

SIG19 Religious and Spiritual Education Newsletter Summer/2008

Released: 07.07.2008

Coordinators:

Kirsi Tirri, University of Helsinki, Finland
Theo van der Zee, Radboud University Nijmegen, the Netherlands

Newsletter editors:

Arniika Kuusisto, University of Helsinki, Finland
(arniika.kuusisto@helsinki.fi)
Frank Willems, Radboud University Nijmegen, the Netherlands
(f.willems@iko.ru.nl)

The Religious and Spiritual Education SIG 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 sixth *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 or forthcoming publications on the field.

In this issue we have some up-dated information on the approaching EARLI SIG 19 Conference *Teaching, Learning, and Development in Religion and Spirituality*, organized at the Canterbury Christ Church University at the end of August. The Newsletter will cover the aims and theme of the event, together with a preliminary conference programme, some general information on the location, as well as some useful knowledge on accommodation and travel arrangements. In addition, we are delighted to present Mike Radford's insightful descriptions of the beautiful and historic city of Canterbury as a destination. The city surely is well worth a visit, and it is also listed as an UNESCO World Heritage Site.

Furthermore, we are pleased to be able to present the interviews of Professor Nils G Holm from Åbo Akademi university, and Senior Lecturer, Adjunct Professor Tapani Innanen from University of Joensuu. In addition, as Frank and I both recently started our post as newsletter-editors—and by now already bothered several of you with a whole battery of questions—we thought it would only be fair to include some information about us, too; so at the end of the interview section we have answered the same questions ourselves.

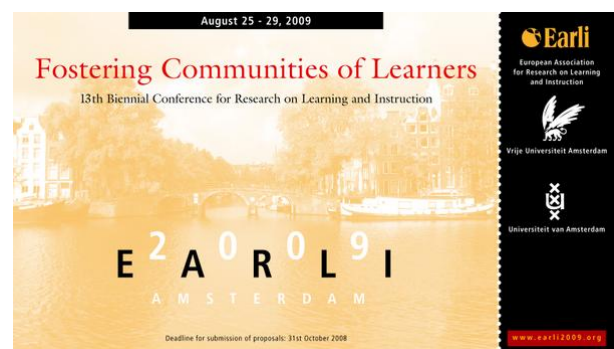
As the other special features of this Newsletter Summer issue, we have included the details of some of the recent publications of our SIG 19 members, as well as some information on the forthcoming books edited and co-authored by Professor Kirsi Tirri. There are also a couple of announcements of other forthcoming conferences later in 2008 and 2009 included in the issue.

We hope you find reading the Newsletter both informative and enjoyable! We also hope it reaches many of your friends and colleagues in the field of Religious and Spiritual Education, so that we can wish more people welcome to our SIG 19 group!

On behalf of the EARLI SIG 19 Newsletter Editing team, I want to wish you all an enjoyable and relaxing summertime, and I am very much looking forward to meeting you all in August in the SIG 19 Canterbury conference!

Arniika Kuusisto
Co-Editor
University of Helsinki
Finland

FORTHCOMING EARLI CONFERENCE (2009)



EARLI SIG 19 Religious and Spiritual Education Conference, Canterbury 28 – 30 August 2008

CONFERENCE INFORMATION

Introduction

The EARLI SIG19 Religious and Spiritual Education conference will be held from Thursday 28th till Saturday 30th August 2008. The Christ Church University will act as host of the conference. This university is located in Canterbury, a historic town in the South East of the United Kingdom and absolutely worthwhile visiting.

Aims

The conference has at least three aims. The *first aim* is to foster the scientific community of researchers in religious and spiritual education. Members of the EARLI SIG 19 and other researchers will be given the opportunity to exchange findings of their recent research. The presentation of findings and the discussion can be done in two ways: as paper session, or as workshop. In the paper sessions developed research projects will be presented and in the workshops developing projects particularly.

The *second aim* is to strengthen the interrelationship of the members of SIG 19 and other researchers in the field of religious and spiritual education. The schedule also contains social activities like an excursion into the town of Canterbury that is well known of its history and splendour.

The *third aim* is to investigate chances and opportunities for establishing an international network of researchers in religious and spiritual education. This network should have a research profile. To discuss these chances and opportunities, in the preliminary schedule a business meeting is included.

Theme

Teaching, Learning, and Development in Religion and Spirituality are central strands in the work of the EARLI SIG 19. 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. Contributors, however, are encouraged to interpret these themes broadly.

Due to processes of individualization and secularization religion has increasingly been banned from the public to the private domain. However, in recent times religion puts itself back on the agenda and thus it 'de-privatizes'. These developments evoke various questions. What consequences do recent developments have for the significance of religion in the domains of development and learning? Is religion back on the agenda of public institutions as schools? If so, in what way? How can be dealt with religion in educational settings in a meaningful way nowadays? How can teachers and educators enhance religious development, learning and involvement?

Spirituality is a related field of research. How does spirituality relate to religion? Is spirituality a new and promising domain or subject in schools or other educational settings? How can teachers and educators enhance spiritual development, learning and involvement?

Invited speaker to the conference is Professor Fritz Oser, an international well-known researcher in religious and moral education.

Location and accommodation

The conference will be held at Canterbury Christ Church University and the address is as follows:
North Holmes Campus, Canterbury, Kent, CT1 1QU.
Tel: +44 (0) 1227 767700
Fax: +44 (0) 1227 470442
<http://www.canterbury.ac.uk/>
The accommodation is on the North Holmes campus (address as above).

Travel information

With regard to travel we hope that the following information will be useful, as you will see we have included some websites which will hopefully be of help.

By Air

The nearest airports to the University are:

London City (57 miles approx 1hr 40mins by road);
Docklands Light Railway (trains to and from Central London)
www.tfl.gov.uk/dlr/

London Gatwick (66 miles approx 1hr 30mins by road);
Gatwick Express (trains to and from London Victoria)
www.gatwickexpress.com

London Stansted (83 miles approx 1hr 45mins by road);
Stansted Express (trains to and from London Liverpool Street)
www.stanstedexpress.com

London Heathrow (92 miles approx 2hrs by road);
Heathrow Express (trains to and from London Paddington)
www.heathrowexpress.com

London Luton (102 miles approx 2hrs 10mins by road)

By Sea

The nearest ferry port is Dover with links to Calais, Dunkerque and Boulogne. <http://www.doverport.co.uk>

By Rail

Canterbury is served by two rail links (both stations are within a 10 mins taxi journey to the University):
Canterbury East (from London Victoria and Dover);
Canterbury West (from London Charing Cross and Ashford International).

Eurostar (International direct services from Paris, Calais, Lille and Brussels to Ashford, Ebbsfleet and London);
www.eurostar.com

Travel time from London Victoria Station is approximately 1 hour and 20 mins (to Canterbury EAST Station) and Canterbury EAST Railway station is the one that is closest to the University. National Rail Enquiries (all national rail timetables and information) www.nationalrail.co.uk

By Road

(AA route planner)
http://www.theaa.com/travelwatch/planner_main.jsp
National Express (Coach travel from London to Canterbury)
<http://www.nationalexpress.com>
London Transport (public transport in the City of London including London City and Heathrow Airports)
www.tfl.gov.uk

Maps of Canterbury and the University campus can be found by going to the University's website on www.canterbury.ac.uk

EARLI SIG 19 CONFERENCE

Teaching, Learning, and Development in Religion and Spirituality

Canterbury Christ Church University 28-30th August 2008

Preliminary programme

Thursday, 28th August 2008		
12.30 – 14.00 h	Lunch	
14.00 – 14.15 h	Opening of the Conference	Kirsi Tirri
14.15 – 15.00 h	Keynote	Fritz Oser
15.00 – 15.30 h	Discussion	
15.30 – 16.00 h	Coffee / tea	
16.00 – 18.00 h	Paper presentations	1. Mike Radford 2. Terry Lovat 3. Paul Vermeer
18.00 – 19.30 h	Dinner	
19.30 – 21.00 h	Paper presentations	4. Marian de Souza 5. Graham Nixon
21.00 h -	Bar open	
Friday, 29th August 2008		
09.00 – 10.30 h	Paper presentations	6. Wiel Veugelers 7. Theo van der Zee
10.30 – 11.00 h	Coffee / tea	
11.00 – 12.30 h	Workshop	8. Frank Willems 9. Arniika Kuusisto 10. Ismo Pellikka
12.30 – 14.00 h	Lunch	
14.00 – 17.30 h	Excursion	Into the historic town of Canterbury http://www.canterbury.co.uk/
18.00 – 19.30 h	Dinner	
19.30 – 21.00 h	Business meeting	Agenda will dispersed just before the conference
21.00 h -	Bar open	
Saturday, 30th August 2008		
09.00 – 10.30 h	Paper presentations	11. Arto Kallioniemi 12. Kirsi Tirri
10.30 – 11.00 h	Coffee / tea	
11.00 – 12.30 h	Workshop	13. José Middendorp 14. Günter R. Schmidt 15. Karolin Kuhn
12.30 -12.45 h	Closing of the conference	Kirsi Tirri
12.45 – 14.00 h	Lunch	

Contact

Kirsi Tirri, EARLI SIG 19 Coordinator: kirsi.tirri@helsinki.fi

Theo van der Zee, EARLI SIG 19 Coordinator: t.v.d.zee@iko.ru.nl

Mike Radford, host of the EARLI SIG 19 Conference: michael.radford@canterbury.ac.uk

For details regarding location, accommodation, technical support:

Charmian Cowie, Secretary, Department of Educational Research, charmian.cowie@Canterbury.ac.uk

Telephone: +44 (0) 1227 782766

About Canterbury



Canterbury with its ancient walls dating back to Roman times, its impressive cathedral, ancient churches, and two castles, is a UNESCO World Heritage Site. The greatest significance of Canterbury in English and European history is as a focus for ecclesiastical activity. St. Augustine, urged on by Pope Gregory, came to convert the English to Christianity in the mid 7th century and established Canterbury

as the centre for ecclesiastical authority. You may wish to visit the ruins of his abbey which stand adjacent to and in parts overlapping the University campus.

It is debatable as to where Canterbury Cathedral stands in terms of beauty when compared to other English and European cathedrals, but it is certainly one of the largest and most impressive and if you haven't previously done so, it must be visited (the Americans were so impressed that they copied it, almost stone for stone, for their National Cathedral in Washington DC.). On the murder of St Thomas Becket it became a centre of pilgrimage, drawing immense riches to the mother church. You may go and stand on the very spot on which he was cut down in 1170. Indeed Becket dead remains a far greater asset to the cathedral than he did when this somewhat 'difficult' archbishop was alive.



As a major centre for tourism Canterbury has most of the expected retail opportunities however this does mean that it provides some good restaurants. Achieving national recognition is the Goods Shed which is about 20 minutes walk across town and next to the Canterbury West Railway Station. The restaurant is part of an organic market and all the food is prepared from local sources. The web site is www.made-in-kent.co.uk/producers/the-goods-shed.shtml and if you do decide to eat there it is wise to book a table. A reasonably good take away meal of fish and chips (English style eaten with a little wooden fork from the paper in which it is sold!) may be found on St. Margaret's Street opposite Waterstones book store.

Canterbury Christ Church University is a recent addition to the city. Opened in 1962 as a teacher training college it has steadily grown and now serves as a focus for professional

training in health and education at both initial and continuing levels. There are about 15,000 students registered on various courses. The Canterbury Campus is relatively small but there are other centres across the county in Thanet, Tunbridge Wells and also across the county border in Hastings, Sussex. Many training and educational activities are taken out to the schools and hospitals which work as partners with the university in this respect.

If you have the time and are feeling adventurous short bus or train rides will take you to the pretty and much quieter little medieval town of Faversham with its ancient Guildhall, market place and excellent pubs serving the locally brewed Shepherd Neame beers. Alternatively you might go to Whitstable where you can sample the famous daily harvested oysters at, among others, the harbour restaurant. You might also try a pint of English beer at the Neptune Pub overlooking the island of Sheppey and enjoying some of the most beautiful sunsets in the British Isles (weather permitting).

We look forward immensely to welcoming you to Canterbury and hope that your stay is both an enjoyable and memorable one.

Mike Radford



For further information, follow the links below:

Official Tourism Website <http://www.canterbury.co.uk/>

Canterbury Cathedral <http://www.canterbury-cathedral.org/>

Canterbury Christ Church University
<http://www.canterbury.ac.uk/>

City Council Website <http://www.canterbury.gov.uk/>

Important Buildings <http://www.canterburybuildings.com/>

UNESCO World Heritage World Heritage profile for Canterbury
<http://whc.unesco.org/en/list/496>

Other places to see in the Kent county
http://en.wikipedia.org/wiki/List_of_tourist_attractions_in_Kent

(Pictures & links: Arniika Kuusisto)

INTERVIEWS

FOCUS#1



F A C T F I L E

Who Tapani Innanen
Title Senior Lecturer in Religious Education, Adjunct Professor in Religious Education
Age 54
Institution Faculty of Education & Faculty of Theology, University of Joensuu, Finland
Family Wife Sirkka-Liisa Innanen (RE teacher in secondary school) and three adult children
Key words teaching and learning religion (both formal and informal contexts), history of Religious Education in Finland

How would you describe your work?

University of Joensuu is the most eastern academic institution in Finland, near the Finnish-Russian border. The university with its about 8000 students has several faculties, and it is typical to co-operate with researchers and teachers in other departments. My work is a good example: I am working both in the Faculty of Education and in the Faculty of Theology. I have the special responsibility of teacher education for Lutheran Religion (the majority RE subject in the Finnish municipal school system), both subject teachers and primary school class teachers. But also other formal (for instance ecclesiastical) and informal contexts to learn religion are on the agenda of my academic work.

I am teaching in the both faculties on different academic levels and supervising novice researchers in their candidate, master's and doctoral studies. I am also involved in several national or international research projects, partly researching and partly supervising younger researchers.

Please describe your path of becoming a researcher.

The journey has been a long one. I made my master degree in theology during 1970s. About ten years I was working in the youth work of Lutheran Church, and then other ten years in upper secondary school teaching religion, philosophy and history. During those times I continued with studies: another master degree (Finnish history as main subject) and doctoral studies. I have been working as a senior lecturer in teacher education since 1996, and had my dissertation 2003.

My research interests have risen from the very practical point of view while working as teacher. How and in which contexts young people have learned issues that have something to do with religion? The path of my research activity has gone through a multi-discipline landscape; there have been elements from theology (specially dogmatics), history, sociology and education (specially question of teaching and learning).

What are your current research interests?

The most active project just now is to study confirmation training in Finland and several other Nordic and Central European countries too. Confirmation training of Finnish Lutheran Church gathers about 90 % of all Finns in age of 15. In a national project we have been researching different sides of the confirmation training: curriculum, practices, attitudes, effectiveness etc. My questions have concerned the social, cultural and religious backgrounds and contexts of Finnish confirmation training in 2000s.

During next few months I will try to study the same questions in a larger European scale. In July 2007 an "International Network for Research and Development of Confirmation and Christian Youth Work" (<http://www.confirmation-research.eu>) was formed. Confirmation training of Protestant churches in seven European countries – Austria, Denmark, Finland, Germany, Norway, Sweden, Switzerland – are involved in the research project. The international study aims at researching confirmation training in different countries with a similar questionnaire.

Who has influenced your career most and in which ways?

Well, I ought to mention many Finnish theologians, historians and researchers of education...

During some years I have read Etienne Wenger's texts and thought his theory about communities of practice as contexts of learning. It could be useful to test validity of this theory when researching learning religion (specially) in informal contexts.

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

I think there are two special challenges, at least in Europe. One is the question of secularization. Although the traditional religious life has decreased religiosity and spirituality have not but got new forms. The other is connected with the first: in the time of globalization multicultural and multireligious way of living is more present in Europe, in far-a-way Finnish society too. Which way do people learn religion in this changing situation? In what topic areas and by which means should young people be educated in, when it comes to religious and spiritual issues?

Please name up to three publications of your own which you would like to represent here. Please describe the reason for choosing each particular item.

Publication #1

Innanen, T. 2003. Joining the Theological Profession in the New Republic. The Recruitment, Study and Graduation of Finnish Theological Students in the Crisis of the Theological Professions 1918–1929. Publications of Societas Historiae Ecclestasticae Fennica, 190. Helsinki.

Reason: My dissertation examines the context of the young students of theology during the time when Finland had just got its independence and gone through the civil war. Among other political renewals the new republic got the Freedom of Religion Act and the compulsory education in municipal primary schools. After some confusing years, the status of both Evangelical-Lutheran Church and Religious Education in the school system was confirmed, and they had a remarkable influence in publicity of Finnish society.

Publication #2

Innanen, T. 2006. Teaching and Learning Religion in a Rural Community. A Local Perspective in the Time and Area of Kallistahti Village School. Research Report n:o 97 of the Faculty of Education at the University of Joensuu. Joensuu.

Reason: I have studied both formal education and informal learning, both municipal school system and education of the Lutheran Church. It is the same person who lives in his or her own village and learns religion!

Publication #3

The third publication has not been published yet... But I am keen to study and write something on confirmation training, both in Finland and in Northern and Central Europe. Hopefully next year!

FOCUS#2

FACTFILE

Who Nils G. Holm
Title Professor
Age 65
Institution
Åbo Akademi University,
Comparative Religion
Country Finland
Family Wife, son
Good book to read Where
God and Science meet
Research key words
Psychology of Religion



Please describe your work.

I made my doctoral thesis on glossolalia among pentecostalists in Swedish speaking Finland. I have written about mysticism and ecstasy, also about youth and religion.

Describe your path how you became a researcher.

I studied theology and music at Åbo Akademi university. After that I studied psychology of religion at Uppsala University, Sweden, where I also made my doctoral thesis. After that I got my professorship and have been active about 30 years now as full professor in Comparative religion.

What are your current research interests?

Mysticism, esotericism.

Who has influenced your career most and in which ways?

Professor Hjalmar Sundén at Uppsala University, professor of Psychology of Religion.

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

Experiences of spirituality.

Please define shortly what you mean by religion and spirituality.

Religion is more narrow, spirituality is more broad – experiences of something one does not control.

We thank professor Nils G Holms for his answers. We'd also like to congratulate him with his approaching retirement and wish him many interesting research pursuits also in the future!

The aim of my personal project is (1) developing a program for stimulating competences of teachers in Catholic primary education to encourage the formation of civic virtues in children, and (2) finding out to what extent this program really has this effect. With education for citizenship as a governmental goal, and lots of voices in society calling for better citizens, schools have to do something to promote "good citizenship". But schools and teachers often do not know what to do or how to do it. I am working on a program to help teachers overcome their obstacles. My program will be developed especially for Catholic schools, grounded in Catholic theories about citizenship.

Describe your path how you became a researcher.

From 1998 to 2002 I was studying to become a teacher in primary education, but when the end of the study came near, I realised that I was not (yet) ready to work as a teacher and that I wanted to learn more about learning and education. So after this, I went to study educational science. In my first year I followed an introduction course of philosophy of education and I found this very interesting. So I decided to start studying philosophy of education in 2003 in addition to my study educational science. This was very interesting to me, because I learned to look at the same subjects and problems from two different perspectives. In 2007 I graduated for both studies and at the same time I started working at the Institute for Catholic Education.

Who has influenced your career most and in which ways?

I think my supervisor in educational science, dr. Eddie Denessen has influenced my (still very young) career the most. He stimulated me to become a researcher, even when at that time I was unsure if I was motivated and capable enough for such a job.

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

These kinds of questions are kind of hard to answer for me. I don't have a scientific background in theology of religion sciences, so that part of the field I'm currently working in is new for me. I'm following courses to learn more about this. At this moment I'm most interested in how you can come from a religious perspective on the world to concrete moral judgements, and how to evaluate those judgements.

Please define shortly what you mean by religion and spirituality.

I understand religion as a more formalised coherent collection of beliefs and practices, that refer to some kind of divine or spiritual world, and that give people a sense of meaning in their lives. I understand spirituality as some kind of personal attitude towards (or a more personal view about) a divine or spiritual world and the meaning of (one's own) life.

When and how did you become involved in EARLI?

Theo van der Zee, who is a colleague of mine, asked me near the end of 2007 if I would like to become an SIG19-newsletter-editor and I said yes. I edited my first newsletter in the beginning of 2008 and after that I registered myself as a member of EARLI and SIG19.

How would you describe the role of SIG19 in EARLI?

For me it's an interesting special interest group, working in a field that doesn't get a lot of attention. I think the research of SIG19-members can be especially interesting for the Dutch context, because there are a lot of Christian schools (in fact two third of all Dutch schools are Christian) that struggle with their religious identity and don't really know how to express identity this in their daily activities.

Do you have any greetings and wishes for EARLI SIG 19?

I'm looking forward to the conference in Canterbury in August: for me the field of religious and spiritual education is kind of new so I'd like to learn more about the research that has been done by all of you!

FOCUS#3

FACTFILE

Who Frank Willems
Title junior researcher
Age 28
Institution Radboud University
Nijmegen
Country the Netherlands
Family single
Research key words Citizenship,
civic virtues, moral education,
Catholic social teaching, moral-
didactic competence of teachers



Please describe your work.

I work at the Institute for Catholic Education, which is linked to the Radboud University of Nijmegen, the Netherlands. The purpose of the Institute is to do research in service of Catholic primary education in the Netherlands.

FOCUS#4

FACTFILE

Who Arniika Kuusisto

Title Doctoral Student

Age 32

Institution Department of Applied Sciences of Education, University of Helsinki, Finland

Family Husband Sami (Design Engineer) and daughter Edith Aurora (3/06)

Web link

http://www.tajunta.com/bess/?page_id=2

Research key words

religious minority, social identity, youth, intergenerational transmission, social capital, socialization



Please describe your work.

Besides writing up the final stages of my PhD dissertation, I'm working at the University of Helsinki as a Seminar Assistant in two Master's Thesis seminars; that of Pedagogy of Religion at the Department of Practical Theology, and the one on Religious Education & Ethics at the department of Applied Sciences of Education. This year I also co-lectured in the Erasmus course on R.E. and Ethics in Finland.

Describe your path how you became a researcher.

After finishing my MEd in an English Emphasis Group of the Teacher Education at the University of Helsinki, I worked as a teacher in a bilingual primary school in Helsinki for a couple of years. I had written my Master's thesis on the religious home education of Finnish Seventh-day Adventists, with a particular interest in the Sabbath observance practices. Gradually the interest in continuing with the research on intergenerational transmission of values and tradition, the development of religious identity, and the questions related to socialization within a religious community drew me back to full-time research.

What are your current research interests?

My PhD is on the religious identity, socialization and social capital of young people; the Adventist community in Finland serving as a case study context. Currently I'm analysing the interview data of teenagers, looking at the identity negotiations they face when the values of minority and majority collide, and the ways in which the youth resolve these.

Who has influenced your career most and in which ways?

Many people: My research participants; by trusting me with some very personal insights in their views and experiences they've motivated me further in the research. I'm much indebted to my supervisors, Prof. Arto Kallioniemi, Research Prof. Helena Helve, and Prof. Nils G. Holm, for their feedback and continuous support! My two-year stay at King's College London and the discussions with Prof. Andrew Wright, and the various seminars I participated in while there, were very valuable for me. Besides our own research group BeSS (Academy of Finland SoCa Programme), and the superb seminar group at the university, I've also been involved in several research networks (e.g. *NorFa*, *NordForsk*, *EUDORA*, *Finnish Youth Research Network*, *FBI*, *Doctoral School of Cultural Interpretations*), all of which have been both useful and enjoyable to work in. Time wise (and not necessarily into a more time-economical direction...), though, the most influential person during the recent years has been my lovely daughter, who has provided me with completely new perspectives on parenting and socialization—as well as a rich and eventful life outside the PhD ☺.

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

I think improving children's understanding of their own religious background and strengthening their religious identity, together with the essential tools and competency for dialogue between different religious traditions, are some of the main challenges of R.E.—both at schools and in the homes and religious communities. Knowing one tradition, holding a basis for one's own value negotiations and an identity as a group member help to understand the other people and their traditions. In a way it's like one's mother tongue: with competency in one language, learning to understand other languages becomes easier and deeper.

Please name three publications of your own, which you would like to represent here, and describe the reason for choosing each particular item.

Publication #1

Kuusisto, A. (2003). Transmitting Religious Values in Adventist Home Education. *Journal of Beliefs & Values*, Vol. 24 (3), 283-293.

Reason: The article deals with intergenerational transmission of values in relation to parental authority styles, providing some examples of the late 1990's young people's socialization experiences. I think this together with some of my more recent data illustrate a big change towards a more democratic home education at least in the Finnish Adventist homes; perhaps reflecting what has happened in the wider society as well.

Publication #2

Kuusisto, A. (2007). Religious identity based social networks as facilitators of teenagers' social capital: A case study on Adventist families in Finland. In Bynner, J. & Helve, H. (Eds.) *Youth and social capital*. London: Tufnell Press.

Reason: Social capital of religious communities has not been widely studied; however, it can be influential both in the development and maintenance of the religious social identity of the individual.

Publication #3

Kuusisto, A. (2005). How does school social context affect religious minority identity? Exploratory study on Adventist young people in Finland. In Kiefer, S. & Peterseil, T. (Eds.) *Analysis of Educational Policies in a Comparative Perspective*. Schriften der Pädagogischen Akademie des Bundes in Oberösterreich, 30. Linz: Universitätsverlag Rudolf Trauner, 73-87.

Reason: Although the minority membership of the Adventist youth is not detectable from their appearance, the affiliation and values and identity attached to that may indeed generate negotiations of values and identity for the youth in the mainstream social contexts. Based on this exploratory analysis, in my forthcoming article I'm looking at the interview data, hoping to gain a deeper understanding of these negotiations and the strategies utilized in solving them.

Final question: Can you recommend a good book for us to read?

For evident reasons, much of my reading list, apart from the books related to my research, include children's books. A few years ago, while living in England, I found a pocket edition of *'Horton hatches the Egg'* by Dr. Seuss in a car boot sale. After numerous readings with my pupils as well as my own daughter, I've found it to be, besides a good read, also a good lesson on the environment's effects on socialization ☺.

ANNOUNCEMENTS



Changing Societies – Values, Religions and Education

Nordic Conference of Religious Education (NCRE)
Umeå University 9-13 June 2009
www.svshv.umu.se

At present societal changes take place due to global migration processes. Such changes are noticeable also in the Nordic countries. A diversity of identities, interests of groups or cultures, and issues of ethnicity are articulated and expressed on the societal arenas. As a result questions related to value changes surface. Some of the questions in this complex can directly be related to questions of democracy – as citizenship issues are tightly linked to migration; but a wider field of questions related to identities, cultures and ethnicity are also opened up. Through migration the patterns of religious activities also change. The presence of citizens with more varied religious affiliations, some with new understandings of the role religions are to play in society, pose new questions to respond to. Among the societal areas where changes take place gender relations is still another one. The roles of women and men – or girls and boys – and equity between them have become crucial issues during the latter part of the twentieth century, nowadays complexly interwoven with the others mentioned above.

The societal changes mentioned above strongly influence life in schools and so have repercussions on teacher education and higher learning institutions, as well as other societal institutions such as established churches. Common for all these changes and at the centre for institutions having to deal with them, is the need to manage diversity and difference.

The purpose of our conference in Umeå is to enlighten these issues by drawing together researchers in the field and presenting them to five highly competent key-note speakers, for us to set conditions for an excellent academic exchange. Our key-note lecturers, whom we will present in our next communication in early September, are from South Africa, Great Britain, Sweden and hopefully also Germany. They are specialists in fields like political science, sociology of education and gender, diversity and education, theology and human rights, and dialogue within education – all actively engaged in educational research and practice.

At present the more immediate conference planning includes correspondence with them discussing intended themes, as well as planning for catering and accommodation for you, our conference participants and appreciated guests.

Now, we want to make sure that you set time aside for this conference, June 9-13 2009. It is open to all interested participants and we kindly ask you to spread the information! Could you who work with PhD-students please alert them to this opportunity to meet a research community of interest to them! For the NCRE-network (Nordic Conference of Religious Education), also open to new interested researchers and actors in the field, this will form the 10th conference since the network started in 1977. Once again if you are interested in diversity and difference as outlined above, very welcome to Umeå University, June 9th-13th 2009!

Karin Sporre
Associate Professor in Educational work with a focus on values, gender and diversity; karin.sporre@educ.umu.se

Generations in flux: International interdisciplinary conference on ethnicity, integration and family ties

October 23-24, 2008 Helsinki, Finland Page 8 (1)
CALL FOR PAPERS
Deadline: 31 August 2008

There is a growing, and interdisciplinary, interest in migration, integration, multiculturalism and transnationalism. However, relatively little attention has been paid to age, family and intergenerational aspects, although these issues are implicitly present in many migration and integration studies. Life span and age perspectives enable, for example, the examination of not only change and fracture, but also of continuity in the processes of migration, integration and identity formation. It is thus important to promote research in this area.

The Finnish Society for the Study of Ethnic Relations and International Migration (ETMU) and The Finnish Youth Research Society have joined their forces and announce an international interdisciplinary conference "Generations in Flux". We invite researchers from different disciplines who address questions of age, life course, identity and migration. The conference offers an interdisciplinary forum for dialogue and exchange of diverse theoretical and empirical traditions. Our main objective is to discuss social and psychological processes, and forms of culture in generational encounters related to migration and new patterns of transmission of "the old to the new".

The keynote speakers of the conference are: Prof. *Floya Anthias* (University of Roehampton, London), Prof. *David Sam* (University of Bergen), Prof. *Jean Phinney* (University of Los Angeles), Dr. *Anna Rastas* (University of Tampere), PhD *Marko Juntunen* (University of Helsinki) and Senior Researcher *Viggo Vestel* (Norwegian Social Research).

There will also be a special session on the issues related to religious education, namely the *Session 6: Religion in the world of diversity: perspectives to religious identity and education* (Coordinated by Arto Kallioniemi and Arniika Kuusisto).

Researchers, research groups and students are invited and encouraged to submit paper abstracts to the sessions dealing with these themes. Participants wishing to present papers are invited to submit an abstract of no more than 200 words. Abstracts must be submitted online using the abstract submission in the conference website:

http://www.nuorisotutkimusseura.fi/sivu.php?artikkeli_id=719

More information on the conference, including fees and registration, as well as on the submission of abstracts and session themes are available at www.nuorisotutkimusseura.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/>

NEW BOOKS

Educating Moral Sensibilities in Urban Schools

Kirsi Tirri (Ed.)

The book will be published with Sense publishers www.sensepublisher.com, in a new book series 'Moral Development and Citizenship Education'. The editors of book series are Fritz Oser and Wiel Veugelers. The book includes both theoretical and empirical chapters authored by international colleagues who work in these areas. The authors come from 9 different countries: USA, UK, Finland, Sweden, Hungary, the Netherlands, Switzerland, Canada and Austria. Some of the authors are senior authors who are world known and some of them are junior researchers. This book would be approx. 250 pages and published during the year 2008.

Current Content (may still evolve)

Focus on educators

Introduction (Kirsi Tirri, Finland)

Preparing ethical professionals as a challenge for teacher education (Elizabeth Campbell, Canada)

Leadership with a difference in schools serving disadvantaged communities: arenas for success (Christopher Day, UK & Olof Johansson, Sweden)

Moral profiles of successful urban school principals (Eija Hanhimäki, Finland)

A case of deacon in a challenging urban school (Eija Hanhimäki, Finland)

Focus on students

Adolescent mindsets and the education of ethical sensitivity (David Scott Yeager, USA)

Youngsters in transformative and reproductive processes of moral and citizenship education (Wiel Veugelers, the Netherlands)

Morality and feelings in religious education (Theo van der Zee, the Netherlands)

Intercultural awareness among students in German-Italian schools (Vera Husfeldt & Frank D. Bauer, Switzerland)

Focus on communities

How are human rights observed in schools? (Kristiina Holm, Kirsi Tirri & Eija Hanhimäki, Finland)

Promoting political awareness and involvement (Fritz Oser & Horst Biderman, Switzerland)

Developing just and caring communities in schools (Wolfgang Althof, USA)

Competition and co-operation in schools (Marta Fulop, Hungary)

Interaction of science and values in schools (Jean-Luc Patry, Sieglinde Weyringer, & Alfred Weinberger, Austria)

Measuring multiple intelligences and moral sensitivities in education

Kirsi Tirri and Petri Nokelainen

In Professor Tirri's research group we have developed instruments to measure multiple intelligences. Multiple Intelligences Profiling Questionnaire III (MIPQ III, Tirri & Komulainen, 2002; Tirri, Nokelainen & Ubani, 2006; Tirri & Nokelainen, 2007) is a five-point Likert scale self-rating questionnaire that is based on Howard Gardner's Multiple Intelligence (MI) theory (1983, 1991, 1995, 1999, 2000, 2006). MIPQ is aimed to assist both learners in their self-reflection and teachers to understand their student's strengths. First version of the MIPQ (Tirri, K., Komulainen, Nokelainen & Tirri, H., 2002, 2003) operationalized the seven MI dimensions with 28 items: (1) Linguistic, (2) Logical-mathematical, (3) Musical, (4) Spatial, (5) Bodily-kinesthetic, (6) Interpersonal and (7) Intrapersonal intelligence. An eighth dimension, spiritual intelligence or we rather talk about spiritual sensitivity, was added to the second, 32-item version of the MIPQ (Tirri, Nokelainen & Ubani, 2006). The spiritual intelligence dimension is based on Spiritual Sensitivity Scale (SSS) influenced by Hay's (1998) and Bradford's (1995) definitions of spirituality. A ninth dimension, environmental intelligence or sensitivity, was added to the present, 35-item version of the instrument, MIPQ III (Tirri & Nokelainen, 2007).

We have also developed instruments to measure ethical sensitivity and emotional intelligence or sensitivity. All these scales have been published in educational or psychological journals. However, we would like to publish a book that includes all these instruments and report empirical results with different data sets using these instruments. We can discuss the correlations between different intelligences and sensitivities and make some effort to clarify these concepts further with the help of empirical data. Researchers in education would welcome a book with these research instruments and their theoretical backgrounds. Too often researchers hide their instruments or the journals don't have enough room to publish them. This book would serve the research community by providing them with psychometrically validated research instruments. In addition to instruments, the book would include reflections on these instruments by specialists in Multiple Intelligences and specialist in measurement. This book would be about 200 pages and published during the year 2008.

RECENT PUBLICATIONS BY SIG19 MEMBERS

Bourke, S., Holbrook, A., Lovat, T. & Fairbairn, H. (2008). Consistency and inconsistency in PhD thesis examination. *Australian Journal of Education*, 52: 36-48.

Gray, M. & Lovat, T. (2008). Practical mysticism, Habermas and social work praxis. *Journal of Social Work*, 8: 149-162.

Kuusisto, A. (2007). Religious identity based social networks as facilitators of teenagers' social capital: A case study on Adventist families in Finland. In Bynner, J. & Helve, H. (Eds.) *Youth and social capital*. London: Tufnell Press.

Lovat, T. (2008). Towards a new complexity science of learning and education (Invited Response). *Educational Research Review*, 3: 79-81.

Lovat, T. & Clement, N. (2008). Quality teaching and values education: Coalescing for effective learning. *Journal of Moral Education*, 37:1-16.

Lovat, T. & Samarayi, I. (2008). Restoring justice to Islam: An historical, theological and artistic exploration. In M. S. Becker & J. N. Schneider (Eds.), *Human rights issues in the twenty-first century* (pp. 27-72). New York: Nova Science Publishers.

Lovat, T., Holbrook, A., & Bourke, S., (2008). Ways of knowing in doctoral examination: How well is the doctoral regime? *Educational Research Review*, 3:66-76.
<http://dx.doi.org/10.1016/j.edurev.2007.06.002>

Maiello, C. (2007). *Messung und Korrelate von Religiosität. Beziehungen zwischen Glaubensintensität und psychologisch, pädagogisch, soziologisch sowie medizinisch relevanten Variablen*. Waxmann.

Radford, M. (2006). Spirituality and Education; Inner and Outer realities. *International Journal of Children's Spirituality*. Vol.11, no 3, December 2006, pp 385–396.

Radford, M. (2007). Passion and Intelligibility in Spiritual Education. *British Journal of Educational Studies*, Vol.55, No. 1, March 2007, pp 21-36.

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: arniika.kuusisto@helsinki.fi or f.willems@iko.ru.nl.

LIST OF SIG 19 MEMBERS

Bieri Buschor, Christine; Zürich, Switzerland:

christine.bieri@phzh.ch

Chavarrita, Romali Rosaly; London University, UK:

romali.rosales@gmail.com

Court, Deborah; The Pingas Churgin, Ramat-Gan, Israel:

debcourt@inter.net.il

Dahlin, Bo; Karlstad University, Sweden; bo.dahlin@kau.se

Fisherman, Shraga; Israel: shraga@orot.ac.il

Gellel, Adrian; University of Malta, Malta;

adrian.gellel@um.edu.mt

Godfrey, Ray; Christ Church University of Canterbury, UK;

ray.godfrey@canterbury.ac.uk

Gross, Zehavit; University of Bar Ilan, Israel;

grossz@mail.biu.ac.il

Hella, Elina; University of Helsinki, Finland;

elina.hella@helsinki.fi

Hirsto, Laura; University of Helsinki, Finland;

laura.hirsto@helsinki.fi

Innanen, Tapani; University of Joensuu, Finland;

tapani.innanen@joensuu.fi

Ivanovici, Mina; Adademy of Economic Studies Bucharest,

Romania: mina.ivanovici@ase.ro

Jørgensen, Camilla Stabel; Soer-Troendelag University

College, Norway; camilla.jorgensen@alt.hist.no

Kallioniemi, Arto; University of Helsinki, Finland;

arto.j.kallioniemi@helsinki.fi

Kitchen, Rick; University of New Mexico, USA;

kitchen@unm.edu

Klaassen, Cees; Radboud University Nijmegen, The

Netherlands; c.klaassen@pwo.ru.nl

Kuusisto, Arniika; University of Helsinki, Finland;

arniika.kuusisto@helsinki.fi

Lovat, Terence; University of Newcastle, Australia;

terry.lovat@newcastle.edu.au

Maiello, Carmine; University of Freiburg, Freiburg,

Switzerland; carmine.maiello@unifr.ch

Mitropoulou, Vassiliki; Thessaloniki, Greece:

mitro@theo.auth.gr

Oser, Fritz; University of Freiburg, Freiburg, Switzerland;

fritz.oser@unifr.ch

Nokelainen, Petri; University of Tampere, Hämeenlinna,

Finland; hopeno@uta.fi

Pnevmatikos, Dimitris M.; University of Western Macedonia,

Florina, Greece; dpnevmat@uowm.gr

Radford, Mike; Christ Church University of Canterbury, UK;

michael.radford@canterbury.ac.uk

Räsänen, Antti; University of Joensuu, Finland;

antti.rasanen@joensuu.fi

Rollett, Brigitte; Universität Wien, Vienna, Austria:

brigitte.rollett@univie.ac.at

Sheu, Jen Jang; Taoyuan, Taiwan: sheu0102@yahoo.com.tw

Tapola, Anna; Vackelsang, Sweden: Anna.Tapola@hik.se

Tirri, Kirsi; University of Helsinki, Finland; kirsi.tirri@helsinki.fi

Ubani, Martin; University of Helsinki, Finland;

martin.ubani@helsinki.fi

Van der Zee, Theo; Radboud University Nijmegen, The

Netherlands; t.v.d.zee@iko.ru.nl

Veugeliers, Wiel; University of Amsterdam, The Netherlands;

w.m.m.h.veugeliers@uva.nl

Willems, Frank; Radboud University Nijmegen, The

Netherlands; f.willems@iko.ru.nl

Wright, Andy; King's College, London, UK;

andrew.wright@kcl.ac.uk

Yinon, Avigail Bracha; School of Education, Ramat-Gan,

Israel: yinon@mail.biu.ac.il
