IE9M1-30 Inter Faith Dialogue for Young People

21/22

Department
> Education Studies

Level
> Taught Postgraduate Level

Module leader
> Judith Everington

Credit value
> 30

Module duration
> 12 weeks

Assessment
> 100% coursework

Study location
> Distance or Online Delivery

Description

Introductory description

n/a

Module aims

By the end of the Module the students will have:
Increased their understanding of the theories and issues of inter faith dialogue and applied this understanding to their own contexts
Increased their confidence and skills for guiding young people in inter faith dialogue
Gained a clearer understanding of progression in dialogue skills and how this might be assessed

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

10 Units

1. What is dialogue? – dialogue v monologue; dialogue as context, orientation and activity;

dialogue with diffrence [online self-introductions]

2. Dialogue in curriculum and classroom – relating dialogical models of learning to own educational context and pedagogies
3. Structuring inter faith dialogue for deep learning – using the four strands 'dialogue of life'; 'dialogue of social involvement', 'theological dialogue', 'dialogue of experience'
4. Dialogue of religious languages [online seminar]– faithfulness in religious dialogue; individual faith and communal faith; questions of witness; responding to sensitivities of own religious context; including minority perspectives
5. Dialogues between religious and secular – bridging the conceptual gap
6. Dialogue with and between scriptures
7. Dialogue across distances – religious dialogue using electronic communication; concept of online community [online seminar]
8. Developing young people's dialogue skills – supporting young people in initiating exchanges and formulating responses
9. Analysing dialogue for higher dialogical levels - Telling; Assessment; POV; Explanation; Response questions; Affirmation; Criticism; Association; Differentiation; Agreement; Disagreement; Revision
10. Reflecting on own dialogue project in relation to Module learning – [online tutorials]

Learning outcomes

By the end of the module, students should be able to:

- Reflect on their own professional practice
- Participate confidently in academic and professional discussions combining theory and practice
- Use a variety of online learning tools
- Produce plans for and evaluations of lessons that combine theoretical, professional and practical knowledge.

Indicative reading list

Fancourt, N. (2009) Reflexive Assessment: The Interpretive Approach and Classroom Assessment, in J. Ipgrave, R. Jackson and K. O'Grady (eds.) Religious Education research through a Community of Practice (Münster: Waxmann)
Ford, D. F. and Pecknold, C.C., eds, (2006) 'The Promise of Scriptural Reasoning' (Oxford: Blackwells,)
Greggs, Tom (2010) Inter-faith Pedagogy for Muslims and Christians: Scriptural Reasoning and Christian and Muslim Youth Work in Discourse; Learning and Teaching in Philosophical and Religious Studies Volume 9, No.2, Spring 2010
Ipgrave, J. (2009) The language of friendship and identity: children's communication choices in an inter faith exchange in British Journal of Religious Education vol 31 No. 3
Jackson, R., (1997) 'Religious Education: An Interpretive Approach' (London: Hodder and Stoughton)
Jackson, R., (2004) 'Rethinking Religious Education and Plurality: Issues in Diversity and Pedagogy' (London: Routledge Falmer)
McKenna, U., Ipgrave, J. and Jackson, R. (2008) 'Interfaith Dialogue by Email in Primary Schools:

An Evaluation of the Building E-Bridges Project' (Münster, Waxmann)
Mercer, N. & Littleton, K. (2007) 'Dialogue and the Development of Children's Thinking. A sociocultural approach' . London : Routledge.

[View reading list on Talis Aspire](#)

Subject specific skills

reflect upon and evaluate differing models of dialogue and the philosophical, educational or theological principles that underpin these

demonstrate a knowledge and understanding of differing concepts of inter-faith dialogue

constructively critique theoretical and empirical claims for the value of interfaith dialogue

apply principles derived from one or more models of interfaith dialogue to create opportunities for dialogue in an educational setting

integrate theoretical propositions, empirical findings and professional insights to discuss issues related to inter-faith dialogue

Transferable skills

- Analysis and decision making
- Communication skills
- Critical thinking
- Emotional intelligence
- Intellectual ability
- Planning and organisational skills
- Reasoning
- Using IT effectively

Study

Study time

Type	Required
Online learning (independent)	10 sessions of 3 hours (10%)
Private study	270 hours (90%)
Total	300 hours

Private study description

Independent study hours include background reading, completing reading/other tasks

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A2

	Weighting	Study time
5000 word assignment Assignment	100%	

Feedback on assessment

Feedback Sheet through Tabula

Availability

Courses

This module is Core for:

- Year 1 of TIEA-X3A6 PG Award in Inter Faith Dialogue for Young People

This module is Optional for:

- TIEA-X31L Postgraduate Taught Educational Innovation
  - Year 1 of XL03 Educational Innovation with Specialism in Business
  - Year 1 of XL06 Educational Innovation with Specialism in English
  - Year 1 of XL08 Educational Innovation with Specialism in History
  - Year 1 of XL16 Educational Innovation with Specialism in Religious Education
  - Year 2 of XL04 Educational Innovation with Specialism in Childhood
  - Year 2 of XL05 Educational Innovation with Specialism in Drama
  - Year 2 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
  - Year 2 of XL08 Educational Innovation with Specialism in History
  - Year 2 of XL16 Educational Innovation with Specialism in Religious Education
  - Year 3 of XL05 Educational Innovation with Specialism in Drama
  - Year 3 of XL08 Educational Innovation with Specialism in History
- Year 1 of TIEA-X30D Postgraduate Taught Religious Education by Distance Learning