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Autore	Alberts Wanda
Titolo	Integrative religious education in Europe [[electronic resource]] : a study-of-religions approach / / Wanda Alberts
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Nota di bibliografia	Includes bibliographical references (p. [391]-436) and index.
Nota di contenuto	Front matter -- Foreword -- Table of Contents -- Acknowledgements -- Introduction -- Chapter I. Theory and methodology in the academic disciplines relevant to integrative RE -- 1. The Study of Religions -- 2. Education -- Chapter II. Integrative Religious Education in England -- 1. History and organisation of integrative RE in England -- 2. Current approaches to RE in England -- Chapter III. Integrative Religious Education in Sweden -- 1. Religions in Sweden and the Swedish school system -- 2. The history of integrative RE in Sweden -- 3. Aims and contents of integrative RE in Sweden -- 4. The concept of religion -- 5. The representation of religions -- 6. The notion of education in Swedish RE -- Chapter IV. Evaluation and Conclusions -- 1. English and Swedish concepts for integrative RE -- 2. Integrative RE in the European context -- 3. A framework for integrative RE in Europe -- Epilogue: The potential of integrative RE -- Bibliography -- Index
Sommario/riassunto	This book is a contribution to the development of the young discipline of the didactics of the Study of Religions (Religionswissenschaft) in international perspective. Integrative religious education refers to education about different religions in classrooms with children of

various religious and non-religious backgrounds. Cornerstones of recent debates about theory and methodology in the academic study of religions and in education are discussed in the first chapter. They form the basis of the following analysis and evaluation of current approaches to integrative religious education in Europe, with a special focus on England and Sweden. Particular attention is paid to the different underlying concepts of religion, education and ways of representing religious plurality in these approaches. Building on a discussion of the current situation of teaching and learning about religions in schools in Europe in the context of wider cultural, social and political debates, the book concludes with the suggestion of a framework for integrative religious education in Europe, from a perspective that combines insights from the study of religions and education.

2. Record Nr.

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