

BREL201 Developing a New Vision for the Religion Education Classroom

ECTS Value: 5 ECTS

Module Description

The adolescent years are very challenging for young people. Besides this factor, Religious Education (RE) is a demanding area of pedagogical education. For these two reasons, this module is to equip future RE educators with the various methodologies through which RE is imparted in the learning set-up, so that our youths would be in a better position to face life challenges in a Christian way and therefore in a good human, spiritual and moral, way. The theory and methodology of the curriculum, instruction and their evaluation require certain skills. If the learner achieves these skills, his/her training process will meet the needs of each of his/her individual students, and his/her ability to adjust to his/her students' different situations. The Secondary Sector teacher, at all years, needs to have the right knowledge, skills, attitudes and competences to follow and explore the pedagogical field which will then assume a holistic assessment of the students' performance. The future educators explore the ways in which RE can be embedded in the whole programme of the curriculum. All this will assume that the RE teacher will have a sound knowledge of the subject content which will be passed on through various methods of learning.

Overall Objectives and Outcomes

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

Competences

- a. Devise lessons through which religious knowledge is acquired in a way that learning makes enjoyable, reachable and accessible to all;
- b. apply knowledge the learning process involved in the RE curriculum, regarding both the present Curriculum and the Learning Outcomes-based Curriculum;
- c. perceive and compose a new and individual vision for RE supported by further research on RE material;
- d. engage students by conceptualizing and link the subject content of RE with the experiences of the students and their worldview;
- e. evaluate the learning situation in the classroom in a way that the models of pedagogy and assessment in RE are reviewed through an action research which involves embedded teaching.

Knowledge

- a. develop an understanding of the different attitudes toward religion and science, an understanding which leads to a completely new perception of RE;
- b. convey ways and means how effective RE Learning can take place through methods of teaching and learning, involving different schools of pedagogy in RE, with special attention to 21st century pedagogy, while exploring the field of educational research;
- c. make effective and professional use of information and communication technologies while customizing learning;
- d. broaden knowledge in order to understand pupils with special/different needs (eg. autism) so as to help his/her students to reach their utmost potential, even their spiritual potential;
- e. validate the various ways of assessment applied so that students would be able to find meaning in Religion in general and RE in particular;
- f. encompass the realm and role of mentoring (instructional coaching) in the whole learning process.

Skills

- a. broaden understanding of the different attitudes towards religion and science in a way as to help students to perceive the two realms as the helpers and supporters of each other;
- b. initiate projects and research about the various methods of teaching and learning involving different schools of pedagogy in RE with special attention to 21st century pedagogy;
- c. evaluate the effectiveness of the professional use of information and communication technologies in order to help and support further customised learning;
- d. formulate further educational programmes for the service of pupils with special/different needs (e.g. autism) and of gifted students to reach their utmost general personal, spiritual and moral potential;
- e. review the practice of mentoring (instructional coaching) in the whole learning process;
- f. evaluate the learning process through pedagogy and assessment as presented in the RE curriculum and the Learning Outcomes-based curriculum.

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. Barnes, L.P. ed., (2011). *Debates in religious education*. Routledge.
2. Black, P. and William, D., 2009. Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability (formerly: Journal of Personnel Evaluation in Education)*, 21(1), pp.5-31.
3. Fullan, M. and Langworthy, M. (January 2014). *A Rich Sea. How New Pedagogies Find Deep Learning*. London: Pearson.
4. Grimmit, M., (2000). Constructivist pedagogies of religious education project: Re-thinking knowledge, teaching and learning in religious education. *Pedagogies of religious education*, pp.189-207.
5. Husbands, C. and Pearce, J. (2012). What makes great pedagogy? Nine claims from research. *National College for School Leadership*, [online]. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf - [Accessed 4 January 2018].
6. Learning Outcomes Framework, (2015). *Religion*. [online] Available at: <http://www.schoolslearningoutcomes.edu.mt/en/dashboard> [Accessed 4 January 2018].
7. Niculescu, R. M. and Norel, M., Religious education an important dimension of human's education. *Procedia - Social and Behavioural Sciences*. 93 (2013), pp. 338 – 342.
8. Scott, C. L. (2015). Cynthia Luna Scott. The Future of Learning 3: What kind of pedagogies for the 21st century? *UNESCO Education Research and Foresight*, Paris. [ERF Working Papers Series, No. 15].

Supplementary Reading List

1. Chater, M. and E. Clive. (2013). *Does Religious Education have a Future? Pedagogical and policy prospects*. Routledge.
2. Fontana, D. (1995). *Psychology for Teachers*. (3rd Ed.) New York: Palgrave.