

TEACHING & RELIGIOUS IMAGINATION

AN ESSAY IN THE THEOLOGY OF TEACHING

MARIA HARRIS

Teaching And Religious Imagination

Andrew T. McCarthy



Teaching And Religious Imagination:

Teaching and religious imagination : an essay in the theology of teaching Maria Harris,1991 *Teaching and Religious Imagination* Maria Harris,1987 Explores the art of teaching as an activity of religious imagination in which the incarnation of subject matter leads to the revelation of knowledge The Effective Teaching of Religious Education Brenda Watson,Penny Thompson,2014-04-23 The Effective Teaching of Religious Education provides an accessible yet intellectually rigorous resource for all those involved in the teaching of RE in schools today Written with the needs of specialist and non specialist teachers in mind in both the primary and secondary sectors it successfully integrates theory and practice encouraging debate and reflection on a broad range of issues in what is often regarded as a complex and often controversial subject area The second edition has been written with the collaboration of a new co author Penny Thompson and has been thoroughly updated revised and extended to include A new chapter on the place of Christianity in RE New material on the purpose of RE and on the relationship of RE to other subjects A new Appendix on tackling assessment and syllabus requirements A new companion website at www.pearsoned.co.uk/watson_thompson including an overview of the use of ICT in RE teaching web links and practical resources for use in the classroom *Reshaping Religious Education* Maria Harris,Gabriel Moran,1998-01-01 Well known religious educators Maria Harris and Gabriel Moran challenge the religious education community to risk change Focusing on themes of foundations development spirituality and a wider world Harris and Moran discuss issues such as gender death and dying and both interreligious and international dialogue Critical Perspectives on Christian Education Jeff Astley,Leslie J. Francis,1994 Christian Education Curriculum for the Digital Generation Jong Soo Park,2015-02-16 This book is about exploring and presenting a model of digital based curriculum for Christian education suitable for the digital ways of learning communicating and thinking Park discusses the limitations of analog based curricula most of current curricula and necessities for digital oriented ones Then he provides a new model of curriculum curriculum as software Curriculum as software is a curricular framework for embracing digital culture like open flat network service centered management interactive communication and offline online hybrid learning space It consists of four spiral stages analysis design simulation and service In the process of designing units 4R Movement a new learning theory is utilized to encourage today s young people to construct their own knowledge after critically analyzing various resources of information 4R embeded courses are implemented in the four movements reflection reinterpretation re formation and re creation Converting the Imagination Patrick R. Manning,2020-05-15 For two thousand years countless people around the world viewed reality through a Christian lens that endowed their lives with meaning purpose and coherence Today in an era of unprecedented secularization many have ceased to find meaning not only in Christianity but in life in general In *Converting the Imagination* Patrick Manning offers a probing analysis of this crisis of meaning marshalling historical and psychological research to shed light on the connections among the disintegration of the Christian worldview

religious disaffiliation and a growing mental health epidemic As a response Manning presents an approach to religious education that is at once traditionally grounded in the model of Jesus own teaching and augmented by modern educational research and cognitive science *Converting the Imagination* is an invitation to transform the way we teach about faith and make sense of the world an invitation that echoes Jesus invitation to a fuller more meaningful life It is sure to captivate scholars and practitioners of religious education ministers seeking to reengage people who have drifted away from the faith or to support young people suffering from existential anxiety and anyone in search of deeper meaning in their religious traditions or in their own lives *Converting the Imagination* was a finalist for the 2021 Lilly Fellows Program Book Award <https://www.lillyfellows.org/grants-and-prizes/book-award>

Embodied Hope Veronice Miles, 2021-12-29 *Embodied Hope* explores implications of an embodied theology of hope for preachers ability to nurture imaginative abundance and purposeful hope filled action in the most chaotic of times Embodied hope is grounded in a theological anthropology that foregrounds humanity s inherent identity as imago Dei and capacity to live as a nondistorting nondestructive reflection of God s presence in the earth The conceptual metaphor embodied Hope represents that which creates within each of us yearning for wholeness and well being the always speaking voice of God s Spirit assuring us of God s power faithfulness and redemptive presence and calling us toward loving just and restorative action in our world today Humans possess the capacity to imagine and live toward a qualitatively better state of existence for all creation but overwhelmed by the despairing realities of life we often feel despondent and drained of imaginative potential Preaching amplifies the voice of Hope bearing witness and inviting us to imagine the possibility and efficacy of a new reality grounded in Jesus s gospel proclamation Embodied Hope invites us to stand at the intersection of Hope and despair as we explore the contours and possibilities of living with Hope in times such as the present

Christian Education and the Emerging Church Wendi Sargeant, 2015-07-24 All signs point to Christian education having lost its theological location and prominence in the life of the Western Protestant church The Emerging Church movement as an intentionally postmodern approach to ministry in the contemporary context may however offer insights to reinterpret Christian education This significant movement in today s church gives Christian education a new interpretive framework that is theologically located at an intersection of doxology and doctrine In her examination of postmodern faith formation Wendi Sargeant explores the importance of the Christian worshipping community as the most appropriate setting for Christian education Practitioners and students will benefit from the ready to use teaching and learning matrix and all those with interest in the formation of faith in themselves and others will draw much from the way Sargeant situates worship as the basis for enhancing Christian formation and ethos

Francis of Assisi as Artist of the Spiritual Life Andrew T. McCarthy, 2010-08-13 *Francis of Assisi as Artist of the Spiritual Life* applies modern psychological understanding to a historical person While most such studies have sought a comprehensive personality profile this work focuses on one aspect Francis imagination and seeks greater insight into the imaginatively inspired spiritual vision of St

Francis An analysis of Francis writings builds on a survey of modern views of the imagination and the approach of ORT or Object Relations Theory ORT with its contention that the imaginative creation of an infant's world develops out of the earliest interactions with the maternal caregiver highlights the way Francis formed his way of visualizing the reality around him While any study of a person 800 years in the grave is more dependent on what is plausible than on what is determinable this study finds numerous examples where Francis writings display an adept use of imagination and even encourages others in that use in a manner that corresponds to an ORT perspective on tutoring the imagination **And We Shall Learn through the Dance** Kathleen S. Turner, 2021-07-28 Liturgical dance is a way to present reflect instruct learn study and share religious beliefs with one's self within one's worship community and with one's God Such a belief is confirmed and witnessed within a variety of religious settings throughout the world from the beginning of time to this present age However there is a vacuum of resources that connect liturgical dance within the Christian context as a tool for religious learning within the field of religious education With the continual rise of liturgical dance as an artistic form of expression this book proposes that liturgical dance offers unique attributes conducive to the teaching and learning of faith and to faith formation Kathleen S Turner shows how liturgical dance is religious education in two very important ways first by addressing the power and potential liturgical dance has in nourishing the faith life of Christian congregants through means that are both educative and reflective and second by giving examples of how liturgical dance can be implemented as a religious education tool within the teaching life of the church The Grace of Playing Courtney T. Goto, 2016-02-10 Believers and teachers of faith regularly know the in breaking of God's Spirit in their midst when revelatory experiencing unexpectedly shifts habits of thinking feeling and doing toward more life giving ways of being and becoming When the moment is right Spirit breathes new life into dry bones Though religious educators have much practical wisdom about facilitating learning that is creative and transformative sharper concepts cases and theory can help them do it more critically and assist learners to practice openness to wonder surprise and authenticity The Grace of Playing explains how we can create the conditions for revelatory experiencing by understanding it in light of playing The notion of playing as if can be powerfully reclaimed from ecclesial ambivalence casual speech and commercial interests that often lead playing to be associated with childishness frivolity or entertainment This book theorizes adults playing for the sake of faith drawing on D W Winnicott's psychoanalytic theory a revision of Jurgen Moltmann's theology of play biblical texts medieval devotional practices as well as art and aesthetics that help local faith communities engage in theological reflection Communal forms of playing in at God's new creation provide insights into pedagogies in which learners are creating and are created anew International Handbook of the Religious, Moral and Spiritual Dimensions in Education Marian de Souza, Gloria Durka, Kathleen Engebretson, Robert Jackson, Andrew McGrady, 2007-06-04 Traditionally spirituality has resided and been contained within religious frameworks but while the links between the two areas are still acknowledged by many in the contemporary world spirituality is perceived by some as

an aspect of human life that is distinct from religion. Consequently many are searching for meaning within and without religious traditions today and seeking answers to ethical and moral questions that have been generated by the knowledge and technological explosion. One outcome is the renewed interest in the religious, spiritual and moral dimensions of education throughout the life cycle. This International Handbook presents the research and professional practice of scholars who are daily engaged in the consideration of these dimensions in education. The result is a collection of essays which reflects the discipline in all of its internationality as it is today. Embedded within the chapters is also an agenda for the future where the religious, moral and spiritual dimensions in education are proposed as an exciting and challenging way forward for educators at all levels in society. As well it offers a vision for the emergence of a peaceful and just world. Sharing Faith Thomas Groome, 1998-11-23. Provides a comprehensive introduction to all aspects of religious education and pastoral ministry and gives an in depth inquiry into the philosophical, educational and theological theories for sharing faith. The Routledge International Handbook of Learning Peter Jarvis, Mary H. Watts, 2012. As our understanding of learning focuses on the whole person rather than individual aspects of learning, so the process of learning is beginning to be studied from a wide variety of perspectives and disciplines. This handbook presents a comprehensive overview of the contemporary research into learning; it brings together a diverse range of specialities with chapters written by leading scholars throughout the world from a wide variety of different approaches. The International Handbook of Learning captures the complexities of the learning process in seven major parts. Its 54 chapters are sub-divided in seven parts: Learning and the person; senses, cognitions, emotions, personality traits and learning styles; Learning across the lifespan; Life wide learning; Learning across the disciplines covering everything from anthropology to neuroscience; Meaning systems; Interpretation; Learning and disability; Historical and contemporary learning theorists. Written by international experts, this book is the first comprehensive multi-disciplinary analysis of learning, packing a diverse collection of research into one accessible volume. From Generation to Generation Charles R. Foster, 2012-10-02. Mainline Protestant congregations face a profound adaptive challenge. In the midst of significant social, cultural and technological change, the denominations they represent generally abandoned a view of education capable of maintaining and renewing their faith traditions through their children and youth. New curriculum resources and innovative pedagogical strategies appropriated from the marketplace of religious education options have not met the challenge. A transformation of consciousness is required in congregations seeking a future through their children. It involves the exercise of an ecclesial imagination to reclaim a view of education rooted in the revitalization of their religious traditions in the past and re-envisioning the congregation as a catechetical culture of faith formation. **Teaching Faith with Harry Potter** Patricia M. Lyons, 2017-05-01. Joanne Rowling's great epic is forming the faith and moral vision of millions of people. If you are reading this book, forming faith is at least part or maybe all of your vocation as teacher, pastor, parent, godparent, roommate, sibling, spouse or friend. In baptism we vow to form our faith and the faith of others. To not use this

modern epic in your sacred work is to leave on the table one of the most ubiquitous and enchanting tools of our time to awaken and baptize the imagination Don't put this wand away

Taught by God: Teaching And spiritual Formation , The history of the Christian spiritual life suggests that those who truly teach the spiritual life have been themselves taught by God The phrase taught by God occurs in Christian writings across several centuries This book draws on the teachers and teaching models that animate Christian history bringing it into conversation with the issues and concerns of contemporary teachers and learners who seek to follow Christ The authors contend that the various strands of the Christian spiritual and mystical tradition provide continuing guidance for Christian teachers in the cultivation of their own spiritual lives and the lives of their students They order this book around four aspects of Christian educational ministries the identity of the teacher contexts in which we teach models for teaching and evaluation of teaching Readers are invited to look at the world of teaching through multiple sides of a prism refracting differently with each effort drawing the eye toward a variety of subtle nuance and inviting varied interpretations of the subject we see Each chapter focuses on particular spiritual teachers Francis de Sales Catherine of Siena Søren Kierkegaard practices monastic rules spiritual direction examination of conscience and images pilgrimage imitation apprenticeship as exemplars of or frameworks for teaching and spiritual formation in the church today

The Art Teaching of the Primitive Church Richard St. John Tyrwhitt, Society for Promoting Christian Knowledge (Great Britain). General Literature Committee, 1874

Teaching Religion and Film Gregory J Watkins, 2008-08-22 In a culture increasingly focused on visual media students have learned not only to embrace multimedia presentations in the classroom but to expect them Such expectations are perhaps more prevalent in a field as dynamic and cross disciplinary as religious studies but the practice nevertheless poses some difficult educational issues the use of movies in academic coursework has far outpaced the scholarship on teaching religion and film What does it mean to utilize film in religious studies and what are the best ways to do it In Teaching Religion and Film an interdisciplinary team of scholars thinks about the theoretical and pedagogical concerns involved with the intersection of film and religion in the classroom They examine the use of film to teach specific religious traditions religious theories and perspectives on fundamental human values Some instructors already teach some version of a film and religion course and many have integrated film as an ancillary to achieving central course goals This collection of essays helps them understand the field better and draws the sharp distinction between merely watching movies in the classroom and comprehending film in an informed and critical way

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