

Holistic Religious Education – is it possible?

The complex web of religion, spirituality and morality

Bearbeitet von
Sturla Sagberg

1. Auflage 2015. Taschenbuch. 172 S. Paperback

ISBN 978 3 8309 3318 2

Format (B x L): 16,5 x 23,5 cm

[Weitere Fachgebiete > Pädagogik, Schulbuch, Sozialarbeit > Schulpädagogik > Religionspädagogik, Religionsdidaktik](#)

schnell und portofrei erhältlich bei

The logo for beck-shop.de features the text 'beck-shop.de' in a bold, red, sans-serif font. Above the 'i' in 'shop' are three red dots of increasing size. Below the main text, 'DIE FACHBUCHHANDLUNG' is written in a smaller, red, all-caps, sans-serif font.

beck-shop.de
DIE FACHBUCHHANDLUNG

Die Online-Fachbuchhandlung beck-shop.de ist spezialisiert auf Fachbücher, insbesondere Recht, Steuern und Wirtschaft. Im Sortiment finden Sie alle Medien (Bücher, Zeitschriften, CDs, eBooks, etc.) aller Verlage. Ergänzt wird das Programm durch Services wie Neuerscheinungsdienst oder Zusammenstellungen von Büchern zu Sonderpreisen. Der Shop führt mehr als 8 Millionen Produkte.

Contents

Introduction	13
Holistic religious education or bits and pieces	13
The meaning of holism	16
The main question and the main problem	19
The child and the process of making meaning	21
The art of holistic religious education	23
Holistic education and the complex web of religion, spirituality and morality	24

I The child and the process of making meaning

1 Where it all starts: Children as spiritual subjects, and the meaning of time and space	25
Theoretical backdrop	25
‘Time and space for wonder’	28
A narrative approach to meaning	28
Kindergarten A: Ordinary time, infinite space and heaven	30
Kindergarten B: Empathy and rules of conduct	33
Kindergarten C: Time and space for wonder	35
Children’s meaning-making, spirituality and different educational environments: summary and outlook	38
2 The concept of ‘child’ and the question of identity formation	40
A new concept of the child?	40
The paradox of the new child paradigm	42
The new child paradigm and religious education	43
The power of a traditional Christian view of the child	44
The child concept has changed in times of crisis	45
The ‘identity’ concept	47
Identity and personal memory	48
The child, the church and the family: some trends and issues in a Nordic perspective	51
Summary and outlook	52
3 The child in theology – and as theologian?	54
A family of related concepts	55
The Child Theology Movement	56
The <i>Kindertheologie</i> network	56

Child theology in Norway	59
Child theology and a 'broad and complex view of children'	63
Summary and discussion	64
<i>Children as models of faith – in what sense?</i>	65
<i>To what extent can children's own voices be heard and make meaning in a theological sense?</i>	67
<i>How does child theology relate to children's meaning-making in terms of holistic education?</i>	69
4 Children's faith – a matter of morality?	71
Conceptual and methodological challenges concerning children's faith	71
Faith and 'childhood learning'	74
Children's faith is existential trust	75
Faith and morality interrelated or mixed	77
5 Children's meaning-making as spirituality	81
A rumour of angels	81
The paradoxical interest in the spiritual in late modern society	82
Two roots in research on spirituality	83
Religious and/or spiritual development?	83
The point mode and the line mode	84
Spirituality is not a matter of either religious or secular worldviews, but of being connected or alienated	85
Which spirituality are we looking for?	85
Recent research and new trajectories	88
Hermeneutics of spiritual education for young children – an attempt	91
<i>A case study</i>	91
<i>Young children's spirituality: A matter of cultural learning</i>	94
<i>Children's spirituality as a sense of reality or as extrasensory experience</i>	95
<i>Nurturing a sense of being human</i>	96
<i>The question of importance</i>	97
<i>Hope education</i>	97
Back to the angels – and down to earth	98

II The art of holistic religious education

6 Education as a spiritual process, and the meaning of religious nurture	101
The dynamics of spirituality in education	102
How can religion and religious education relate to education in general?	106

The meaning of education	106
Religion in spiritual education	108
A Norwegian example	109
Religion in spiritual education and political ethics	113
Conclusion and outlook	115
7 Religious education and the pedagogy of wonder	117
Three kinds of wonder	117
The beginning of knowledge of all kinds	118
Wonder increased or replaced by knowledge: Two strands of understanding	119
Wonder in the New Testament	121
Platonic and Aristotelian influences on Christian theology	123
From religious wonder to aesthetic wonder	124
Wonder in religious education – philosophical, religious or both?	126
What is the significance of wonder in religious education?	130
The object of wonder is particular events, not only universal issues	131
The subjective aspect of wonder involves open-ended philosophy	132
A language of wonder has ethical aspects	132
Wonder and the question of truth in religious plurality	133
Summary	134
8 Religious education and religion as culture	136
A functional or substantial approach to religion and culture	137
Religion understood in terms of cultural relativism or constructivism	138
Religious culture and the issue of cultural or religious identity	141
The power of religious culture and possible consequences for religious education	143
Summary and outlook	145
9 A holistic approach to the art of religious education	147
Eight principles of holistic education	147
Religious education in the town square, in the narthex or on a pilgrimage?	151
Making meaning of the complexity of religion, spirituality and morality ..	154
References	156
Index	169