Autumn 2014 Issue
Released: 26/11/2014
Newsletter Editors
Marjaana Kavonius, University of Helsinki, Finland (marjaana.kavonius@helsinki.fi)
Dan Fleming, The Broken Bay Institute & The University of Newcastle, Australia (dfleming@bbi.catholic.edu.au)

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
Dear SIG 19 members,
Welcome to the Autumn/Winter edition of the SIG 19: Religious and Spiritual Education Newsletter! The objective of our special interest group is to support discussion on the significance of religious and spiritual aspects of education, and the Newsletter notifies the SIG 19 members for example about upcoming events and recent publications on the field.

We begin the present edition with some pictures along with participant comments from the SIG 19 conference held in Helsinki, Finland last August. Following this section are the minutes from the business meeting at our conference. The conference brought together people from all over the world and many interesting presentations were given in the most warm and friendly atmosphere. Among the presentations were also many “new faces” in the field, and two of them, Anuleena Kimanen from Finland and Alexander Unser from Germany, are interviewed in this edition. In addition, we are very happy to present you an interview of Professor Richard Rymarz from the University of Alberta, Canada.

From the past conference we move to the upcoming EARLI and JURE conferences which will be held in Limassol, Cyprus in August 2015. This edition includes some preliminary information of the upcoming conferences.

Next, we continue the newest section of the Newsletter: Spotlight on Religion in Your Context, with the focus this time on Australia. We hope to make this section an ongoing part of our Newsletter and thus welcome suggestions for the next possible country of focus since it is very interesting to learn from the different roles religion and spirituality play within different contexts in our special interest group.

Finally, you will find information of the latest publications by SIG 19 members and important reminders about EARLI SIG 19 membership, as usual.

With our kindest wishes for the approaching Christmas time and for the beginning of a new year,

Marjaana Kavonius & Dan Fleming
SIG 19 Newsletter Editors

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.
EARLI SIG 19 BIENNIAL CONFERENCE
6-8 August 2014 Helsinki
‘IDENTITIES, CULTURES AND WORLD VIEWS:
RELIGIOUS AND SPIRITUAL EDUCATION IN PLURALISTIC SETTINGS’
Conference Reflections and Images

Dinner at Restaurant Viola by the University Botanic Garden

Above left: Jørgen Straarup, Elina Kuusisto
Above right: Arto Kallioniemi, Kirsi Tirri
Below left: Anders Sjöborg, Bram De Muijnck
Dinner at Restaurant Viola

Ulrich Riegel, Pia-Maria Niemi
Dinner at Restaurant Saari
Religious Practice from youth to late mid-life: The effects of Christian socialization onto church attendance in a life course perspective

Heiner Meulemann

Hans-Georg Ziebertz, keynote speaker

Maki Mitsui
Above left: Arto Kallioniemi
Above right: Arniika Kuusisto
Left: Kerstin von Brömssen, Elisabeth Arweck
Marjaana Kavonius, Saija Benjamin, Tapani Innanen

Inkeri Rissanen, Raili Keränen-Pantsu

Elisabeth Arweck, keynote speaker

Helena Helve, keynote speaker
Thank you Helsinki!
See you in Limassol 2015 and in Siegen 2016!
MINUTES OF THE EARLI SIG 19 BUSINESS MEETING  
Helsinki, Thursday 8th August, 2014

Participants

Opening
Arniika Kuusisto and Ulrich Riegel welcomed all the participants and introduced agenda of the meeting.

Membership in SIG 19
Ulrich presented the importance of our SIG19 as part of EARLI and emphasized that our SIG 19 and our themes need to be visible in EARLI. Ulrich also encouraged conference participants to join EARLI and SIG 19.
Arniika highlighted also that we all need to remember to renew our membership in the SIG 19.

Themes for the symposia in EARLI 2015 Cypros
Elisabeth suggested that it would be important to address: How to bring practitioners and researchers together in RE?

Publications of the conference papers
Arniika and Ulrich told about possibilities to publish a journal and/or a book based on presentations of this conference. Terry Lovat will join coordinators as an editor.

Edited Journal Special Issue – possible journals:
Education Research International: open access, publication fees; International Journal of Children’s Spirituality: initial proposal had been sent to this journal. However, not all papers are dealing with children and spirituality; Journal of Contemporary Religion

Edited Book by Waxmann: The series Research on Religious and Spiritual Education edited by Theo van der Zee, Kirsi Tirri and Ulrich Riegel.

Timetable of the publication was tentatively discussed.

Participants’ preference was asked by voting: book eight votes and journal 11 votes.

EARLI SIG 19 Siegen 2016
Ulrich welcomed everyone to join next EARLI SIG 19 conference in Siegen, Germany. The conference will be held in end of September in 2016. Siegen is located north west from Frankfurt. Welcome!

Newsletter
Marjaana spoke about autumn issue and asked members to share their photos and experiences of the EARLI SIG 19 conference in Helsinki. She also asked that conference participants contact Arniika if they do not want to be in the pictures.

There was no other matters to be discussed

Dinner
After closing the business meeting taxes drove us to the coast for dinner in Restaurant Saari (Island).

Report by Elina Kuusisto
CALL FOR PAPERS

Special Issue

on

Identities, Cultures and World Views:
Religious and Spiritual Education in Pluralistic Settings

SIG 19: Religious and Spiritual Education of the European Association for Research on Learning and Instruction EARLI was hosting a biennial 2014 conference at the Department of Teacher Education, University of Helsinki, Finland. The conference theme was Identities, Cultures and World Views: Religious and Spiritual Education in Pluralistic Settings.

The proposed Special Issue will be based on both the best papers of the conference and possible supplementing papers derived from this open call. We particularly welcome submissions that investigate religious and spiritual education in pluralist settings. The EARLI SIG 19 Helsinki conference addressed, among others, the following questions:

- In which ways are identity, culture, and world view present in pluralist classrooms? What is the position of religion and spirituality like in different educational models and contexts? Are these compatible with the pluralism present in the educational context?
- Which didactics are used in addressing identity, culture, and world view in classrooms of religious and spiritual education? How does religious and spiritual education deal with the plurality of religious and spiritual life styles? Which procedures are used in dealing with the heterogeneity of identities, cultures, and world views in the classroom?
- Which concepts of religious and spiritual education are offered for dealing with identity matters, cultural issues, or aspects of world view in pluralist settings?
- What do we know about the effects of religious and spiritual education on the identities of children and youth; that is, the pupils and students of different ages? What about their world views? Does education offer tools and orientation for developing their personal worldview? Are there correlations between the effect of didactics in religious and spiritual education and cultural contexts in which the religious and spiritual education takes place?

Your submission should include: title, abstract (100-200 words) and keywords (4-8). Paper's length can be 5000-8000 words including tables, figures and references. Use 6th APA-style.

About a provisional timetable, which would naturally be adjusted according to the journal’s publishing timetable, would be as follows: The deadline for the full papers is 28th February 2015, then we will organize a peer review round with a minimum of two expert reviewers for each paper (DL for reviews 30th April 2015), leave time for author amendments following the review commentaries, and a possible second review round (DL for second submissions 30th June; DL for possible second review round 30th August), with a deadline for the final papers of 30th September 2015, then some editorial work on the entity, with finalised issue contents ready by 30th November 2015.

Send your paper to arniika.kuusisto@helsinki.fi

Guest Editors:
University Lecturer, Dr Arniika Kuusisto, University of Helsinki, Finland
Postdoctoral Researcher, Dr Elina Kuusisto, University of Helsinki, Finland
Professor, Dr Ulrich Riegel, University of Siegen, Germany
Professor Terence J. Lovat, Professor Emeritus, University of Newcastle, Australia

European Association for Research on Learning and Instruction EARLI Special Interest Group 19: Religious and Spiritual Education Coordinators
TOWARDS A REFLECTIVE SOCIETY: 
synergies between 
learning, teaching and research 

EARLI 2015 conference 
The Cyprus University of Technology (CUT) and the Department of Communication and Internet Studies are proud to host the 16th Biennial European Conference for Research on Learning and Instruction (EARLI 2015). We are looking forward to welcoming you all in Limassol, Cyprus from the 25th until the 29th of August, and to providing a forum to share and discuss your research with an international research community.

JURE 2015 pre-conference 
Prior to EARLI 2015, the Junior REsearchers (JURE) of EARLI will organize a pre-conference on the 23rd and 24th of August. The pre-conference will provide a wide range of opportunities for Ph.D. candidates and early career researchers to discuss their research topics with other junior and senior researchers, attend workshops on various topics, socialize, and participate in the scientific community.

Conference theme 
The theme of the EARLI 2015 conference is: “Towards a Reflective Society: Synergies between Learning, Teaching and Research”. This theme highlights the crucial role of the systematic investigation of learning and instruction as a mechanism for promoting innovative and creative thinking, and sustaining long-term societal growth.

Submissions 
The Scientific Programme Committees invite both empirical and theoretical proposals in any area related to learning and instruction for symposia, paper presentations, posters, round tables, ICT demonstrations and workshops. The official language of the conferences is English. Please see the conference website for information on how to submit proposals for both EARLI and JURE 2015 (www.earli2015.org).
INTERVIEW WITH PROFESSOR RICHARD RYMARZ,
University of Alberta, Canada

1. What started your career as a researcher in the area of religious and spiritual education?

Where did it all begin? When I was in my final year of high school an exasperated year level coordinator got up at an assembly and raged against us for making religious education such a hard discipline to teach. I remember going up afterward and offering him a few suggestions about how to teach religion more effectively. I can't explain where this interest came from! At university I studied science and eventually was doing a doctorate in pharmacology and realized that although I found the area interesting and I was inclined to doing research what I was really passionate about was religious education. So I wrote up what I had done submitted it as a master's and enrolled in a graduate certificate that would give me teacher accreditation. My first research topics were on teacher knowledge and how this affected how and what they taught.

2. What, in your opinion, is the most important area for religious and spiritual education research today?

In my mind one area stands head and shoulders above all others. This is what I call, "what happens when you close the door." The pedagogical questions about how teachers teach religious and spiritual education are both critical and under explored. Think of a topic and think of the age of the students, what is the best way to present this topic to these students? Think of it in terms of time management, you may have, say, a total of three hours to explore a theme, in that time what will students be doing?

Some Recent Publications by Professor Rymarz:

What’s in a Name! The Post Secular, Secularization and Adult Theological Education. Journal of Adult Theological Education, in press


1. What started your career as a researcher in the area of religious and spiritual education?
I was a member of a youth group in my parish when I was a teenager. Later on, when I started studying theology and pedagogics I was very interested in RE subjects, because topics were discussed there I had already dealt with during my youth group: How to discuss God and the meaning of life together with children and youths? How to support them in their spiritual and religious development?

The first research project, in which I participated, was an evaluation study on the cooperation of protestant and catholic teachers in one RE-class (in Germany there are normally confessional RE-classes). Thus I got to know what it means ‘doing research’ in the area of RE and I acquired a quite taste for it. After my diploma I got the great opportunity to become a member of the staff of Prof. Hans-Georg Ziebertz and I realized that research in the area of RE is really I want to do for the next years.

2. What, in your opinion, is the most important area for religious and spiritual education research today?
Oh, that is a tricky question, because I, of course, think that what I am doing is one of the most important things. Maybe it is more polite to answer the question: What is interesting for me concerning RE research?

I am deeply interested in the intersection of religion and social inequality. I am convinced that our knowledge about the interaction of religion and religiosity, on the one side, and the social background, on the other side, is not sufficient. That’s why I study in my PhD-project the impact of students’ social background on their abilities to deal with interreligious learning tasks in RE-classes. At the moment, I have good reasons to assume that there really is an impact: In the pilot-study, for example, students from lower class families tended to be more passive in class, to avoid an involvement in the learning process. But why? I hope to be able to explain that in about a year.

Dealing with the intersection of religion and social inequality is, in my opinion, not only very interesting but also very important for our research. Over the last decades we had quite an individualistic approach in our field of research. By that, I think, we have lost sight a bit of the embeddedness of individuals in their social context, their class, and their milieu. It is important to complement this individualistic approach and not just to look at students and their religiosity with our academic, intellectual eyes, but to understand them in relation to their milieu-specific conditions of life.
INTERVIEW WITH DR ANULEENA KIMANEN, University of Helsinki, Finland

1. What started your career as a researcher in the area of religious and spiritual education?

At the time when I defended my thesis on ecclesiastical history I had just started in a new part-time position as a co-ordinator of RE in minority religions. I thought that it would provide me enough new challenges. Although it certainly did, I experienced a sort of post-doc blues. I realized that what I needed was long-term creative work that only research could offer. As I had an interesting job I was well motivated to study religious education although switching the field meant a long way to go.

2. What, in your opinion, is the most important area for religious and spiritual education research today?

It would be wrong to claim that my research interests are important and everybody else's are not... But I certainly would like to shift the focus towards developing the practice of RE. It also seems to me that we could further develop the analysis of classroom interaction.
SPOTLIGHT ON RELIGION IN YOUR CONTEXT
AUSTRALIA

In this issue we continue a new section to the newsletter: Spotlight on Religion in your Context. We have such a diverse and interesting group of members and participants in SIG19, so why not learn more about each other’s contexts? In each issue, we will choose the home country of some of our members as a country of focus and invite members from that context to submit 1-2 paragraphs describing some of the issues in religion and spirituality that are currently being dealt with there. Examples could include: discussions of religion in politics; religious issues in the ‘public square’; religion in popular culture; new interest in spirituality; religion and spirituality in education; and so on.

For this edition, our focus turns to the Southern Hemisphere: AUSTRALIA!

THE RISE OF RELIGIOUS DIVERSITY IN AUSTRALIA


In 1911, 96.9% of the Australian population identified as Christian, with 1% each in the ‘no religion’ and ‘other religion’ categories (ABS, 1994). Whilst Australia was established as a secular country which recognised separation between church and state, the prevalence of Christianity as the dominant religious worldview can hardly be overstated. Diversity, in this context, was diversity within a Christian worldview (see van der Kooij, de Ruyter & Miedema, 2013, further explanation below): 38.4% of the population was Anglican, 22.4% Catholic, and 26.5% Mainstream Protestants, including Methodists, Congregationalists, Presbyterians, Reformed, and Uniting (Bouma, 2011, p 6). In such a context, the religious, or even non-religious, ‘other’ was largely someone ‘out there’, living in a distant land, of whom stories were told but whose path one rarely crossed.

One hundred years later, the religious landscape in Australia is vastly different. For example, data from the most recent Australian census in 2011 indicate that 17.4% of the population was Anglican; 25.3% Catholic; and 10.59% Mainstream Protestants (ABS, 2012). As is common across the Western world, there has been significant growth in those who identify as having no religion – from less than 1% in 1911 to 22.3% in 2011 (ABS, 2012), leaving this group on track to fulfil Bouma’s (2011) prediction that it will account for 30% of the population by 2021. In itself, the ‘no religion’ group presents as diverse, including: disbelievers at 33% (those who describe themselves as atheists); non-believers at 25% (those who are simply uninterested in religion and do not see a need to make a decision about it); and, ‘those who
reject traditional or institutional religion’ and yet still have some form of spiritual or theological worldview at 40% (Hughes, Fraser & Reid, 2012, pp. 102-103). As such, this has not simply been a move towards atheistic secularism, but rather it represents a more complex rise of theistic, non-theistic, and spiritual beliefs which are not captured by traditional religious categories.

Further to this, the landscape has seen enormous shifts concerning the world’s religions and, in places like Australia, most especially concerning non-Christian religions, recalling that, when aggregated, ‘other religions’ accounted for less than 1% in the 1911 census. In 2011, by contrast, Muslims were 2.21% of the population; Buddhists 2.46%; and Hindus 1.28% (ABS, 2012). Sheer numbers are significant here, too, given that Australia’s overall population has also grown in the past 100 years. To gain perspective on this, in 1911, there were only 414 Hindus accounted for in Australia, constituting merely 0.01% of the population. In 2011, their 1.28% is constituted of 275,534 persons (ABS, 2012). These marks of diversity are, furthermore, only the tip of an iceberg. In total, there are 26 worldviews which make up the religious landscape of Australia, as reported by the 2011 census (Hughes, Fraser & Reid, 2012, p. 2).

Hughes, Fraser & Reid (2012, pp. 3-4) note one further significant aspect of the current context. It is not as if Australia has only gradually found itself in this situation over time; in fact, the velocity of change has increased, especially over the past 10 years. One explanation for this, reflected in the statistics, is that this change is related mainly to increased migration to Australia from different parts of the world. This is aligned with the phenomenon of globalisation, which accounts for increased migration, and the sense that the rest of the world is not so distant any longer. Instead, it is ‘at the front door, if not already inside’ (Elliot, 2009, p. 309). As such, Bouma can observe the following of the current context:

(It) has brought cultural and religious diversity into the cities of the world in a way that was not there before. We feel it. When we go out in the streets, we see it. You do not have to go to Melbourne to find it, but, if you do, you will. You can find it in Wellington and Auckland. You can find it in small towns in Victoria... The religiously different are living next door. They are members of your family. They are shopping with you. They are in the streets alongside you. (2011, pp. 4; 13)

In this regard, the Australian context shares features with other Western nations. Whilst our earlier caution about blanket generalisations remains, the clear trend nonetheless in New Zealand, Canada, the UK, Europe, and the United States is towards greater religious diversity along the lines noted above, as well as significant numbers identifying as having no religion (Bouma, 2011, p. 7), meaning that similar issues of social cohesion midst diversity as outlined below arise.

Reference List


- 19 -

**LATEST PUBLICATIONS OF EARLI SIG 19 MEMBERS**


SIG 19 Newsletter
NOTES AND GUIDELINES

We want to encourage a wide participation in SIG19 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 SIG19 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 SIG19. 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 SIG19 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 SIG19, 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:
Marjaana Kavonius, University of Helsinki, Finland (marjaana.kavonius@helsinki.fi)
Dan Fleming, The Broken Bay Institute & The University of Newcastle, Australia (dfleming@bbi.catholic.edu.au)

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Hirsto</td>
<td><a href="mailto:laura.hirsto@helsinki.fi">laura.hirsto@helsinki.fi</a></td>
</tr>
<tr>
<td>Cees Klaassen</td>
<td><a href="mailto:c.klaassen@pwo.ru.nl">c.klaassen@pwo.ru.nl</a></td>
</tr>
<tr>
<td>Shirley Larkin</td>
<td><a href="mailto:S.Larkin@exeter.ac.uk">S.Larkin@exeter.ac.uk</a></td>
</tr>
<tr>
<td>Terence Lovat</td>
<td><a href="mailto:terry.lovat@newcastle.edu.au">terry.lovat@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Fritz Oser</td>
<td><a href="mailto:FRITZ.OSER@UNIFR.CH">FRITZ.OSER@UNIFR.CH</a></td>
</tr>
<tr>
<td>Dimitris Pnevmatikos</td>
<td><a href="mailto:dpnevmat@uowm.gr">dpnevmat@uowm.gr</a></td>
</tr>
<tr>
<td>Brigitte Rollett</td>
<td><a href="mailto:brigitte.rolett@univie.ac.at">brigitte.rolett@univie.ac.at</a></td>
</tr>
<tr>
<td>Kirs Tirri</td>
<td><a href="mailto:Kirs.Tirri@helsinki.fi">Kirs.Tirri@helsinki.fi</a></td>
</tr>
<tr>
<td>Wiel Veugelers</td>
<td><a href="mailto:w.m.m.h.veugelers@uva.nl">w.m.m.h.veugelers@uva.nl</a></td>
</tr>
<tr>
<td>Martin Ubani</td>
<td><a href="mailto:martin.ubani@uef.fi">martin.ubani@uef.fi</a></td>
</tr>
<tr>
<td>David Lefrançois</td>
<td><a href="mailto:davidl@point-net.com">davidl@point-net.com</a></td>
</tr>
<tr>
<td>Arniika Kuusisto</td>
<td><a href="mailto:arniika.kuusisto@helsinki.fi">arniika.kuusisto@helsinki.fi</a></td>
</tr>
<tr>
<td>Belinda Boogaerts</td>
<td><a href="mailto:belinda.boogaerts@ppw.kuleuven.be">belinda.boogaerts@ppw.kuleuven.be</a></td>
</tr>
<tr>
<td>Elina Kuusisto</td>
<td><a href="mailto:elina.kuusisto@helsinki.fi">elina.kuusisto@helsinki.fi</a></td>
</tr>
<tr>
<td>Sturla Sagberg</td>
<td><a href="mailto:ssag@dmmh.no">ssag@dmmh.no</a></td>
</tr>
<tr>
<td>Ulrich Riegel</td>
<td><a href="mailto:ulrich.riegel@uni-siegen.de">ulrich.riegel@uni-siegen.de</a></td>
</tr>
<tr>
<td>Mandy Krahm</td>
<td><a href="mailto:mandy.krahm@ualberta.ca">mandy.krahm@ualberta.ca</a></td>
</tr>
<tr>
<td>Essi Ikonen</td>
<td><a href="mailto:essi.ikonen@helsinki.fi">essi.ikonen@helsinki.fi</a></td>
</tr>
<tr>
<td>Daniel Fleming</td>
<td><a href="mailto:dfleming@bbi.catholic.edu.au">dfleming@bbi.catholic.edu.au</a></td>
</tr>
<tr>
<td>Tahereh Pourshafie</td>
<td><a href="mailto:tahereh.pourshafie@gmail.com">tahereh.pourshafie@gmail.com</a></td>
</tr>
<tr>
<td>Marjaana Kavonius</td>
<td><a href="mailto:marjaana.kavonius@helsinki.fi">marjaana.kavonius@helsinki.fi</a></td>
</tr>
<tr>
<td>Raili Keränen-Pantsu</td>
<td><a href="mailto:raili.keranen-pantsu@seurakuntaopisto.fi">raili.keranen-pantsu@seurakuntaopisto.fi</a></td>
</tr>
<tr>
<td>Jørgen Straarup</td>
<td><a href="mailto:Jorgen.Straarup@sh.se">Jorgen.Straarup@sh.se</a></td>
</tr>
</tbody>
</table>

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 2014!