

BREL111 Beliefs, Traditions and Practices

ECTS Value: 5 ECTS

Module Description

In this module learners will be given the opportunity to learn about and appreciate the value of traditions, beliefs, symbols, rituals, feasts and practices of the different world religions, both the monotheistic and the Far Eastern religions. They will also gradually understand how these, and the concept of an 'Ultimate Reality' in the different worldviews, relate to and influence the adherents' everyday personal and community lives. The learner will also reflect upon how other faith traditions can have a positive impact on the Catholic way of life and identity, especially through the lives of great people coming from different religions who had a significant impact on their communities, and on the whole humanity.

Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

Competences

- a. advise SMT members on how to take initiatives for the school to celebrate religious diversity and enhance a spirit of fraternity and mutual respect between adherents of different religious traditions and denominations;
- b. ensure that students as well as other members of the school staff have opportunities to learn about and respect more the rituals of different religious traditions and denominations, and reflect upon how they relate to and have an impact on everyday life;
- c. create opportunities for students and school staff members to learn about the lives of great people from the Jewish and Muslim traditions who were fully committed to their particular noble vocations through which they contributed immensely to society and became a source of inspiration to many other people from different religions and religious denominations;
- d. create opportunities for students and school staff members to learn about the most basic and significant rites and rituals of Far Eastern Religions, especially Buddhism and Hinduism, and thus ensure that students and staff appreciate more the value of these religious traditions.;
- e. carry out tasks with students that help them understand and reflect upon the concept of 'Ultimate Reality' in different worldviews, and how this can have an impact on and shape everyday living.

Knowledge

- a. identify and describe two rituals from each of the monotheistic religions, namely Christianity, Islam and Judaism;
- b. demonstrate knowledge of several people who were fully committed to their noble vocations from the Jewish and Muslim traditions, and who contributed significantly to their community as well as to society in general;
- c. describe the most significant events of these people's lives, especially those which show their good deeds and practice of virtues for the good of society;
- d. describe two basic rituals from Far Eastern religions, such as the spinning of the prayer wheel in Buddhism, and Puja and Namaste in Hinduism;
- e. define what a worldview is and how it is formed within parameters of a religious tradition;
- f. define the concept of 'Ultimate Reality' in the different worldviews.

Skills

- a. create meaningful connections between rites and rituals of different religious traditions, and people's way of lives;
- b. demonstrate how great and committed people from different religious traditions can challenge the Christian praxis of everyday life;
- c. show how the rites and rituals of different religions, including those of the Far East, stem out of and seek to answer the same existential and fundamentally human questions that are common to all religions and denominations;
- d. demonstrate how the concept of 'Ultimate Reality' has several implications on how adherents of particular religions shape their worldview, including the perception of themselves and of others;
- e. guide students to think of how different concepts of the 'Ultimate Reality' that lead to different worldviews, transpire from the already existing worldviews shaped by the different cultures.

Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module will be assessed through: Practical Task, Presentation and Assignment

Suggested Readings

Core Reading List

1. Engebretson, K. De Souza, M. , Durka G. & Gearon, L. (Eds.). 2010. International handbook of inter-religious education. Netherlands: Springer.
2. Gellel, A. 2010. Nurturing spirituality through symbol literacy in religious education. *Journal of Religious Education*, 58(3), 44-51.
3. Meijer, W. A., Miedema, S., & der Velde, A. L. 2009. Religious education in a world of religious diversity (Vol. 12). Waxmann Verla

Supplementary Reading List

1. Jackson, R. 2004. Intercultural education and recent European pedagogies of religious education. *Intercultural Education*, 15(1), 3-14.
2. Matlins, S. M., & Magida, A. J. (Eds.). 2010. *How to Be a Perfect Stranger: The Essential Religious Etiquette Handbook*. Skylight Paths Pub.
3. Valsiner, J. and Rosa, A. (Eds.) 2007. *The Cambridge Handbook of Sociocultural Psychology*, Cambridge: Cambridge University Press.