissent was often against the religious state, dissent in a globalizing world could redefine itself against colonialism or other secular and religious monopolies. The contributors trace the encounters of dissenting Protestant traditions with modernity and globalization, changing imperial politics, challenges to biblical, denominational, and pastoral authority, local cultures and languages, and some of the century's major themes such as race and gender, new technologies, and organizational change. In so doing, they identify a vast array of local and globalizing illustrations which will enliven conversations about the role of religion and, in particular, Christianity.

Pragmatism and Modernities, 2010-01-01 Pragmatism belongs at least to a certain degree to the Protestant-based reaction towards the economic, social, and political developments of the time in the US, and it is no coincidence that the pragmatists all came from religious families, if not even theologian families. But these life conditions have changed over the course of the last century as much as the Protestant self-assurance has been questioned more and more. The question discussed in this book by international scholars is as to whether the possible modernity of pragmatism of around and after 1900 can still be labeled modern today in the modernity or post-modernity around and after 2000. Has philosophy and philosophy of education found better alternatives? Have the alternatives of the time around 1900 proven to be better? Were the contemporary critics of pragmatism right? These questions are discussed in fourteen chapters clustered in three larger parts. The first part deals with pragmatism and modernity around 1900, the second part discusses contemporary alternatives to pragmatism and critics of pragmatism, and the third and last part of the book deals with the modernity of pragmatism today. Intended audience: philosophers, philosophers of education, historians, historians of education, religious educators, historians of sociology, cultural historians, political scientists, postmodernists.

**Pathways to the Public Square** International Academy of Practical Theology. Meeting, 2005. This volume represents the proceedings of the 2003 meeting of the International Academy of Practical Theology which was held in Manchester, UK, on the theme of public theology. Featuring over twenty papers from some of the world's leading practical theologians, Pathways to the Public Square offers a wide variety of perspectives on the relationship between theology and politics, education, law, culture, and economics. They include

subjects as diverse as the role of religion in the constitution of the European Union theological themes in popular music Roman Catholic Muslim dialogue in the U S A and the spirituality of the public realm This book will be of interest to theological educators and students church leaders policy makers and all those interested in the relationship between religion and public life

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