

Christian Religious Education Sharing Our Story And Vision

Education, Education, Education: Reflections on a Missing Dimension / Gert Biesta -- 'Buddhism Is Not a Religion, But Paganism Is: The Applicability of the Concept of 'Religion' to Dharmic and Nature-Based Traditions, and the Implications for Religious Education / Denise Cush and Catherine Robinson -- Reflections on the Seminar on Religion and Education: The Forgotten Dimensions of Religious Education / Joyce Miller.

Provides a comprehensive introduction to all aspects of religious education and pastoral ministry and gives an in-depth inquiry into the philosophical, educational and theological theories for sharing faith.

Richard Swinburne presents a new edition of the final volume of his acclaimed trilogy on philosophical theology. Faith and Reason is a self-standing examination of the implications for religious faith of Swinburne's famous arguments about the coherence of theism and the existence of God. By practising a particular religion, a person seeks to achieve some or all of three goals - that he worships and obeys God, gains salvation for himself, and helps others to attain their salvation. But not all religions commend worship, and different religions have different conceptions of salvation. Faced with these differences, Richard Swinburne argues that we should practice that religion which has the best goals and is more probably true than the creeds of other religions. He proposes criteria by which to determine the probabilities of different religious creeds, and he argues that, while requiring total commitment, faith does not demand fully convinced belief. While maintaining the same structure and conclusions as the original classic, this second edition has been substantially rewritten, both in order to relate its ideas more closely to those of classical theologians and philosophers and to respond to more recent views. In particular he discusses, and ultimately rejects, the view of Alvin Plantinga that the 'warrant' of a belief depends on the process which produced it, and John Hick's contention that all religions offer valid paths to salvation.

Faith for the Heart makes a special outreach to the "spiritual but not religious," to the "nones, and the "believers without belonging," with rich resources for their faith journey. "Catholic" signals that "all are welcome" to draw upon its treasury of the Church's spiritual resources, regardless of faith identity.ÿÿ

God Beyond Borders

Holistic Education Resource Book

The Peace with Dementia Rosary

Educating People of Faith

Christian Religious Education

Critical Issues in Religious Education

Will Our Children Have Faith?

The book comes out of the ecumenical movement and is one outcome of the Holistic Education Study Process of the World Council of Churches. It contributes to a dialogue between education philosophy and religious education, spiritual education and the search for peace and justice, reconciliation and healing as a yearning of all human beings.

Christian Religious Education Sharing Our Story and Vision Jossey-Bass

This book reviews the teaching practices of 46 leading Christian educators from the first century to the present, then tests modern educational schemes against the traditional models. Dr. Burgess also proposes some new directions for the future of Christian education.

Here are the stories of twelve women--Sophia Fahs, Hulda Niebuhr, Nelle Morton, Rachel Henderlite, Iris Cully, Norma Thompson, Olivia Pearl Stokes, Sara Little, Dorothy Jean Furnish, Freda Gardner, Letty Russell, and Maria Harris--all religious educators, all who transformed the field of religious education, some long before the contemporary feminist movement. Though the women represent different times, interests, and approaches to the discipline, they all shared a commitment to creative and enthusiastic religious education.

A New Vision for Educating and Growing Disciples

Education, Intentions, Community

Insights for Christian Education in North America

Pistis and Fides in the Early Roman Empire and Early Churches

What Makes Us Catholic

The Purpose Driven Church

Education and Christian Practices

The U.S. is notoriously ethno- and Eurocentric, often unaware of the rich contributions that are available to it from its own hemisphere. Pazmino addresses that failing and, for people interested in theology and Christian education, explores the wealth of the Latin American experience. From there he poses a model of Christian education influenced by the Latin American viewpoint.

A Modern Manual for Sharing a Relevant, Vibrant, Enduring Faith In the face of mounting obstacles, parents and educators find themselves increasingly challenged by the task of leading people toward lives of faith. Now Thomas Groome, a world-renowned authority on religious education, has created a contemporary, holistic approach to teaching Christian beliefs and values that offers real, effective solutions for today's parents and teachers. His guide to religious education—which aims to “bring life to Faith and Faith to life”—is a hopeful road map for reenergizing the faith community and family from the bottom up.

A year of gospel-saturated daily devotions from renowned Bible teacher Alistair Begg. Start with the gospel each and every day with this one-year devotional by renowned Bible teacher Alistair Begg. We all need to be reminded of the truth that anchors our life and excites and equips us to live for

Christ. Reflecting on a short passage each day, Alistair spans the Scriptures to show us the greatness and grace of God, and to thrill our hearts to live as His children. His clear, faithful exposition and thoughtful application mean that this resource will both engage your mind and stir your heart. Each day includes prompts to apply what you've read, a related Bible text to enjoy, and a plan for reading through the whole of the Scriptures in a year. The hardback cover and ribbon marker make this a wonderful gift.

Insightful and heart-warming, this classic book is written for those who seek to know God better. It unfolds life-impacting, biblical truths and has been called a "soul-stirring celebration of the pleasures of knowing God."

Meditations of a Christian Hedonist

Learning and Teaching in an Ecumenical Context

A Winning Walk

Religion's Surprising Impact on Academic Success

Encyclopedia of Christian Education

Will our children have faith?

Growing in the Life of Faith

The comparative method is an integral part of religious studies. All the technical terms that scholars of religion use on a daily basis, such as ritual, hagiography, shrine, authority, fundamentalism, hybridity, and, of course, religion, are comparative terms. Yet comparison has been subject to criticism, including postcolonialist and postmodernist critiques. Older approaches are said to have used comparison primarily to confirm preconceptions about religion. More recently, comparison has been criticized as an act of abstraction that does injustice to the particular, neglects differences, and establishes a mostly Western power of definition over the rest of the world. In this book, Oliver Freiberger takes a closer look at how comparison works. Revisiting critical debates and examining reflections in other disciplines, including comparative history, sociology, comparative theology, and anthropology, Freiberger proposes a model of comparison that is based on a thorough epistemological analysis and that takes both the scholar's situatedness and his or her agency seriously. Examining numerous examples of comparative studies, *Considering Comparison* develops a methodological framework for conducting and evaluating such studies. Freiberger suggests a comparative approach - which he calls discourse comparison - that confronts the omnipresent risks of decontextualization, essentialization, and universalization. This book makes a case for comparison, arguing that it is indispensable for a deeper analytical understanding of what we call religion. The book is intended to enrich the practice of both aspiring and seasoned comparativists, stimulate much-needed further discussions about comparative methodology, and encourage more scholars to produce responsible comparative studies.

This study investigates why 'faith' (pistis/fides) was so important to early Christians that the concept and praxis dominated the writings of the New Testament. It argues that such a study must be interdisciplinary, locating emerging Christianities in the social practices and mentalité s of contemporary Judaism and the early Roman empire. This can, therefore, equally be read as a study of the operation of pistis/fides in the world of the early Roman principate, taking one but relatively well-attested cult as a case study in how micro-societies within that world could treat it distinctively. Drawing on recent work in sociology and economics, the book traces the varying shapes taken by pistis/fides in Greek and Roman human and divine-human relationships: whom or what is represented as easy or difficult to trust or believe in; where pistis/fides is 'deferred' and 'reified' in practices such as oaths and proofs; how pistis/fides is related to fear, doubt and scepticism; and which foundations of pistis/fides are treated as more or less secure. The book then traces the evolution of representations of human and divine-human pistis in the Septuagint, before turning to pistis/pisteuein in New Testament writings and their role in the development of early Christologies (incorporating a new interpretation of pistis Christou) and ecclesiologies. It argues for the integration of the study of pistis/pisteuein with that of New Testament ethics. It explores the interiority of Graeco-Roman and early Christian pistis/fides. Finally, it discusses eschatological pistis and the shape of the divine-human community in the eschatological kingdom.

For a denomination like Roman Catholicism that is canonically difficult to leave, many American Catholics are migrating beyond the institution's immediate influence. The new religious patterns associated with this experience represent a somewhat cohesive movement influencing not just Catholicism, but the whole of North American religion. Careful examination of the lives of disaffiliating young adults reveals that their religious lives are complicated. For example, the assumption that leaving conventional religious communities necessarily results in a non-religious identity is simplistic and even, perhaps, misleading. Many maintain a religious worldview and practice. This book explores one "place" where the religiously-affiliated and religiously-disaffiliating regularly meet—Catholic secondary schools—and something interesting is happening. Through a series of ethnographic portraits of Catholic religious educators and their disaffiliating former students, the book explores the experience of disaffiliation and makes its complexity more comprehensible in order to advance the discourse of fields interested in this significant movement in religious history and practice.

This book explores the meaning and identity of religious education within the cultural context of today.

Guidance: An Adult Study For The Lenten Season

Shaping a Christian Worldview

Faith for the Heart

Is There a Disconnect Between Faith and Reason?

Pedagogies for Leaning into God's New Creation

Religion and Education

Teaching to Recover Jesus' Vision for Fullness of Life

The Classic Guide for Educators of Any Denomination What mission calls us to teach? How do societal issues-social oppression, poverty, politics-affect what we teach, how we teach it, and how people learn? Who are our students? What and when are they ready to learn? Once we understand these foundations, how can we facilitate an educational experience that has the power to shape and transform people and communities in life-giving ways of faith? In this classic text, Thomas Groome asks and answers these central questions, providing a comprehensive integration of the history, theory, and practice of modern religious education for a new generation of educators. His self-reflective approach-shared praxis-will inspire school teachers, students of religious education, pastors, parents, and religious educators in local churches who want to understand themselves, their mission, and their surroundings-to inform, form, and transform their students' lives. "Anyone tugged by the calling at the heart of

education or religious life can only cheer for the republication of this classic book."-Robert Kegan, Harvard Graduate School of Education "Whether returning Christian Religious Education or reading it for the first time, readers will discover freshness leaping from the page; you will soon know why this formative book of the past is a beacon for the future-informative, inspiring, and wise!"-Mary Elizabeth Moore, professor of theology and Christian education, Claremont School of Theology

Major social changes, especially as a result the more multicultural nature of society, have raised important issues about the teaching of religion and the rational basis of different religious faiths. *Challenges for Religious Education* addresses and critically examines these changes and asks where religious education and Faith Schools fit within secular society and indeed whether there is still a place for them at all. Analysing what religious education could look like if it were considered from a wider 'world views' perspective that doesn't focus on a particular set of religious beliefs, this book considers the 'reasonableness' of holding a faith and therefore in teaching it; the ongoing tensions between faith and reason; arguments for and against the study of religious education; whether modern secular thought is itself an ideology; and the philosophical standpoints on the relationship between faith and reason. Linking faith and reason with the issue of whether religious education is truly necessary in a modern world, *Challenges for Religious Education* is a crucial read for anyone interested in the future of religious education teaching in a secular society.

This book covers theoretical aspects of Catholic Religious Education in schools and examines them from multiple theoretical and contextual perspectives. It captures the contemporary academic and educational developments in the field of Religious Education while discussing in detail the challenges that Religious Educators face in different European, Asian, African, Australian, American and Latin American countries. The edited collection investigates how to pass on a Catholic heritage as a "living tradition" in diversely populated schools and communities. In this way it explores and asserts the proper identity of Catholic Religious Education in dialogue with Catechetics and with the wider discipline of Religious Education. As the different articles of this publication demonstrate - through a series of interesting and critical points of view - Catholic Religious Education is confronted with many challenges from the risk of marginalization to the confusion produced by a religious indifferentism leading to a strictly comparative or neutral method in the study of religions. It is essential to take into account in our research perspectives that Catholic Religious Education is not only a subject but also a mission in the light of the diakonia of truth in the midst of humanity H.E. Cardinal Zenon Grocholewski, Prefect, Congregation for Catholic Education, Holy See, Vatican City Religious education teachers cannot by themselves overcome the ills of society, but religious education...can help to create better citizens of the world as some authors argue throughout this collection. could not ask more from such timely and provocative collection. It is a gift to the profession and to Catholic Religious Education. Prof. Gloria Durka, Fordham University, New York, NY, USA

Based on the National Study of Youth and Religion--the same invaluable data as its predecessor, *Soul Searching: The Religious and Spiritual Lives of American Teenagers*--Kenda Creasy Dean's compelling new book, *Almost Christian*, investigates why American teenagers are at once so positive about Christianity and at the same time so apathetic about genuine religious practice. In *Soul Searching*, Christian Smith and Melinda Lundquist Denton found that American teenagers have embraced a "Moralistic Therapeutic Deism"--a hodgepodge of banal, self-serving, feel-good beliefs that bears little resemblance to traditional Christianity. But far from faulting teens, Dean places the blame for this theological watering down squarely on the churches themselves. Instead of proclaiming a God who calls believers to lives of love, service and sacrifice, churches offer instead a bargain religion, easy to use, easy to forget, offering little and demanding less. But what is to be done? In order to produce ardent young Christians, Dean argues, churches must rediscover their sense of mission and model an understanding of being Christian as not something you do for yourself, but something that calls you to share God's love, in word and deed, with others. Dean found that the most committed young Christians shared four important traits: they could tell a personal and powerful story about God; they belonged to a significant faith community; they exhibited a sense of vocation; and they possessed a profound sense of hope. Based on these findings, Dean proposes an approach to Christian education that places the idea of mission at its core and offers a wealth of concrete suggestions for inspiring teens to live more authentically engaged Christian lives. Persuasively and accessibly written, *Almost Christian* is a wake up call no one concerned about the future of Christianity in America can afford to ignore.

Sharing Our Story and Vision
A Method for Religious Studies
A "Catholic" Spirituality
God, Grades, and Graduation
Converting the Imagination
Truth for Life
Teaching and Religious Imagination

Believers and teachers of faith regularly know the in-breaking of God's Spirit in their midst, when revelatory experiencing unexpectedly shifts habits of thinking, feeling, and doing toward more life-giving ways of being and becoming. When the moment is right, Spirit breathes new life into dry bones. Though religious educators have much practical wisdom about facilitating learning that is creative and transformative, sharper concepts, cases, and theory can help them do it more critically and assist learners to practice with openness to wonder, surprise, and authenticity. *The Grace of Playing* explains how we can create the conditions for revelatory experiencing by understanding it in light of playing. The notion of playing "as if" can be powerfully reclaimed from ecclesial ambivalence, casual speech, and commercial interests that often lead playing to be associated with childishness, frivolity, or entertainment. This book theorizes adults playing for the sake of faith, drawing on D. W. Winnicott's psychoanalytic theory, as well as of Jurgen Moltmann's theology of play, biblical texts, medieval devotional practices, as well as art and aesthetics that help learners and communities engage in theological reflection. Communal forms of playing in/at God's new creation provide insights into pedagogy which learners are creating and are created anew.

This reference work tells the unique history of Christian education and shows how Christian educators pioneered such institutional reforms as universal literacy, home schooling, Sunday schools, women's education, graded schools, compulsory education of the deaf and blind, and kindergarten.

For two thousand years countless people around the world viewed reality through a Christian lens that endowed their lives with meaning, purpose, and coherence. Today, in an era of unprecedented secularization, many have ceased to find meaning not only in Christianity but in life in general. In *Converting the Imagination*, Patrick Manning offers a probing analysis of this crisis of meaning by marshalling historical and psychological research to shed light on the connections among the disintegration of the Christian worldview, religious disaffiliation, and a growing mental health epidemic. As a response Manning presents an approach to religious education that is at once traditionally grounded in the model of Jesus' own teaching and augmented by modern educational research and cognitive science. *Converting the Imagination* is an invitation to transform the way we teach about faith and make sense of the world, an invitation that echoes Jesus' invitation to a fuller, more meaningful life. It is sure to captivate scholars and practitioners of religious education, ministers seeking to reengage people who have drifted away from the faith or to support young people suffering from existential anxiety, and anyone in search of deeper meaning in their religious traditions or in their own lives.

Shaping a Christian Worldview presents a collection of essays that address the key issues facing the future of Christian higher education. With contributions from key players in the field, this book addresses the critical issues for Christian institutions of higher education as the new century begins to leave its indelible mark on education.

Women Changing Religious Education

A Comprehensive Approach to Religious Education and Pastoral Ministry: The Way of Shared Praxis

Religious Imagination

Third Revised Edition

Sharing Faith

Faith and Reason

The Religious Life and Learning of Young Catholics Beyond the Church

Originally written in 1976, and translated into six languages, this classic critique of Christian education is newly revised and expanded and includes Westerhoff's overview and perspective on the state of Christian education over the past forty years-plus his role in that history. According to Westerhoff, instead of guiding faith formation within the family, the church, and the school, we relegate religious education to Sunday morning classes. There, children learn the facts about religion, but how will they learn or experience faith? How can we nourish and nurture the faith of children, instead of only teaching the facts?

In this new edition of his popular book, Craig Dykstra explores the contributions of the traditions, education, worship practices, and disciplines of the Reformed Christian community in helping people grow in faith. In doing so, he makes the case that the Christian church, in its own traditions, has a wealth of wisdom about satisfying spiritual hunger and the desire to know God deeply--wisdom that offers coherent, thoughtful guidance in such diverse settings as congregational life, families, youth groups, and higher education.

What makes a Catholic a Catholic? According to Thomas Groome, an expert on the essential ingredients of Catholic Christianity, Catholics share certain vital features of life and identity. *What Makes Us Catholic* explains and illuminates that character, and invites Catholics of all kinds to connect more deeply and imaginatively with their own culture and spirituality.

In today's pluralistic world, many cultures feel a shift in the relationship of people with religious traditions. A corresponding movement is a resurgence of interest in human spirituality. This Handbook presents the views of education scholars who engage these concepts every day, in a collection of essays reflecting the international state of the discipline. Out of these rises a vision for the emergence of a just and peaceful world.

Faith of Our Foremothers

Considering Comparison

Everyday Witness

Exploring the History of Jewish and Christian Communities

Almost Christian

365 Daily Devotions

Roman Faith and Christian Faith

Based on ten years of research, *God Beyond Borders* is a comprehensive study of interreligious learning in faith communities. The United States is one of the most diverse countries of the world. Kujawa-Holbrook details the many practices of interreligious learning in faith communities; through interreligious encounters, religious education, shared sacred space, shared prayer, and compassionate action. The book also surveys the field of interreligious learning and investigates some of the more common intentionally interreligious communities--families, clergy groups, chaplaincies, and community organizations. Kujawa-Holbrook combines theory and praxis to make a case for the importance of interreligious learning in all religious organizations.

"It's widely acknowledged that American parents from different class backgrounds take different approaches to raising their children. Upper and middle-class parents invest considerable time facilitating their children's activities, while working class and poor families take a more hands-off approach. These different strategies influence how children approach school. But missing from the discussion is the fact that millions of parents on both sides of the class divide are raising their children to listen to God.

What impact does a religious upbringing have on their academic trajectories? Drawing on 10 years of survey data with over 3,000 teenagers and over 200 interviews, *God, Grades, and Graduation (GGG)* offers a revealing and at times surprising account of how teenagers' religious upbringing influences their educational pathways from high school to college. GGG introduces readers to a childrearing logic that cuts across social class groups and accounts for Americans' deep relationship with God: religious restraint. This book takes us inside the lives of these teenagers to discover why they achieve higher grades than

their peers, why they are more likely to graduate from college, and why boys from lower middle-class families particularly benefit from religious restraint. But readers also learn how for middle-upper class kids--and for girls especially--religious restraint recalibrates their academic ambitions after graduation, leading them to question the value of attending a selective college despite their stellar grades in high school. By illuminating the far-reaching effects of the childrearing logic of religious restraint, GGG offers a compelling new narrative about the role of religion in academic outcomes and educational inequality"--

Dementia is a broad term used to describe a group of chronic symptoms that may include memory impairment disrupting everyday life, diminished judgement, inability to plan, challenges with words and communicating, disorientation of time and place, and other symptoms... In *The Peace with Dementia Rosary*, Matthew walks along your journey of dementia offering Education, Intentions, and Community. Education presented through each of the 20 Mysteries of the Holy Rosary, features important lessons to improve the quality of life for person living with dementia and their care partners. Intentions found in this book will focus your prayers on specific moments and challenges during the journey of dementia...Community is created when we pray for each other and when we create in-person and online support groups... from the back cover.

Every church is driven by something. Tradition, finances, programs, personalities, events, seekers, and even buildings can each be the controlling force in a church. But Rick Warren believes that in order for a church to be healthy it must become a purpose driven church by Jesus. Now the founding pastor of Saddleback Church shares a proven five-part strategy that will enable your church to grow. . . - Warmer through fellowship - Deeper through discipleship - Stronger through worship - Broader through ministry - Larger through evangelism. Discover the same practical insights and principles for growing a healthy church that Rick has taught in seminars to over 22,000 pastors and church leaders from sixty denominations and forty-two countries. The Purpose Driven Church® shifts the focus away from church building programs to emphasizing a people-building process. Warren says, "If you will concentrate on building people, God will build the church."

A Spiritual Vision for Every Teacher and Parent

Out on Waters

Educating for Life

Will There Be Faith?

The Foundation of Christian Higher Education

What the Faith of Our Teenagers is Telling the American Church

In this book, Thomas Groome addresses and brings wisdom to the foundational issues that concern all educators regardless of their religious traditions.

*Do you want to share your faith with others but think you might not know enough? Are you worried that conflicts will arise as you openly talk about and share the love of Christ? In *Everyday Witness*, Sr. Theresa Rickard, O.P., president of RENEW International, offers seven simple habits to help fellow Catholics more comfortably talk about and model Christian faith in our everyday lives. Most often people come to Christ because they've admired the words and actions of believers they respect. But talking about God and witnessing by our actions can be very difficult. In this primer for evangelizing witness, Sr. Theresa Rickard, O.P., presents inspirational stories and biblical reflections along with spiritual coaching and practical advice for Catholics who want to get better at sharing what they believe and how they came to believe it. Rickard encourages us to adopt seven habits that will help us confidently share our faith in word and deed: choose joy be humble preach from the pulpit of life pray unceasingly listen closely practice the art of accompaniment engage in God-talk Each chapter includes Rickard's reflection on witnessing the faith in her own life, a brief survey of what the Bible says on the topic, and the story of an ordinary person who gives witness to their faith in an extraordinary way. Each chapter also offers self-reflection questions, simple ideas about how to grow the habit, and a closing prayer that gives us not only food for thought but also practical help for becoming better witnesses to our Catholic faith.*

A much-needed addition to the emerging literature on the formative power of religious practices, "Educating People of Faith" creates a vivid portrait of the lived practices that shaped the faith of Jews and Christians in synagogues and churches from antiquity up to the seventeenth century. This significant book is the work of Jewish, Roman Catholic, Orthodox, and Protestant scholars who wished to discover and describe how Jews and Christians through history have been formed in religious ways of thinking and acting. Rather than focusing solely on either intellectual or social life, the authors all use the concept of practices as they attend to the embodied, contextual character of religious formation. Their studies of religious figures, community life, and traditional practices such as preaching, sacraments, and

catechesis are colorful, detailed, and revealing. The authors are also careful to cover the nature of religious education across all social levels, from the textual formation of highly literate rabbis and monks engaged in Scripture study to the local formation of illiterate medieval Christians for whom the veneration of saints' shrines, street performances of religious dramas, and public preaching by wandering preachers were profoundly formative. "Educating People of Faith" will benefit scholars and teachers desiring a fuller perspective on how lived practices have historically formed people in religious faith. It will also be useful to practical theologians and pastors who wish to make the resources of the past available to practitioners in the present. Contributors: John C. Cavadini Anne L. Clark Lawrence S. Cunningham Joseph Goering Robert Goldenberg Stanley Samuel Harakas Robert M. Kingdon Blake Leyerle Michael A. Signer Philip M. Soergel David C. Steinmetz John Van Engen Lee Palmer Wandel Robert Louis Wilken Elliot R. Wolfson
Growth Without Compromising Your Message and Mission
Theory and Practice in Historical and Contemporary Perspective
Latin American Journey
The Grace of Playing
An Essay in the Theology of Teaching
Interreligious Learning Among Faith Communities
Challenges for Religious Education