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European Association for Research on Learning and Instruction EARLI Special Interest Group 19: Religious and Spiritual Education is advocating research on religious and spiritual development that includes cognitive, social and emotional components. Values and beliefs are important aspects in religious and spiritual education which need a discussion forum of their own.

EDITORIAL
This is the sixteenth EARLI SIG 19: Religious and Spiritual Education Newsletter. The purpose of our special interest group is to endorse discussion on the importance of religious and spiritual aspects of education. The Newsletter notifies the special interest group members about upcoming events as well as recent and forthcoming publications on the field.

In this issue we have a lot of important contents. SIG 19 has gotten new coordinators, and we consider this shifting of responsibilities as a good time for looking back a bit – and think about the future, too. The retreating coordinators, Theo van der Zee and Terry Lovat, have contributed to this issue by reflecting on the history of SIG and on their time as coordinators. Arniika Kuusisto and Ulrich Riegel, the new coordinators, share their thoughts in a letter to the members of SIG 19.

This will be the last issue edited by us, Elina Kuusisto and Inkeri Rissanen. From now on, Elina Kuusisto will contribute to SIG 19 as an assistant coordinator. We want to thank you all for cooperation and we are happy to be able to introduce to you the new editorial team, Dan Fleming and Marjaana Kavonius.

In the present issue, we will present all these new persons in charge to you.

But this is not all: we are also proud to be able to present you an interview of Professor Robert Jackson, who was the keynote speaker in our SIG conference last year and has been recently rewarded with the prestigious William Rainey Harper Award. In addition, we will report from the EARLI conference in Munich. Furthermore, this Newsletter includes some information concerning new books releases, upcoming conferences and the latest publications of our members, as usual.

We wish you inspiration and good luck for you work, and we are enthusiastically looking forward to meeting you all in Finland next year!

Inkeri Rissanen,
University of Helsinki, Finland

Note that you can now also join EARLI group in Facebook for information updates and discussion! There is also an EARLI-group at Linked-In.
A Letter from the New Coordinators of SIG 19

Dear members,

Thank you for your confidence in electing us as the new SIG 19 coordinators!

We also want to express gratitude of the whole SIG group to our previous coordinators, Theo van der Zee and Terry Lovat. Theo and Terry did a great job at making our SIG flourish. They established a book series dedicated to the academic core of our SIG in the form of the book series Research on Religious and Spiritual Education (Münster: Waxmann). They also initiated SIG symposia on the bi-annual EARLI meetings at Exeter and Munich, and organized the in-between SIG-conferences at Malta and Nijmegen. Additionally, they have in their part taken care of organizing publishing opportunities following these conferences. These have included both edited volumes and special issues of well-known international journals. This is an important part of why our SIG 19 has become an established player within the EARLI community.

As new coordinators we want to keep up this good work and continue on the same tracks. In line with our SIG 19 mission statement we want to strengthen the interdisciplinary character of our SIG by bringing together researchers from various backgrounds like theology, religious studies, psychology, pedagogy, educational studies, and philosophy. Acknowledging the national and cultural variance in religious and spiritual education, we would also like to broaden the horizons of our group even further. Thus, we would very much like to welcome new members from different schools of thought, and from all around the world – particularly from the countries that are not yet represented in our SIG community. We are proud of the functioning of our SIG as a platform for dialogue and research on religious and spiritual learning on an international level, and would like to continue strengthening these roles. We want to encourage all of you members to use these opportunities and also bringing these more and more into practice, for example through building joint research projects. Our SIG is, after all, an optimal platform for finding international partners.

The next chance for doing so in person will be our next SIG-conference ‘Identities, Cultures and Worldviews: Religious Education in Pluralistic Settings’ in Helsinki in 6th to 9th August 2014. Our JURE Coordinator Elina Kuusisto and us two coordinators will be responsible for organizing the academic programme, and Arniika, Elina and the other local organizing team members are taking care of the practicalities. We welcome you all warmly! Please feel free to encourage colleagues both from your own university and from countries and universities not represented in our SIG yet, too! Besides bringing together some of the foremost experts on the field from different parts of the world, the SIG conferences also provide an encouraging platform for junior researchers and doctoral students to present their work. The SIG conferences are a great opportunity to get feedback and new ideas for your work – in all academic levels and across the disciplines covered by our theme. We are looking forward to meeting you all in Helsinki!
PROUDLY PRESENTING
THE NEW COORDINATORS AND NEWSLETTER EDITORS OF SIG 19

We would like to introduce you the new persons in charge. The new coordinators and newsletter editors answered three questions: 1) How long have you been involved in SIG 19 2) What has participation in EARLI and especially SIG 19 given to you? 3) What kind of greetings would you like to send to members of SIG 19?

Name: Arniika Kuusisto, Coordinator of SIG 19
Title: PhD, University Lecturer in Religious Education / Postdoctoral Researcher
Age: 37
Institution: University of Helsinki
Country: Finland
Family: Husband Sami who is a Mechanical Engineer designing hospital device, and daughters Ellen (3) and Edith (7), and the girls' new baby kitten Muru.
Research key words: children, youth, diversity, identity negotiations, value negotiations, worldview, culture, agency, socialization...

1) Since the Canterbury SIG conference in 2008 - so a few years already.
2) A wonderful worldwide network of colleagues and friends. Support and feedback for research work. Excellent networking and publishing opportunities.
3) You are all warmly welcome to our next SIG conference in Helsinki! Let’s make it into another really excellent one! :-) Thank you, all, again for your trust in appointing us as the new SIG Coordinators! Together we can continue to build our SIG as an academic co-operation network, and continue the strong publication tradition that we have already worked a lot in building up.

Name: Ulrich Riegel, Coordinator of SIG 19
Title: Prof. Dr., Golden (Born in 66)
Institution: Seminar of Catholic Theology, Faculty of Philosophy, University of Siegen
Country: Germany
Family: Married to Carolin, having two bright boys (being supporters of FC Bayern München)
Web link: http://www.uni-siegen.de/phil/kaththeo/mitarbeiter/riegel
Research key words: empirical theology, religiosity of adolescents, religious learning in school

1) I met the people of SIG 19 first at Malta, in 2010. I liked the brought range of topics and methods, and I enjoyed the international atmosphere at this meeting. Since then I joined the conference at Exeter, Nijmegen and Munich, just to learn that the impressions of Malta have been backed up on the following conferences.
2) EARLI is a huge and intensive fair of topics and methods on research on learning and instruction. I left Exeter as well as Munich with a lot of ideas, being struck by the professional level of educational research. The SIG 19 is my personal harbor in this mess of people. Here I meet colleagues familiar to me, dealing with topics which I'm familiar with.
3) Today the SIG 19 is small but beautiful. Let's go for a SIG 19 that is beautiful only.
Name: Dan Fleming, Newsletter Editor  
Title: PhD, Dean of Studies, Lecturer in Theology and Ethics  
Age: 27  
Institution: The Broken Bay Institute, The University of Newcastle  
Country: Australia  
Research key words: moral education; moral philosophy; religious education; theology; theological education  
1) One year  
2) A great network of like-minded colleagues who inspire and challenge my thinking in the area of religious education  
3) Looking forward to the next chance to catch up over dinner!!

Name: Elina Kuusisto, JURE Assistant Coordinator  
Title: PhD, Post-doctoral Researcher  
Institution: University of Helsinki  
Country: Finland  
Family: Husband Jari Mononen  
Web link: http://blogs.helsinki.fi/didactics/  
Research key words: teachers’ moral competence, religious and moral education, gifted education  
1) My participation began in 2010 in SIG 19 conference at Malta when I started to work as a newsletter co-editor with Inkeri Rissanen.  
2) Participation in EARLI and in SIG 19 have strengthened my professional identity as a researcher and introduced me to the social network of international researchers.  
3) I am looking forward to prepare next SIG 19 conference in Helsinki. I want to welcome you to share your ideas regarding the conference and wish that we will meet in Helsinki in August 2014!

Name: Marjaana Kavonius, Newsletter Editor  
Title: Master of Theology, PhD student  
Institution: University of Helsinki  
Country: Finland  
Family: husband Kava and children Aarne 11yrs and Ilse 9yrs  
Research key words: worldview, RE, religious diversity, ethics instruction, religious competence  
1) I am a brand new member of SIG 19 from this summer. I have worked 15 years as a teacher of religious education and only recently started my PhD studies.  
2) I am very happy to get involved and looking forward to participate in forthcoming activities and edit the newsletter with Dan.  
3) I wish to thank everyone for a very warm welcome in last summers’ EARLI meeting!
Personal reflections on EARLI and SIG 19 Coordination

Terry Lovat

As I complete a four year term as SIG 19 co-coordinator, it is timely that I reflect a little on my time in that position and generally my experience of EARLI. My first EARLI conference was at Fribourg in 2001. I was an experienced conference attendee to say the least! I had attended conferences boasting 18,000 participants and ones with just 30 or so. In most cases, I had travelled vast distances to attend and so had to begin to concentrate on those I truly found worthwhile. I had formed a view that 18,000 was an unwieldy number if one was looking for any realistic focus and 30 was too small a number to allow for the breadth one needs. EARLI struck me as an ideal size. If one is coming all the way from Australia, the conference has to have sufficient variety and cross-disciplinary potential to make it worthwhile. I found this in EARLI. At the same time, I felt a bit of an outsider; it was extremely (and at times it seemed a little too exclusively) European. I understood this and felt content to be a bit of an outsider, although I found it anomalous that Europe, the cultural leader of what the 1st world has become, would see its role as inward rather than outward looking. It struck me as a Europe not quite yet comfortable in its own skin in order to understand and fully grasp its own universal leadership role. To be honest, I feel the GFC has possibly exacerbated this self-doubt, if I can call it that, and that this is something that European nations generally, and EARLI as an organization, might well reflect on over time. I hope this is not offensive; it is an attempt to be honest about my own impressions of an organization I value enormously.

Anyway, I attended each of the biennial conferences after that and then, in Nicosia, attended the meeting that Kirsi and Zehavit had organized to speak about the new SIG in religious and spiritual education. I then attended the inaugural SIG conference in Canterbury and have been to each of them since, with the exception of 2011 in Nijmegen. At the 2009 EARLI conference in Amsterdam, I was elected as one of the two coordinators, along with Theo. This was a great honour and, granted what I said in the paragraph above, clearly worked to make me feel much less of an outsider, to be at least an ‘honorary’ European and perhaps more significantly, it was a way of this SIG at least showing its openness to the world beyond Europe to the degree of allowing an Australian to play a leadership role and to bring some wider, in this case Antipodean, insights to bear. Throughout the four years, I have been made to feel very much part of the wider EARLI family, not just through my work in the SIG but through the many ways in which SIG coordinators are drawn into the EARLI network, through being asked for advice, support, reviewing proposals, award applications and in a host of other ways. The only slightly chilly response came when I tentatively suggested that a future SIG conference could be held in Australia!! Maybe the time is not yet right for that. Perhaps it will happen ‘some time down the track’, as we would say in Australia!! After all, ours is a fast shrinking world, and one in which old boundaries more often seem to inhibit than facilitate our capacity to take on the much-needed mindset and habits of global citizenship. EARLI generally is well placed to stretch those boundaries rather than reinforce them.

It has been a privilege to have played the role that I have for these past four years and I wish Ulrich and Arniika (and Elina, of course) my very best wishes in those massive shoes they have to fill. Don’t you agree, Theo?
Small is Beautiful. A short history of EARLI SIG 19
Theo van der Zee
Pictures Arniika Kuusisto and Inkeri Rissanen

How to write a short history of a group of researchers who meet as a group once a year?

One way of doing this is by telling short stories about events at those meetings. The annual conferences of the group provide lots of events to tell about, such as musical performances by invited speakers, child care by distinguished professors, mourning of tears by junior researchers, and so on. By composing a mosaic of those stories you will get something of a story of SIG 19.

Another way of telling the story is to find out how the research work that has been done by the group members share a common research agenda. We have a common ground: our field of research. We all deal with religious and/or spiritual education. However, the themes within this field vary, such as teachers’ practices in Islamic education, religious and spiritual resilience, interfaith education and phenomenological method, religious and worldview education in a pluralistic context, inspiration as thought provoking concept, to give only a few examples. Themes vary, but also methods of research vary. To discover a common research agenda would ask for a deeper look, and definitely more time.

This is not what I am going to present to you. I will not go into the fictional or into a (quest for a) common agenda. I will stay on the safe side by presenting some of the factual history of our SIG. I invite you to remember and compose the short stories yourself that accompany the facts that I present you. You’ll never know: perhaps a common agenda pops up.

A few characteristics
We have been a small SIG over the years as compared to other SIGs which have a couple of hundred members. We have had in between 20 and 30 members over the years. However, as Fritz Oser once said, “small is beautiful”. While being a small SIG, we are a quite active. We have had three biannual conferences (Canterbury, Malta, Nijmegen) and the fourth is to come next year (Helsinki). We publish an outstanding newsletter twice a year. We have academic conference publications, and we even have a real book series that is linked to our group and published by an international publisher Waxmann Publishers.
Some of our activities

To present our activities, I will give details on the biannual EARLI and our SIG conferences in a chronologic order. I base myself on my (limited) memory of the activities and include some pieces of conference reports that have been written (in order to get funding for these activities).

+SIG 19 is born!
August 2003: EARLI Conference PADOVA, ITALY
During the conference there was an invited symposium called “European world views, morality and religion” that was organized by Professor Kirsi Tirri. The paper presentations dealt with different religious orientations and their influence on teaching and learning. The discussion in the symposium was intense. Religion and spirituality were identified as important factors in the context of learning and instruction. During the conference an initiative to make this area visible in education and in EARLI started to take shape. As a result, more than twenty participants signed their name into a list that was presented to EARLI. The names in list were signed for one purpose. The aim was to install SIG 19 into EARLI.

+Newsletter is established!
August 2005: EARLI Conference NICOSIA, CYPRUS
The first business meeting of SIG 19 was held in Cyprus. Again some 20 people attended from different parts of world. It seems that the SIG was already contributing to the creation of European research network for scholars in this field. The meeting was led by co-chair Professor Kirsi Tirri. Among the participants there were also people who were already involved in Padova, for instance, co-chair Dr. Zehavit Gross, Professor Terence Lovat, and Professor Fritz Oser. It seems that after the first phase of establishing the network, SIG 19 has decided to proceed to the next phase. The meeting discussed the methods of widening participation and sharing projects. One concrete step of co-operation was the decision to launch a newsletter. This newsletter would help the members to get to know each other better, to share interests, and to pass relevant information. The newsletter was to be published twice a year electronically. First newsletter editors were Martin Ubani and Elina Hella.
At the business meeting Kirsi Tirri was willing to continue as our coordinator. However, Zehavit Gross stepped down and Theo van der Zee took up the position as a new coordinator.

First SIG 19 Conference!
August 2008: SIG 19 Conference CANTEBURY, UK
Theme of the conference was Teaching, Learning, and Development in Religion and Spirituality. In the context of these strands the themes of atheism and agnosticism, and the private/public dimensions of religion and spirituality, have been identified as of particular interest. However, contributors were encouraged to interpret these themes broadly. 15 researchers from various countries participated at the conference in Canterbury. Invited speaker to the conference was Professor Fritz Oser, an international well-known researcher in religious and moral education, and member of the SIG 19. At the conference 12 interesting and well elaborated paper presentations were held, and there was enough time for discussion. The presentations represent a good overview of recent research into religious and spiritual education. Participants judged the presentations and discussions as very inspiring and thought-provoking. In addition, Frank Willems and Arniika Kuusisto started as new newsletter editors.
Special issue
Spring 2009
Special issue of *Journal of Empirical Theology* on Research on Religious and Spiritual Education (Theo van der Zee and Kirsi Tirri, guest editors), with contributions of Kirsi Tirri, Aad de Jong, Karolin Kuhn, Petri Nokelainen, Marko Mahkonen, Laura Hirsto, Arnika Kuusisto and Theo van der Zee. In this special issue, three research groups in Europe introduced their research on religious and spiritual education and pointed to the considerable volume of work that remains to be done. Special attention was paid to demonstrate how quantitative and qualitative research methods can support each other. The countries represented in this volume included Finland, Germany and Netherland.

Fostering Communities of Learners
August 2009: EARLI Conference AMSTERDAM, THE NETHERLANDS
After serving seven years as a coordinator Kirsi Tirri stepped down, Terry Lovat took up the position. At this conference we had a invited symposium (including contributions of Terry Lovat, Martin Ubani, Arnika Kuusisto and Theo van der Zee), and a future and vision session (including contributions of Jacomijn van der Kooij, Siebren Miedema, Petri Nokelainen and Kirsi Tirri).
+New Perspectives on Religious and Spiritual Education
August 2010: Second SIG 19 Conference MALTA, MALTA

The second EARLI SIG 19 Conference under the heading New perspectives on religious and spiritual education dealt with three major issues relevant to the field. First, the interdisciplinary approach: from being an exclusive theological field of interest, religious and spiritual education has evolved to become an interdisciplinary field in which scholars of various disciplines are involved. Second, the balance between explanation and interpretation of findings. Third, the relationship between religious and spiritual education, on the one hand, and similar fields of interest, such as moral, citizenship, and values education, as well as the contemporary imperative around social inclusion and cohesion.

35 scholars from 9 different countries participated at the conference that was organized at the University of Malta, Valetta Campus. The conference gave them to a large extent the opportunity for academic and social interaction. The participants valued this ample opportunity for discussion and reflection a lot, but also the historic and impressive Maltese environment.

After the opening of the conference Prof. Kirsi Tirri (University of Helsinki) gave an invited lecture on the state of art in research in the field. She focussed on new perspectives in research that can be considered as challenging as for example from positive psychology, and grounded her arguments with findings of her current empirical research.

At the conference 26 participants presented findings of recent or current research on various important issues as coping with a diversity of religions in early years education, supporting the construction of religious identities of Muslims students by teachers, enhancing civic virtuousness of teachers, learning through physical activities (“Leibliches Lernen”), a phenomenological approach on interfaith religious education, or the development of afterlife beliefs of children.

The conference was closed by an invited lecture of Prof. Fritz Oser (University of Freibourg) on the concept of resilience. In his lecture Oser substantiated that enhancing resilience could be an useful aim of religious and spiritual education, and grounded his plea with findings of his current empirical research.
We have had an invited symposium that included presentations by Martin Ubani, Ulrich Riegel, Terence Lovat, Robert Crotty, and Theo van der Zee. At the business meeting the new editors of the newsletter (Elina Kuusisto and Inkeri Rissanen) introduced themselves and their activities.

*Book*
*Summer 2012*
What Is Religious and Spiritual Education Good For?

August 2012: Third EARLI SIG 19 Conference NIJMEGEN, THE NETHERLANDS

While societal developments on a global, European and national level orient politicians and policy makers to recognize religion as an important topic in the public sphere, schools and teachers appear to find it difficult to re-orient their educational practices. Inter-governmental bodies as well as governments emphasize the role of education in informing young people about religions and beliefs with a view to mutual understanding and tolerance. In the present individualistic and religio-culturally pluralistic scene schools and teachers appear to find it difficult to enact their task and to meet political and societal expectations on religion and spirituality in education.

It can be argued that the difficulty that schools and teachers face relate to questions on normativity and orientation. What is religious and spiritual education good for? The subject of religious and spiritual education aims to support students to transform their religious and spiritual identity. Aims of identity transformation can be formulated in terms of personal development (e.g. understanding religious and spiritual experiences) or in terms of societal themes or topics (e.g. citizenship, democracy, participation). Does the present difficulty relate to a divergence or even clash of aims and orientations? Can findings of recent empirical research shatter light on this matter?

Or does the difficulty relate to divergence of educational approaches and methods? While policy makers hint at learning about religion to pursue mutual understanding and tolerance, from the perspective of identity transformation learning from religion seems to be the best option. Does recent research on religious and spiritual education provide valuable insights in the desirability and effectiveness of various approaches? Does religious and spiritual education that invite students to investigate the value of various religions by including religious ideals lead to desired effects?

30 scholars from 9 different countries participated at the conference that was organized at the conference venue “Huize Heyendael” at the Radboud University Nijmegen. EARLI members as well as non-members participated: almost the half of the participants were EARLI members (13 scholars).

Professor Robert Jackson (University of Warwick, UK) was invited speaker at the conference and he linked policy documents to findings of recent empirical research on religion, education, dialogue and conflict. Invited speakers Professor Jos Beishuizen (EARLI President) and Dr Doret de Ruyter (VU Amsterdam, The Netherlands) dealt with the contributions of worldviews and their pursuit on citizenship.
Responsible Teaching and Sustainable Learning
August 2013: EARLI Conference MUNICH, GERMANY
At the business meeting Terry Lovat and Theo van der Zee stepped down as coordinators, and Ulrich Riegel and Arniika Kuusisto took up the position. Elina Kuusisto became junior-coordinator.
At this conference we had two invited symposiums with contributions of Ulrich Riegel, Valeria Friso, Arniika Kuusisto, Theo van der Zee, Laura Hirsto, Peter Mudge, Dan Fleming and Terry Lovat.

And the story is to be continued…. See you in Helsinki 2014!
IDENTITIES, CULTURES AND
WORLDVIEWS

RELIGIOUS AND SPIRITUAL EDUCATION
IN PLURALISTIC SETTINGS

European Association for Research on Learning and Instruction EARLI
Special Interest Group 19: Religious and Spiritual Education
Fourth Biennial Conference 6-8 August 2014
University of Helsinki, Finland https://blogs.helsinki.fi/SIG19conference/

Proposals should consist of an abstract (300 words at maximum).
The submission system will open on 2nd December 2013. To submit a proposal, go to https://blogs.helsinki.fi/SIG19conference/ The deadline for submission is 31st January 2014. Notification of decision will be given by 28th February 2014.

Organisers: EARLI SIG 19 Coordinators & Local organising committee.
More information from Arniika Kuusisto (arniika.kuusisto@helsinki.fi)
INTERVIEW WITH PROFESSOR ROBERT JACKSON

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<tr>
<th>Name:</th>
<th>Robert Jackson (known to all as Bob)</th>
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<tr>
<td>Title:</td>
<td>Professor</td>
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<td>Age:</td>
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<tr>
<td>Institution:</td>
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<td>Country:</td>
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<tr>
<td>Family:</td>
<td>Married, with two daughters and two grandsons aged 5 and 2</td>
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<tr>
<td>Web link:</td>
<td><a href="http://www.robertjackson.co.uk">www.robertjackson.co.uk</a> – also Google WRERU (web address in the process of being changed)</td>
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<td>Research key words:</td>
<td>ethnography; intercultural; religious education; interpretive approach; citizenship; human rights education</td>
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1. Please describe your work

I retired from full-time work at the University of Warwick in October 2012, and from the editorship of the British Journal of Religious Education a year earlier. I now work at Warwick part-time, contributing to research projects and helping to design new research studies in Warwick Religions and Education Research Unit (WRERU), as well as contributing to various activities in Warwick’s Centre for Education Studies, where WRERU is based. I also currently work for the European Wergeland Centre, situated in Oslo. This is a Council of Europe related resource centre, dealing with human rights, intercultural and citizenship education, but with the crosscutting dimensions of religion and history (http://www.theewc.org/). My main role is to help to disseminate Council of Europe thinking on the place of religion and belief in intercultural education across Europe. I also continue to write and publish, and am currently co-editing the volume on Western Europe for a series on religious education in Europe published by the University of Vienna, co-editing the Waxmann Religious Diversity and Education in Europe book series, and finishing a document for the Council of Europe, assisting policymakers, schools and teacher trainers to utilise the 2008 Ministerial Recommendation on teaching about religions and beliefs in the 47 member states. The working title is ‘Signposts: Towards Policy and Practice for teaching about ‘Religions’ and ‘Beliefs’ in European Intercultural Education. I also continue to work as a jazz musician and singer, something I have done since university days. The creative mix of influences from different sources in jazz music parallels my own eclectic approach to religious education and intercultural education.

2. Describe your path how you became a researcher.

I taught in a secondary school for five years (mainly RE, but also drama, English, biology and philosophy), then moved into teacher training. Whilst studying for a part-time Masters degree in philosophy at the University of Warwick, I was visiting many primary schools in the north of the city of Coventry to assist students on teaching practice. This was exactly the time President Amin expelled people of South Asian background from Uganda. Many came to the UK as refugees, some to North Coventry. Through children in schools I met families of different religious backgrounds. I especially became interested in the Gujarati Hindu community in Coventry. I did some BBC radio broadcasts for schools about Hindu families, and other topics. The discontinuities between religion as experienced and practised on the ground, so to speak, and Hinduism as portrayed in Western academic texts led to an interest in a critical approach to ethnography, and a Fellowship in
World Religions and Education at London University School of Oriental and African Studies. My growing interest in ethnography was combined with philosophical interests, but also informed by some social psychology. The interpretive approach to religious education came out of this mix. I was fortunate enough to meet Eleanor Nesbitt, and we worked together for many years, jointly writing two books about Hindu young people in Britain (Hindu Children in Britain, Trentham 1993; Listening to Hindus, Unwin Hyman 1990). Eleanor, a gifted poet, continues to be my poetry mentor.

3. What are your current research interests?

My own work became increasingly international and collaborative, and my role included the design and management of research projects involving teams of people. I joined a range of research networks through the International Seminar on Religious Education and Values and other organizations. There was a growing involvement with researchers from the Nordic countries, especially Norway, and from Germany and South Africa. All this led to a successful application for a European Commission Framework Six grant, in collaboration with eight other universities from different parts of Europe. The REDCo project was coordinated by Professor Wolfram Weisse from Hamburg University, and used my interpretive approach as a methodological stimulus. With Wolfram and other colleagues, I have also worked regularly in South Africa. One of WRERU’s current Warwick projects (on dialogue) is also co-ordinated from Hamburg. In 2007 I had the opportunity of bringing into WRERU a group of quantitative researchers led by Professor Leslie Francis. Since that time we have specialised in combined methods studies, including projects for the UK Government and the Religion and Society programme. The WRERU team is currently working on a book reporting our Religion and Society project on Young People’s Attitudes to Religious Diversity, conducted in all the nations of the UK and including London as a special case.

4. Who has influenced your career most and in which ways?

I would distinguish between people whom I have read, and people whom I have met and worked with in different contexts. And, of course, ‘influence’ does not mean adopting all the views of a person. Key academic influences were mainly from formative work in the 1970s and 1980s. ‘Indirect’ influences include Ludwig Wittgenstein’s analysis of language in the Philosophical Investigations; cultural anthropologist Clifford Geertz, especially his idea of ‘textualisation’ – the process of moving creatively and critically from a mass of field data to a communicable text – and his employment of Paul’s Ricoeur’s writing on hermeneutics; cultural critic and ethnographer James Clifford (eg the role of participants in producing ethnographies); Michel Foucault on power, as mediated through Edward Said’s seminal work on Orientalism; Wilfred Cantwell Smith’s pioneering analysis of ‘religion’; Henri Tajfel’s social psychological work on groups; and Jerome Bruner and Margaret Donaldson’s work on developmental psychology.

‘Direct’ influences are from people I’ve been privileged to work with in different contexts, including various scholars who were based at the School of Oriental and African Studies (eg Wendy O’Flaherty); Ninian Smart’s early insights on connecting local and global (via our membership of ‘Shap’); Ken Robinson’s ideas on creativity; Geir Skeie’s work on plurality and Martyn Barrett’s psychological work relating to intercultural education. I also owe a debt to the colleagues who worked on the REDCo project, including younger scholars and research students from whom I learned (and continue to learn) a great deal. Edwin Cox was a kind mentor when he joined us post-retirement at Warwick. Linda Woodhead was an outstanding leader of the Religion and Society Programme. Eleanor Nesbitt’s various influences were mentioned above. Former research students who have taken my work in creative new directions continue to be a particular inspiration (see Miller, J., O’Grady, K. and McKenna, U. (eds) 2013 Religion in Education: Innovation in International Research, New York and London, Routledge).

5. What do you feel are currently the most important areas of research in Religious and Spiritual education and why?

I am pleased that there is a growing interest in comparative studies, especially Oddrun Bråten’s recent work, which emphasises national factors, such as histories of religion and state, and also includes analysis of supra-national and sub-national influences. One really important area is research on the interface between religious/spiritual education and education about ‘non-religious’ beliefs and convictions. This is needed, for example, to give feasibility to policy recommendations from
international bodies such as the OSCE and the Council of Europe. In this respect, there has been some good recent work attempting to clarify and refine terminology (including from SIG 19 member Doret de Ruyter); our WRERU data on young people’s attitudes include some valuable material about ‘personal worldviews’ of various kinds. There is potential for international school-based action research in this area.

6. Please name up to four publications of your own (in APA style!), which you would like to represent here. Please describe the reason for choosing each particular item.

Publication #1

Reason: this was my first opportunity to articulate the interpretive approach in some detail, linking it to ethnographic research with children, to the development of curriculum materials based on ethnographic studies and to issues about covering religions as part of public education in democratic societies. It was misread by some as presenting the approach to religious education. This was never the intention, as is made clear in the book itself!

Publication #2

Reason: this was an opportunity to reflect on the concepts of plurality and pluralism and to relate my own work to cognate methodologies, such as various dialogical approaches. I also had the opportunity to respond to criticisms of the interpretive approach made from a post-modernist perspective, and from a stance using a restricted view of ‘religious literacy’ (one of many contested terms). There was also an opportunity to discuss the contribution of religious education to intercultural, citizenship and values education, to refine my own views on edification and reflexivity and to consider the relevance of research to the general field. The book opened up a dialogue with colleagues in the American Academy of Religion who are concerned with handling religion in public education, was discussed at the AAR San Antonio conference and featured in a special issue of the journal Religion & Education.

Publication #3

Reason: this gives a cross-section of reports on some of the wide-ranging REDCo research, including discussion of the various uses of the interpretive approach in the REDCo project by individuals and groups of researchers.

7. When and how did you become involved in EARLI?
I was invited to speak at the SIG 19 meeting in Nijmegen. Although I knew some contributors, there were others whom I had not met, doing some really interesting and valuable research, and there were some excellent and challenging presentations. It was also nice to sing with a talented young jazz pianist.

8. How would you describe the role of SIG 19 in EARLI?
SIG 19 covers a vital element in public education. It is very important that issues concerning education in relation to religion and spirituality are included in the remit of a large research organisation covering the broad picture of education and learning.

9. Greetings and wishes for EARLI SIG 19:
Greetings and warm good wishes to all in EARLI SIG 19! Keep up the good work!!

Thank you, Bob, for the interview!
MINUTES OF THE EARLI SIG 19 BUSINESS MEETING
At Biennial EARLI CONFERENCE Munich, Wednesday 28th August, 2013

Participants
Robert Crotty, Dan Fleming, Valeria Friso, Laura Hirsto, Marjaana Kavonius, Arniika Kuusisto, Elina Kuusisto, Terry Lovat, Peter Mudge, Ulrich Riegel, Sturla Sagberg, Martin Ubani, and Theo van der Zee.

Opening
Theo welcomed all the participants and introduced agenda of the meeting. He also told greetings from some of the SIG 19 members that could not be present but had sent their regards. Ulrich proposed that we add new point “Thanking the previous SIG 19 coordinators”

Election of the coordinators
Terry explained the procedure of electing new coordinators, since SIG coordinators can serve for four years and then they have to resign. Terry continued that after the call for expressions of interest for the SIG coordinator positions as per the May Newsletter, he wrote to inform members of SIG 19 that there were two nominations for the two SIG 19 coordinator positions: Prof. Ulrich Riegel, University of Siegen and Dr Arniika Kuusisto, University of Helsinki, and one nomination for JURE Assistant Coordinator: Dr Elina Kuusisto, University of Helsinki. Terry told that he had been in contact with the EARLI office about the best way to proceed and been advised that, as we had just the right number of nominations for the positions available, there will be no need for an election, that email to the members served as advice that the above names were being formally put forward and that the above people will be declared elected in the absence of any objections. Since there were no objection Terry congratulated the new coordinators. Arnika and Ulrich took over as chairs of the meeting.

Thanking the previous SIG 19 coordinators
Arnika and Ulrich thanked the coordinators Theo and Terry as their first official task and gave them bottles of “Juliusspital” wine which is possibly the best wine in the world.

Newsletter
Elina told greetings from Prof. Kirsi Tirri and Co-editor Inkeri Rissanen. She introduced with pleasure Dr Dan Fleming as a new newsletter co-editor which was applauded. She also spoke about autumn issue and asked members to share their photos and experiences of the Earli conference in Munich.

Edited Journal Special Issue “Aims and Approaches of Religious and Spiritual Education”
Arnika and Terry told that the issue contents will be submitted to the journal in the near future, and that the issue will be published some time next year. [Now submitted to the Journal of Beliefs and Values]

Fourth SIG 19 Conference in 2014
Arnika confirmed August 6-9, 2014 as the dates of the next SIG 19 Helsinki conference and opened discussion about the conference program. She suggested a preconference workshop day for doctoral students. Martin questioned whether it is a good idea to make conference any longer as it is. Arnika brought up also the problem of parallel sessions in a small conference and a need for more profound discussions. Ulrich recommended that we should think about the funding and to keep the conference costs as low as possible. In addition he suggested that we could have junior and senior sessions separately and find new formats, not just keynotes and parallel sessions. Next Arnika asked suggestions for keynote speakers. Ulrich pointed out that keynotes are important in attracting both existing and new members to our conferences. In line with this Arnika mentioned that the date of the conference is now in synchrony with ISREV-Conference so that long distance members (for example Australians) can participate both conferences. She added too that planning another publication is also an attractive aspect of the SIG 19 conference – after all, our high quality publications present an important publication channel to our members and our SIG conference participants. Peter suggested some Hispanic-American speakers and philosophy workshop for teachers. Sturla mentioned Norwegian enterprise for philosophing with children. Arnika reminded that we are able to apply 2000 euros from Earli for the conference costs. Martin talked about how we could invite keynote speakers who have more generic positions in Earli. Arnika agreed and reminded that we also had The Earli president Jos Beishuizen with Doret De Ruyter as keynote speakers in Nijmegen.
Membership in SIG 19
Arniika highlighted that we all need to remember to renew our membership in the SIG 19. Ulrich asked ideas for opening our SIG further also for newcomers and broadening out. Sturla suggested that as we have a good newsletter, we could also share this more with others interested in the research area. Theo pointed out that it is important to link with different networks such as the ISREV and to countries that are not yet widely represented in our SIG such as Spain, in addition to what we’ve been already doing such as having publications, and continue presenting internationally attractive academic program in our SIG conferences.

Other matters to be discussed
Arniika asked comments should we produce next an edited volume or a journal issue. In many countries international journal articles rank highest among publications, which, thus makes it an attractive publication channel. Ulrich reminded that on the other hand edited book costs and an edited journal issue has to fit the profile of a particular journal. Arniika said that journals are also interested in good proposals which might help us in finding suitable journal.

Dinner
After closing the business meeting Arniika invited everyone to join the group for dinner in Rafael.

Report by Elina Kuusisto

LATEST PUBLICATIONS OF EARLI SIG 19 MEMBERS


The *Handbook of Moral Motivation* offers a unique updated, cross-disciplinary appraisal of the age-old question 'what motivates people to do good?", a question with burning relevance to a world which is often accused of having lost its sense of truth and goodness, and hence being on a path of self-destruction."

The handbook utilizes the latest research from a wide range of disciplinary perspectives suggesting that, if the answer to the question is to be found at all, it is more likely that it will come from investigation across disciplines than in any one discipline. In fact, we suggest, the narrowly constructed research approach of the recent past might have contributed to closing off rather than opening up the interdisciplinary lines of research necessary to satisfactorily addressing an issue of such proportions. The editors and authors of the handbook commend the research and present the theoretical approaches, models and applications contained within in the hope that it will contribute to better understanding of humanity as an inherently moral species.


[https://www.sensepublishers.com/catalogs/bookseries/other-books/interaction-in-educational-domains/](https://www.sensepublishers.com/catalogs/bookseries/other-books/interaction-in-educational-domains/)

In this volume, we take a holistic approach to education, viewing human beings as lifelong learners who need interaction in all educational domains – cognitive, affective, psychomotor – to actualize their full potential. The chapters are based on presentations given at the 2012 conference of the Finnish Educational Research Association (FERA), whose theme was Interaction in Educational Research. Prof. David Clarke, from the University of Melbourne in Australia and the conference’s keynote speaker, opens our symposium with a discussion of international comparative research in educational interaction by constructing and concealing differences. The chapters that follow, arranged in three parts, deal with interaction in cognitive, affective, and psychomotor domains. In Part I, theoretical and philosophical approaches to interaction are examined through ontological, epistemological, and semiotic perspectives. Part II presents a series of empirical studies on educational interaction. Part III introduces three programs that promote educational interaction: one enhances teacher education with interdisciplinary integration; another explores the benefits of Finnish-Russian cooperation; and a third uses musical concerts as an interactive tool for special education. All of the chapters contribute to the current research and discussion on learning and interaction. In this field inquiries need to be carried out in different learning domains and in various cultural contexts. In particular, cross-cultural comparisons are useful in validating the findings of empirical studies and testing the culture-dependent and culture-invariant dimensions of educational interaction.
Dear colleagues,

We are happy to announce the 18th conference of the JURearchers of EARLI, which will take place in Nicosia, Cyprus, from 30th June until 4th July 2014.

CONFERENCE THEME
The JURE 2014 conference seeks to enhance the field of Learning and Instruction by re-addressing some of the research questions which have already been raised, bringing about new methodologies and ideas in the process. Like sailors facing the unknown, young researchers are faced with a challenge to re-explore the field inside out and to overcome any difficulty in order to go beyond what is already known. The JURE conference brings together researchers working in various domains of Learning and Instruction. Different viewpoints and diverse methodological orientations allow them to contribute to the exploration of Learning and Instruction Inside Out.

OBJECTIVES & SCOPE
Devoting one’s self to research includes asking questions and discovering new paths while seeking for the answers. Yet, researchers today do not embark on such an endow alone; they share ideas and collaborate with others. The JURE 2014 conference in Nicosia is an excellent opportunity for such an exploration. The JURE 2014 organizing committee cordially invites you to participate in the exploration of “Learning and Instruction Inside Out” with world-renowned keynote speakers and expert-led workshops, paper presentations, and interactive poster and round table discussions. To deepen this joint journey, all participants of the 18th JURE Conference are expected to take part in the feedback procedure and to provide comments on one paper, poster, or round table hand-out of another conference participant. Additionally, on paper proposals they will receive feedback from an experienced senior researcher. All junior researchers (PhD and MA or MSc students, as well as graduates who have received their doctorate within the last two years) can apply to participate in the 18th JURE Conference. Thus, participants will have the opportunity to meet many talented young researchers, with whom they can explore “Learning and Instruction Inside Out”, either during formal presentations or in informal chats over coffee breaks, lunch hours, and social activities.

PROPOSAL FORMATS
Proposals should consist of an abstract (300 words at maximum) and an extended summary (1000 words at maximum, including references). Proposals for the following session formats should be submitted through the conference website:

Paper presentation: A paper session consists of 2 or 3 conceptually linked papers. Each individually submitted presentation lasts 15 minutes and is followed by 10 minutes for questions and discussion. Poster presentation: Posters are grouped conceptually. Each poster is introduced with an oral presentation (max 3 min.) and allows the participants enough time to freely walk from poster to poster.

Round table: A round table session consists of 2 or 3 conceptually linked projects. Each presenter has 5 minutes to introduce his/her project and raise one or two open questions, after which 25 minutes are intended for discussion.

To make sure that you choose the most appropriate format for the current phase of your research, please see relevant information provided on our website.

SUBMISSION  The submission system will open on 19th October 2013. To submit a proposal, go to www.earli-jure2014.org. The deadline for submission is 19th December 2013. Notification of decision will be given by 31st January 2014.

REGISTRATION
Registration for the conference will be possible from 31st January 2014. Fees for early-bird registration JURE-members are €150 and for non-JURE-members €175. More information is available on the website. Please note that EARLI JURE members are entitled to a reduced conference fee. If you want to become a JURE member – and receive the reduced conference fee – please go to http://www.earli.org for more information. Make sure to apply as JURE member some weeks before your registration as a proof of your doctoral status is required.

FOR MORE INFORMATION, VISIT OUR WEBSITE: www.earli-jure2014.org

We look forward to seeing you in Nicosia!
The JURE 2014 Organizing Committee jure2014@gmail.com
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 two or three 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:
The newsletter is published twice a year. If you intend to contribute to the newsletter, please take into account the following dates. Please send your contributions and suggestions to:
elina.kuusisto@helsinki.fi or inkeri.rissanen@helsinki.fi

EARLI SIG 19 MEMBERSHIP
How to join us?
To become a member, you must first become a member of EARLI. For more information, please visit the EARLI website:
http://www.earli.org/

LIST OF SIG 19 MEMBERS

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NOTE!
If your name is not on the list above, please check from the EARLI office earli@ped.kuleuven.be whether you have formally renewed your membership (http://www.earli.org/renewal) of EARLI (JURE) and the SIG 19 for 2013!