

BREL306 Respect and Conviviality

ECTS Value: 5 ECTS

Module Description

During their secondary education years, students need to feel that Religious Education is an adventurous field to be explored. They have to be given the right tools by their teachers so that they find, in the RE they have, a practical tool, which leads them and guides them in their everyday life and situations. Teens need to find sense in showing respect and in tolerating others, and need to find in Jesus Christ their ultimate guide and model, in their whole lives, even in times of suffering.

Through this module, the lecturer intends to instil in course participants the urge to assimilate, love, possess and own the subject content regarding respect and conviviality in a way that they can't refrain from passing on the validity of the subject to future generations. The course participant is thereby helped to acquire the right knowledge, skills, attitudes and competences in order to transmit the love of the practicality of the subject using the appropriate pedagogical and methodological methods. These, in turn, should lead the teacher to have a clear picture of each student's achievement. Thus, participants should be given sound knowledge of the subject content and should be trained to apply it according to the needs and abilities of the individual students whom they teach. They should also be given the opportunity to expand their knowledge of the fields in question. As future RE educators, participants should be given the opportunities to explore ways in which they can integrate strongly RE as part of the formation delivered during the Secondary Sector years of the students' education.

Overall Objectives and Outcomes

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

Competences

- a. examine personalities in the Old and New Testament, personalities from history and examples of persons whom we meet in our daily lives, who even during phases of great conflict and suffering display/ed extraordinary compassion to others;
- b. analyse how far man is ready to let God guide him/her along his/her life;
- c. appreciate and put into practice the value of love by which Christ has loved us (agape) so that we are able to love God, ourselves, others and the whole of creation.
- d. analyse what man can gain by respecting others who are different from him/her in one way or another;
- e. explore the narrative of the Incarnation of Christ, of His Transfiguration, and His Death and Resurrection, and their meaning and implication to his/her Christian way of their life.

Knowledge

- a. understand the meaning and implication of the Incarnation, whereby the Son of God was made flesh for our salvation;
- b. understand the meaning of Christ's Transfiguration as a foreshadow of his Passion and Resurrection;
- c. seek and examine what are the factors which hinder him/her to respect everybody and what he/she has to do to overcome such obstacles;
- d. assess critically the value of forgiveness as the greatest means of experiencing and living Christian love and respect;
- e. understand and appreciate the meaning of Religious freedom and its implication for Christian living.

Skills

- a. determine examples from our daily lives of people who, on the living example of Christ, during phases of great conflict and suffering, showed and show extraordinary compassion to humanity;
- b. express his/her gratitude, in various practical ways, towards the Incarnation of Christ – becoming one of us human beings, in everything except in sin.
- c. appreciate and work on practising love and other Christian values, so that he/she advances in fulfilling his/her spiritual life towards eternity where he/she is united with the Holy One and with the Saints.
- d. understand and appreciate the meaning and implication of forgiveness to oneself and to others.

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: Reflective Task/s, Practical Assignment and Presentation

Suggested Readings

Core Reading List

1. Bass, D. D. And Richter, C. (2002). Way to live leader's guide: ideas for growing in Christian practices with teens.
2. Davis Mayors, K. (2017). Daring to Hope. The Crown Publishing Group.
3. Mcneil, B. S. (2015). Roadmap to reconciliation: moving communities into unity, wholeness, and justice.
4. Mcneil, D. P., Morrison, D. A., Nouwen, H. J. M., & Filartiga, J. (2005). Compassion: a reflection on the Christian life. New York, Image Books/Doubleday.
5. Benedict 16, Pope, (2007), Jesus of Nazareth. Bloomsbury Publishing, London.
6. Grudem, W. (2000). Systematic Theology: An Introduction to Biblical Doctrine. London: Inter-
varsity Press.
7. Learning Outcomes Framework, (2015). Religion. [online] Available at:
<http://www.schoolslearningoutcomes.edu.mt/en/dashboard> [Accessed 4 January 2018].
8. Ministry for Education and Employment. The Fronter Platform for Primary schools – Year 1 –
Year 6. Available at: <https://ilearn.edu.mt/malta/main.phtml> [Accessed 4 January 2018]
9. Illich, I. (2009). Tools for conviviality. London, Marion Boyars Publishers.

Supplementary Reading List

1. Barnes, P., Wright, A., & Brandom, A.-M. (2008). Learning to teach religious education in the
secondary school: a companion to school experience. London, Routledge.
2. Catechism of the Catholic Church. (1995). New York, United States: Bantam Doubleday Dell
Publishing Group Inc.
3. Seligman, A. B. (2014). Religious education and the challenge of pluralism. Oxford, Oxford Univ.
Press.