



Earli

SIG 19 Religious and Spiritual Education Newsletter

Summer 2015 Issue

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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

Dear SIG 19 members,

Welcome to our Summer 2015 edition of the SIG19 newsletter!

In this edition of the SIG19 newsletter our focus turns firstly to the upcoming EARLI conference to be held in Limassol, on the historical island of Cypros, in August. This newsletter includes important information on the SIG19 business meeting and schedule for the conference presentations by our SIG19 members. We hope to see many of you in Limassol, and warmly welcome you all to the business meeting and the dinner afterwards!

This issues section of Spotlight on Religion in Your Context focuses on the interesting religious landscape of Germany, and we are also happy to

introduce an interview with Essi Ikonen and her novel work on the field of RE. There is also an open call for papers for an upcoming publication on worldview education. Towards the end of the letter, you will find the list of recent publications by SIG19 members, as well as important reminders about your EARLI SIG19 membership.

We wish you all a very inspiring summertime – or wintertime for the southern part of the globe - and look forward to meeting many of you soon in the beautiful Mediterranean scenery!

Marjaana Kavonius & Dan Fleming
SIG19 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 SIG19 ACTIVITIES DURING EARL2015: SYMPOSIA, PAPERS, BUSINESS MEETING AGENDA & DINNER INVITATION

SIG19 SYMPOSIA Religious Education's Contributions to a Reflective Society

25 Aug 2015 11:00 - 12:30, Room Green_A3

Chair Arniika Kuusisto

Dissussant Laura Hirsto

Presentations:

Terence Lovat & Dan Fleming:

Exploring RE's Potential to Contribute to Creativity through Neuroscientific Insights

Eva Wüstner & Ulrich Riegel:

Does Cognitive Activation happen in classrooms of religious education?

Elina Kuusisto, Arniika Kuusisto & Inkeri Rissanen

Supporting Intercultural and Interreligious Sensitivities in Teacher Education

Arniika Kuusisto & Arto Kallioniemi:

Pupils' views of cultural and religious diversity in a pluralistic educational context

EARLI SIG 19 BUSINESS MEETING

Our business meeting is scheduled for Wednesday 26th August, 2015 at 5.15-6.15 pm. 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 Arniika Kuusisto and JURE Junior coordinator Elina 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 Arniika Kuusisto (arniika.kuusisto@helsinki.fi) by 15 July, 2015 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

Editors present information on the proceedings

5. Fifth SIG 19 Conference in 2014

Organizers present details on the Siegen conference

6. Annual renewal of memberships & welcoming new members to join our SIG

7. Other matters to be discussed

8. Closing

EARLI SIG19 SOCIAL DINNER

After the business meeting, we invite you all to join us for dinner at a local restaurant in Limassol. Again, please note that this will be on Wednesday evening 26th 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.

Could you please let us know if you (and any others travelling with you) will join us for dinner by emailing Arniika on arniika.kuusisto@helsinki.fi by July 8th? This will help with our bookings!

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

Arniika Kuusisto, Ulrich Riegel & Elina Kuusisto
EARLI SIG 19 coordinators

EARLI SIG19 MEMBERS' PAPERS AND PRESENTATIONS

Many members of our SIG will be presenting papers throughout the conference. We have highlighted their contributions below. Please note that we have only been able to search for primary authors of presentations, and we have used the SIG19 membership list to do so. If your contribution to EARLI2015 does not appear, please let Dan know on dfleming@bbi.catholic.edu.au and we will send information around to participants prior to the conference!

Parallel session:	Session B (Individual Papers)
Presenting on:	25 Aug 2015 13:45 - 15:15
Room:	Green_A7
Individual session:	Moral development and religious education
SIG19 member:	Ulrich Riegel
Title:	Does the learning environment matter? Results of a Quantitative Study in German Primary Schools
SIG19 member:	Elina Kuusisto
Title:	Purpose in Finnish Teacher Education

Parallel session:	Session C (Symposia)
Presenting on:	25 Aug 2015 15:45 - 17:15
Room:	Purple_H2
Individual session:	Teacher ethos – contrasting different concepts
SIG19 Member:	Terry Lovat
Title	Developing Teacher Ethos in Initial Teacher Education: Extrapolating from Values Pedagogy Research
SIG19 Member:	Fritz Oser
Title:	On the hidden ethos of ICT teachers

Parallel session:	Session D (Symposia)
Presenting on:	26 Aug 2015 08:45 – 10:15
Room:	Brown_B8
Individual session:	Combining professional knowledge and professional ethos: VaKE in teacher education
SIG19 Member:	Dimitris Pnevmatikos
Title:	Nurturing in-service teachers' reflective thinking on values education using VaKE

Parallel session:	Session E (Individual Papers)
Presenting on:	26 Aug 2015 13:45 – 15:15
Room:	Green_A7
Individual session:	Mathematics education
SIG19 Member:	Dimitris Pnevmatikos
Title:	Do executive functions predict the whole number bias in solving valid syllogisms?

Parallel session:	Session F (Posters, Roundtables, Demonstrations, Workshops)
Presenting on:	26 Aug 2015 15:45 – 17:15
Room:	Brown_B3
Individual session:	Teacher professional development
SIG19 member:	Elina Kuusisto
Title:	Teacher's mindset in interaction – teaching mathematics to low-achieving students

Parallel session:	Session G (Symposia)
Presenting on:	27 Aug 2015 08:45 – 10:15
Room:	Purple_H4
Individual session:	Moral courage in education – Responsibility in teaching, citizenship education and research
SIG19 member:	Fritz Oser
Title:	Fire and Water: Political Courage and Political Apathy as Contrary Elements in Political Education

Parallel session:	Session J (Symposia)
Presenting on:	28 Aug 2015 08:45 – 10:15
Room:	Orange_E1
Individual session:	Achievement emotions and correlates from primary school to university
SIG19 Member:	Dimitris Pnevmatikos
Title:	Positive achievement emotions enhance primary school children's inhibitory control

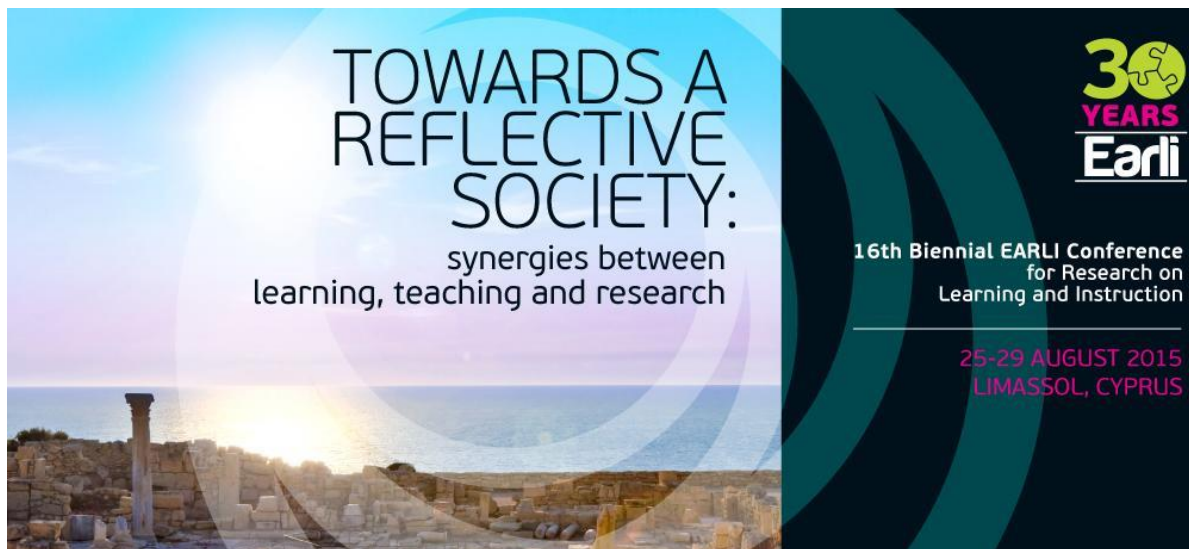
Parallel session:	Session K (Individual Papers)
Presenting on:	28 Aug 2015 13:45 – 15:15
Room:	Purple_H2
Individual session:	Attitudes and beliefs
SIG19 member:	Elina Kuusisto
Title:	The relevance of mindsets for education: Finnish teachers' perceptions on giftedness

Parallel session:	Session K (Individual Papers)
Presenting on:	28 Aug 2015 13:45 - 15:15
Room:	Brown_B5
Individual session:	Moral development and religious education
SIG19 Member	Laura Hirsto
Title:	Theology students' personal worldviews in relation to experiences of teaching-learning environment

Parallel session:	Session N (Symposia)
Presenting on:	29 Aug 2015 08:45 - 10:15
Room:	Blue2_D2
Individual session:	Responsible teaching: How to deal with and prepare for diversity?
SIG19 Member:	Terry Lovat
Title:	Triune Ethics Theory, Values Education Practice and Religious Diversity

Parallel session:	Session O (Individual Papers)
Presenting on:	29 Aug 2015 11:00 - 12:30
Room:	Brown_B2
Individual session:	Higher education
SIG19 Member:	Laura Hirsto
Title:	How awarded teachers perceive their professional development paths through critical incidents?

2015 EARLI and JURE CONFERENCE Information



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).

CALL FOR PAPERS

Special Issue on *Identities, Cultures and Worldviews*

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*. Together with the similarly themed paper stream in the Nordic Conference on Subject Education NOFA in May 2015, also held in Helsinki, we are preparing to put together a peer-reviewed journal Special Issue.

The proposed Special Issue will be based on both the best papers of the conferences as well as supplementing papers derived from this open call – anyone working on these themes is welcome to submit. The special issue proposals may address, for example, some of the following questions:

- In which ways are identity, culture, and worldview 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 teaching RE or Ethics? How about the education addressing identity, culture, and worldview in classrooms of religious and spiritual education? How does religious, ethical, philosophical or 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, ethical, philosophical or 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, ethical, philosophical or spiritual education on the identities of children and youth; that is, the pupils and students of different ages? What about their world views? Does kindergarten / school education / teacher training programme offer tools and orientation for developing the individual's personal worldview?
- Are there correlations between the effect of didactics in religious, ethical, philosophical or spiritual education, and the cultural contexts in which the education takes place?

Your submission should include: title, abstract (100-200 words) and keywords (4-8), and, by the second deadline, the article (5000-8000 words including tables, figures and references). Please make sure that your contribution is formatted in APA (6th) style throughout.

The deadline for the abstracts is 31th July 2015, and 31st October for the full papers, after which a peer review round with a minimum of two expert reviewers for each paper (DL for reviews 30th November 2015), leave time for author amendments following the review commentaries, and a possible second review round, with a deadline for the final, corrected papers 6th December 2015.

Please send your paper to arniika.kuusisto@helsinki.fi and elina.kuusisto@helsinki.fi. Thank you!

Guest Editors

Adjunct Professor, 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 Emeritus, Dr Terence J. Lovat, University of Newcastle, Australia

EARLI SIG 19: Religious and Spiritual Education – Coordinators

Associate Professor, Dr Kerstin von Brömssen, University of Karlstad, Sweden

NOFA (Nordic Conference on Subject Education) – RE group

INTERVIEW WITH ESSI IKONEN

Doctoral student in University of Helsinki and
Project coordinator in Church Training College



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

When I started working as a philosophy teacher ten years ago I was given also RE classes to teach. For me RE education posed many interesting challenges. For instance, how to help students grown up in a secular family and educated for scientific way of looking at the world understand the phenomenon of religion in a way that makes justice to it. In addition, the challenge of creating a safe enough atmosphere for discussing values and deeply held beliefs was intriguing for me. So I started planning a PhD. project in order to amend my understanding. Finally, this project took the form of a phenomenological study of experiences of 'being true to oneself'.

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

There are many important areas but I would like to see more research on classroom interaction because knowledge about interaction is essential for understanding many important issues such as feeling of safety, creativity and motivation. My current job as a coordinator of the project called Extraordinary RE involves construction of instruction materials designed to promote skills such as emotional skills, thinking skills, learning skills and communication skills in a classroom of children with different abilities and different opinions of religious issues. In this work the issue of interaction comes up constantly. I think that this is an important topic for all areas of education but especially important for RE, because topics related to religions and worldviews touch upon our deepest beliefs and values. Hence, a well working and safe RE classroom can offer a unique possibility for learning high-class communication skills.

If you are interested in our project, you can take a look at one example, Leonardo da Vinci's Last Supper, (or see the picture in Swedish: Nattvarden and in Finnish: Viimeinen ehtoollinen) which is used here as a tool for learning to read pictures and symbols as well as emotional skills and communication skills. More material you can find in Finnish in the website of the project (<http://www.seurakuntaopisto.fi/uskop-hankkeet/erkka-hanke>).

SPOTLIGHT ON RELIGION IN YOUR CONTEXT

GERMANY



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 back to the Northern Hemisphere: GERMANY! We thank Ulrich Riegel and Heiner Meulemann for their contributions!

SPOTLIGHT ON RELIGION IN GERMANY

Ulrich Riegel

In terms of denomination Germany is divided into three parts. The South and West of Germany has a strong Roman-Catholic tradition, whereas the North of this country is very much Lutheran. In the eastern parts of Germany, however, the majority of people does not belong to any denomination. This division brings about a fundamental difference in the public perception of church and religion between Germany's East and the rest of the republic. Whereas in the Eastern parts the church and religion are not present in people's mind, in the rest the social presence of church and religion is widely accepted, even if people do not belong to any religious community. A good example of this divide is how people think about religious education in public schools. In the Eastern parts religious education is not compulsory, but may be chosen as alternative to moral or philosophical education. In the Western parts, however, religious education is compulsory and moral education is the alternative if one does not like to take part in religious education.

In future it will be interesting how the decrease of Christians will affect the social presence of the churches. Today about 60% of Germany's population belongs to the Roman-Catholic or Protestant Church. In 2030 it will be less than 50%. A first effect of this ongoing decrease is that both churches run out of money. In Germany both churches are alimented by "Kirchensteuer" (church tax), which has to be paid by every member of the churches and is administered by the state. A decrease of members directly leads to a decrease of income. It is just a matter of time when both Churches run out of money

and are not in the state anymore to supply their highly professional infrastructure in the different sections of pastoral care. Both the Roman-Catholic church as well as the Lutheran churches already work hard on a concept how to maintain even basic structures in 2050.

The decrease of Christians results in a shift of political and pastoral paradigms, too. Today both churches still represent the majority of Germans and therefore have a strong position in political lobbying. The question is how this lobbying will take place if Christian perspective is that of a societal minority. Humanist organizations work hard to break this pole position of the churches in political debates. On pastoral ground the churches have to face the problem that they move into diaspora, but still act like being the trend setter in public opinion and moral standards. In religious services, for instance, it is still common to mourn about the members that do not take part instead of praising the members who did show up. There are a lot of pastoral concepts that opt for the people's problems as starting point of pastoral care. But still many bishops claim that the church has to follow doctrine in its pastoral initiatives. Future will show how both approaches will merge.

In educational perspective the question is what to do with religious education in public schools. Today religious education is denominational and both churches defend this model very strict. They even opted for Islamic Education in public schools just to defend the denominational model. There is, however, a growing movement that opts for compulsory philosophical and moral education in public schools. They argue that a Christian minority has no right to keep a denominational model. Moreover such a model leads to problems in organizing classes in school because the class has to be split up in lessons of religious education. Finally they claim that denominational education does not fit into a multicultural society in which everybody has to learn to communicate cultural and religious difference in everyday life. In this regard a multid denominational model is needed. The churches answer to these arguments normally is that first one has to learn about one's own denomination before getting into interreligious dialogue competently. Still there is no indication that this counter-argument is convincing in the eyes of most Germans.

But even within the denominational paradigm the decrease of Christianity in Germany causes problems. Today most students who attend religious education at public school are not religiously socialized. They do not know much about both basic Christian beliefs and basic spiritual practice. In consequence the intrinsic motivation to take part in the learning process is rather low. Moreover, most students lack any experience if it is about religious issues. German didactics of religious education tries to solve this problem by the concept of "performative religious education". It is experience oriented and tries to get the students into contact with lived religion. Students are asked to experience some sort of religious practice and reflect about it afterwards. (Nota bene: This approach is strictly didactical without any goal of Christian mission.) Still there are many questions unanswered. Is it ok to confront students with religious practice in lessons taught at public school which by itself is not denominational? Does the first-time experience of a religious ritual of a religiously indifferent individual represent the experience of a religious individual who takes part in this ritual voluntarily? With other words: Is it possible to simulate religious experience?

In short: In Germany the situation of Christianity still is quite comfortably. There is enough of money to run a highly professional structure. But both churches are running out of believers which will cause tremendous changes in public opinion in the next decades. Future will show whether and how both churches deal with this change.

TALKING ABOUT RELIGION WITH OTHERS

Heiner Meulemann

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... is an intimate, even sensitive issue. The German ALLBUS 2012 asked how often people do this and, in particular, with whom. Of the total sample, 82.3 % talked at least “rarely” (among five degrees of frequency) “with other people about religious themes”. According to this measure, there is a strong religious need. To the probing question “with whom”, 26.8 % named church professionals (mostly clergy, but also some lay personnel in church services), 74.2 % family relations, and 73.2 % persons beyond the family – colleagues, neighbors, and friends. Clearly, the family is the first resource for conversations about religion. Also, however, persons beyond the family are chosen surprisingly often and church professionals rather rarely. The nomination of church professionals did not correlate with the nomination of family members or persons beyond the family; but there was a slight negative correlation between the nominations of the latter two. On which conditions did the nominations depend?

The nomination of church professionals depended most strongly on church engagement, measured as church attendance, endorsement of Christian world-views, rejection of naturalist world-views, and the importance of religion and church in personal life. But even the most committed according to these criteria chose church professionals less often than family member and persons beyond the family. Being married increased the nomination of family members strongly, and slightly decreased the nomination of church professionals and persons beyond the family. Having children increased the nomination of church professionals and of family members. Trust in other people increased the nomination of church professionals, and of persons beyond the family. Thus, talking with church professionals about religion is a matter of church engagement; talking with people in and beyond the family is a matter of opportunities and the contingencies of the life cycle.

Reference: Mit wem über Religion sprechen? Kirchenbindung und Opportunitäten als Determinanten der Wahl von Gesprächspartnern. To appear in: Zeitschrift für Religionspädagogik 2015.

LATEST PUBLICATIONS OF EARLI SIG 19 MEMBERS

- Arweck, E. and Jackson, R. (Eds.) (2014) *Religion, Education and Society: Young People, Religious Identity, Socialisation and Diversity*, London: Routledge.
- Fleming, D. (2015, forthcoming) 'Primordial Moral Awareness: Levinas, Conscience and the Unavoidable Call to Responsibility', *Heythrop Journal*.
- Fleming, D. & Lovat, T. (forthcoming, 2015) 'Learning as Leaving Home: Fear, Empathy and Hospitality in the Theology and Religion Classroom' in *Teaching Theology & Religion*.
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- Gates, B. and Jackson, R. (2014) Religion and Education in England, in Rothgangel, M., Jackson, R., and Jäggle, M. (Eds.) (2014) *Religious Education at Schools in Europe, Part 2: Western Europe*, (Wiener Forum für Theologie und Religionswissenschaft, Band 10.2), Göttingen: Vienna University Press/V&R unipress, 65-98
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- Lovat, T. & Crotty, R. (2015). *Reconciling Islam, Christianity and Judaism: Islam's special role in restoring Convivencia*. Heidelberg: Springer.
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- Lovat, T., Nilan, P., Hosseini, H., Samarayi, I., Mansfield, M. and Alexander, W. (2015 in press). Australian Muslim jobseekers and social capital. *Canadian Ethnic Studies*, 46
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- Poulter, S. & Riitaoja, A-L. & Kuusisto, A. (2015). Thinking multicultural education 'otherwise' – From a secularist construction towards a plurality of epistemologies and worldviews. *Globalisation, Societies and Education*, 7.1.2015. DOI: <http://dx.doi.org/10.1080/14767724.2014.989964>.
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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:

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

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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 2015!
