

Karin Sporre  
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*Editors*

# Values, Religions and Education in Changing Societies

*Foreword by Robert Jackson*

# Values Religions And Education In Changing Societies

**Karin Sporre**



## **Values Religions And Education In Changing Societies:**

**Values, Religions and Education in Changing Societies** Karin Sporre, Jan Mannberg, 2010-09-24 Education is a societal matter and takes place in relation to societal changes Today in many countries it has to grapple with diversity and differences brought about by migration and changes in gender relations Questions of values human rights and the role of religions are raised In this book scholars from Sweden Norway Germany Great Britain Canada Namibia and South Africa discuss the issues above Similarities as well as differences are highlighted The varied contributors engage in a North South dialogue Among the questions addressed are Can the Scandinavian countries be understood as more religious than their up to date seemingly secularist reputation has led us to believe How do some European Muslim Christian and secular pupils understand the religious education they receive Could a global citizenship education with a gendered understanding as an integral part be accomplished Diversity and social justice what does it take to theoretically integrate these two crucial parameters in education in South Africa and in Sweden The role of religious and values education under changing circumstances is explored through the diverse contributions that also challenge the hegemony of a Western understanding of democracy among other values The purpose of this is to assess what could now constitute global educational common ground

Values, Religions and Education in Changing Societies Karin Sporre, Jan Mannberg, 2010-10-06 Education is a societal matter and takes place in relation to societal changes Today in many countries it has to grapple with diversity and differences brought about by migration and changes in gender relations Questions of values human rights and the role of religions are raised In this book scholars from Sweden Norway Germany Great Britain Canada Namibia and South Africa discuss the issues above Similarities as well as differences are highlighted The varied contributors engage in a North South dialogue Among the questions addressed are Can the Scandinavian countries be understood as more religious than their up to date seemingly secularist reputation has led us to believe How do some European Muslim Christian and secular pupils understand the religious education they receive Could a global citizenship education with a gendered understanding as an integral part be accomplished Diversity and social justice what does it take to theoretically integrate these two crucial parameters in education in South Africa and in Sweden The role of religious and values education under changing circumstances is explored through the diverse contributions that also challenge the hegemony of a Western understanding of democracy among other values The purpose of this is to assess what could now constitute global educational common ground

**Engaging with Living Religion** Stephen E. Gregg, Lynne Scholefield, 2015-03-27 Understanding living religion requires students to experience everyday religious practice in diverse environments and communities This guide provides the ideal introduction to fieldwork and the study of religion outside the lecture theatre Covering theoretical and practical dimensions of research the book helps students learn to read religious sites and communities and to develop their understanding of planning interaction observation participation and interviews Students are encouraged to explore their own expectations and

sensitivities and to develop a good understanding of ethical issues group learning and individual research The chapters contain student testimonies examples of student work and student led questions

**In Search of Human Dignity** Karin Sporre, 2015 Our human dignity can be taken from us in unjust relationships which makes resistance and a search for dignity necessary This search can take place in different ways in this book through academic studies in theology ethics and education Human dignity relates to human rights which are also explored here moreover perspectives from gender and postcolonial theory inform the studies The reflection on human dignity ends in a discussion of education making the book a resource in addressing contemporary value issues in education This collection of lectures articles and papers covers a certain time period In the texts particular themes recur which contributes to continuity and coherence The focus of more recently written chapters takes the discussion in new directions Karin Sporre with a PhD in Ethics from Lund University Sweden is Professor in Education focusing on values gender and diversity at Ume University Sweden Since 2001 she has been actively engaged in co operation with South African colleagues This has inspired comparison between South Africa and Sweden exemplified in some of the chapters in her book

**Educating for Purposeful Living** Philip Hughes, 2017-10-25 This book contains a simple argument Young people who develop a sense of purpose around contributing to the lives of others and the society will find great personal fulfilment in life and will do more than other young people in creating a better world for all people Living purposefully contributes to better physical and mental health and to resilience as well as to pro social behaviour However surveys of 9 500 secondary school students in non government schools showed that only a little over a third of them 36% definitely had a sense of purpose More needs to be done to help students develop patterns of purposeful living

**Religion and Migration** Andrea Bieler, Isolde Karle, HyeRan Kim-Cragg, Ilona Nord, 2019-10-31 This volume explores religious discourses and practices of hospitality in the context of migration It articulates the implied ambivalences and even contradictions as well as the potential to contribute to a more just world through social interconnection with others The book features contributors from diverse national denominational cultural and racial backgrounds Their essays reveal a dichotomy of hospitality between guest and host while tackling the meaning of home or the loss of it interrogating both the peril and promise of the relationship between religion chiefly Christianity and hospitality and focusing on the role of migrants vulnerability and agency by drawing from empirical theological sociological and anthropological insights emerged from postcolonial migration contexts With contributions by Andrea Bieler Jione Havea Claudia Hoffmann HyeRan Kim Cragg Claudia Jahnel Isolde Karle Buhle Mpofu Armin Nassehi Ilona Nord Henrietta Nyamnjoh Regina Polak Ludger Pries Thomas Reynolds Harsha Walia Julia Well and Birgit Weyel Religion und Migration Dieser Band beschäftigt sich mit religiösen Diskursen und religiöser Praxis die Gastfreundschaft im Kontext von Migration thematisieren Dabei werden sowohl Potenziale identifiziert die in Richtung größerer Gerechtigkeit und sozialer Verbundenheit weisen als auch Ambivalenzen und Widersprüche Das Buch präsentiert Beiträge die verschiedene nationale konfessionelle

kulturelle und ethnische Kontexte reflektieren Dabei kommen die problematischen sowie die verheißungsvollen Dimensionen der Dichotomie von Gast und Gastgebersein in den Blick die der Fokus auf Gastfreundschaft insbesondere im Christentum impliziert Die Frage nach dem Zusammenhang von Verletzbarkeit und Handlungsmacht von Migrantinnen und Migranten wird aus empirischer theologischer soziologischer sowie anthropologischer Perspektive beleuchtet

**MacIntyre and the Practice of Governing Institutions** Dulce M. Redín, Garrett W. Potts, Omowumi Ogunyemi, 2025-01-27 This volume offers a cross disciplinary exploration of Alasdair MacIntyre's provocative approach to governance drawing on insights from philosophy economics sociology business ethics and organizational studies The chapters explore how MacIntyre's theory is applied to diverse institutional contexts including education medicine and technology addressing contemporary challenges in governance and ethical decision making Bringing together well known scholars from the 16th Annual Conference of the International Society for MacIntyrean Enquiry ISME at the University of Navarra this book critically examines the role of governing institutions in shaping practices and traditions It highlights MacIntyre's distinction between practices and institutions addressing how these concepts influence ethical governance leadership and community building in today's complex societal landscapes Contributors explore key themes such as the development of virtues within institutions the ethical challenges of artificial intelligence the moral foundations of education and the governance of professions like medicine and land management This volume also engages with contemporary issues offering practical insights for fostering ethical decision making and community participation in an increasingly technocratic world MacIntyre and the Practice of Governing Institutions is an essential resource for scholars of political philosophy ethics and governance as well as for practitioners looking to navigate the ethical challenges posed by modern institutions By examining how MacIntyre's thought applies to real world issues this book provides both theoretical depth and practical strategies for promoting human flourishing through virtuous governance

*Negotiating Identity and Tradition in Single-faith Religious Education* Inkeri Rissanen, 2014 What kinds of process of negotiation are involved in teaching and studying Islam in a modern liberal context How can the common aims attached to liberal religious education in contemporary European multicultural societies be pursued in single faith education This book contributes to the search for legitimate and successful forms of religious education by presenting results from a case study examining Islamic education in Finnish schools Finnish Islamic education in which students study their own religion with aims drawn from the liberal educational paradigm offers a space for negotiating liberal educational values in an Islamic framework and negotiating Islam in its many contexts The findings demonstrate the possibilities as well as challenges in educating for autonomy tolerance and citizenship through religion The book also gives insights into students negotiations on diversity and tolerance that are important for all involved in any form of multicultural education These negotiations bring out distinct challenges in dealing with interreligious intrareligious and cultural differences and demonstrate how different understandings of tolerance in different ideological frameworks can

cause confusion among students The results lead to a discussion of the educational needs of Muslim students in contemporary Western societies and the competencies their teachers need

**The Bloomsbury Companion to New Religious Movements** George D. Chryssides, Benjamin E. Zeller, 2014-01-02 The Bloomsbury Companion to New Religious Movements covers key themes such as charismatic leadership conversion and brainwashing prophecy and millennialism violence and suicide gender and sexuality legal issues and the portrayal of New Religious Movements by the media and anti cult organisations Several categories of new religions receive special attention including African new religions Japanese new religions Mormons and UFO religions This guide to New Religious Movements and their critical study brings together 29 world class international scholars and serves as a resource to students and researchers The volume highlights the current state of academic study in the field and explores areas in which future research might develop Clearly and accessibly organised to help users quickly locate key information and analysis the book includes an A to Z of key terms extensive guides to further resources a comprehensive bibliography and a timeline of major developments in the field such as the emergence of new groups publications legal decisions and historical events

**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 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 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

**Issues in Spiritual Formation in Early Lifespan Contexts** Martin Ubani, Sari Murtonen, 2023-10-17 This book focuses on the question of how different contexts are relevant in the shaping and expression of individual spirituality spanning from early childhood to young adulthood Past decades have witnessed a strong expansion of research on spirituality and spiritual education This expansion has proved to have many advantages in understanding the experiences values identities and behaviours of individuals and communities Such research has benefitted from different research disciplines and methods from its openness toward different faith traditions and non religious belief systems and from the agility in adapting to diverse and evolving contexts These aspects are essential in producing robust and timely international knowledge on children s spirituality and their education This volume is one such ambitious endeavour The chapters describe issues related to religious and spiritual development in different

contexts of growth such as school and church and spanning from early childhood to young adulthood in Finland UK Turkey and Malta In addition the authors utilise diverse methods in their studies Furthermore the studies are based on conceptions of spirituality ranging from holistic spirituality and religiosity to world view based definitions Finally the chapters represent foundational research on spirituality applied research on spirituality and contextualised research on spirituality a typology suitable for assessing future studies on spirituality Issues in Spiritual Formation in Early Lifespan Contexts will be a key resource for academics researchers and advanced students of Religion Religious Education Education Educational Research Developmental Psychology Research Methods and Sociology The chapters included in this book were originally published as a special issue of International Journal of Children s Spirituality Research Handbook on Education and Democracy Jan Germen Janmaat, Anne Bert Dijkstra, 2025-05-14 This timely Research Handbook examines how the many facets of education can foster democratic competences It reviews state of the art research and identifies a number of under explored issues in the field highlighting the potential of educational reforms in improving democratic engagement across a wealth of demographics This title contains one or more Open Access chapters **Challenging Life: Existential Questions as a Resource for Education** Jari Ristiniemi, Geir Skeie, Karin Sporre, 2018 There is an increasing recognition today that young people need to have knowledge about religions and world views in order to live and work in diverse societies What kind of maps are they provided with through religious values and ethics education Does education address the challenging existential questions that children and adolescents ask about life and the world This volume addresses different aspects of how existential questions have been dealt with in educational research It especially draws attention to the Swedish research tradition of focusing on life questions and the interpretation of life in education but with contemporary international research added It also addresses issues of ethics education and discusses possible options for the future of existential questions as a resource for education **Research on Global Citizenship Education in Asia** Theresa Alviar-Martin, Mark C. Baildon, 2021-01-01 This edited book provides new research highlighting philosophical traditions emerging perceptions and the situated practice of global citizenship education GCE in Asian societies The book includes chapters that provide 1 conceptions and frameworks of GCE in Asian societies 2 analyses of contexts policies and curricula that influence GCE reform efforts in Asia and 3 studies of students and teachers experiences of GCE in schools in different Asian contexts While much citizenship education has focused on constructions and enactments of GCE in Western societies this volume re centers investigations of GCE amid Asian contexts identities and practices In doing so the contributors to this volume give voice to scholarship grounded in Asia and the book provides a platform for sharing different approaches strategies and research across Asian societies As nations grapple with how to prepare young citizens to face issues confronting our world this book expands visions of how GCE might be conceptualized contextualized and taught and how innovative curriculum initiatives and pedagogies can be developed and enacted *Does Religious Education Have a Future?* Mark Chater, Clive

Erricker,2013-05-07 The place of religion in the modern world has changed significantly over the past two decades This has been partially reflected in the academic study of religion but little if at all in religious education In addition the place of RE in schools has been the subject of intense debate due to changes to the curriculum and school structure as well as being part of wider debates on religion in the public sphere Written by two highly experienced leading practitioners of RE Does Religious Education have a Future argues for a radical reform of the subject based on principles of pedagogy set free from religious concerns It challenges teachers researchers and educators to rethink their approaches to and assumptions about religious education and enables them to see their work in a larger context that includes pedagogical ideas and political forces The book offers readers fresh provocative and expertly informed critical perspectives on the global context of RE debates about religion in public places religion s response to modernity violent extremism science and secularism the evolving educational rationale for RE in schools the legal arrangements for RE and their impact on the teaching of the subject the pedagogy of teaching approaches in RE and their effect on standards and perceptions of the subject the educational commitment of faith belief communities and how this influences the performance of RE Does Religious Education have a Future proposes a new attitude to the subject of religious education and a new configuration of both its role and content This book is essential reading for academics advisers and policy makers as well as teachers of RE at primary and secondary levels and trainee and newly qualified teachers

**Exploring Context in Religious Education Research** Geir Skeie,Judith Everington,Ina ter Avest,Siebre Miedema,2013 The relevance of contextual perspectives in religious education has been growing for the last decade It has been central to the European Network for Religious Education through Contextual Approaches ENRECA the research network that has produced the present book Several members of the network have contributed to the theoretical and empirical development of contextual approaches in different publications but for the first time this has been the focus of an entire collectively produced volume The history of the book dates back to research seminars in 2009 and 2010 and is based on the discussions in the seminar The chapters have been developed through a process of critical examination Through this process we believe to have produced a coherent and also comprehensively rich book dealing with the issue of context as a challenge and also a stimulus to religious education research and practice The chapters are presenting both empirical research and scholarly investigation into methodological and theoretical dimensions Taken together we hope that this book will contribute to the further development of contextual thinking in religious education research Or aim has not been to answer all questions but rather to pose questions and to complicate things in order to enrich the academic field of religion in education

*Decolonising African University Knowledges, Volume 1* Amasa P. Ndofirepi,Felix Maringe,Simon Vurayai,Gloria Erima,2022-10-14 This timely work investigates the possibility of unyoking and decolonising African university knowledges from colonial relics It claims that academics from socially politically and geographically underprivileged communities in the South need to have their voices heard outside of the global power structure The book argues that African universities need a



relevant curriculum that is related to the cultural and environmental experiences of diverse African learners in order to empower themselves and transform the world. It is written by African scholars and is based on theoretical and practical debates on the epistemological complexities affecting and afflicting diversity in higher education in Africa. It examines who are the primary custodians of African university knowledges as well as how this relates to forms of exclusion affecting women, the differently abled, the rural poor and ethnic minorities as well as the significance of the Fourth Industrial Revolution in the future of African universities. The book takes an epistemological approach to university teaching and learning addressing issues such as decolonization and identity, social closure and diversity disputes and the obstacles that come with the neoliberal paradigm. The book will be necessary reading for academics, scholars and postgraduate students in the fields of Sociology of Education, decolonising education, Inclusive Education and Philosophy of Education as it resonates with existing discourses.

**Political and Civic Engagement** Martyn Barrett, Bruna Zani, 2014-11-27. Based upon a three year multi-disciplinary international research project, Political and Civic Participation examines the interplay of factors affecting civic and political engagement and participation across different generations, nations and ethnic groups and the shifting variety of forms that participation can take. The book draws upon an extensive body of data to answer the following key questions: Why do many citizens fail to vote in elections? Why are young people turning increasingly to street demonstrations, charitable activities, consumer activism and social media to express their political and civic views? What are the barriers which hinder political participation by women, ethnic minorities and migrants? How can greater levels of engagement with public issues be encouraged among all citizens? Together the chapters in this volume provide a comprehensive overview of current understandings of the factors and processes which influence citizens' patterns of political and civic engagement. They also present a set of evidence-based recommendations for policy practice and intervention that can be used by political and civil society actors to enhance levels of engagement, particularly among youth, women, ethnic minorities and migrants. Political and Civic Participation provides an invaluable resource for all those who are concerned with citizens' levels of engagement, including researchers and academics across the social sciences, politicians and political institutions, media professionals, educational professionals and schools, youth workers and education NGOs and leaders of ethnic minority and migrant organizations and communities.

**South African Perspectives on Notions and Forms of Ecumenicity** Ernst M. Conradie, 2013-12-01. South African Perspectives on Notions and Forms of Ecumenicity is the second in a series of publications on the interface between ecumenical theology and social transformation in the South African context. It explores the underlying tensions in the ecumenical movement from within the South African context by analysing various notions of what ecumenicity entails. It includes a leading essay by Ernst Conradie and 13 responses to the theme by experts in the field.

**Teacher Education for Diversity** Elizabeth Walton, Ruksana Osman, 2018-02-19. Foregrounding the diversity that characterises various educational settings, this book discusses how histories and geographies of oppression, exclusion and

marginalisation have impacted on teacher education Contributors draw on first hand experiences of living and working in countries including Brazil China South Africa New Zealand and Malawi Positioned in a geographical and metaphorical Global South the book draws critical attention to debates which have been otherwise marginalised in relation to those conducted in the Global North Chapters address difference and diversity on both a conceptual and empirical level acknowledging the significance of various global trends including increased migration and urbanisation and broadening understandings of race religion gender sexuality and disability Taken together these chapters reveal the extent of the work which still remains to be done in the field of teacher education for diversity The issues discussed are of global significance making this text key reading for teachers teacher educators and those concerned with the advancement of social justice and reduction of inequality through education

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