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n Critical - Fordham

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Critical Issues In Religious Education [PDF, EPUB EBOOK]

Critical Issues In Religious Education critical issues in religious education this is a review published in the irish catholic 2nd june 2005 and analysis by eanna johnson of the book critical issues in religious education edited by oliver brennan and published by veritas

This book explores the meaning and identity of religious education within the cultural context of today.

Religious education in schools continues to be a subject of debate and is especially topical in our multicultural society. This text is designed to give students and teachers a contextual and theoretical background to this subject.

Critical Religious Education in Practice serves as an accessible handbook to help teachers put Critical Religious Education (CRE) into practice. The book offers straightforward guidance, unpicking some of the key difficulties that teachers encounter when implementing this high-profile pedagogical approach. In-depth explanations of CRE pedagogy, accompanied by detailed lesson plans and activities, will give teachers the confidence they need to inspire debate in the classroom, tackling issues as controversial as the authority of the Qur'an and the relationship between science and religion. The lesson plans and schemes of work exemplify CRE in practice and are aimed at empowering teachers to implement CRE pedagogy across their curriculum. Additional chapters cover essential issues such as differentiation, assessment, the importance of subject knowledge and tips for tackling tricky topics. The accompanying resources, including PowerPoint presentations and worksheets, are available via the book's companion website. Key to developing a positive classroom culture and promoting constructive attitudes towards Religious Education, this text is essential reading for all practising and future teachers of Religious Education in secondary schools.

Major social changes, especially as a result the more multicultural nature of society, have raised important issues about the teaching of religion and the rational basis of different religious faiths. Challenges for Religious Education addresses and critically examines these changes and asks where religious education and Faith Schools fit within secular society and indeed whether there is still a place for them at all. Analysing what religious education could look like if it were considered from a wider 'world views' perspective that doesn't focus on a particular set of religious beliefs, this book considers the 'reasonableness' of holding a faith and therefore in teaching it; the ongoing tensions between faith and reason; arguments for and against the study of religious education; whether modern secular thought is itself an ideology; and the philosophical standpoints on the relationship between faith and reason. Linking faith and reason with the issue of whether religious education is truly necessary in a modern world, Challenges for Religious Education is a crucial read for anyone interested in the future of religious education teaching in a secular society.

What are the key debates in Religious Education teaching today? Debates in Religious Education explores the major issues all RE teachers encounter in their daily professional lives. It encourages critical reflection and aims to stimulate both novice and experienced teachers to think more deeply about their practice, and link research and evidence to what they have observed in schools. This accessible book tackles established and contemporary issues enabling you to reach informed judgements and argue your point of view with deeper theoretical knowledge and understanding. Taking account of recent controversy, and challenging assumptions about the place of religion in education, expert contributors cover key topics such as: Effective pedagogy in RE teaching Exploring thinking skills and truth claims The relationship of science and religion in the classroom The place of school worship in contemporary society The role of RE in spiritual and moral development Diversity in the RE classroom. With its combination of expert opinion and fresh insight, Debates in Religious Education is the ideal companion for any student or practising teacher engaged in initial training, continuing professional development

and Masters level study.

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.

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This book presents a number of fundamentally challenging perspectives that have been brought to the fore by the national tests on religious education (RE) in Sweden. It particularly focuses on the content under the heading Ethics. It is common knowledge that many teachers find these parts difficult to handle within RE. Further, ethics is a field that addresses a range of moral and existential issues that are not easily treated. Many of these issues may be said to belong to the philosophical context, in which "eternal questions" are gathered and reflected upon. The first chapters highlight the concepts of ethical competence and critical thinking. In the following chapters the concept of ethical competence is analyzed with regard to teachers' objectives and to students' texts, respectively. These chapters pursue a more practice-related approach and highlight specific challenges identified from both teacher and student perspectives. Next, the book raises the issue of global responsibility. What kind of critical issues arise when handling such matters at school? Further, can contemporary moral philosophers contribute to such a discussion? In turn, the book discusses the role of statistical analyses with regard to national tests, while the closing chapters present international perspectives on the book's main themes and concluding remarks. The book's critical yet constructive approach to issues regarding assessment in ethics education makes a valuable contribution to an ongoing debate among researchers as well as to the everyday communication on testing in schools and classrooms. As such, it will appeal to scholars in ethics education and researchers in the field of assessment, as well as educators and teachers interested and engaged in the task of testing ethics in school contexts where curricular demands for valid and authoritative evaluation may provide important guidelines, but may also pose challenges of their own.

How should schools deal with religions in matters of curriculum, procedure and policy? As Western society becomes increasingly multicultural in character, schools must reassess the provision of religious education and look at how they might adapt in order to accommodate students' diverse experiences of plurality. 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. Beginning with a contextual overview of the religious, social and cultural changes of the past fifty years, the book goes on to illuminate and assess six different responses to the challenges posed by religious plurality in schools. Conclusions are drawn from the various positions explored in this book, identifying what the character of religious education should be, how it should be taught and addressing the issues raised for policy, practice and research. Rethinking Religious Education and Plurality argues for a plural approach to education and will be a valuable resource for students and researchers studying courses in religious education as well as teachers, education advisers and policy makers.

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