



SIG 19 Religious and Spiritual Education Newsletter

Issue 1/2018

Dear SIG 19 Members and Friends,

Welcome to the Spring 2018 issue of our Newsletter!

In this issue, you find discussions over our SIG's new name and identity. Members and friends of SIG19 were asked to fill a questionnaire. In this Newsletter we present main results of your viewpoints. Most of the respondents supported a new name "Religions and Worldviews in Education". Official voting will happen via EARLI's online system (<https://www.earli-eapril.org/login>), and more information about this is offered in this Newsletter. Please remember that only members of EARLI SIG 19 can vote and therefore it is important to renew your membership or become a member if you have not yet done that (<https://earli.org/join>).

SIG 19 Conference will be in June 11-13, 2018, in Joensuu, Finland. This Newsletter provides the conference program and abstracts of the keynotes. We also interviewed the keynote speakers to provide you information about them and their thoughts about religious and spiritual education. This Newsletter includes also a call for papers for forthcoming special issue of *Journal of Beliefs & Values*.

You are warmly welcome to Joensuu! Hopefully we will meet there!

Nasibeh Hedayati

SIG 19 Newsletter Editor

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SIG19 members and friends were asked to fill a questionnaire to express their ideas and viewpoints for developing EARLI SIG 19. All together 24 people answered the questionnaire.

Results show that for the new title of SIG 19 most Yes–votes were given to the first title *Religions and Worldviews in Education*. This title also got lowest No–votes. There were more dispersion of votes with other titles. (See Figure 1.) As a note for the questionnaire there seems to be possibility that same person has answered twice: answers and more over the arguments of participant number 8 and 20 are the same.

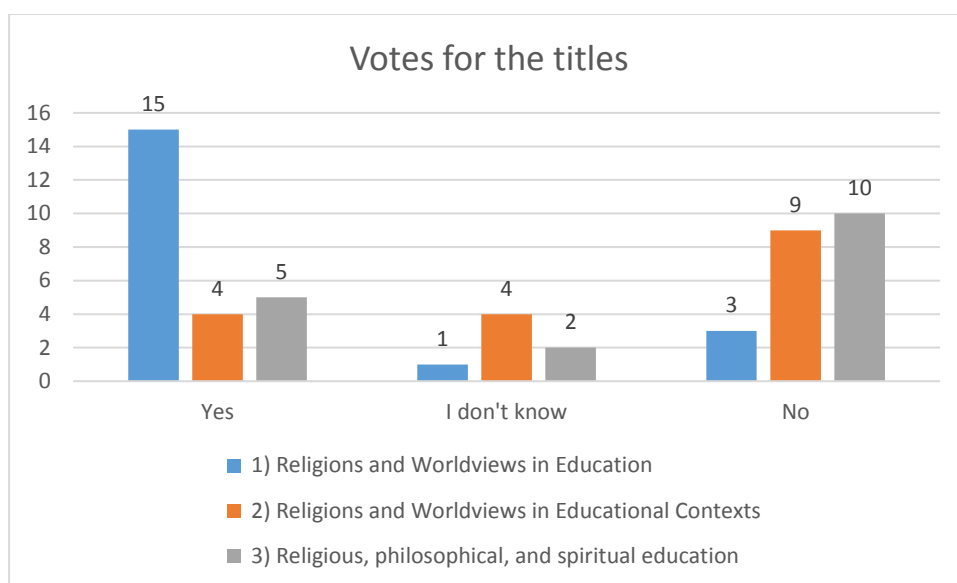


Figure 1 Votes for the titles

RESULTS IN THE NUTSHELL

TITLE 1) Religions and Worldviews in Education: I think that "Religions and Worldviews in Education" would be a good option?

Most common arguments to support opinion "Yes" included ideas that this title is broader (than current name of SIG19) and/or simple (as simple being a good thing). Arguments against this title contained the idea that suggested the title to be too narrow or that word "religions" should not be written as plural.

TITLE 2) Religions and Worldviews in Educational Contexts: I think that "Religions and Worldviews in Educational Contexts" would be a good option?

In the arguments to support opinion "Yes" for the second title proposition was the idea that this title is widening SIG19's context. Other supporting arguments included some propositions of their own. Arguments against this title included mostly the idea that this title is too confusing.

TITLE 3) Religious, philosophical, and spiritual education: I think that "Religious, philosophical, and spiritual education" would be a good option? (yes=2, I don't know=1, No=0)

Last title proposition had fewest arguments to support opinion "Yes". This title got most "No" –votes and also most arguments to support opinion "No". There were arguments that contained idea that title is too narrow, that this alternative overlaps other SIG's and that is too vague.

OWN SUGGESTIONS 4) My own suggestion (other than the one's mentioned above) for the title of our SIG 19 is:

There were multiple suggestions for the new name of SIG19. There is list of the suggestions and below it are the suggestions with the supporting arguments.

- Religion and worldviews in education
- Religious and Spiritual Education
- Religious, Philosophical and spiritual education in diverse settings or Religious, Philosophical and spiritual education in a Global World
- Religious, spiritual and purpose oriented education and development
- Values and Worldviews in Education
- SIG 19 Religions and Worldviews in Education

Report by Elina Hirvonen

OFFICIAL VOTING

We warmly thank you for actively participating the discussion on developing SIG19 during this spring. Based on viewpoints regarding SIG 19's name expressed in questionnaire, we ask you to vote on two options:

- Religions and Worldviews in Education*
- Religious and Spiritual Education.*

Voting time: May 25 – June 12 at 6.00 pm (Finnish time)

Voting will be conducted via EARLI's online system, so that members who cannot make it to Joensuu can participate. You may vote now or after discussion at the business meeting at SIG 19 conference in Joensuu. The results will be announced at the end of the business meeting June 12, 2018.

You can access the poll by logging in at EARLI-EAPRIL.org (<https://www.earli-eapril.org/login>). At the bottom of your EARLI user dashboard, you will find the link to the poll at the right hand bottom of the page (under "polls"). Once you have voted, the poll link will disappear from your dashboard.

Please be advised that you need to be a SIG 19 member in order to vote in this poll. Please renew your membership or become a member if you have not yet done that (<https://earli.org/join>).



Worldviews in creating meaning and purpose for learning

EARLI SIG 19 Conference
June 11-13, 2018, Joensuu, Finland

www.uef.fi/web/sig19conference2018/
EARLISIG19_2018@uef.fi

Welcome!



**SIG 19 Religious and
Spiritual Education**



UNIVERSITY OF
EASTERN FINLAND



Location: Aurora Building, Joensuu campus,
University of Eastern Finland, Yliopistokatu 2
Rooms: AU111 and AU204

MONDAY, JUNE 11, 2018

11.00 Registration desk opens
11.00-12.30 Lunch
12.30 Opening of the Conference
13.00-14.00 Keynote 1 Ulrich Riegel
14.15-15.45 Paper Presentations
15.45-16.15 Coffee
16.15 Buss to Valamo monastery
17.15 Welcome by Father Mikael
17.45 Introduction to Valamo
19.30 Conference dinner

TUESDAY, JUNE 12, 2018

09.15-10.15 Paper Presentations
10.30-11.30 Keynote 2 Jenny Berglund
11.45-12.45 Paper Presentations
12.45-13.30 Lunch
13.30-14.30 Roundtable discussion & Poster session
14.30-15.30 Keynote 3 Shauna Morin
15.30-16.00 Coffee
16.00-17.30 Paper presentations
17.30-18.30 Business meeting

WEDNESDAY, JUNE 13, 2018

09.15-10.15 Keynote 4 Kirsi Tirri
10.30-11.30 Paper Presentations
11.30-12.30 Lunch
12.30-13.30 Paper presentations
13.30-14.00 Closing

27 paper presentations

14 nationalities

6th SIG19 conference

**5 roundtable
presentations**

4 keynotes

3 posters

ONLINE CONFERENCE PROGRAM CAN BE FOUND FROM EARLI SIG19 WEGPAGE:

<https://earli.org/node/42>

Please notice the program is at the bottom of the page.

Jenny Berglund

Student Perspectives on the Relation between Mainstream Secular and Quran-based Islamic Education

My paper focuses on the reported experiences of Muslim students that regularly shift between Quran-centred supplementary Islamic education and mainstream secular school. The paper thus reflects how the Islamic worldview of the students impact their motivation and way of learning in secular school and also how their secular school environment impact their Islamic learning. The aim is to better comprehend how these students make sense of this dual educational experience while negotiating the knowledge, skills, and values that are taught to them by two apparently disparate institutions. The interviews were conducted in Stockholm and London, and thus a secondary aim is to assess the similarities and differences between these two national contexts. To balance and enhance our understanding of student experiences, this article employs a constructive understanding of Pierre Bourdieu's concepts of cultural capital and habitus as well as Andrey Rosowsky's notion of liturgical literacy. It shows differences between Quran-based and mainstream notions of "reading", especially with respect to their contrasting definitions of "understanding" and "meaning"; it also explores how competency in Quran recitation might become a valuable "capital" when translated from the language of "liturgical literacy" to the language of "skills".

Kirsi Tirri

The Purposeful Teacher

In this keynote presentation, I will emphasize the importance of purposeful teaching in all subject domains and especially in religious and spiritual education. 'Purpose' is referred to 'a stable and generalized intention to accomplish something that is both meaningful to the self and of intended consequence to the world beyond the self' (Damon, Menon, and Bronk 2003, 12). The purposeful are those teachers who have found something meaningful to which to dedicate themselves, who have sustained this interest over a period, and who express a clear sense of what they want to accomplish in their teaching and why. They have found a goal that inspires their teaching efforts from day to day and helps them see the future in their career. These teachers have also taken concrete steps to achieve their ambitions and act according to their educational vision. Empirical results concerning teachers' and students' purposes in different cultures and countries including Finland, USA, Brazil and Iran are presented and compared. The skills in ethical sensitivity and moral mindset are introduced as important assets in purposeful teaching. A didactic model on how to teach purpose in teacher education and in schools is presented and discussed with the participants.

Ulrich Riegel

Dealing with Worldview in Religious Education. Typical Paradigms of RE and Their Implications for Addressing the Plurality of Worldviews.

Western societies are characterized by a plurality of worldviews covering both religious and secular rationalities. Religious Education has to deal with this plurality if it aims to enable students to critically assess the meaning of religion and religions and their social significance. However, across Europe there are different types of Religious Education. In most of the Southern and Eastern European countries RE is taught according to a confessional paradigm being associated with the concept of “learning religion” or religious formation. The countries in the North of Europe have RE according to a non-confessional paradigm being associated with “learning about religion” or religious instruction. Moreover, lately some scholars overcame this dichotomous logic by proposing a dialogical paradigm of RE. In my talk I will describe these three types of RE and highlight some misunderstandings of the confessional and the non-confessional paradigm. Then, I will analyze the opportunities and challenges of the three paradigms in addressing the plurality of world views. The discussion will show that none of the given types of RE fails to address this plurality. Their fit to the self-concept of modern societies, however, turns out to be a controversial issue.

Shauna M. Morin

Engaging Worldview Diversity: Dynamics of Interfaith Engagement in U.S. Higher Education

Engaging students in meaningful diversity experiences is central to the work of U.S. higher education professionals, and it is critically important in today’s climate that such experiences encompass worldview diversity. Efforts to promote appreciation of different religious, spiritual, or non-religious identities on campus may be enhanced by an ongoing study of interfaith engagement in college, the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS). In this keynote session, audience members will learn about the design and implementation of IDEALS; what survey data reveal about current students’ background characteristics, collegiate expectations, and experiences vis-a-vis worldview diversity; and emergent findings illuminating the relationship between interfaith engagement, campus climate, and outcomes like selfauthored worldview commitment and pluralism orientation. To help make meaning of IDEALS, the survey research highlighted in this session will be situated within existing scholarship on religion, spirituality, and campus climate for worldview diversity in U.S. colleges and universities. Practical implications of current findings will be discussed with the audience.

Jenny Berglund



From June 2018 onwards Jenny Berglund is a Full Professor of Religious Education at the University of Stockholm, Sweden. Her particular area of interest concerns the matter of Islam and religious education. This is reflected in her 2009 dissertation *Teaching Islam, Islamic Religious Education at Muslim Schools in Sweden* (Waxmann). Jenny has collaborated on the editing of several Swedish books, in which her own contributions have generally dealt with Islam in Sweden. She is also working with the project "Religion as a Resource", which concerns the lives, values, relations, leisure time activities and religious interests of Sweden's youth populations where she analyzed the responses from the Muslim participants.

1 What started your career as a researcher in the area of religious and spiritual education?

I travelled in the Middle East in my late teens and studied history of religions (majoring in Islam) at the university parallel to my teacher education. When working at a Muslim school in Sweden I had many discussions with the Islamic education teacher about IRE school subject and realized that there was hardly any research on this in Sweden. In 2003 I got into a PhD program at Uppsala university.

2 What, in your opinion, is the most important area for religious and spiritual education research today?

To counter existing stereotypes. I come across a lot of Islamophobia in my research and as I see it, it is of utter importance for all types of religious education to counter this and other stereotypes



Dr. Kirsi Tirri is a Full Professor of Education and a Research Director at the Helsinki Collegium for Advanced Studies and the Department of Education at the University of Helsinki, Finland. She is also a Visiting Professor at St. John's University, New York, USA and at the University of Tallinn, Estonia. Tirri has been the President of ECHA (European Council for High Ability) for the years 2008-2012, the President of the SIG International Studies at AERA (American Educational Research Association) for the years 2010-2013 and the President of the Finnish Academy of Science and Letters for the years 2016-2017.

1. What started your career as a researcher in the area of religious and spiritual education?

I was 19 years old when I started my studies at the Faculty of Theology at the University of Helsinki. I had always wanted to be a teacher and I chose the programme for subject teachers within the Faculty with religious education as my major and psychology as my minor. Prof. Kalevi Tamminen gave me a title for my master thesis, it dealt with elementary school teacher students' perspectives of them as religious education teachers. That master thesis gave me a good start as a researcher in religious education. I learned quantitative research methods and adapted an identity of an empirical researcher and holistic educator. Later, I defended my doctoral theses in education and oriented more to moral education and teacher education in my research. In 2002 I was appointed as a Full Professor of Religious Education at the Faculty of Theology and then I started to study spiritual education. In 2010 I changed to the Faculty of Educational Sciences as a Full Professor of Education. My interest in religious education and spiritual education continue in my studies on purpose in life and purposeful teaching.

2. What, in your opinion, is the most important area for religious and spiritual education research today?

It is the educational meaningfulness of these subjects and relevance for the holistic development of human beings. What is the purpose of religious and spiritual education in local and global levels for our children and youth? I hope we could give some answers to that question to help the others outside our field to understand the importance of religious and spiritual education.



Professor of Religious Education in the Department of Catholic Theology at the University of Siegen, Germany. His recent research is on formal and informal processes of learning in church buildings, competencies of RE teachers, and the spiritual quality of Sunday activities. All these projects are empirical, using both, quantitative and qualitative methods.

1. What started your career as a researcher in the area of religious and spiritual education?

My career started a deal. In 1998 Hans-Georg Ziebertz announced a junior position for half a year. Although such short time contract did not suit my interests I applied for this job. In the job interview I told Hans-Georg that I'm looking for some opportunity to do my doctor thesis which includes a job of at least three years. Hans-Georg offered me a deal: I will take the announced junior position to write a research proposal. With this proposal I will apply for a junior position in a Research Training Group financed by the German Science Foundation (DFG). If I am successful he will supervise my doctor thesis, if not we will split up. Obviously the proposal did its job.

2. What, in your opinion, is the most important area for religious and spiritual education research today?

From an international perspective, the most important area for religious and spiritual education research is the form in which such education will be performed in future. On the one hand, non-confessional religious education offers objective information about the various religious traditions. By avoiding the performative dimension of truth claims such education fails to stimulate an understanding of the subjective motives by which religious persons are driven. On the other hand, confessional religious education offers the students insight into the particular logic of religious truth by performing participating learning. By referring to a particular religious tradition such education tends to mainstream the variety of religions and worldviews. In consequence, the most important question for future research – in my opinion – is the question, which concept of religious education is able to realize the benefits of both the confessional and the non-confessional concept without taking in their obstacles.



Shauna M. Morin is a postdoctoral research fellow for the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS). In this role, she supports an ongoing study of interfaith engagement on U.S. college campuses. Her research interests include religion, spirituality, and worldview diversity among college students; culture and institutional identity at sectarian colleges and universities; and community engagement practices in higher education. Morin earned her Ph.D. in Higher Education from North Carolina State University in 2017. Previously, she worked as a student affairs professional for seven years in the areas of leadership development, student life, and service-learning and community outreach. She can be reached at smmorin@ncsu.edu.

1 What started your career as a researcher in the area of religious and spiritual education?

My interest in religious and spiritual education dates back to my years as an undergraduate at the University of Notre Dame, a Catholic institution in the U.S. During that time, I was presented with myriad opportunities to explore and deepen my own faith and I came to appreciate the instrumental role a college or university can play in shaping students' spiritual development. Later, while working as a student affairs administrator, I became more attuned to the increasingly diverse worldview perspectives of today's college students. As a result, I began wrestling with questions about whether and how higher education professionals adequately meet the varied religious, spiritual, and secular needs of students they serve. When I began my doctoral program in Higher Education at North Carolina State University, my prior personal and professional experiences largely informed my research agenda. Broadly, I endeavored to learn how the campus climate for worldview diversity might be improved for students with different worldviews. I also used my dissertation study to explore avenues for fostering worldview diversity specifically on faith-based campuses. My focus on sectarian institutions was driven by the understanding that they comprise a critical mass of higher education institutions in the U.S., yet face unique challenges as they attempt to balance institutional religious identities with the changing worldview makeup of U.S. college students.

2 What, in your opinion, is the most important area for religious and spiritual education research today?

First, I believe that college students today have a more multifaceted and fluid understanding of religion and spirituality than ever before. As such, it is necessary for us to critically examine existing frameworks in this area of educational research, and open ourselves to new ways of conceptualizing students' religious/spiritual identities and developmental processes. Second, I believe that one's worldview (i.e., religious, spiritual, or secular outlook on life) is integrally intertwined with other identities. Therefore, as educational researchers we must examine religion and spirituality through an intersectional lense in order to deepen our existing knowledge in this domain. Finally, I believe we live in a world where exposure to worldviews that differ from our own will soon be inevitable. In order to equip college students to appreciate and understand the diverse religious or spiritual perspectives they are bound to encounter, we must prioritize research that illuminates best practices for interfaith engagement and leadership in a global society. I am very grateful to be part of a research team that is pursuing this particular line of inquiry via the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS).

Special Issue: Worldviews in creating meaning and purpose for learning

We are happy to invite scholars to contribute in our special issue in the *Journal of Beliefs & Values*. JBV has been among the most respected journals in our field for a long time. We believe that our peer-reviewed special issue can contribute in the high-level scholarly discussion of the journal with a viewpoint represented especially by the EARLI SIG19 Conference 2018.

The Special Issue will be based on both the best papers of the EARLI SIG 19 conference 2018 and possible supplementing papers derived from this open call. We particularly welcome submissions that recognise the conference theme “Worldviews in creating meaning and purpose for learning”, and that address, for example, the following questions: How worldviews impact people’s motivation to learn, how worldviews guide people's life choices and future orientation, and how worldviews and religions help people to find meaning and purpose in life. The articles can be empirical or philosophical. We anticipate not only methodological diversity but also wish the articles to reflect diverse interpretations and representations of worldviews, values and beliefs in education, cultural and national contexts.

We expect the authors to study the JBV homepage and familiarise oneself with the scope and format of the journal. <https://www.tandfonline.com/toc/cjbv20/current>

The deadline for the full papers with the length and format of the JBV guidelines by **1st of October 2018**. After the blind review process, the revised final versions of the manuscripts are expected to be submitted by 15th of December 2018. The estimated publication of the special issue will be in 2019.

Please contact guest editors with queries concerning the topic and send your contribution to Laura Hirsto (laura.hirsto@uef.fi).

Thank you!

Guest Editors

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SIG 19 NEWSLETTER: NOTES AND GUIDELINES

We want to encourage a wide participation in SIG 19 and in the Newsletter. If you intend to contribute to the newsletter, please take into account the following issues. You can make suggestions concerning to content of the SIG 19 and the newsletter. However, the editors retain the rights to alter and modify the contributions.

Interviews:

In each newsletter we will focus on one or two researchers connected to the SIG 19. One of the covered researchers is preferably a junior researcher. Please do not hesitate to make suggestions concerning the interviewees.

Reviews:

In this section the SIG members can review different things, such as, books, articles and conferences, etc. Please do not hesitate to contribute and to present also your own works. A review should not exceed 250 words.

Special feature:

This section we feature some interesting and inspirational aspect concerning the SIG 19 areas of interest. The author is invited by the editors with regards to the suggestions by the members. The contributions should not exceed 500 words.

Announcements:

If you feel that there is something relevant happening in the interest areas of SIG 19, please use this section. Such things are up-coming conferences and projects. This section can also include propositions for shared projects. The announcements should be 100 words at maximum.

New members:

We wish new members warmly welcome to our SIG 19! We will list the new members in this section after we have been informed by them.

Publication & contact:

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EARLI SIG 19 MEMBERSHIP – HOW TO JOIN US?

To become a SIG member, you must first become a member of EARLI. For more information, please visit the EARLI website: <http://www.earli.org/>

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