

Religious Education in a Pluralist Society

The Key Philosophical Issues



Peter R. Hobson and
John S. Edwards

Religious Education In A Pluralist Society The Key Philosophical Issues

Jeff Astley



Religious Education In A Pluralist Society The Key Philosophical Issues:

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 Australia 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

Religious Education in a Pluralist Society Peter R. Hobson, John S. Edwards, 1999 This book discusses the philosophical issues underlying the teaching of religious education and the conflict between religion and democratic values it scrutinises religious education programmes in the UK USA and Australia and evaluates their effectiveness

Religious Education in a Pluralist Society: The Key Philosophical Issues Pete R.-Edwards Hobson (John S.), 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

Reasons for Living Marisa Crawford, Graham Rossiter, 2006-11-01 *Reasons for Living* begins by exploring the development and psychological function of meaning identity and spirituality in the lives of young people This exploration can contribute significantly to the professional background of those engaged in the education and care of youth in various contexts The book then focuses on what it means to educate young people in meaning identity and spirituality Implications are considered for three school contexts the spiritual and moral dimension to the general curriculum in public and independent schools religious education in religious schools and state based Religion Studies courses *Reasons for Living* makes a much needed contribution to the philosophy of education by discussing the links between education and young

people's spiritual and moral development. It also provides new insights and approaches to values education and religious education. Areas of fundamental importance in Australian education have long been held back not only by the gap between theory and practice but also by the very complexities of young people's personal development in contemporary Western Culture. *Reasons for Living* offers a constructive and practical way forward. *Religious Education in Malawi and Ghana* Yonah Matemba, Richardson Addai-Mununkum, 2021-03-15. *Religious Education in Malawi and Ghana* contributes to the literature on opportunities and complexities of inclusive approaches to Religious Education (RE). It analyses how RE in Malawi and Ghana engages with religious pluralisation and provides a compelling case for the need to re-evaluate current approaches in the conceptualisation, curriculum design and delivery of RE in schools in Malawi and Ghana. The book explains how a pervasive tradition of selection involving exclusion and inclusion of religion in RE leads to misrepresentation and in turn to misclusion of non-normative religions where religion is included but marginalized and misrepresented. The book contributes to wider discourse of RE on opportunities as well as complexities of post-confessional approaches including the need for RE to avoid perpetuating the continued legitimisation of selected religions and in the process the delegitimation of the religious other as a consequence of misrepresentation and misclusion. Inspired by Braten's methodology for comparative studies in RE, the book draws on two qualitative studies from Malawi and Ghana to highlight the pervasive problems of religious misclusion in RE. This book will be of great interest for academics, scholars and postgraduate students in the fields of RE, African education, educational policy, international education and comparative education. **Reimagining the**

Landscape of Religious Education Zehavit Gross, 2023-03-13. This book brings together new thinking and research on religious education's complex and evolving role in the multicultural, diverse postmodern era. It facilitates new realism and understanding of the current situation from empirical and reflective accounts relating to a variety of countries and political contexts as well as providing innovative methodological approaches to the study of education and religion. In different contexts around the world at different levels of education and from different theoretical lenses, religious education occupies a contested space. The ongoing, changing nature of the world due to increasing secularization, rapid technological change, mass immigration, globalization, processes of conflict and challenging security issues from inter- to intra-state levels and with shifting geopolitical power balances generates the need to reconceptualize where religious education is positioned. It claims that religious education on its own can be an agent of moral, social and spiritual transformation. These are disputed. There is significant controversy about whether special religious education that is in faith education still has a role within the post-modern world.

The Blackwell Guide to the Philosophy of Education Nigel Blake, Paul Smeyers, Richard D. Smith, Paul Standish, 2008-06-09. In this important survey, an international group of leading philosophers chart the development of philosophy of education in the twentieth century and point to significant questions for its future. Presents a definitive introduction to the core areas of philosophy of education. Contains 20 newly commissioned articles, all of which are written by

internationally distinguished scholars Each chapter reviews a problem examines the current state of the discipline with respect to the topic and discusses possible futures of the field Provides a solid foundation for further study Spirituality and Education Andrew Wright,2003-09-02 Spirituality and Education introduces the basic contours of current debate in a form accessible to both classroom teachers across the curriculum range and to school managers It covers all key areas including problems of defining spirituality government legislation and supporting documentation relevant empirical research the social dimension of spirituality secular and religious manifestations of spirituality in contemporary society theories of childhood spiritual development contemporary approaches to spiritual education including collective worship and cross curricular teaching A variety of different perspectives and approaches will be offered and readers are encouraged to be reflective through a number of tasks which relate all issues raised directly back to their own specific circumstances The author includes questions quotes and lists of further reading **On Holy Ground: The Theory and Practice of Religious Education**

Liam Gearon,2013-07-18 Religion has had notable and renewed prominence in contemporary public and political life Religious questions have also been freshly examined in philosophy and theology the natural sciences the social sciences psychology phenomenology politics and the arts These fields reflect complex multi disciplinary understandings of religion some hostile some accommodating For religious education this has all contributed to its own international renaissance Religious education in ensuring it is contemporary shares with these fields the same criticality the same distance between the study of religion and the religious life Yet what are the grounds of this modern religious education Through a systematic historical and contemporary cross disciplinary analysis answering this question is the ambitious task of the book Chapters include philosophy theology and religious education the natural sciences and religious education the social sciences and religious education psychology spirituality and religious education phenomenology and religious education the politics of religious education the aesthetics of religious education The central problem of all modern religious education remains this what are the grounds of religious education when religious education is no longer grounded in the religious life in the life of the holy Although this primarily appears to be an epistemological problem it soon becomes a moral and existential one The book will be of key interest to teachers theorists and researchers working in religious education **Liberalism, Education and Schooling**

T.H. McLaughlin,2017-03-27 A tribute collection of essays edited by author s colleagues and friends Adapting Religious Education to Individual Requirements Adrian-Mario Gellel,2007 Law, Religious Freedoms and Education in Europe Myriam Hunter-Henin,2016-04-22 This collection considers how contemporary cultural and religious diversity challenges and redefines national constitutional and legal frameworks and concepts within the context of education It offers a critical reflection on the extent and meanings given to religious freedom in education across Europe The contributions deal primarily with Western Europe although the book also includes a study of the US vibrant debates on Creationism This volume considers issues such as religious expression faith schooling and worship in schools in a

multidisciplinary and comparative approach The book first examines key concepts before presenting national models of religion and education in Europe and analyzing case studies relating to religious symbols worn at school and to the teaching of religious education Legal questions are examined in a wider context in the light of the intentions of state policy and of current national and transnational debates Controversies on the legal implications of personal and national identities are for example analyzed From a comparative perspective the chapters examine the possible converging power of human rights and anti discrimination discourses and reveal the difficulties and risks involved in seeking to identify the best model for Europe This topical study of a highly sensitive area of education presents a valuable insight for students researchers and academics with an interest in cultural and religious diversity human rights and education Religious Education 5-11 Imran Mogra,2022-10-12 Religious Education has returned in the limelight of education Religious Education 5 11 deals with present day debates and issues at the heart of this important subject It provides a systematic holistic and unified guidance on teaching RE in primary school The guide features vignettes case studies extracts and viewpoints from experts for deeper engagement Religious Education 5 11 offers ample guidance and suggestions for the classroom The main areas covered include Historical legal and contemporary perspectives What is RE about Aims purposes and the field of enquiry RE in the Early Years Key Stages 1 and 2 Knowledge in RE Concepts attitudes skills dispositions and SMSC Planning and structuring the curriculum Theories classical and contemporary pedagogies and multidisciplinary approaches Assessment and progression Subject leadership and the thriving community Research and lifelong learning in RE This book is an indispensable resource for all student educators early career teachers and classroom practitioners interested in teaching Religious Education in an ambitious contemporary and challenging way **The Oxford Handbook of Religion and Education** Liam Francis Gearon,Arniika Kuusisto,2025-04-29 The Oxford Handbook of Religion and Education offers a multidisciplinary 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 **Religion in Secular Education** Cathy Byrne,2014-01-09 Cathy Byrne presents the secular principle as a guiding compass for religion in government schools in plural democracies Using in depth case studies historical and contextual research from Australia and comparisons with other developed nations Religion in Secular Education provides a comprehensive at times confronting

analysis of the ideologies policies pedagogies and practices for state school religion In the context of rising demands for students to develop intercultural competence and interreligious literacy and alongside increasing Christian evangelism in the public arena this book highlights risks and implications as education develops religious identity in individual children and in nation states Byrne proposes a best practice framework for nations attempting to navigate towards socially inclusive outcomes and critical thinking in religions education policy Reflecting on Faith Schools Helen Johnson,2013-09-13

Profound changes in society government policy and the political landscape as well as cataclysmic events such as 9 11 have greatly altered perceptions of faith schools and their existence now causes more controversy than ever Taking a reflective practice approach this study by people working within faith schools and colleges explores the new hot issues surrounding the subject in a sophisticated way Looking at the supposed secularisation of the West the nature of the multi cultural and multi faith society the role of women the spiritual development of children and most of all the form that the tolerance of religious diversity should take in liberal societies this book encourages readers to re examine their assumptions and to consider faith schools as a part of the future of the English schooling system within a multi cultural society This book was previously published as a special issue of The International Journal of Children s Spirituality **Ordinary Theology** Jeff

Astley,2017-07-05 Ordinary theology is Jeff Astley s phrase for the theology and theologising of Christians who have received little or no theological education of a scholarly academic or systematic kind Astley argues that an in depth study of ordinary theology which should involve both empirical research and theological reflection can help recover theology as a fundamental dimension of every Christian s vocation Ordinary Theology analyses the problems and possibilities of research and reflection in this area This book explores the philosophical theological and educational dimensions of the concept of ordinary theology its significance for the work of the theologian as well as for those engaged in the ministry of the church and the criticisms that it faces Ordinary theology Astley writes is the church s front line Statistically speaking it is the theology of God s church

Inspiring Faith in Schools Marius Felderhof,2016-05-23 Inspiring Faith in Schools addresses the privileging of secularism that appears to affect RE in countries influenced by modern western thought The authors argue that a more engaging form of RE would emerge if religious life were to inhabit centre stage Currently religious faith is made to hover in the wings awaiting the call to face the inquisitorial challenge of the modern day enquirer The consequent relationship between pupil and the Divine as the purpose of study is then already intrinsically irreligious as indicated in the Book of Job by putting God in the dock whereas it is the pupil who should be cross examining his or her life What are the ways of exciting and engaging the young so that they begin to entertain the possibility of religious life as a genuine option for themselves Leading scholars in philosophy and theology from the UK Australia Canada and the USA come together to address these questions together with RE experts Marius Felderhof writes an Afterword summing up the challenges faced by such a re visioning of RE **A**

Critical Realist Perspective of Education Brad Shipway,2010-07-20 Explores the capability of critical realism to throw

light on educational theory This book investigates the convergence and divergence between two forms of critical realism It outlines the key characteristics that are necessary for a theological position to claim the term critical realist

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