



Earli SIG 19 Religious and Spiritual Education Newsletter

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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 fifteenth [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 will offer you information regarding SIG19-activities in the EARLI 15th Biennial Conference, which will be held 27-31 August in Munich, Germany. We look forward seeing you in Munich!

As usual, we have included some news from our field. This year Prof. Robert Jackson celebrates his 40 years in higher education. His former doctoral students have edited the book "Religion in Education: Innovation in international Research". He will also receive the William Rainey Harper Award from the Religious Education Association at their conference in Boston in November. We wish to congratulate Professor Jackson!

Two new volumes of the book series "Research on Religious and Spiritual Education" have been published and they will be presented in this issue. Former Co-Editor of our Newsletter, Frank Willems, is one of the authors. He will be defending his dissertation soon. Best wishes to Frank!

In this newsletter you will also find the interview of one of the members of our SIG, Laura Hirsto, who shares us thoughts about her work and research interests.

We hope you find the contents of this newsletter interesting and informative. Again, however, we would like to remind that if you have any ideas concerning the contents of the newsletter or news to be announced, please contact us!

We wish you all a lovely summertime, inspiration for your work and sunshine for your days of relaxation!

Elina Kuusisto
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.



SIG19-activities in Munich at the 15th Biennial EARLI Conference

The next biennial EARLI conference will be held from Tuesday 27 till Saturday 31 August, 2013. We hope that you have all registered for this conference by now, and are able to book a flight and hotel accommodation soon. At this conference, we as SIG 19 -coordinators have organized the following activities: two invited symposiums, a business meeting and social activity in the form of an informal get-together dinner. We would like to inform you about these activities and to invite you to participate.

(1) Invited Symposiums and Presentations

(1) *Aims and Approaches of Religious and Spiritual Education*. Contributions by Sturla Sagberg, Ulrich Riegel, Valeria Friso, Arniika Kuusisto, and Theo van der Zee

(2) *The role of the personal worldview of students in the learning process*. Contributions by Doret de Ruyter, Dan Fleming & Terry Lovat, Peter Mudge, Laura Hirsto, and Zehavit Gross

Titles of some presentations

Laura Hirsto: Personal worldview and goals in theology students' learning processes.

Laura Hirsto: Certainty of career choice during university studies –dynamics of attributions, and career motives.

Ulrich Riegel (University of Siegen) & Hans Mendl (University of Passau): What should RE in Germany be about and how does religiosity fit into this picture?

Terence Lovat: Spirituality, Notions of Self and Education in Moral Motivation

Dan Fleming & Terence Lovat: New Foundations for Theological Education in Australia: Taking Student Worldview and Values Seriously

Elna Kuusisto, Kirsi Tirri & Eija Hanhimäki: The core of religious education – Finnish student teachers' pedagogical aims

JURE 2013: Terence Lovat as Discussant.

For details on the conference programme, visit www.earli2013.org/programme

(2) Agenda Business Meeting SIG 19

Our business meeting is scheduled for Wednesday 28th August, 2013. We suggest the agenda for this business meeting should be as follows:

1. Opening and welcome

2. Election of coordinators

The terms as coordinators will end for Theo van der Zee, Terry Lovat and JURE Junior coordinator Arniika Kuusisto this year. Candidates who are interested in taking on the role of SIG 19 Coordinator or JURE Junior Coordinator are kindly requested to indicate their candidacy by sending an email in which they state their interest, offer a few short words on why they believe they are suitable for the job and include a short CV. They should send this email to Terry Lovat (Terry.Lovat@newcastle.edu.au) by 8 July, 2013 at the latest. Please visit the EARLI website for guidelines on this job:
http://www.earli.org/special_interest_groups

3. Newsletter

Newsletter editors will present details on the proceedings

4. Edited Journal Special Issue “Aims and Approaches of Religious and Spiritual Education”

Editors present information on the proceedings

5. Fourth SIG 19 Conference in 2014

Organizers present details on the Helsinki conference

6. Recruitment of new members

7. Other matters to be discussed

8. Closing

(3) Social activity

After the business meeting, we invite you all to join us for dinner at a local restaurant in Munich. Again, please note that this will be on Wednesday evening 28th of August. We will gather right after the business meeting and then proceed to the restaurant. We will inform you about the details closer to the date. Please join us for dinner!

We hope to meet you all in Munich this summer, and have time to share and discuss our ideas. See you in Munich!

Theo van der Zee, Terry Lovat & Arniika Kuusisto
EARLI SIG 19 coordinators



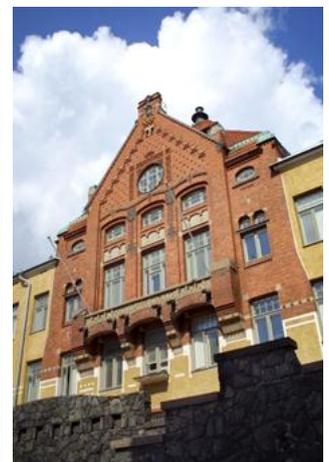
IDENTITIES, CULTURES AND WORLDVIEWS

RELIGIOUS AND SPIRITUAL EDUCATION
IN A PLURALISTIC CONTEXT

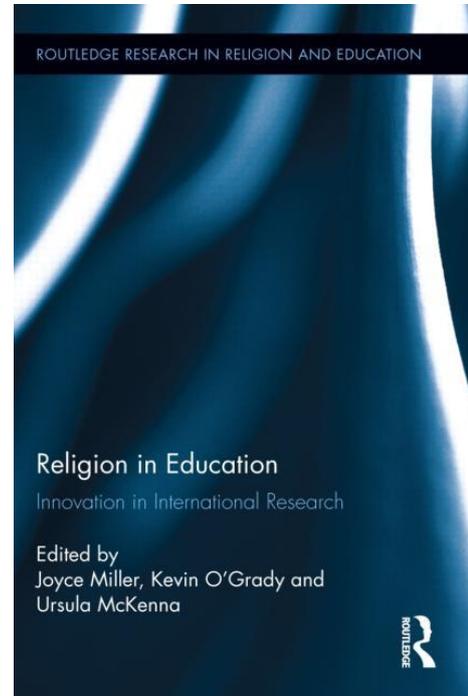


*European Association for Research on Learning and Instruction EARLI
Special Interest Group 19: Religious and Spiritual Education
Fourth Biennial Conference 6-9 August 2014
University of Helsinki, Finland <http://www.helsinki.fi/university/>*

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



ROBERT JACKSON - 40 YEARS IN HIGHER EDUCATION



Religion in Education: Innovation in international Research

This volume is written and edited by Prof Robert Jackson's former doctoral students to mark his 40 years in higher education!

This volume explores numerous themes, including:

The influence of ethnography on religious education research and pedagogy,
The interpretive approach to religious education,
The relationship between research and classroom practice in religious education)

And provides a critique of contemporary religious education and exploring the implications of this critique for initial and continuing teacher education.

Professor Robert Jackson will receive the William Rainey Harper Award from the Religious Education Association at their conference in Boston in November.

This is a prestigious international award in the religious education field, and is for the impact on religious education theory and practice of work done in other fields.

The Award has only been offered 11 times before since its inception in 1973. Earlier recipients include Marshall McLuhan, Margaret Mead and Paulo Freire.

see <http://www.religiouseducation.net/harper>

INTERVIEW WITH LAURA HIRSTO

Name: Laura Hirsto

Title:

Senior University Lecturer in University Pedagogy

Age: 39

Institution: University of Helsinki

Country: Finland

Family: Husband Jyrki and two beautiful daughters Vilma (10 years) and Ella (7 years)

Good book to read:

Barnett & Coate: Engaging curriculum in higher education; Riikka Pulkkinen: Raja (De grens)

Web link:

[https://tuhat.halvi.helsinki.fi/portal/en/persons/laura-hirsto\(d27818ae-6bbf-4df5-9df1-27537592e17a\).html](https://tuhat.halvi.helsinki.fi/portal/en/persons/laura-hirsto(d27818ae-6bbf-4df5-9df1-27537592e17a).html)

Research key words: Motivation, teaching-studying-learning processes, theology students, university pedagogy



1. Please describe your work

I work in the Faculty of Theology at the University of Helsinki as a senior lecturer in university pedagogy. University of Helsinki has placed university pedagogical lecturers in all its faculties, and we share some similar tasks. We provide the teaching staff as well as doctoral students of our own faculty with opportunities to participate in university pedagogical courses to develop their teaching. We form a collaborative network, and are also resources of pedagogical expertise and development for the whole university.

My tasks include teaching, research and educational and pedagogical development at the Faculty of Theology. I have been the director of the Pedagogical unit at the faculty until it was transformed during the rearrangements due to University Act to a more formal committee and the vice-Dean was appointed to the chairman position. I have been responsible in teaching one course per year for theology students, which concerns group work and tutoring skills (10 ects) and other teaching tasks are related to helping the teaching staff of my faculty to become better teachers. I have also been facilitating and acting as an expert on the developing of the curricula in the faculty. I am the expert member of the faculty's committee of academic affairs as well as the teaching skills committee.

2. Describe your path how you became a researcher.

After I finished my master's thesis I was asked by my professor (prof. Maijaliisa Rauste-von Wright) if I was interested in being her assistant for a while, teach educational psychology and continue with my research. This way I got a change to work in an innovative environment where we were collaboratively developing teacher education for students who were studying educational psychology as their major. I got really good feedback on my Master's thesis and I received the Faculty of Behavioral Science's Pro Gradu –award for that. I also had many ideas how I could continue with my research and as the assistant in educational psychology I was able to do that. I was appointed to the position of assistant of educational psychology for a five-year term. I progressed with my doctoral dissertation quite rapidly because I was so excited about doing research. I finished my Ph.D in 2001 in the area of learning research. After that, I served as

a lecturer of educational psychology in the Faculty of Behavioral Science (University of Helsinki) until I was appointed to the position of university lecturer in university pedagogy in the Faculty of Theology (University of Helsinki) year 2002. I started at the faculty after my first maternity leave, and at the same time I started my research on the learning and motivational processes of theology students. I've been conducting and developing this follow-up research projects since then. The project has had also practical applications into how the education and curriculum at the Faculty of Theology has been developed over the years.

3. What are your current research interests?

Learning in higher education is still intriguing research area, and especially the motivational and learning processes of theology students interest me very much. At the moment I'm investigating motivational pathways during theological studies in relation to career choice and learning environment experiences. I have collected follow-up data from consecutive theology student cohorts, which provides me a good possibility to study these contextualized processes.

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

I have to say that I have learned a lot from many researchers and colleagues from as well educational sciences, educational psychology as theology.

It is probably easier to focus on the key persons who have actually been the sole reasons that I have found myself from the university career. Most important early influencer was the professor of educational psychology Maijaliisa Rauste-von Wright. Also, prof. Kaisa Aunola and Ph.D. Tiina Onatsu-Arvilommi as well as prof. Jari-Erik Nurmi were very important influencers during my process of growing up to being a researcher, since I had a change to work on my master's thesis originally in collaboration with their projects.

Also, the staff at the faculty of theology in the University of Helsinki has influenced my career remarkably, since I have worked here my most important research years. As a lecturer and educational developer, it has not always been easy

to find time for research, but the faculty has been active in utilizing the research I have been doing. Thus, I have always felt that there is a need for my research and, also, a need for me to go further with suggestion about concrete developmental needs in theological education.

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

Coming from the field of educational science, I think that research on the area of religious and spiritual education would have a lot to give to the learning research. This is actually something that we will be discussing in the SIG 19 Invited symposia in the biannual conference of EARLI in Munich 2013. To simplify, if we think that anything new is learned through the constructs of knowledge that we have, the personal worldviews have a key role in that. Isn't that something that religious and spiritual education has been interested for a long time?

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

Hirsto, L. (2001). Children in their learning environments: theoretical perspectives. Unit of Educational psychology. Research Reports 5/2001. University of Helsinki. Helsinki: Yliopistopaino. (Ph. D thesis)

<http://ethesis.helsinki.fi/julkaisut/kas/opett/vk/hirsto/>

Reason: This is my doctoral dissertation in which I already started focusing on the issues of personal worldview and the role of it in the agency children will develop in their learning environment. I see that the issues and ideas I developed in my dissertation are still relevant in many ways. The idea which I suggested for the SIG 19 Invited symposium echoes also the issues of my dissertation but of course goes beyond. It has also been inspiring that it seems that students doing their Masters' thesis in theology have found the theoretical framework I have developed useful.

Publication #2

Hirsto, L & Tirri, K. (2009). Motivational approaches to the study of theology in relation to spirituality. *Journal of Empirical Theology* 22 (1), 88-102.

Reason: The empirical research on theology students' motivational profiles presented in this article revealed that spiritual sensitivity dimensions may help to explain why some students have started to study theology despite the apparent lack of motivation for career of a theologian. It also suggests that we should look at the motivational approaches in more broad terms than traditionally.

Publication #3

Litmanen, T, Hirsto, L. & Lonka, K. (2010). Personal goals and academic achievement among theology students. *Studies in Higher Education* 35 (2), 195 – 208.

Reason: This article presents findings from my research project which concerns theology students. I supervised Litmanen's Masters' thesis and after that we wrote this article together. This article showed that the contents and appraisals of personal projects were significantly related to the pace of progress in the theology studies.

Publication #4

Hirsto, L. (2012) Certainty of career choice at the beginning of university studies – general strategies and attributions in achievement situations, and career motives. *Studies for the Learning Society* 2 (2-3), 35-45.

<http://versita.metapress.com/content/53t3h64070580l8x/fulltext.pdf>

Reason: This article presents findings about the dynamics of certainty of career choice in the beginning of theology studies investigated through general strategies and attributions students employ in achievement situations and the motives behind starting theology studies. The study showed that motives and attributions are significantly related to students' certainty about their career choice but, nevertheless, the contextualized motives explain more of the certainty than general strategies and attributions.

7. When and how did you become involved in EARLI?

I participated in 1999 EARLI-conference in Copenhagen as a doctoral student. That was my first international conference and I was really inspired by the very many interesting presentations. I remember especially Ference Marton's keynote on variation theory. After that I have participated in all EARLI-conferences, excluding two of which were during my maternity leaves.

8. How would you describe the role of SIG19 in EARLI?

We are a quite small SIG, but still quite active. It seems that we have been able to utilize the biannual SIG conferences well. However, we could be more active in the large EARLI-conferences and the amount of presentations of SIG 19 could be larger there.

9. Greetings and wishes for EARLI SIG 19:

I hope that there will be good quality presentations from our SIG in Munich. And, I also hope that our SIG Invited symposium will attract members of other SIGs in Munich to participate because of the interesting theme. Looking forward to interesting discussions!

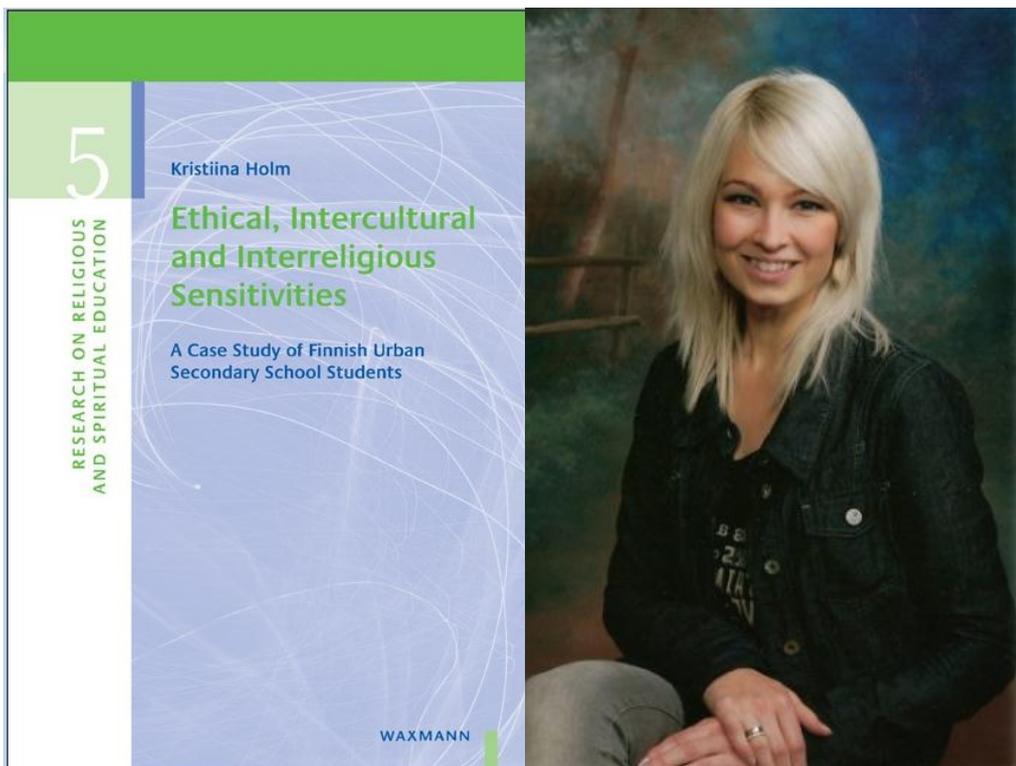
Thank you, Laura, for the interview!

Two new volumes of the book series Research on Religious and Spiritual Education

Kristiina Holm Ethical, Intercultural and Interreligious Sensitivities

In their everyday life, students in urban, multicultural schools face classmates who come from various cultures and religions as well as those who are not religiously affiliated. Increasing diversity creates different kinds of ethical, intercultural and interreligious dilemmas and presents educational challenges for schools which should be able to support adolescents to pursue a democratic citizenship. In the modern pluralistic society, ethical, intercultural and interreligious sensitivities are needed. In this study, these sensitivities are put together since they demand many of the same skills and are crucial for citizens in the 21st century. But how sensitive are young people with regard to these areas? The purpose of this study was to develop measurement instruments to scale adolescents' ethical, intercultural and interreligious sensitivities. Further, the study investigates the self-evaluations of 12- to 16-year-old students from two Finnish urban secondary schools concerning their ethical, intercultural and interreligious sensitivities. The book consists of four original refereed articles and a summary. It pulls together the empirical findings of the original studies and discusses the results in the educational context.

PhD Kristiina Holm defended her doctoral dissertation 12th October 2012 in the Department of Teacher Education in the Faculty of Behavioural Sciences at the University of Helsinki, Finland. She has worked in the international EU research projects 'Leading Schools Successfully in Challenging Urban Context' and 'Educating through Diversity in Europe'. Holm has her background in theology and teacher education. She currently works as a teacher of religious education, ethics education and psychology in a University Teacher Training School which is a separate unit of the Faculty of Behavioural Sciences of the University of Helsinki.



Frank Th.M. Willems
Stimulating Civic Virtue in Students
An Exploratory Study of Teachers
in Dutch Catholic Primary Education

During the last two decades interest in children's development of good citizenship has grown among political and educational theorists in the Western world, leading to much debate about the concept of citizenship education. In this study, a specific approach to citizenship education is proposed, namely a virtue-ethical approach, which explicitly links citizenship education to moral education. From the virtue-ethical point of view, citizenship education is aimed at developing the civic virtues (attitudes that enable citizens to contribute to society), such as justice, tolerance and solidarity. Since this study focuses on teachers in Catholic education, these three virtues have been interpreted from a community-centred, active perspective, which is supposed to fit the normative framework of Catholic schools.

The central question of this study is to what extent teachers in Dutch Catholic primary education possess the qualities that are needed to stimulate students' civic virtues, and in what way these qualities can be improved. Two kinds of moral pedagogical teacher behaviour are central: the teachers' modelling behaviour and the way teachers arrange their moral classroom discussions. These two kinds of behaviour will be studied as well as their relationship with the teachers' moral beliefs. Furthermore, a teacher course that is designed to stimulate these two kinds of moral pedagogical behaviour is evaluated.

Frank Willems (1979, Boxmeer) lived in Vierlingsbeek, a small town in the south eastern part of the Netherlands, the first twenty-two years of his life. After finishing Teacher Training College in 2002, he moved to Nijmegen to study educational sciences at the Radboud University. The next year, he also started studying philosophy of education at the same university. In 2007 he finished both studies. Since that time, he had been working as a junior researcher at the IKO (Institute for Catholic Education), which is connected to the Radboud University. He was involved in research and he developed tools for schools for the implementation of the insights of his study. Currently, Frank is working as a product coordinator at Examenadviesburo, a small company in Nieuwegein (near Utrecht). He is involved in the development of exams for all kinds of professions (brokers, insurers, accountants, and others).

LATEST PUBLICATIONS OF EARLI SIG 19 MEMBERS

Hirsto, L. (accepted, fall 2013) Palautepohjainen opetuksen kehittäminen ja laatu. [Feedback based development and quality of education] In Hakala, J. & Kiviniemi, K. Näkökulmia aikuiskasvatuksen kehittämiseen.

Hirsto, L. (2013). Näkökulmia teologian opiskelijoiden oppimisprosesseihin ja motivaatioon Helsingin yliopiston teologisessa tiedekunnassa. [Perspectives to the learning and motivational processes of the theology students in faculty of theology]. In K. Niemelä & V-M. Salminen (eds.) (2013). Teologiksi kasvamassa. Koulutusalan valinta, opiskeluprosessi ja ammattiin suuntautuminen. Kirkon tutkimuskeskuksen julkaisuja 118. Finnish Church Research Institute.

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Mälkki, H., Alanne, K. & **Hirsto, L.** (2012). Energy engineering students on their way to expertise in sustainable energy? *Journal of Environmental and Climate Technologies* 8/2012, 24-28.
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Hirsto, L. & Löytönen, T. (2011). Kehittämisen kolmas tila? – Yliopisto-opetus kehittämisen kohteena [A third space for development? -Developing university teaching]. *Aikuiskasvatus* 31 (4), 255-266.

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Arweck, E. and **Jackson, R.** (Eds.) (forthcoming) *Religion, Education and Society: Young People, Religious Identity, Socialisation and Diversity*, London: Routledge.

Jackson, R. (Ed.) (2012) *Religion, Education, Dialogue and Conflict: Perspectives on Religious Education Research*, London: Routledge.

Jackson, R. (2013 forthcoming) 'Foreword' in Bråten, O. M. H. *Towards a Methodology for Comparative Studies in Religious Education: A study of England and Norway*, (Münster: Waxmann).

Jackson, R. (2013) *Why Education about Religions and Beliefs? European Policy Recommendations and Research*, in Gareth Byrne and Patricia Kiernan (Eds.) *Toward Mutual Ground: Pluralism, Religious Education and Diversity in Irish Schools*, Dublin: Columba Press, 41-53.

Jackson, R. (2012) *Religious Education and the Arts of Interpretation Revisited*, in Ina ter Avest (Ed.) *On the Edge: (Auto)biography and Pedagogical Theories on Religious Education*, Rotterdam: Sense Publishers, 57-69. (a volume in honour of Siebren Miedema)

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Jackson, R. (2012) *The Interpretive Approach as a Research Tool: Inside the REDCo Project*, in R. Jackson (Ed.) *Religion, Education, Dialogue and Conflict: Perspectives on Religious Education Research*, London: Routledge 84-102.

Dinham, A. and **Jackson, R.** (2012) *Religion, Welfare and Education*, in L. Woodhead and R. Catto (Eds.) *Religion and Change in Modern Britain* London, Routledge, 272-294.

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Australian Government Department of Immigration and Citizenship (DIAC). Available at: <http://www.immi.gov.au/media/publications/research/>

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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:

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/>

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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!
