

## BREL200 Religion Teaching Methodology in Secondary Schools

ECTS Value: 5 ECTS

### Module Description

Participants will be introduced to student-centred approaches to teaching, learning and assessment. They will learn to research their teaching with a view to improve pedagogy. They will be introduced to ways of analysing and critiquing course design, of documenting and reviewing teaching, and assessing student learning. Through reflection on their teaching, participants will come to name and understand its elements and to recognise the signs of student engagement and understanding. Participants will be introduced to ways of observing and critiquing their teaching and will make and analyse a video/audio of their practice. Participants will then share and critique this work in a peer review process. Teachers will also be introduced to the concept of a 'signature pedagogy' in their discipline and will review their practice in the light of this. Ultimately, the module focuses on facilitating disciplinary understanding and on the ways we can support and hinder student learning. The module will give an overview of methodology of teaching RE. The aim of the course is to give an overview of methodology of teaching RE; introduction and analysis of different teaching and learning methods; planning, preparation, arrangement and presentation of classes in RE; integration of the subjects of RE into the main curriculum; difficulties of communication in teaching process, group process and moral decision making based on the ethics of a teacher.

### Overall Objectives and Outcomes

At the end of the module/unit the learner will have acquired the responsibility and autonomy to:

### Competences

- a. represent The Seven Dimensions of Religion through better planned RE schemes of work;
- b. create lessons that predict the different changes that RE has to tackle due to changes in society;
- c. comply the use of a wide range of teaching and learning methodologies in Religious Education;
- d. advise other RE teachers and SMT on the way forward for the introduction of active teaching methods in the Religious Education of students in the Secondary Sector;
- e. execute appropriate cross-curriculum
- f. create student-centred lessons which promote effective learning;
- g. formulate pedagogically creative and innovative lessons in Religious Education for delivery in secondary sector;
- h. perform key features of their disciplines in the context of pedagogy;
- i. execute a variety of differentiation strategies in lesson planning to devise effective and inclusive lessons in Religious Education;
- j. collaborate with other colleges to discuss the key features of a signature pedagogy in the discipline chosen;

- k. comply some of the teaching and assessment methods suggested during this module; show how their pedagogy works by creating a video/audio of practice;
- l. be responsible for the investigation of different forms of methods and approaches in RE;
- m. ensure opportunities for participation in and/or observation of different methodologies held in their respective schools;
- n. create and use different ways to obtain students' feedback on their learning;
- o. critically evaluate and critique a range of teaching methods relevant in Religious Education in Secondary schools;
- p. advise and use constructive feedback to and from colleagues to improve your own teaching.

## Knowledge

- a. describe the background theory, issues and practice relating to current teaching of Religious Education in secondary schools;
- b. describe educational concepts and issues related to Religious Education;
- c. define learning needs in Religious Education and interpret these learning needs in order to plan, teach, assess and evaluate lessons and schemes of work;
- d. recall confident academic and pedagogic subject knowledge to teach Religious Education
- e. identify the key features of their disciplines in the context of pedagogy;
- f. identify key features of a signature pedagogy in the discipline chosen;
- g. recite secure understanding of the statutory requirements of the curriculum in Religious Education.

## Skills

- a. design methodologies based on principles of active learning, student understanding and ongoing assessment;
- b. show how their pedagogy works by creating a video/audio of practice;
- c. demonstrate the benefits of promoting innovative methodologies in the designing RE lessons;
- d. construct formative /summative assessment procedures to enhance engaged RE classes;
- e. plan practice in the light of a chosen theoretical framework; f) demonstrate how a chosen aspect of teaching and learning works in practice;
- f. demonstrate how a chosen aspect of teaching and learning works in practice.

## 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 Assignments and Presentation

## Suggested Readings

### Core Reading List

1. Baumfield, V (2008) 'Demanding RE: Engaging research, scholarship and practice to promote learning'. *British Journal of Religious Education* 30:1, January 2008, pp1-2.
2. Buchanan, T. Michael, Gellel, Adrian-Mario (ed) *Global Perspective on Catholic Religious Education in Schools*.
3. Grimmitt, M (ed) (2000) *Pedagogies of Religious Education: Case Studies in the Development of Good Pedagogic Practice*; Great Wakering, Essex: McCrimmons.
4. Ipgrave, J, Jackson, R and O'Grady, K (eds) (2009) *Religious Education Research Through a Community of Practice: Action Research and the Interpretive Approach*; Münster: Waxmann.
5. Ipgrave, J (2001) *Pupil-To-Pupil Dialogue in the Classroom as a Tool for Religious Education: Warwick Religions and Education Research Unit Occasional Papers II*; Coventry: WRERU.
6. Jackson R. (2011a) *The Interpretive Approach as a Research Tool: Inside the REDCo Project*, *British Journal of Religious Education*, 33 (2) 189-208.
7. Jackson, R (1997) *Religious Education: An Interpretative Approach*; London: Hodder.
8. Stern, L J (2006) *Teaching Religious Education: Researchers in the Classroom*. UK: Continuum.

### Supplementary Reading List

1. Barnes, P. (2011) *Debates in Religious Education*. Taylor & Francis Ltd Routledge
2. Blaylock, L., Draycott, P. Rivett, R. (2007) *A Teacher's Handbook of Religious Education*. 3rd Revised Edition. Christian Education.
3. Broadbent, L. Brown, A. (2002) *Issues in Religious Education*. Taylor & Francis Ltd Routledge Falmer.
4. Erricker, C., Chater, M. (2012) *Does Religious Education Have a Future?* Taylor & Francis Ltd Routledge
5. Grimmitt, M (2000) *Pedagogies of Religious Education*. McCrimmon Publishing Co Ltd
6. Stern, J. (2006) *Teaching Religious Education*. Bloomsbury Publishing PLC Continuum International Publishing Group Ltd.
7. Wright, A., Brandom, A., Barnes, P. (2008) *Learning to Teach Religious Education in the Secondary School*. 2nd Revised edition. Taylor & Francis Ltd Routledge