

Teaching Religious Education in Schools and Adolescents' Social and Emotional Development. An Action Research on the Role of Religious Education and School Community in Adolescents' Lives

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The presentation of the findings of this article is based on an action research focused on the supportive role of the school in adolescents' lives, whereby Religious Education's contribution to the social and emotional development of adolescents (11-15) is combined with the evaluation of the potential offered by a constructivist approach to the learning process. The research commenced in 2012 and is now in its third year. The project is based on an intervention at a high school in an impoverished suburb of Athens and researches educational practices through interpretative-ethnographic methods. The researcher has attempted to answer the question of whether the design of the learning environments is effective not only in the learning process, but also on inter-communication and "connectedness" between the members of the learning community. The findings so far indicate a correlation between adolescents' emotional and social wellbeing and the school's approach to knowledge and learning methods, specifically in Religious Education classes. It is fair to say, however, that there exist ethnic, social and family components that are negatively related to a sense of "connectedness" within the school although at the same time Religious Education as a subject is, however, found to be positively related to learning community atmosphere.

Keywords: Religious Education, well being, action research, constructivism, learning community

Introduction

There is a widespread belief that educational institutions play an important role in structuring people's identities and academic performance. This paper, however, argues in favour of the supportive dimensions of the school for which the research is, so far, less certain, and more specifically the contributions that the subject of Religious Education (hereafter RE) makes to early adolescents' social and emotional wellbeing and connectedness within the school space. The action research conducted since 2012 by two researchers in Greece, and its findings are the basis for this paper, which takes into consideration the role of the school in early adolescents' lives.

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Teaching Religion To Adolescents

Pierre Babin, Jean Pierre Bagot



Teaching Religion To Adolescents:

Teaching Religion to Adolescents Pierre Babin, Jean Pierre Bagot, 1967 **Teaching Religion to Adolescents**, 1972

Teaching Adolescents Religious Literacy in a Post-9/11 World Robert Nash, Penny A. Bishop, 2009-11-01 For thousands of years religion has been a key element of human societies Whenever we as educators exclude or minimize religion's vast role in society we leave out a large part of our world's shared history This is a serious act of educational omission even neglect on the part of our nation's public middle and secondary schools particularly when adolescents are so ready to engage in meaningful conversation about the world that surrounds them Our book's central purpose is to provide middle level and high school teachers with the necessary background knowledge and pedagogical skills necessary to help adolescents become religiously literate learners and citizens Currently there is no text like ours on the market that both covers a number of world religions and presents concrete recommendations for teaching and learning this material Our book is meant to educate the following audiences teacher educators middle level and high school teachers in all content areas administrators school boards and parents For us educating for religious literacy is all about bringing adolescents into the 21st century of teeming religious and spiritual diversity a long neglected component of the multicultural curriculum in public schools In a post 9 11 world religious literacy requires that students understand the whats and whys of differing religious beliefs both in their own country and elsewhere It means looking for commonalities as well as differences between and among the great wisdom traditions both nationally and internationally It is about understanding how all of us might live peacefully in a religiously diverse world Our book accomplishes these goals by being informative practical experiential case based and above all accessible to beginners Teaching Adolescents in the Church School Erwin Leander Shaver, 1923

Religious Thinking from Childhood to Adolescence Ronald Goldman, 2022-02-14 First published in 1964 Religious Thinking from Childhood to Adolescence describes the capacities of pupils of varying ages abilities and backgrounds to understand religious truths How concepts of the Bible of God of Jesus of Prayer and of the Church developed from the early years is seen within the psychological context of maturing thought and the implications for religious education which are provocative and far reaching are explored Teachers clergy and parents will find this book a challenge to reconsider not only how the growing child views what he is taught but also the reasons why he frequently misunderstands religious teaching By presenting a systematic account of religious thinking from 6 to 17 years Dr Goldman adds a new dimension to our insights into child development The Complex Religion of Teens Roger L. Dudley, 2007 A lifetime of research reveals how adolescents relate to spiritual matters This book provides insight into our teenagers You'll learn about their brand of religion how they express it and how to nurture and mold it successfully **The Handbook of Spiritual Development in Childhood and Adolescence** Eugene C. Roehlkepartain, 2006 With sixty seven scholars from four continents and many diverse disciplines contributing as authors to the volume with fourteen scholars from around the world serving as editorial

advisors with financial support provided by the John Templeton Foundation via Search Institute with frequent conversations occurring with colleagues at Fuller Theological Seminary and with the careful attention of editorial work provided by Sage publications this handbook provides a remarkable contribution toward those ends

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Research into spiritual development during childhood and adolescence has yearned for the stimulus of integration cross fertilization and internationalization across conceptual boundaries methodological divisions religious traditions and local interests The Handbook of Spiritual Development in Childhood and Adolescence sets out to meet this need and does so with skill and with authority by identifying the key themes and by drawing on the best minds to address those themes Research communities and faith communities have been well served by this pioneering initiative

The Revd Professor Leslie J Francis PhD ScD DD University of Wales Bangor UK The Handbook of Spiritual Development in Childhood and Adolescence breaks new ground by articulating the state of knowledge in the area of childhood and adolescent spiritual development Featuring a rich array of theory and research from an international assortment of leading social scientists in multiple disciplines this book represents work from diverse traditions and approaches making it an invaluable resource for scholars across a variety of disciplines and organizations

Key Features Presents a wealth of interdisciplinary theory and research as well as proposals for future areas of inquiry to help move spiritual development into a mainstream field of learning Provides the first comprehensive collection of social science research on spiritual development in childhood and adolescence to introduce the topic engagingly to students Features the works of scholars from around the world in multiple disciplines psychology sociology anthropology medicine and educational philosophy to present a diversity of traditions and approaches Includes introductions to the volume as well as to each section that provide overviews and syntheses of key concepts The Handbook of Spiritual Development in Childhood and Adolescence is a key resource for academics researchers and students in departments of Psychology Family Studies and Religious Studies It is particularly useful for courses in Developmental Psychology Human Development especially child and adolescent development Psychology of Religion and Sociology of Religion It also will be invaluable for professionals working with young people including educators religious leaders and health practitioners

An Introduction to the Study of Adolescent Education Cyril Bruyn Andrews, 1912

'Teenagers' Perspectives on the Role of Religion in their Lives, Schools and Societies. A European Quantitative Study Pille Valk, Gerdien Bertram-Troost, Markus Friederici, Céline Béraud, 2009 Religion is on the European agenda again The secularisation paradigm has lost its explanatory power and the newly coined term post secularism is used to describe the realisation that in the current social transformation religion cannot be ignored any longer The quantitative study presented in this book is part of the research effort by the REDCo project REDCo is the abbreviation for Religion in Education A contribution to Dialogue or a Factor of Conflict in Transforming Societies of European Countries The project brought together nine research teams from eight European countries England Estonia France Germany The Netherlands Norway

Russia and Spain The research involved interdisciplinary cooperation between specialists in the different academic fields of education religious education sociology political science anthropology psychology theology and religious studies The book offers valuable interpretations and inspirations on the question how the students in the 14 16 year age group in Europe see the ir relevance of religions for dialogue and conflict in their daily lives in the school environment and in society as a whole The young respondents of the quantitative study are clearly aware that the diversity of religious and non religious worldviews is the reality of the European contexts they have to manage within Most of them are convinced that religion must be addressed in schools as it is too important as factor in social life and for the coexistence of people from different cultural and religious backgrounds throughout Europe to be ignored

Readiness for Religion Ronald Goldman,2018-12-07 In this study first published in 1965 the author explores the implications of research for an alternative approach to religious education The book deals with the psychological bases of religious development reviewing the natural limitations as well as the basic needs of the young and how religious education should be affected by educational theory and practice The author also examines what content and methods of teaching are consistent with the healthy development of children and adolescents Teachers in schools students in training lecturers clergy and ministers and local education authority committees will welcome the book as an important aid to the task of rethinking syllabuses and the need for more child centred methods of teaching

The Enigmatic Realm of **Teaching Religion To Adolescents**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Teaching Religion To Adolescents** a literary masterpiece penned with a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those that partake in its reading experience.

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Table of Contents Teaching Religion To Adolescents

1. Understanding the eBook Teaching Religion To Adolescents
 - The Rise of Digital Reading Teaching Religion To Adolescents
 - Advantages of eBooks Over Traditional Books
2. Identifying Teaching Religion To Adolescents
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Teaching Religion To Adolescents
 - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching Religion To Adolescents
 - Personalized Recommendations
 - Teaching Religion To Adolescents User Reviews and Ratings
 - Teaching Religion To Adolescents and Bestseller Lists

5. Accessing Teaching Religion To Adolescents Free and Paid eBooks
 - Teaching Religion To Adolescents Public Domain eBooks
 - Teaching Religion To Adolescents eBook Subscription Services
 - Teaching Religion To Adolescents Budget-Friendly Options
6. Navigating Teaching Religion To Adolescents eBook Formats
 - ePub, PDF, MOBI, and More
 - Teaching Religion To Adolescents Compatibility with Devices
 - Teaching Religion To Adolescents Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Teaching Religion To Adolescents
 - Highlighting and Note-Taking Teaching Religion To Adolescents
 - Interactive Elements Teaching Religion To Adolescents
8. Staying Engaged with Teaching Religion To Adolescents
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Teaching Religion To Adolescents
9. Balancing eBooks and Physical Books Teaching Religion To Adolescents
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Teaching Religion To Adolescents
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Teaching Religion To Adolescents
 - Setting Reading Goals Teaching Religion To Adolescents
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Teaching Religion To Adolescents
 - Fact-Checking eBook Content of Teaching Religion To Adolescents
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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