



# Earli

## SIG 19 Religious and Spiritual Education Newsletter

### Autumn 2010 Issue

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**Theo van der Zee**, Radboud University  
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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.*

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#### EDITORIAL

This is already the tenth [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 report from the Malta SIG 19 Conference *New Perspectives on Religious and Spiritual Education*, organized at the Valletta Campus of the University of Malta last month. We will cover some conference experiences, pictures, as well as the Minutes of the SIG 19 Business Meeting held during the conference.

You will also find information for authors regarding our forthcoming publication, to which the Malta conference participants are welcomed to contribute. Furthermore, information is provided on the forthcoming EARLI Conference *Education for a Global Networked Society*, taking place 30 August to 3 September 2011 in Exeter, UK; as well as supplying some preliminary details of the future SIG 19 conference 2012 in Nijmegen, the Netherlands.

The current issue has a new 'look', alongside with the new EARLI logo. We will also have some other renewals in the Newsletter later on, as us 'the oldies', Frank Willems and myself, have the honour of presenting you a new guard in

the Editorial team. Namely, the Doctoral Students Elina Kuusisto and Inkeri Rissanen from the University of Helsinki, who will take over the Editorship from the next issue onwards. In order to present them to all of you readers, we have interviewed Elina and Inkeri for this issue.

As the other features of this Newsletter issue, we have again included some of the recent publications of our SIG 19 members.

We hope once more that you will find 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 welcome also them to our SIG 19 group!

On behalf of the EARLI SIG 19 Newsletter Editing team, I want to wish you all the best for the new academic year, and I am very much looking forward to meeting you all in the forthcoming Exeter and Nijmegen conferences!

Arniika Kuusisto  
Newsletter Co-Editor  
University of Helsinki, Finland



Note that you can now also join [EARLI group](#) in Facebook for information updates and discussion!

**REFLECTIONS ON EARLI SIG 19 CONFERENCE**  
*New Perspectives on Religious and Spiritual  
Education*  
**University of Malta, August 2010**



The Conference in Malta was for me the first international conference abroad so it was holistically special and marvellous experience. I enjoyed seeing researchers of religious education from different countries and discussing with them. For me it was also important to meet and share thoughts with other researchers from Finland. For example it was excellent to get to know better my second cousin Arniika with whom I am very proud to be related. I was also impressed by the beauty of Malta and the long history of the island. I was very inspired by the lecture of Fritz Oser about religious resilience and also by his wise and constructive comments to other presentations throughout the conference. For me the whole conference was an important learning experience and I am very motivated to participate in conferences and other activities of EARLI and our SIG19 in the future.

**Elina Kuusisto**



I enjoyed the conference very much. It was nice that the size of the seminar was small, and that it included researchers from different career phases and the atmosphere was sociable. Particularly interesting was Fritz Oser's lecture on Religious and spiritual resilience in cases of critical life events.

**Laura Hirsto**

I really enjoyed the conference and our stay in Malta. I especially liked the fact that there were more presenters than in our last SIG conference in Canterbury (so there was actually something to choose) while the group was still small (so it was easy to get in touch with every member). I also liked the fact that many PhD-students attended the conference, it is always good to have some "fresh blood" in the group. I think the atmosphere was really good, comfortable and informative. The organisers did a great job!

**Frank Willems**



I felt that this was a very positive and fruitful conference. It contributed to a better understanding of the different initiatives in this area and to the building of an academic community of practice. There were various good contributions. I think I was very satisfied with almost all sessions that I attended. I was particularly happy to learn more about the comparative research on Confession in Nordic countries but also to get more insight on different systems of RE in different settings.

**Adrian Gellel**



The conference was stimulating for the quality of its presentations and most enjoyable owing to the environment of Malta and the ambience created by the warmth of its participants. I benefitted from all the papers I attended, as well as the many discussions that followed them. I particularly valued

the presentation by Adil Mamodaly, our Ismaili Muslim colleague. Apart from the inherent quality of his paper, his presence stretched the normal boundaries of our assumptions as a group to include those of a belief and culture so vital to our healthy future yet tragically so often misunderstood and misrepresented. A SIG with our interests and expertise needs to seize more opportunities of this sort to reach beyond the comfort zone of European Christendom and its heritage. Enhancing our cultural understanding and scholarship in this way has potential to make our SIG a particularly powerful contributor to the goals of EARLI.

**Terence Lovat**



I retain good memories on the second EARLI SIG 19 Conference at the University of Malta not only because of the interesting academic presentations and discussions, but also because of the social interaction. The discussions were very constructive, supportive and to the point; we had time to discuss and reflect on our research. Also, the atmosphere at the conference was very fraternal. And obviously, the conference venue and its environment was very inspiring: I felt the breath of the long history of Malta! Thank you all for your participation at the conference! At the conference, one issue that came up frequently concerned the question of *what is religious and spiritual education good for?* This question, that has been raised especially by the issue of the relationship with similar fields of interest relates to the function and the aims of the subject. The next EARLI SIG 19 Conference in August 2012 at Radboud University Nijmegen (The Netherlands) therefore will deal with this important aspect.

**Theo van der Zee**

For me the Malta conference was in many ways a very special experience—not the least because, as a mother of a young baby, I had my family along. Despite some



minor (but perhaps rather reasonable...) doubts and worries about how this all fits together, everything went even surprisingly well, and I was able to enjoy a multitude of interesting presentations and discussions. I think one of the definite strengths in the meetings of our SIG is that at least I always feel I have a lot to take home (and no, I do not mean the shopping ☺), in terms of further ideas for improving, re-thinking and re-directing my own work, as well as having been stimulated by a whole host of interesting projects that are going on in our field.

**Arniika Kuusisto**

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### EARLI SIG 19 CONFERENCE 2012 *What is Religious and Spiritual Education good for?*

At the Malta conference, one issue that came up frequently concerned the question of *what is religious and spiritual education good for?* This question, that has been raised especially by the issue of the relationship with similar fields of interest relates to the function and the aims of the subject. The next EARLI SIG 19 Conference in 2012 will deal with this important aspect.

At the Malta conference various suggestions were made regarding the design and program of the conference. These suggestions will be considered for the next conference. Details will follow in the course of next year. The next EARLI SIG 19 conference will be organized from Thursday 23<sup>th</sup> till Saturday 25<sup>th</sup> August, 2012 at the Radboud University Nijmegen (the Netherlands) (visit: <http://www.ru.nl/english/>). The conference venue is *Huize Heyendaal* (see picture below) at the university campus in Nijmegen.

#### **A warm welcome to Nijmegen in 2012!**



Theo van der Zee  
EARLI SIG 19 Coordinator



**MINUTES OF THE MEETING**  
**EARLI SIG 19 RELIGIOUS AND SPIRITUAL EDUCATION BUSINESS MEETING**  
**University of Malta, Friday 27<sup>th</sup> August 2010**

Coordinators: Theo van der Zee (Chair), Terry Lovat  
Junior Coordinator: Arniika Kuusisto (Secretary)

**1. Opening**

The Chair opened the meeting and presented the position of our Special Interest Group 19 among the EARLI SIGs. He welcomed new members and reminded the participants to officially renew their membership every year.

**2. EARLI Biennial Conference in Exeter, 30 August – 3 September 2011**

The SIG members were encouraged to submit their proposals for the EARLI 2011 conference "*Education for a Global Networked Society*" in Exeter, noting that the deadline is in two months time (29<sup>th</sup> October, 2010). There are three ways of doing this. Firstly (1), one can submit an individual proposal online at the conference website (For more information, please contact [info@earli2011.org](mailto:info@earli2011.org), or see [www.earli2011.org](http://www.earli2011.org)). Secondly (2), the members can contact the SIG Coordinators, offering your paper to the SIG 19 Invited Symposiums. Based on the offered papers, the Coordinators will construct one or more entities of three papers in the SIG 19 area of interest, and invite the authors to present in the Invited Symposium(s). Thirdly (3), also the other members can suggest a session, that is, an entity of three papers, in order to hold a session around a particular topic on the SIG 19 area of interest.

We also need to suggest Reviewers for the EARLI Exeter conference. The EARLI members who hold a doctorate can volunteer for this duty. The reviewers will get feedback for their evaluations afterwards, which can be very useful.

**3. Publication of the papers presented in the Malta SIG 19 Conference**

The SIG 19 also works as a publication channel. Previously, we have seen a Journal of Empirical Theology (JET) Special Issue that included five papers from the Canterbury SIG Conference. Also the Malta SIG conference presenters can submit their papers for publication in the forthcoming book: Theo van der Zee & Terry Lovat (eds.) (2011) *New perspectives on religious and spiritual education*. Münster: Waxmann Publishers.

Everyone is invited to submit. The participants of the conference have received further information about this in the Invitation.

Deadlines: (1) Extended Abstract (400-600 words): 15<sup>th</sup> October, 2010;  
(2) Manuscript: 1<sup>st</sup> February, 2011 (6000-8000 words)

The Manuscript needs to address one or more of the issues that are mentioned in the Invitation. These will be used as criteria when evaluating the manuscripts. Provisional acceptance is given to extended abstracts. Please, also observe the timetable. In case there is an imperative to have more time, please negotiate beforehand with the Editors so we can see if it is possible to arrange something. Still, we will be aiming to get the book published during the second half of 2011. Further instructions for authors were included in the conference file (these instructions are also included in this Newsletter issue, p. 8-9: *New perspectives on religious and spiritual education*).

**4. EARLI SIG 19 Newsletter**

Our SIG is proud to have its own Newsletter, which has also gained some positive attention among the other SIGs. It informs our members about the recent and forthcoming events, publications, etc., but also

provides non-members and possible prospective members with an idea of what is going on in our Special Interest Group.

The Editors of our SIG 19 Newsletter, Frank Willems and Arniika Kuusisto, are at the end of their two-year term and ready to step aside in order to welcome new forces into the intriguing world of newsletter editorship. Those who wish to express their interest in the position are welcome to do so by contacting the current Editors in person.

The SIG 19 members are always welcome to contribute to our Newsletter issues. Some of the types of content that have previously been published include information, details or reports on recent or forthcoming events and publications, interviews, and so on. Also, book reviews and other new outlets are warmly welcomed. Professor Oser also suggests that a list of journals in our field should be included in the next issue. This would provide knowledge about possible publication channels.

#### **5. The Next EARLI SIG 19 Conference**

Discussion ensued about the location of the following SIG 19 Conference in 2012. Nijmegen, the Netherlands, was suggested and, as there were no other suggestions, a decision followed that this should be the venue.

The Chair asked for suggestions for the theme of the forthcoming conference. First (1), it is suggested that the policies and societal framework (possible limitations, etc.) of R.E. would be dealt with. After all, politicians in many countries are currently rather wary about the position of R.E. and inclined to decrease it(s influence) in the Curricula. Second (2), as one possible theme, R.E.'s relationship with morality or moral education is suggested. This brings up another topic, namely, the possibility to arrange a joint conference with the SIG 13 on moral education. Many of our members are also members of the SIG 13 and, with such a theme it would make sense to cooperate. This possibility should thus be acknowledged. Third (3), a central question in our field is what is religiousness good for; in terms of functionality, what is its surplus in education (and) for the society? This theme could be divided in the discussion of the (a) ontology of religiousness and discussion on (b) for what religiousness is good. Fourth (4), as a theme of the forthcoming SIG conference, R.E. and Citizenship Education is suggested.

The question about the purpose and main aims of the SIG conferences are also raised: does it aim to be the first area for presentation for the young researchers? In such a case, should methodological guidance, etc., sessions also be included, in order to deepen the research strategies, perhaps by making this a part of their doctoral studies? Also, two days is seen as a rather short time. This idea is commented on by saying that, yes, this time we had 29 presentations to schedule and, indeed, we would have had more time for each if we had a longer conference. Also, for networking with others in the same field, prolonging the conference would be useful. For example, the conference on children's spirituality takes four days, of which one includes a field trip to a professionally interesting institution. Besides the professional interest, this also provides more opportunities for networking. A third comment to this topic is that, for those participants with a family of young children at home, it is good that the conference is concentrated, and that discussing the point of the conference is useful. Do we mainly want to encourage good quality papers? Do we want the papers of young researchers? This is commented on by saying that we should include a rich variety of different research papers: prospective ones, empirical ones, etc. should all have their place, thus being open to many things.

Returning to the discussion on the theme of the forthcoming SIG conference, it is suggested that "R.E. and Spiritual Education – Indoctrination or Enfaithing?" would be discussed; indoctrination has a negative connotation, however, religion gives empowerment, thus it is worth to teach.

Another matter that is brought up is that the conference should be more open to other faith communities, such as Muslims or Jews. This is commented on by saying that we indeed welcome everyone to participate; it is a question of who feels attracted by our conferences. It is noted that ISREV, as a more targeted group, had the same problem and then went on to invite scholars from Jewish/Muslim backgrounds. This is one idea that we could also develop, and also extend the knowledge of our conferences more actively, for example, to the Muslim community.

It is also suggested that, for the next conference the committee could perhaps design the sessions more closely around particular themes, so that they would create even more focussed discussion. Here the problem sometimes is that, despite aiming for this, the abstracts are sent in so much in advance that the actual presentations do not always correspond with each other anymore. However, this should remain as the aim. It is also suggested that different session formats would be used, for example, round table discussions.

The dates of the next SIG conference are discussed. The second half of August is seen as the best option for most members, so the 23th August 2012 is written down as the provisional starting day.

One more possible theme for the conference is suggested at the end of the meeting, namely, Religion and Identity.

## 6. Closing

As there seems to be no further matters to be discussed with this forum, the Chair closes the meeting.

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## JURE PRE-CONFERENCE IN EXETER

For Junior Researchers it is important to note that there will also be a JURE pre-conference in Exeter. The JURE, or *Junior Researchers of EARLI*, is a network dedicated to the interests of all junior researchers of EARLI. The term 'junior researcher' includes PhD-students and graduates who have received their doctorate within the last two years. The primary aim of JURE is to represent and support research students on matters that are of interest to them. Furthermore, learning and interaction among all junior researchers as well as among junior and senior researchers are significant goals for JURE.

JURE arranges meetings where junior researchers can discuss their research topics with other juniors as well as with seniors, and where they can attend workshops on various topics, for instance academic writing and presentation skills. JURE provides an environment where juniors can socialise and participate in a scientific community. JURE organises annual (pre-) conferences that offer the possibility to meet fellow junior researchers from all over Europe, to exchange ideas and experiences with junior and senior researchers and to develop research skills in an international context. JURE provides an environment where juniors can socialise and participate in a scientific community.

In Exeter, the [JURE pre-conference](#) will be held on Monday 29 and Tuesday 30 August 2011.

**EARLI CONFERENCE 2011  
EXETER, UNITED KINGDOM**

# **Education for a Global Networked Society**

14th Biennial EARLI Conference for  
Research on Learning and Instruction



**30 August – 3 September 2011**

Deadline for submission of proposals:  
**29 October 2010**

**[www.earli2011.org](http://www.earli2011.org)**



European Association  
for Research on Learning  
and Instruction



## NEW PERSPECTIVES ON RELIGIOUS AND SPIRITUAL EDUCATION

Theo van der Zee & Terry Lovat (eds.)  
Münster: Waxmann Publishers

### Invitation

Scholars in the field of religious and spiritual education are invited to submit a manuscript related to the theme and issues that are introduced below and based on their recent or current research. They can deal with the issues by means of empirical and philosophical research, and are encouraged to discuss their findings with a view to theory formation as well as to enhance educational practices.

### Theme

Religious and spiritual education is an emerging field of research into learning, development, socialisation and formation in various contexts concerned with religion and spirituality. Although religion and spirituality are implicated in multicultural encounters between people in local and global contexts, empirical research in this field is a relatively recent enterprise and theory formation is still in its infancy. The volume *New perspectives on religious and spiritual education* will deal with three major issues relevant to the field.

First, the interdisciplinary approach: from being an exclusive theological field of interest, religious and spiritual education has evolved to become an interdisciplinary field in which scholars of various disciplines are involved. This involvement can be traced in part to the interest in religion portrayed by nineteenth and twentieth century cognitive and behavioural science, as well as more recent neuroscience. Similarly, social science and philosophy have increasingly turned their attention to matters of belief and spirituality and their impact on individuals and societies. These trends have spawned theoretical and practical research that bears on religious ideas and practices found commonly across all kinds of human communities. This perspective invites scholars of various disciplines to fill in the hows and whys of religious phenomena. What can be expected from an interdisciplinary approach? What new insights are likely in light of advances in cognitive, behavioural and social science and philosophy?

Second, the balance between explanation and interpretation: traditionally, researchers in the field of religious and spiritual education have taken an interpretative, hermeneutical perspective. More recently, scholars who are more closely associated with social sciences seem to focus more on explanation, while others who are more closely connected to the hermeneutical tradition in theology will focus on interpretation. How can this balance be

perceived and practiced? What insights can be gathered from a specific balance? Which balance could enhance theory formation in the field?

Third, the relationship between religious and spiritual education, on the one hand, and similar fields of interest, such as moral, citizenship, and values education, as well as the contemporary imperative around social inclusion and cohesion. The close relationship with these and other fields has brought forward the proposition that achievements in religion and spirituality are a by-product of a 'whole-person' approach to learning, instead of being a linear and/or marginal focus of learning. This raises questions about the nature of the field of religious and spiritual education and its intersection with wider educational perspectives. What characterises the field of religious and spiritual education? How is the field related to other fields? What can be expected from a comprehensive, 'whole-person' approach?

### Timetable

*October, 15<sup>th</sup>, 2010*: Extended Abstract (400-600 words)

This includes

- research topic and question(s)
- short description of the key-concepts (theoretical reflection)
- content of the manuscript and order of the sections

*December, 1<sup>st</sup>, 2010*: Provisional Acceptation

You can expect an answer whether your manuscript can be taken.

*February, 1<sup>st</sup>, 2011*: Manuscript

Criteria for manuscripts

1. The manuscript is or will not be published elsewhere
2. It must strictly elaborate the theme and (one of the) issues of the volume
3. The manuscript includes between 6000 – 8000 words (all inclusive)
4. The structure of the manuscript is as follows
  - abstract
  - introduction with research question(s)
  - substantial theoretical chapter(s) and/or chapter(s) which elaborate the key-concepts and allows sufficient insight in the operationalisation of the key-terms, or a substantial descriptive-analytical reflection on (empirical) research
  - eventually report on research data
  - evaluation of the reflection/data and answering the research question



- conclusion and discussion (theory building and educational practices)
- 5. statements in the theoretical chapter(s) must be related to relevant literature, the arguing should be clear and straight.
- 6. In case of an empirical manuscript description and analysis must fulfil general standards as they are valid in the scientific community.
- 7. Formal guidelines will follow after acceptance.

May, 1<sup>st</sup>, 2011: Evaluation  
 You can expect an evaluation of your manuscript based on the comments of the reviewers

**Correspondence**

Manuscripts and further enquiries can be directed to:  
 Dr Theo van der Zee, Radboud University Nijmegen,  
 PO Box 9103, 6500 HD NIJMEGEN, The Netherlands, E:  
[t.v.d.zee@iko.ru.nl](mailto:t.v.d.zee@iko.ru.nl)

**INTERVIEWS**

**FOCUS#1**



**F A C T F I L E**

**Who** Inkeri Rissanen  
**Title** Doctoral student  
**Age** 25  
**Institution** University of Helsinki, Department of practical theology  
**Family** Married to Jouni Rissanen, no children

**1. Please describe your work.**

From the beginning of this year I have been a doctoral student at the faculty of theology. I have been able to mainly concentrate on working on my dissertation, but there are also some other tasks such as assisting in Master’s thesis seminar. As a “hobby” I teach some evening classes of religious education in a secondary school.

**2. Describe your path how you became a researcher.**

I think am still at the very beginning of the path of becoming a researcher. Becoming a researcher certainly was not something I dreamed of as a child, but the process of working on my master’s thesis made me realize this might suit my personality quite well. After graduation I worked as a teacher of religious education for six months before I was able to begin my doctoral studies. I have really enjoyed this time of doing research, even though I liked my job as a teacher as well!

**3. What are your current research interests?**

I am studying religious education in Islam in Finnish schools. I have focused on the classroom practices of Islamic education, with a special interest on observing the interplay between liberal educational demands and ideals of religious traditions in the practices religious education.

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

There are many people at the university who have been of great importance for me, but I think the people I have met “in the field” – the Muslim students and their teachers – have affected me even more. Interactions with them have motivated and inspired me more than anything.

**5. When and how did you become involved in EARLI?**

Actually I was totally unaware of EARLI and EARLI SIG19 until last spring: then I heard about the conference at Malta and decided to join in.

**6. Greetings and wishes for EARLI SIG 19:**

I am looking forward to meeting you in the conferences to come! In the future I will also be contacting you in the position of editor of this newsletter.

**FOCUS#2**



**F A C T F I L E**

**Who** Elina Kuusisto  
**Title** doctoral student, Mth  
**Age** 36  
**Institution** Faculty of Theology, University of Helsinki  
**Family** Husband  
**Good book to read:** Harry Potter and the Prisoner of Azkaban (and all the Harry Potters)

### 1. Please describe your work.

I am finishing my doctoral dissertation and I hope to leave it for preview during this autumn. I am also working part-time as a Secretary of the Conferment Committee in the Faculty of Theology in the University of Helsinki.

### 2. Describe your path how you became a researcher.

I had been doing voluntary work in an Christian student assembly called Opiskelijain Lähetysliitto (OL) which is the Finnish heir of the Student Volunteer Movement. For OL's 100th anniversary in 1999 it was hoped that somebody would have made a research on OL. Few years later I realized that I could be that person myself. Today this seems to be the starting point of my path as a researcher and in my masters thesis I applied OL as a research context. Later another remarkable step was when my professors Kirsi Tirri and Lassi Pruuki encouraged me to become a doctoral student.

### 3. What are your current research interests?

In my doctoral dissertation I am combining two fields of theological studies namely religious education and missiology. My empirical research is about missional education and mission interest. In the future I hope to broad my perspective to the study of multiculturalism of educators.

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

Professor Kirsi Tirri has had a huge influence since she has been my first teacher on researching and her advice, remarks and questions have been guiding me all along. Also Anne Birgitta Pessi's (née Yeung) studies on voluntary work and her empowering writing style have been very inspiring.

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

Globalization is influencing every level in the societies of today therefore multicultural and global education are themes that are important also in religious education both in school context and within religious communities.

### 7. Please define shortly what you mean by religion and spirituality.

I suppose religion is more connected with institutionalized forms of religiosity, and spirituality is more related with individual and personal side of religiosity.

### 8. When and how did you become involved in EARLI?

In spring 2010 Kirsi Tirri suggested me that I should attend to the conference of SIG19 in Malta and soon after that I joined EARLI and SIG19 as a JURE member.

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

I am very interested in finding out more about that.

### 10. Greetings and wishes for EARLI SIG 19:

Thank you for excellent conference in Malta. I wish to meet other researchers and to learn more about studies linked to themes of SIG19.

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**We'd like to thank Inkeri and Elina for their answers, and we want to warmly welcome them as the new Editors of our Newsletter!!**

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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: [inkeri.rissanen@helsinki.fi](mailto:inkeri.rissanen@helsinki.fi) or [elina.kuusisto@helsinki.fi](mailto:elina.kuusisto@helsinki.fi)

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## 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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## ABOUT PUBLISHING: INFORMATION FOR JUNIOR RESEARCHERS

One topic that came up in the Malta conference was that it could be useful in particular for the young researchers to have a list of some of the journals on our SIG 19 field of interest in order to assist in choosing possible publication channels. Thereby, a brief listing can be found below.

*British Journal of Religious Education*  
*Catholic Education Journal*  
*Educational Philosophy and Theory*  
*Educational Research Review*  
*Educational Research and Evaluation*  
*International Journal of Children's Spirituality*  
*International Journal for Practical Theology*  
*Journal of Beliefs and Values*  
*Journal of Character Education*  
*Journal of Empirical Theology*  
*Journal of Moral Education*  
*Journal of Philosophy of Education*  
*Journal of Religious Education*  
*Nordic Journal of Youth Research YOUNG*  
*Religious Education*  
*Studies in Higher Education*  
*Studies in Philosophy and Education*  
*Teaching and Teacher Education*  
*The Journal of Ethics*  
*Theo-Web. Zeitschrift für Religionspädagogik*

It can be useful to choose a target journal already when starting to write an article, so that the writing style, length and content can be directed to a specific audience. Journal web pages provide a lot of information about their readership and particular topic areas to the prospective authors. For example, the **International Journal of Children's Spirituality** states on its website that it provides "an international, inter-disciplinary and multi-cultural forum for those involved in research and development of children's and young people's spirituality, within which this debate can be addressed and widened. This includes examining the nature and possible expressions of spirituality, the philosophical and practical foundations for morality, and their relationship in our rapidly changing world. The need for and the nature of spiritual and moral development in schools and society is of great significance, but whose responsibility is this and how can progress be achieved? The editors believe a constructive and wide-ranging debate is necessary, involving educators, academics, religious communities, parents, local and national government and employers, and that this should take account of international perspectives and contributions from a broad range of subject disciplines. Most educational publications attract a readership that is clearly divided into academics and teachers, so that what is read by one group is seldom consulted by the other. It is also true that many teachers do not consider themselves to be researchers. When exploring the issue of children's spirituality this lack of communication can result in the failure of any initiative. **International Journal of Children's Spirituality** encourages debate across these two cultures, as well as across the cultures of childhood and adulthood, nationhood, ethnicity and religious identity.

Articles aim to stimulate further awareness and debate in the field, and to encourage the development of research and the academic study of spirituality in children and young people."

Also the more general scope journals on childhood, youth, or education often welcome articles that deal with religious education or children and young people's spiritual and religious development. For doctoral students or researchers in the process of composing literature reviews, one possibility is to start by writing a book review on one or several books and offer it to a journal to be published in the reviews section. For example, when noticing a new or forthcoming book on the field of a particular journal, it can be worthwhile to contact the Book Review Editor of the journal in advance, asking whether they would be interested in a review on the book. If so, the Book Review Editor will acquire the book for you and send it to you without cost, in order for you to review it for them.

If anyone of you/your students is, for example, interested in reviewing some recent book(s) in the field of research on childhood and youth, you can also contact Arniika ([arniika.kuusisto@helsinki.fi](mailto:arniika.kuusisto@helsinki.fi)) who is the Book Review Editor of the *Nordic Journal of Youth Research YOUNG* <http://you.sagepub.com/>.

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## RECENT PUBLICATIONS BY SIG19 MEMBERS

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