

Keynote 1 - Ulrich Riegel 1

11 June 2018 13:00 - 14:00

Aurora AU111

SIG 19 Keynote Session

Culture, Morality, Religion and Education

Keynote Session - Ulrich Riegel

Keywords: Religious Education, Spiritual Education, Teaching, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Alexander Unser, University of Würzburg, Germany

Dealing with Worldview in Religious Education

Keywords: Worldview, Teaching, Religious Education, Spiritual Education

Presenting Author:Ulrich Riegel, University of Siegen, Germany

Dealing with Worldview in Religious Education. Typical Paradigms of RE and Their Implications for Addressing the Plurality of Worldviews. Western societies are characterized by a plurality of worldviews covering both religious and secular rationalities. Religious Education has to deal with this plurality if it aims to enable students to critically assess the meaning of religion and religions and their social significance. However, across Europe there are different types of Religious Education. In most of the Southern and Eastern European countries RE is taught according to a confessional paradigm being associated with the concept of "learning religion" or religious formation. The countries in the North of Europe have RE according to a non-confessional paradigm being associated with "learning about religion" or religious instruction. Moreover, lately some scholars overcame this dichotomous logic by proposing a dialogical paradigm of RE. In my talk I will describe these three types of RE and highlight some misunderstandings of the confessional and the non-confessional paradigm. Then I will analyze the opportunities and challenges of the three paradigms in addressing the plurality of world views. The discussion will show that none of the given types of RE fails to address this plurality. Their fit to the self-concept of modern societies, however, turns out to be a controversial issue.

Paper Session 1 1

11 June 2018 14:15 - 15:45

Aurora AU204

Single Paper

Culture, Morality, Religion and Education

Single Paper Session - E

Keywords: Education, Learning, Meaning in life, Religious Education, Spiritual Education, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Mirjam Schambeck sf, Theologische Fakultät, Germany

Narrative Approach in Worldview Education: Ontological, Epistemological and Pedagogical Views

Keywords: Worldview, Learning, Education, Religious Education

Presenting Author:Raili Keränen-Pantsu, University of Eastern Finland, Finland; **Co-Author:**Hannu Heikkinen, University of Jyväskylä, Finland

Narrative Approach in Worldview Education: Ontological, Epistemological and Pedagogical Views Learning and teaching about religions of worldview systems can be studied from three point-of-view: ontological, epistemological, and pedagogical.

Ontology is the philosophical study of the nature of being, becoming, existence, or reality, as well as the basic categories of being and their relations. Narratives can be regarded as ontological categories that characterise the human ways of being in the world (e.g. Paul Ricoeur, Charles Taylor, Alasdair MacIntyre).

Epistemology is the branch of philosophy concerned with the theory of knowledge and it studies the nature of knowledge, justification, and the rationality of our beliefs. Narrative can be regarded as a cognitive instrument for imposing human experience and thus a way of construing knowledge. Religions and different beliefs systems offer cultural narratives which humans can exploit when they are constructing their own personal worldview and identity. They are a cultural framework which characterize the existential questions. If narratives are understood as primary acts of knowing, it is evident that they also provide us something important in terms of teaching, guiding, counselling or scaffolding the learning experience. In other words, narratives can serve as a *pedagogical*

tool. In this study, we explore these three ways of understanding narratives and their implications to Religious and Worldview education.

Views on world and values seen through the pedagogical systems theory in early childhood education

Keywords: Worldview, Meaning in life, Education, Spiritual Education

Presenting Author: Ulla Härkönen, University of Eastern Finland, Finland

Ulla Härkönen Professor University of Eastern Finland ulla.harkonen@uef.fi

Views on world and values seen through the pedagogical systems theory in early childhood education Abstract
The aim is to study a category of views on world and contents of values with relation to pedagogical theories in a democratic and pluralistic society. One of the main intensions of the concept of early childhood education is the category of views on world. This open part of the whole pedagogical systems owns a strong argument into the other parts of the pedagogical systems. It will be studied, with which kinds of problems views on world are linked to pedagogical values in education. The mentioned pedagogical systems theory is basing on meaningful historical philosophical, pedagogical, psychological, development psychological, and societal theories. In order to better understand institutional pedagogical education, especially pedagogical theories rose as a determining position. Inside them, systems thinking and meaning of language and concepts opened a way to develop pedagogical theory to a new level. It was asked, what the concept of early childhood education means. In conceptual analysis the concepts of extensions and intensions were found. New systems theories, systems thinking, new methodologies and methods were needed, as also knowledge of democracy, pluralism, and diversity in societies. Theoretical conceptual analysis will be done through the pedagogical systems model for finding systems connections between world views and contents of values. Key words: pedagogics, early childhood education, views on world, values, pedagogical systems theory, theoretical conceptual analysis.

Paper Session 1 2

11 June 2018 14:15 - 15:45

Aurora AU111

Single Paper

Culture, Morality, Religion and Education, Higher Education, Teaching and Teacher Education

Single Paper Session - A

Keywords: Education, Meaning in life, Purpose in life, Religious Education, Teaching, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Martin Ubani, University of Eastern Finland, Finland

Worldviews in the lifes of young people in Europe; three countries compared

Keywords: Worldview, Meaning in life, Education, Religious Education

Presenting Author: Monique Van Dijk-Groeneboer, Tilburg University, Netherlands; **Co-Author:** Michal Opartny, Teologická fakulta Jihočeské univerzity v Českých, Czech Republic; **Co-Author:** Eva Escher, Universität Erfurt, Germany

Comparing the results of the questionnaires of 300 German, 300 Czechian and 900 Dutch pupils regarding their worldviews and religion brings about interesting results. How do worldviews influence the everyday choices pupils make and how can religious education add to the identity formation processes in such diverse countries?

High School students' worldviews with the model of credition in Religious Education

Keywords: Worldview, Education, Teaching, Religious Education

Presenting Author: VASILIKI MITROPOULOU, Aristotle University Thessaloniki, Greece; **Co-Author:** Dimitra Gkirlou, Ministry of Education Greece, Greece

This paper is the first attempt to present the results from a pilot experimental research we conducted with High School students to examine their worldviews with regard to the implementation of the 'credition' model in Religious Education. It was implemented in the 2nd grade of High School in selected topics. The research was held in the lessons of Religious Education during the whole school year. We examined the impact of the model on the students' worldviews when it is integrated with a Worksheet (which was used as questionnaire (research tool)). The topics to work with were selected from the expected learning results of the new curricula for Religious Education. The experimental research was qualitative semistructured interview and aimed to examine, when the teacher implements the 'credition' model into her teaching, how this influences the students and helps them realize their emotions, their strength and how they subsequently change their attitudes and life choices and future

orientation. The teaching with the model was implemented in the students of two different classrooms, one who had received explanations and guidelines beforehand and the other who had not received any explanation. The results showed that the students of the classroom who had received explanations realized better their emotions than the students of the other classroom who had not. The results were encouraging to make us repeat the research again this year to the 3rd grade students and proceed to the forming of a teaching model for working with the model in Religious Education.

Functions of university students' personal worldviews during university studies

Keywords: Worldview, Purpose in life, Meaning in life, Education

Presenting Author: Laura Hirsto, University of Eastern Finland, Finland

The aim of this paper is to investigate Finnish theology students' and teacher education students experiences of the teaching and learning environment provided by their faculty in relation to their personal worldview. Earlier research and various results acquired during a longitudinal research projects about theology students' learning and motivational processes support the theoretical idea that religious questions are intertwined in the personal worldviews and values of students, and affect their motivational constructs (e.g. Emmons & Palouzian, 2003; Rauste-von Wright, 1986; Hirsto, 2001, 2012). If calling is often referred as an important motivation to aim for theological field, calling is also often considered as an important reason for teacher education students to enter their field. Earlier phases of the project has shown that students of theology deal with these fundamental questions of spiritual and religious issues in their learning processes before and during their studies, despite the nature of their specific professional orientation (e.g. Hirsto & Tirri, 2009; Hirsto, 2012a; Hirsto, 2012b; Litmanen, Hirsto & Lonka, 2010).

Paper Session 2 1

12 June 2018 09:15 - 10:15

Aurora AU111

Single Paper

Culture, Morality, Religion and Education

Single Paper Session - L

Keywords: Education, Meaning in life, Religion, Religious Education, Teaching

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Anuleena Kimanen, University of Helsinki, Finland

Fantasy as construction of world interpretation and meaning

Keywords: Meaning in life, Education, Religious Education, Religion

Presenting Author: Richard Janus, University of Paderborn, Germany

Fantasy are mass media staged and distributed works that are part of the globalized pop culture as entertainment. At the same time, book and film are central as media. They create autonomous systems of reality that transcend the limits of what can be rationally explained, thus opening up space for ambivalences. Various elements of traditional narrative are recorded and combined. For this reason, in terms of fantasy can also speak of hybrid postmodern mythology. This makes it possible to discuss transcendence experiences and to test ways of dealing with them. Theological pop culture research has paid little attention to this fact so far. Fantasy is still perceived marginally. The recognizable gap with regard to the phenomenon of fantasy in its many and different manifestations in theological pop culture research could be due to the fact that just with the previously practiced approaches of working out religious elements its particularity can not be mastered. At this point it makes sense to interpret fantasy again and again from the concept of the sacred. In the modeling of the sacred through aestheticization and mediatization, fantasy contributes in a special way to the making available of the unavailable. Many teenagers receive fantasy books and movies. In doing so, they acquire the world interpretation of the templates or recognize themselves and their world in them. Thus dystopian works enjoy great popularity. In this paper, the film tetralogy *Tribute by Panem* will be paradigmatically investigated.

Religious references in culture as contributions to creating meaning

Keywords: Meaning in life, Education, Teaching, Religious Education

Presenting Author: Konstantin Lindner, University of Bamberg, Germany

Framework: There is evidence that cultural education contributes the development of adolescents' personality and competencies (Bamford 2009; Rittelmeyer 2015; Weishaupt & Zimmer 2013; Winner & Vincent-Lacrin 2013). Among others it enables students to participate in cultural life of society and to reflect about their suspension "in webs of significance" they themselves have spun (Geertz 1973:5). Cultural education can help to create meaning (Bauer, Beuter, Lindner et al. 2018; Reckwitz 2011). Especially artifacts of religion—e. g. churches or synagogues, religious artworks, wayside crosses—are documenting options of symbolizing religious meaning. They shape culture and can challenge to think about the meaning of life both religious and non-religious people. The paper presents ongoing research and will discuss the following *research questions*: What cultural activities do students perceive mainly (RQ1)? In what way are they able to interact with religious culture (RQ2)? How can RE support the pupils in creating meaning by referring to cultural artifacts of religion (RQ3)? *Design and findings:* Analysis on data from the German National Educational Panel Study (SC3, wave 6: Blossfeld, Roßbach & Maurice 2011) and qualitative-empirical findings about pupils competence in decoding artifacts of religion (Lindner 2014: global analysis cf. Legewie 1994) point to the need, to enable pupils to interact with religious culture, in order to create meaning (RQ1; RQ2). Based on these results and referring to C. Geertz's "Interpretation of Cultures" challenges for RE will be identified. Finally selected options are presented of how cultural education with artifacts of religion can be acquired in teaching-learning environments (RQ3).

Paper Session 2 2

12 June 2018 09:15 - 10:15

Aurora AU204

Single Paper

Culture, Morality, Religion and Education, Learning and Social Interaction

Single Paper Session - B

Keywords: Education, Learning, Religion, Religious Education, Teaching, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Tapani Innanen, University of Helsinki, Finland

Dealing with worldviews in Religious Education

Keywords: Worldview, Learning, Teaching, Religious Education

Presenting Author: Sarah Delling, University Siegen, Germany; **Co-Author:** Ulrich Riegel, University of Siegen, Germany

Dealing with worldviews in Religious Education Sarah Delling/ Ulrich Riegel The primary goal of religious education in Germany is to enable the students to deal with religious plurality. They shall learn about the nature of religious beliefs, explore their individual point of view in terms of belief and train to get into respectful discourse with individuals of different beliefs (cf. DBK 2005: 18). In religious education, therefore, classroom interaction should enable students to present and exchange worldviews, to discuss them and to create or to modify a personal opinion about such worldviews (cf. ReeseSchntiker 2013: 136f.). Englert et al. (2014: 117), however, brought about in an exploratory study, that in religious education classroom interaction is rather informative than discursive. The teachers tend to avoid questions of worldview and personal belief. The relevant research question is whether students in German religious education deal with worldviews, and if how. This paper addresses this question by analyse videotaped RE lessons (N = 20) by documentary method (Bohnsack 2014; Nohl 2017). It identifies critical incidents (cf. Knauth 2009) in regard of dealing with worldviews and reconstructs typical modes of dealing with them in RE classrooms. First results will be presented and discussed.

Christian students in the classroom: Safe - but silent?

Keywords: Learning, Education, Teaching, Religion

Presenting Author: Ola Erik Domaas, Norwegian University of Science and Technology, Norway

Research questions: Is the classroom a safe space for Christian students? What factors decides whether or not they express their religious belonging in a school setting? Theoretical framework: The paper focuses on the concept of Safe Space (Council of Europe 2014). The term intends to describe an atmosphere in the classroom that makes it safe for students openly to express their opinions even when their views do not correspond with the

views of the teacher or other students. The concept, however, has its critics (Boost Rom 1998, Barret 2010, Ludlow 2004). Especially Ludlow's critique plays an important role in this paper. The perceived vulnerability of Christian students in the classroom is also discussed (Vassenden and Andreassen 2010, von der Lippe 2011), as well as the teacher's role (Kozyrev 2009, Moulin 2011).

Method: The project is of an exploratory nature and uses in depth interview as a method. Five teachers and eight students, 14-15 years old, have been interviewed. **Findings:** According to the teachers' claims and the students' experiences, most classrooms have many hallmarks of a Safe Space. However, Christian students rarely expose their faith in school. The teachers and some of the students site their vulnerability as a reason; it is not "cool" to be a Christian. Some say the teachers' attitude toward Christianity dampens their wish to be labeled religious. The same effect occur when some teachers stereotype Christian beliefs and religious practice. The paper discusses these and other reasons given for the "safe, but silent"- attitude.

Keynote 2 - Jenny Berglund 1

12 June 2018 10:30 - 11:30 Aurora AU111

SIG 19 Keynote Session

Keynote Session - Jenny Berglund

Keywords: Education, Learning, Religious Education, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Inkeri Rissanen, University of Tampere, Finland

Student Perectives on the Relation Between Mainstream Secular and Quran-based Islamic Education

Keywords: Worldview, Learning, Education, Religious Education

Presenting Author:Jenny Berglund, Stockholm University, Sweden

My paper focuses on the reported experiences of Muslim students that regularly shift between Quran-centred supplementary Islamic education and mainstream secular school. The paper thus reflects how the Islamic worldview of the students impact their motivation and way of learning in secular school and also how their secular school environment impact their Islamic learning. The aim is to better comprehend how these students make sense of this dual educational experience while negotiating the knowledge, skills, and values that are taught to them by two apparently disparate institutions. The interviews were conducted in Stockholm and London, and thus a secondary aim is to assess the similarities and differences between these two national contexts. To balance and enhance our understanding of student experiences, this article employs a constructive understanding of Pierre Bourdieu's concepts of *cultural capital* and *habitus* as well as Andrey Rosowsky's notion of *liturgical literacy*. It shows differences between Quran-based and mainstream notions of "reading", especially with respect to their contrasting definitions of "understanding" and "meaning"; it also explores how competency in Quran recitation might become a valuable "capital" when translated from the language of "liturgical literacy" to the language of "skills".

Paper session 3 1

12 June 2018 11:45 - 12:45

Aurora AU204

Single Paper

Learning and Instructional Technology

Single Paper Session - F

Keywords: Education, Learning, Religion, Teaching, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Niina Manninen, University of Helsinki, Finland

Religion and the pre-integrative education in a Finnish reception centre for asylum seekers

Keywords: Learning, Education, Teaching, Religion

Presenting Author: Tapani Innanen, University of Helsinki, Finland

Because of the large amount of refugees seeking asylum in 2015, the Finnish authorities rapidly organised a network of reception centres where services including accommodation, the required financial aid, and some pre-

integrative education are provided for asylum seekers. Most of these refugees came from Muslim majority countries, and they were facing the Finnish culture characterised by Lutheran Christianity. The study, presented in this paper, is focused on the question how religion and religion related discourses are present in the situations of pre-integrative education available in a Finnish reception centre. The research material is gathered in 2016 – 2017 by an ethnographic approach, i.e. mainly in the ways of participant observations, discussions, and interviews. Both informal, non-formal and formal learning environments were available in the context of the reception centre. The results of the study are discussed in the threefold theoretical framework: 1) Religion is understood in the way of lived religion. 2) Learning environments are interpreted as implementations of the Finnish legislation and instructions about freedom of religion and its implementations for asylum seekers, including children going to school. 3) The acculturative importance of the pre-integrative education is seen the frame of temporary and unsure living situation of the asylum seekers.

Narrative-based decision-making in collective school leadership

Keywords: Worldview, Purpose in life, Learning, Education

Presenting Author: Alexandra van Groningen, Radboud University Nijmegen, Netherlands

Narrative-based decision-making in collective school leadership

This explorative practice-based single-case study investigates the collaborative decision-making practices in a secondary school management team. The central research question reads: How does the school management team in collaborative decision-making practices evaluate decision options in the perspective of a narrative of good education? A major task in school leadership is to provide and enact a vision of good education, thus providing a frame for good practice throughout the school (Leithwood, Harris, Hopkins 2008; Murphy & Torre 2015). Visions of good education are conceptualized as narrative conceptions of the purposes of education (Biesta 2013, 2015; Hermans 2017). We view decision-making from the perspective of collective leadership (Gronn 2016) as a collaborative narrative-based decision-making (Beach 2016). The data consist of tape-recordings of decision-making practices under the condition of two casuistry workshops and four regular management team meetings. The data were subjected to theoretical coding. Preliminary analysis suggests that the evaluation of decision options in the perspective of the narrative of good education is all but obvious and that a polyphony of personal narratives may interfere with collaborative narrative-based decision-making practices.

Paper session 3 2

12 June 2018 11:45 - 12:45

Aurora AU111

Single Paper

Culture, Morality, Religion and Education

Single Paper Session - G

Keywords: Education, Meaning in life, Purpose in life, Religion, Religious Education, Spiritual Education, Teaching, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Imranali Panjwani, United Kingdom

Ethical sensitivity in Iranian schools

Keywords: Education, Teaching, Religious Education, Spiritual Education

Presenting Author: Nasibeh Hedayati, University of Helsinki, Finland; **Co-Author:** Elina Kuusisto, University of Helsinki,

Finland; **Co-Author:** Khalil Gholami, University of Kurdistan, Iran; **Co-Author:** Kirsi Tirri, University of Helsinki, Finland

This study investigates ethical sensitivity of Iranian secondary students (N= 340; female n=175, male n=165, age 12-16). This study is motivated from two perspectives. First, Iranian educational system aims to foster Islamic idea of pure life among its citizens (Hedayati, Kuusisto, Gholami, & Tirri, 2017). Thus, ethical and moral education as well as religious education can be seen as the most important tasks of the school. Secondly, previous studies have found that ethical sensitivity is culturally bound, indicating that the level of power distance and cultural collectivity influence understanding of ethical sensitivity (Gholami, Kuusisto, & Tirri, 2015; Kuusisto, Gholami, SchÅtte, Wolfenberger, & Tirri, 2016). The purpose of this study is to answer the following questions: What is the level of ethical sensitivity among Iranian students? How are culturally bound elements present among Iranian secondary school students's perceptions on ethical sensitivity? The data was gathered from one female and one male lower secondary school in Tehran in 2016. The elements of ethical sensitivity was studied with the Ethical Sensitivity Scale Questionnaire (Tirri & Nokelainen, 2007, 2011) that is based on Narvaez's (2001) seven

dimensions of ethical sensitivity. Results are deliberated in the light of Iranian educational system and culture, as well as previous studies among Iranian teachers. Educational implications are discussed especially from the point of view of moral education in Iranian schools. Key words: Ethical sensitivity, Moral Education, Religious education, Iran.

"Bringing two worlds together": Worldviews among Muslim education promoters in France

Keywords: Worldview, Purpose in life, Meaning in life, Religion

Presenting Author: Diane-Sophie Girin, École Pratique des Hautes Études / University Paris 5 la Sorbonne, France

Our paper will address the question of how French Muslim schools are referring to Islamic values in order to lead a « *good life* ». Our findings show that there is a hybridization of the « *muslimness* » and the Islamic values promoted by the schools, influenced by « *laïcité* », ecology, alternative education, LGBT issues and the context of terrorism.

Roundtable Sessions 1

12 June 2018 13:30 - 14:30

Aurora AU111

Roundtable

Culture, Morality, Religion and Education, Learning and Social Interaction

Roundtable Session - A

Keywords: Education, Learning, Religion, Religious Education, Spiritual Education, Teaching, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Ola Erik Domaas, Norwegian University of Science and Technology, Norway

(Non-)Correlations between meaning making and religion in juvenile world views

Keywords: Worldview, Religious Education, Religion, Spiritual Education

Presenting Author: Mirjam Schambeck sf, Theologische Fakultät, Germany

Meaning making is one of the most exciting and important tasks in our times – in a macrostructural sense but also on an individual-biographical level. Probably none of any previous generations had ever struggled in their self-constructions just like today's youths. Therefore, it is surprising that quantitative representative studies such as the Shell Youth Study did not analyse where and how youths find meaning in on which value sources they relate and if there are also religious traditions young people take in use[1]. Even in the 17th, most recent, study this was not explicitly taken into consideration. At the same time it is not possible to simply identify meaning making with value orientation. The present study takes up at this point. It addresses the question where young people find meaning in life but also whether they consider religion as a resource they can draw on. This analysis shall be used in order to gain evidence-based consequences for religious education. The present study follows an empirical-qualitative drift and is based on the methodology of Grounded Theory. Since meaning making is specifically considered a highly individual question but is also discussed in peer groups young people are part of, the theoretical sampling regards these two aspects. Therefore, I conducted 17 interviews with several young people aged 14-22 on an individual basis. On top of that, two peer groups, so-called natural groups, were interviewed as well. In this respect, inter alia, the study works on following questions: 1) How do young people interpret meaning, how do they connote meaning and in which situations does the search for meaning arise in their lives? 2) Which barriers of meaning making do young people experience? 3) To which sources do young people relate finding meaning in their lives and does religion play a distinctive role in this respect? The compiled data was encoded openly. It was structured and weighted by an axial and selective coding process.

Teacher perspectives and the development of state curriculum in ethical and religious education

Keywords: Learning, Education, Teaching, Religious Education

Presenting Author: Colm Ó Cadhain, National Council for Curriculum and Assessment, Ireland; **Co-Author:** Jacinta Regan, National Council for Curriculum and Assessment, Ireland, Ireland

The question of what children should learn in ethical or religious education is rarely straightforward. Indeed, the question becomes more complex when one considers the changes that European societies have undergone in recent years. As the body responsible for developing state curriculum in Ireland the National Council for Curriculum and Assessment's (NCCA) has been tasked with developing two distinct multi-belief programmes or curricula for primary schools to support children's learning in ethical and religious education. The NCCA published proposals for a curriculum in Education about Religions and Beliefs (ERB) and Ethics for all primary school children in 2015. At the same time the NCCA is also developing a Multibelief and values programme for Community

National Schools, a sub-set of Irish primary schools. These developments have given rise to additional sensitivities over and above the general cut and thrust of debates about curriculum change in Ireland, making them among the most contentious in recent times. Given the complexity and contention involved in these developments the NCCA has worked directly with teachers and children in Irish primary schools to better understand how such areas of learning are negotiated in daily life. From this work, the NCCA has learned much about how the beliefs and worldviews of teachers and children are interwoven into the experience of school life in new and innovative ways. Therefore, this paper explores what these developments and, in particular, the direct work with schools have to added to our understanding in this area.

Modes of cognition. A stimulated recall study on students' reflections during an RE lesson

Keywords: Worldview, Education, Religious Education, Religion

Presenting Author: Martin Ubani, University of Eastern Finland, Finland

The focus of this presentation is to study sixth grade students' reflections in Evangelical Lutheran religious education lesson discussing ethics. The topic of the lesson was "I". The subjects of the study were 16 sixth grade students at the University of Helsinki training school (aged 12-13 yrs, 9 female, 6 male). The lesson was video-recorded. In the group interviews stimulated recall method was being used. The analysis identified six modes of cognition: these were called realization, association, reflection, empathy, perception and elaboration. In future studying the relation between content, learning modes and learner types is encouraged.

Gender stereotypes in Finnish textbooks of Religious Education

Keywords: Worldview, Education, Teaching, Religious Education

Presenting Author: Martin Ubani, University of Eastern Finland, Finland; **Co-Author:** Elina Hirvonen, University of Eastern Finland, Finland

The research question of this study is: "How gender is constructed in the first and second grade textbooks of religious education in Finland?" The study belongs in the field of critical study of education and employs a feminist outlook. The topic is important for many reasons. One of such reasons is that gender stereotypes affect an individual's understanding of one's capabilities and possibilities in life. In addition, the role of religion has often been ignored in the feminist studies of intersectional differences. The data of this study includes two textbooks from Evangelical-Lutheran RE. The qualitative content analysis utilizes Michel's (1986) model developed for UNESCO. The original purpose of Michel's model was to identify sexism in children's literature and school textbooks. The results of the analysis show that conventional and stereotypical descriptions and assumptions of gender can still be found in recent textbooks. For example, women are described as care-givers and most of the words that describe gender are masculine. On the basis of the study it can be stated that a gender neutral perspective seems to be challenging to apply and that the role of women is narrower than the description of men in the textbooks. In conclusion teacher education should promote awareness of gender stereotyping in the textbooks among teachers in order to promote gender equality. Literature: Michel, A. 1986. Down with Stereotypes! Eliminating sexism from children's literature and school textbooks. Unesco. Paris.

12 June 2018 13:30 - 14:30

Aurora AU204

Poster Presentation

Culture, Morality, Religion and Education

Roundtable - B

Keywords: Meaning in life, Purpose in life, Religion, Religious Education, Spiritual Education, Teaching

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Tapani Innanen

Finnish Military Chaplains' Profession at a Turning Point ...

Keywords: Teaching, Religious Education, Religion, Spiritual Education

Presenting Author: Tiia Liuski, University of Eastern Finland, Finland

The aim of this article is to present empirical results concerning the perceptions of the Finnish military chaplaincy (MC) about their work and role in the Finnish Defence Forces (FDF). This topic is of added importance as the organisational restructuring of the FDF that took place in 2012-2015 also affected their organisational position of the military chaplains simultaneously with the renewal of the guidebook for military chaplaincy. The research data was gathered with an electronic questionnaire. The data was gathered in February 2018. As a result, 20 MC's

participated in the study. The data shows that the MC's view themselves integrally as part of the larger FDF's organisation and do not perceive much conflict in working as a chaplain in a military environment. They consider view their work as socially rewarding, but the work does burden them on some levels. In future among other things cross-cultural comparison studies are encouraged along with studies on other similar special groups in the FDF. This article operates as a base for further studies of MC's professional identity and vocation.

Developing Intercultural and inter-worldview sensitivity in education and counselling

Keywords: Worldview, Education, Teaching, Religious Education

Presenting Author:Tapani Innanen, University of Helsinki, Finland; **Presenting Author:**Anuleena Kimanen, University of Helsinki, Finland; **Presenting Author:**Jenny Berglund, Stockholm University, Sweden; **Co-Author:**Sauli Puukari, University of Jyväskylä, Finland

Developing Intercultural and inter-worldview sensitivity in education and counselling: Theoretical perspectives Knowledge on religions and worldviews and their internal diversity, awareness about one's own worldview-based assumptions, and skills to deal with inter-worldview diversity form an important part of intercultural competences. Religion and worldview cannot be detached from culture, and thus religious education is also culture education. The above mentioned knowledge, awareness and skills are needed in many professions, not least in education in a multicultural society. This roundtable is hosted by the teacher education development project *Developing intercultural and inter-worldview sensitivity in education and counselling* (KuKaS). The project will present its theoretical starting points and developments. First, reflection is needed on one's own cultural background, worldview and the concept of man (Parkkinen & Puukari 2005). Second, we suggest a shift from intercultural sensitivity (Bennett 1993) to intercultural and inter-worldview reflectivity as a goal of teacher education. Additionally, at least one scholar will be invited to discuss the recent advances in the theory of enhancing intercultural and inter-worldview competences among teachers, counsellors and other professionals challenged by religious and cultural diversity. Chair: Tapani Innanen (University of Helsinki) Presenters on behalf of the KuKaS project are Anuleena Kimanen (University of Helsinki) and Sauli Puukari (University of Jyväskylä) Jenny Berglund (University of Södertörn) will give her contribution as a discussant. (The contribution of another possible discussant will be confirmed later.)

Keynote 3 - Shauna Morin 1

12 June 2018 14:30 - 15:30 Aurora AU111

SIG 19 Keynote Session

Higher Education

Keynote Session - Shauna Morin

Keywords: Learning, Religious Education, Spiritual Education, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Laura Hirsto, University of Eastern Finland, Finland

Engaging Worldview Diversity: Dynamics of Interfaith Engagement in U.S. Higher Education

Keywords: Worldview, Learning, Religious Education, Spiritual Education

Presenting Author:Shauna Morin, North Carolina State University, United States

Engaging students in meaningful diversity experiences is central to the work of U.S. higher education professionals, and it is critically important in today's climate that such experiences encompass worldview diversity. Efforts to promote appreciation of different religious, spiritual, or non-religious identities on campus may be enhanced by an ongoing study of interfaith engagement in college, the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS). In this keynote session, audience members will learn about the design and implementation of IDEALS; what survey data reveal about current students' background characteristics, collegiate expectations, and experiences vis-a-vis worldview diversity; and emergent findings illuminating the relationship between interfaith engagement, campus climate, and outcomes like selfauthored worldview commitment and pluralism orientation. To help make meaning of IDEALS, the survey research highlighted in this session will be situated within existing scholarship on religion, spirituality, and campus climate for worldview diversity in U.S. colleges and universities. Practical implications of current findings will be discussed with the audience.

Paper session 4 1

12 June 2018 16:00 - 17:30

Aurora AU111

Single Paper

Culture, Morality, Religion and Education

Single Paper Session - K

Keywords: Education, Learning, Meaning in life, Purpose in life, Teaching, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Nasibeh Hedayati, University of Helsinki, Finland

Finnish social services students' perceptions of purpose and professional helping goals

Keywords: Purpose in life, Meaning in life, Learning, Education

Presenting Author:Niina Manninen, University of Helsinki, Finland; **Co-Author:**Elina Kuusisto, University of Helsinki,

Finland; **Co-Author:**Kirsi Tirri, University of Helsinki, Finland

This study presents Finnish social services students' (N=151) conceptions of life purposes and professional helping with the research questions: What kind of purpose profiles do the students exhibit? How do the students perceive their professional helping goals? Purpose is a higher order long term life goal that is personally meaningful and also benefits the world beyond oneself (Damon, Menon, & Bronk, 2003). Therefore, purpose should be integral in directing the students and especially their helping goals. The study uses mixed methods with Likert scale and open answers. Based on Likert scales the profiles of Dabblers (n=57), Purposeful (n=38) and Dreamers (n=27) were found. Purposeful experience a high presence of purpose, they are engaged in purpose activities and they perceive the beyond-the-self implications of their purpose. Dabblers seem similar to Purposeful but continue searching for new purposes. Dreamers are also searching but rank other purpose aspects low. Within open answers, the students perceived the role of purpose as leading a happy life rather than good or value-driven life. Most of the students did not mention values or moral principles in their pursuits or professional helping goals. The study also showed that helping and benefiting others was more apparent in the Likert scale answers and not much discussed in the open ones. Within the open answers the pursuit of individual happiness as a present day trend seems to supersede the pursuit of purposes (see McMahan, 2013) that include value-driven prosocial moral justifications (see Moran, 2009).

How do teachers' life goals actualize in their profession? – A case study from Finland

Keywords: Worldview, Purpose in life, Education, Teaching

Presenting Author:Elina Kuusisto, University of Helsinki, Finland; **Co-Author:**Kirsi Tirri, University of Helsinki, Finland

This study investigates how teachers' life goals actualize in their profession. The study builds on Damon, Menon, and Bronk's (2003) definition of purpose, which is "a stable intention to accomplish something that is both meaningful to the self and of consequence beyond the self over time" (Damon, Menon, & Bronk, 2003, p. 212). Within this framework only those life goals that include other-focus can be regarded as authentic purposes. The research questions are: What kind of life goals teachers have? How do teachers reason the actualization of life goals in their profession? Participants were inservice teachers (N=77, Female n= 63, Male n=14, Age M=42) from one Finnish comprehensive school. Participants included class teachers (n=27), subject teachers (n=35), and special education teachers (n=15). Data consisted of teachers' written answers to the following open-end questions: "What do you think is your life purpose?" (Magen, 1998), and "How is your life purpose related with your teaching profession?" Robert and Robins' (2000) and Manninen, Kuusisto, and Tirri's (in press) categories were utilized in deductive content analyses. Preliminary results show that three mostly mentioned life goals were *happiness* (n=45), *self-actualization* (n=21) and *social goals* (n=21) referring to helping and benefiting others. Majority of teachers (n=62, 80.5%) perceived that their life goals were actualized in their profession and they reasoned this link with self-focused (n=28), other-focused (n=21), self-other-focused (n=12) and self-family-focused (n=1) explanations. Results indicate dominance of self-focus, which is discussed from the point of view of previous purpose studies.

The Formation of Educational Professionals' Worldviews

Keywords: Worldview, Purpose in life, Meaning in life, Education

Presenting Author: Jorien Copier, Radboud University, Netherlands

The formation of educational professionals' worldviews Worldviews of educational professionals are influential in how they practice their profession. The normativity of educational professionals can be understood as the normative questions that they answer explicitly, or act in accordance with, in their profession (Bakker, 2013). Examples of normative questions that are answered in professional acting of educational professionals are closely related to their worldview: What is the purpose of life? How do we understand the good life? And what is (the purpose of) good education? More and more studies have tried to determine what factors influence the answers of educational professionals on these existential questions. Scholars agree that past experiences play an important role in the normativity of educational professionals and in their practice today (Avest & Bakker, 2016; Brand, 2016; Kelchtermans, 1994). However, not all experiences influence our worldview equally. Particularly contingent life events - events that are not necessary, neither impossible (Wuchterl, 2011) - play an important role in worldview formation (Brand, 2016; Kruizinga, Hartog, Scherer-Rath, Schilderman, & Van Laarhoven, 2016). To acquire a better understanding of the relation between personal biography, worldview and normativity of educational professionals we have conducted thirty-five narrative biographical interviews with school leaders of primary schools in the Netherlands. The interviews are analysed using a combined deductive and inductive qualitative coding method. In this paper we will present the results of our examination on how school leaders' worldviews are informed by contingent life events and how they are related with school leaders' visions on good education.

Paper session 4 2

12 June 2018 16:00 - 17:30

Aurora AU204

Single Paper

Culture, Morality, Religion and Education

Single Paper Session - J

Keywords: Education, Learning, Religion, Religious Education, Teaching

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Monique Van Dijk-Groeneboer, Tilburg University, Netherlands

Reading in non-confessional religious education

Keywords: Learning, Education, Teaching, Religious Education

Presenting Author: Lars Unstad, Norwegian University of Science and Technology (NTNU), Norway

Theoretical framework The distinction between content area reading and disciplinary reading is well established in educational research (Hynd-Shanahan, 2013; Moje, 2008; Shanahan & Shanahan, 2008). However, although the role of disciplinary reading is thoroughly documented in subject areas such as science, mathematics, English Language Art and history (Ford & Forman, 2006; Greenleaf, Cribb, Howlett & Moore, 2010; Rainey & Moje, 2012; Spitler, 2011; S. Wineburg & Reisman, 2015; S. S. Wineburg, 1991), disciplinary reading in religious education (RE) remains unexplored. Specifically, the role of the reader in meaning-making processes (Fish, 2006; Jauss, 1982).

Methodology This is a design-based study (Anderson & Shattuck, 2012; Gravemeijer & Cobb, 2006) of reading in Norwegian non-confessional RE. The objective is to investigate how students experience reading in the subject. In the paper, I present findings from observations in four lower secondary classes and interviews with eight teachers and 22 students. The research question is: "What is the main concern for the students when it comes to reading in RE?" The data has been coded, using initial and focused coding according to methods in Grounded Theory (Charmaz, 2014). **Findings** The main challenge for the students is to find *subjective relevance* in RE. This is both knowledge-based relevance, concerned with subject content, and experience-based relevance, concerned with subject presentation. The paper discusses these in light of theory from disciplinary reading and reception theory/reader-response theory and presents some implications on RE curriculum development and RE teaching.

Constructing Commitment and Truth Claims in Religious Education

Keywords: Education, Teaching, Religious Education, Religion

Presenting Author: Anuleena Kimanen, University of Helsinki, Finland

Religious freedom within religious education both in separative and integrative contexts has been widely discussed. The context of RE in Finland requires that the pupil receives education in his/her own religion but without religiously committed goals. Openness in RE have been discussed for instance by Riegel and Leven (2016) in separative and by Skeie (2017) and Jackson and Everington (2017) in integrative context. In this paper, the religious freedom of pupils is addressed from a discursive point of view. How religious truth claims and religious commitment are talked about in classroom interaction? What discursive strategies do the teachers use in order to maintain religious freedom and how do the pupils respond to those strategies? Classroom discourse is contextualised through the analysis of the teachers' goals and the pupils' expectations about RE classes. The data consists of 20 observed lessons, 10 in Lutheran and Islamic RE respectively, and interviews with both teachers as well as 12 Islamic RE pupils and 7 Lutheran RE pupils. The data is analysed with a discursive psychology approach (Potter 2004). The results indicate that because the Islamic RE pupils interpreted the school's RE classes in religious framework, a resource available for them, the teacher's discreet efforts to enhance openness and critical thinking did not work. In contrast, in Lutheran RE classes commitment and truth claims are mainly, but not exclusively, talked about from an outsider's position.

What kind of tensions are involved in the pedagogical use of religious narratives?

Keywords: Learning, Education, Teaching, Religious Education

Presenting Author: Raili Keränen-Pantsu, University of Eastern Finland, Finland; **Co-Author:** Inkeri Rissanen, University of Tampere, Finland

In this presentation we examine how narratives of religious traditions are used as resources in religious education and compare practices from Evangelic Lutheran and Islamic religious education in the Finnish public schools. The sacredness of the narratives from the holy books entails that there can be contestations over their pedagogical use, and teachers need to negotiate the possible tensions between the pedagogical aims of liberal religious education and integrity of the holy narratives. The research data consists of interviews with teachers of Lutheran (n=4) and Islamic (n=5) religious education as well as classroom observations. The results of qualitative content analysis show that teacher use narratives as pedagogical resources in both teaching about and from religion. However, we found that tensions occurred between the ideals of student-centered, experiential and creative learning, on the one hand, and respecting the sacredness of the narratives, on the other hand. Furthermore, we observed tensions between the aims of teaching liberal educational values and protecting the authenticity of the sacred narratives. In this paper we also present the teachers ways of negotiation these tensions.

Keynote 4 - Kirsi Tirri 1

13 June 2018 09:15 - 10:15

Aurora AU111

SIG 19 Keynote Session

Teaching and Teacher Education

Keynote Session - Kirsi Tirri

Keywords: Purpose in life, Religious Education, Spiritual Education, Teaching

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Elina Kuusisto, University of Helsinki, Finland

The Purposeful Teacher

Keywords: Purpose in life, Teaching, Religious Education, Spiritual Education

Presenting Author: Kirsi Tirri, University of Helsinki, Finland

In this keynote presentation, I will emphasize the importance of purposeful teaching in all subject domains and especially in religious and spiritual education. 'Purpose' is referred to 'a stable and generalized intention to accomplish something that is both meaningful to the self and of intended consequence to the world beyond the self' (Damon, Menon, and Bronk 2003, 12). The purposeful are those teachers who have found something meaningful to which to dedicate themselves, who have sustained this interest over a period, and who express a clear sense of what they want to accomplish in their teaching and why. They have found a goal that inspires their

teaching efforts from day to day and helps them see the future in their career. These teachers have also taken concrete steps to achieve their ambitions and act according to their educational vision. Empirical results concerning teachers' and students' purposes in different cultures and countries including Finland, USA, Brazil and Iran are presented and compared. The skills in ethical sensitivity and moral mindset are introduced as important assets in purposeful teaching. A didactic model on how to teach purpose in teacher education and in schools is presented and discussed with the participants.

Paper session 4 1

13 June 2018 10:30 - 11:30

Aurora AU204

Single Paper

Culture, Morality, Religion and Education, Educational Policy and Systems

Single Paper Session - I

Keywords: Education, Learning, Religious Education, Spiritual Education, Teaching, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Konstantin Lindner, University of Bamberg, Germany

Teachers' perspectives on gratitude in classroom interactions. A case study from Finland

Keywords: Worldview, Learning, Education, Teaching

Presenting Author: Leonardo Cedillo Berber, University of Helsinki, Mexico; **Co-Author:** Elina Kuusisto, University of Helsinki, Finland; **Co-Author:** Kirsi Tirri, University of Helsinki, Finland

In the context of morality, gratitude is conceived as a device developed to facilitate exchanges between individuals (Freitas, Pieta and Tudge, 2011; Froh et al., 2008; Piaget, 1995) experienced when a beneficiary receives help from a benefactor and this first experiences positive feelings associated to the benefactor and wishes to repay when an opportunity arises (Nelson et al., 2013). However, in education, several views agree that the concept has different meaning due to the different ground that the whole educational phenomenon brings to the understanding about beneficiary and benefactor (Gulliford et al., 2013; Howells, 2014; White, 1999). The present research aims to contribute to fill the gap concerning the definition of the concept by questioning the meaning of gratitude from first grade teachers (N = 2) of a Finnish primary school and how their students express gratitude. These research questions are: How is gratitude expressed in school context? and What is the meaning of gratitude in school context? Non-participant observations and recording during one lesson per teacher were the main collecting data tools. After recordings, stimulated recall interviews with open-ended questions were applied to obtain narratives related to the above questions. Results show a total of twenty-five different potential grateful moments within both classrooms identified by teachers and researcher. Following Baumgarten-Tramer's (1938) gratitude categories, gratitude was observed in verbal, concrete and connective forms within the classroom interactions. The participating teachers understood gratitude as an interindividual everyday experience related to joy and happiness occurring after difficult moments where they felt under pressured, but also when they received or gave help.

Views on early childhood education in a Christian child care centre

Keywords: Education, Teaching, Religious Education, Spiritual Education

Presenting Author: Hilikka Luttinen, University of Eastern Finland, Finland; **Co-Author:** Ulla Härkönen, University of Eastern Finland, Finland

Views on early childhood education by the practitioners in a Christian child day care centre Hilikka Luttinen The aim of this study was to research how views of early childhood educational thinking appear by the staff of a Christian day care centre. Härkönen's (2009; 2013) pedagogical systems theory and model of early childhood education was used as the theoretical framework of the study. In the model views on world, human being, child, knowledge, society, education, goals, subjects, methods, early childhood educational science and other sciences, planning of pedagogical process and pedagogical process of early childhood education are thought to contribute to each other and to global guidelines of each practitioner. Christian educational and pedagogical thinking was as another theoretical framework. The research question is: What kind of contents of views regarding early childhood educational thinking does the staff of a Christian day care centre hold, based on the pedagogical systems theory? The qualitative data consisted of video recordings of interviews of six group meetings, reflective material produced by the whole staff with 6-8 persons present at every meeting and the observational diary by the researcher. (Eskola & Suoranta 1998, 15-16, 18.) This was a discretionary sample. The data will be analyzed from

a phenomenographic perspective. It is a research approach for investigating different views and understandings of reality. (Marton 1986.) The study is under the process. Keywords: Early childhood education, early childhood educational thinking, Christian educational and pedagogical thinking, the pedagogical systems theory of early childhood education.

Paper session 4 2

13 June 2018 10:30 - 11:30

Aurora AU111

Single Paper

Motivational, Social and Affective Processes, Teaching and Teacher Education

Single Paper Session - D

Keywords: Education, Learning, Meaning in life, Religion, Religious Education, Teaching, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: Raili Keränen-Pantsu, University of Eastern Finland, Finland

Teachers' knowledge integrating the curriculum

Keywords: Worldview, Learning, Education, Teaching

Presenting Author: Mikko Niemelä, University of Helsinki, Finland

The purpose of the study is to clarify the concept of curriculum integration and to discuss what kind of professional challenges teachers may face when implementing it in concrete schoolwork. Curriculum integration is a method that permits schoolwork based on students' own worldviews and by integrating knowledge from different disciplines, expansion and increasing of the coherence of worldviews. Lee Shulman's (1986, 1987) theory of pedagogical content knowledge is used to differentiate what kind of requirements curriculum integration impose for teachers. This understanding is crucial especially for development of subject teacher education. Conception of teachers' integrative knowledge is built by asking what does knowledge on content, learners, curriculum, pedagogical content, technology, general pedagogy, and on educational contexts and purposes mean in the context of curriculum integration. Shulman's theory serves as a heuristic tool in the analysis and reveals the high demands curriculum integration put for teachers. The paper argues that a missing paradigm of today's discussion on teaching is the knowledge base for integration, although curriculum integration is for example one of the objectives of new Finnish core curriculum for comprehensive schools (Finnish National Board of Education 2016). With this in mind, the paper is discussing various possibilities of paying more attention to curriculum integration in teacher education. The study can be presented either as a paper or as a poster presentation.

Factors related to authenticity in integrated RE lessons.

Keywords: Meaning in life, Education, Religious Education, Religion

Presenting Author: Martin Ubani, University of Eastern Finland, Finland

The purpose of this paper is to present results on Finnish 9th grade students sense of authenticity in a teaching experiment in integrated RE lessons. The instruction in the teaching experiment was conducted collaboratively: the teachers of the

Lutheran RE, Orthodox RE and Ethics were asked to plan and implement together 5 75 minute lessons for the 24 9th grade (14-15 year old) students. The lessons focused on topics connected with Ethics. The research question is: What factors are connected with the sense of authenticity in integrated RE lessons. The data was gathered with two questionnaires. The first was a diagnostic questionnaire focusing on trait authenticity and other factors studied, the second one was the lesson specific questionnaire collected after each lesson focusing on state authenticity. The quantitative analysis was conducted with SPSS.

Paper sessions 1

13 June 2018 12:30 - 13:30

Aurora AU111

Single Paper

Culture, Morality, Religion and Education

Single Paper Session - H

Keywords: Education, Learning, Purpose in life, Religion, Religious Education, Spiritual Education, Worldview

Interest group: SIG 19 - Religious and Spiritual Education

Chairperson: VASILIKI MITROPOULOU, Greece

A post secular school? How Finnish and Swedish principals negotiate the place of religion in schools

Keywords: Education, Religious Education, Religion, Spiritual Education

Presenting Author: Inkeri Rissanen, University of Tampere, Finland

The idea of post-secularity has emerged as a new paradigm in academic discourses on religion. A variety of meanings is attributed to the term; most commonly it claims a resurgence of public religion and states that the secularization thesis is wrong (Beckford 2012). This paradigm has also been criticized for overstating the continuing or rising public presence and impact of religion in Western Europe, and more empirical research on the matter is called for (Köhrsen 2012). This paper examines how principals of mainstream comprehensive schools experience and negotiate the role of religion in their schools. The data includes semi-structured interviews with Finnish (n=10) and Swedish (n=10) principals or vice-principals. According to the preliminary results, the principals' individual views concerning the relevance or irrelevance of religion influence the policies and practices that determine the place of religion in the school culture. The results affirm the relevance of the notion of post-secularity in a sense that they bring forth the necessity of religious literacy in the pursuit of educational equity in contemporary school communities. In the analysis, attention is paid to manifestations of religious illiteracy in the form of both religion-blind and religionising policies. There is also a comparative aspect in this paper; for instance, the impact of different models of religious education in Finland and Sweden for the development of the role of religion in the school culture is discussed.

Negotiating Modern Worldview's Negatives in Modern Schools

Keywords: Worldview, Learning, Education, Teaching

Presenting Author: Amit Roy, University of Eastern Finland, India

Negating Modern Worldview's Negatives in Modern Schools (PowerPoint Presentation)

Modernity presents its worldviews without critique. However, we live in an age marked by multiple crises of modernity: of nation-states (e.g. wars; partial histories), capitalism (e.g. ecological destruction and sustainability), science (e.g. paid research, nuclear weapons), liberal democracies (e.g. power to non-elected actors decision makers) and government agencies (red-tape-ism; hidden agendas). Before humanity commits a mass-suicide, it probably is time to bring our dirty linen to the schools so that the coming generations may act more wisely and inclusively. This empirical study describes how such a problem based dialogue was conducted in India.

Research Questions: How to open up about the crisis of modernity in modern schools? How to move beyond 'what to think' towards 'how to think'?

Objective: To point out the risks in ideas, things and structures that are obviously there in our worlds and are considered obvious and good.

Theoretical framework: Bohm's ideas on dialogue.

Research approach & methods: An ICT-supported-dialogue (an educational video and online communication) involved multiple stakeholders, along with constructivist pedagogy. Pre- and post-test data (N=379) from the control and experimental groups and teacher's interview were analyzed through mixed-method approach.

Findings of the study: Results indicate that the intervention significantly improved students' factual knowledge; they started to think critically about problem's causal factors; and voluntarily advocated against risky behaviors with indulgent adult. The intervention exemplifies that ICTs can promote the negation of rampantly spread misinformation that underlies man-made crisis.

Paper sessions 2

13 June 2018 12:30 - 13:30

Aurora AU204

Single Paper

Culture, Morality, Religion and Education

Single Paper Session - C

Keywords: Education, Learning, Meaning in life, Purpose in life, Spiritual Education, Teaching, Worldview

Interest group: SIG 17 - Methods in Learning Research, SIG 19 - Religious and Spiritual Education

Chairperson: Risto Aikonen, University of Eastern Finland, Finland

Life Education in China: A Dialogue with Marxist Worldview

Keywords: Worldview, Purpose in life, Meaning in life, Education

Presenting Author: Lapyan Kung, The Chinese University of Hong Kong, Hong Kong

Life education is emerged in the Chinese-speaking societies, namely, China, Hong Kong and Taiwan, in the last two decades. Each society has its own particular concern and approach. Since life education is about a reflection on and enhancement of life experiences, it is fundamentally about a matter of worldview, that is, how life is understood. Unlike Hong Kong and Taiwan, the Chinese government holds a Marxist worldview, and therefore, life education in China would not allow any religious and spiritual components. However, due to the on-going exchange among life educators in these three societies, life education in China has implicitly absorbed some elements of religious and spiritual education of life education in Hong Kong and Taiwan. The purpose of this research is to investigate the social background and determinants of the emergence of life education in China, the content of life education in relation to current moral and political education in China, the development of life education in encounter, and the social significance of life education. The primary focus of this research is the curriculum. This research suggests that first, the loosely defined life education has breakthrough the scope of Marxist worldview imposing one education; second, the concern of life education has drawn both the teachers and learners to take lived experience seriously and to rethink what life is about; and third, life education has established a platform for all disciplines to participate into the enquiry of life.

How students' mindsets predict their academic achievement? A case study comparing China and Finland

Keywords: Learning, Education, Teaching, Spiritual Education

Presenting Author: Junfeng Zhang, University of Helsinki, China; **Co-Author:** Elina Kuusisto, University of Helsinki, Finland; **Co-Author:** Kirsi Tirri, University of Helsinki, Finland

According to Dweck (2006) mindsets are beliefs that individuals hold about their most basic qualities and abilities. To have a fixed mindset is to believe that human qualities such as intelligence and giftedness, are immutable; to have a growth mindset is the belief that basic qualities may be cultivated with effort. Based on previous studies (see Zhang, Kuusisto, & Tirri, 2017) students' mindsets can play roles of cause and mediator in academic achievement. Mindset can also be an outcome of students' academic achievement. However, some studies indicate that the relationship between mindset and achievement is non-correlational. The purpose of this study is to answer the following research questions (1) How do Chinese and Finnish students view the nature of intelligence and giftedness? (2) How do Chinese and Finnish students' mindset predict their academic achievement? Data was gathered in fall 2017 using Dweck's (2000) instrument from one Chinese and two Finnish middle schools. Chinese (n = 707) and Finnish (n = 495) students were on grade 7-9 and their age was 12-15. Academic achievement was operationalized with grades of math and mother tongue.