Dear SIG 19 Members and Friends,

We hope that you have stayed well and safe during the corona pandemic. In this EARLI, SIG19 Spring Newsletter we will introduce you our SIG’s New Online Webinar Series organised by our coordinators. The theme of the online webinar series is: Key issues in religions and worldviews in education. The first webinar will be organised already on Thursday 14.5.2020 at 12-14 London Greenwich time. So please save the date. In this webinar, the plenary speaker is Professor Jenny Berglund (University of Stockholm) with the topic Comparative studies on RE, what can we learn (and not) from each other? You can find more information about the speaker at https://www.su.se/english/profiles/jebe9474-1.367972. The webinars are free for participants and you can join them by using Zoom: https://uef.zoom.us/j/62994018564. There is more information about the upcoming webinars further in this Newsletter. In this Newsletter the new members of our sig, the co-secretaries of the webinar series, Elina Hirvonen and Jenni Lemettinen will also introduce themselves.

And there is more information about our conference in Stockholm. Please note that due to the corona pandemic the timing of the conference was changed and the conference is now scheduled for 9th-13th of November. On Monday 9th of November, the JURE pre conference will be organised, and the general EARLI SIG19 programme from Tuesday 10th (starting at lunch time) to Friday 13th (finishing at lunch time). The conference submissions that have already been accepted will retain their status and a new complementary Call for Papers will be opened closer to the conference. You can find more information about the conference via EARLI, SIG19 webpage at: https://www.earli.org/node/42

On behalf our SIG we also want to congratulate our coordinator Laura Hirsto for being selected as a Professor in Education for the University of Eastern Finland. Congratulations Laura! In the end of this Newsletter you can also find publications of our members and friends.

We are wishing you a wonderful spring and summer!

Best Regards, EARLI, SIG19 Coordinators
EARLI SIG#19 “Religions and Worldviews in Education”

Open on-line conference in Spring 2020!

First date 14.5.2020!

Have your scheduled conferences been cancelled? Unfortunately, ours have been, too. But we have good news: We would like to invite you to join our EARLI SIG#19 “Religions and Worldviews in Education” open conference webinar series “Key issues in religions and worldviews in education”. The concept of open conference makes it possible for you making your research visible in a network of experienced scholars and the wider research community in a quick and efficient way, keeping up to date with the latest developments in research and network with scholars in an environmentally friendly manner. And this is for free!

The Religions and Worldviews in Education SIG is part of EARLI (European Association on Learning and Instruction [https://www.earli.org/node/42]. The sig brings together researchers from various backgrounds, such as theology, religious studies, psychology, pedagogy, educational studies and philosophy. Our SIG is advocating empirical and theoretical research that includes cognitive, social and emotional components. Similarly to the mission statement of SIG 19, the open conference will cover topics related to for instance the following themes from all levels of education:

- schools, families and communities as contexts for religious and worldview learning and instruction
- functions of religions and worldviews in learning processes
- constraints and affordances for religious and worldview development in schools, families and communities
- educational and formation goals and practices of schools with respect to values, beliefs and worldviews
- religious and worldview socialization within families and communities new ways of understanding religions and worldviews as educational fields

We will organize once a month a virtual webinar session consisting of presentations focusing on different aspects related to religions and worldviews in education.

The presentation formats are

1. Plenary
2. Symposium
3. Session consisting of several related studies

The session will have a chair and a discussion panel/discussant. In addition, participants are able to discuss and debate the presentations both with comments and in chat area.
We will use Zoom for virtual connection. Participation in the session is free of charge to all scholars interested. The session will be recorded, too. Some of the recordings can be gained access anytime, but some require SIG membership. Read more about EARLI and SIG membership from here: https://www.earli.org/join

Open conference session #1.
The first sig#19 webinar session is on
Thursday 14.5.2020 at 12-14 London Greenwich time
https://uef.zoom.us/j/62994018564

Plenary speaker: Professor Jenny Berglund, University of Stockholm
Topic: Comparative studies on RE, what can we learn (and not) from each other?
Speaker homepage: https://www.su.se/english/profiles/jebe9474-1.367972
Confirmed panelists
Professor Oddrun Braten, Norwegian University of Science and Technology Trondheim, Norway
Dr. Peter Schreiner, Comenius Institut, Germany

Open conference session #2.
The second scheduled sig#19 open conference meeting is on
Thursday 11.6.2020 12-14 London Greenwich time
https://uef.zoom.us/j/62994018564

Plenary speaker: Professor Manfred Pirner, University of Erlangen-Nürnberg
Topic: Religion as Resource and Risk (ReReRi). Results from an empirical Study on the Religiosity of Young Refugees and their Significance for Public Education
Speaker homepage: https://www.evrel.phil.fau.de/team/hauptamtliche-lehrkraefte/prof-dr-manfred-l-pirner/
Confirmed panelists
Dr. Inkeri Rissanen, University of Tampere, Finland
Dr. Farid Panjwani, University of London, UK
Autumn 2020

Open conference session #3.

Thursday 17.9.2020 12-14

This initiative has taken shape as an outcome of the recent events affecting us globally. We felt that there is still a need to disseminate research via presentations and scholarly discussions: there simply is so much going on in research. And we miss our scholarly communities, too. Perhaps you too?

And dear fellow supervisors, why not integrate the SIG#19 Religion and Worldviews in Education open conference with your PhD seminars like we do?

If you have any questions, please contact us. Presentations can be proposed by sig members to the sig coordinators. Active participation and proposals from JURE members are encouraged.

Yours sincerely,

Martin Ubani, Alexander Unser & Laura Hirsto
SIG19 Coordinators

SIG19 Open conference co-secretaries
Elina Hirvonen & Jenni Lemettinen
I am Elina Hirvonen and I am currently working as a project researcher at the University of Tampere. I take part in organizing the Sig 19 On-line conference as a co-secretary with Jenni Lemettinen. I am a doctoral student at the School of Applied Educational Science and Teacher Education at the University of Eastern Finland. If you were in EARLI SIG 19 conference in Joensuu in 2018 we might have met: I was working there as a conference secretary. My research interest focus on dialogue education and worldview and interreligious sensitivities.

I am Jenni Lemettinen (MEd), PhD student at the School of Applied Educational Science and Teacher education at the University of Eastern Finland. I have a qualification for Primary School teacher and I’m specialised in RE. My research interests include worldviews, values and religious education and my thesis focus Finnish basic education teachers’ perceptions about worldview and value education. Now I take part in organizing the SIG19 open on-line conference as a co-secretary.
At Stockholm University, 9th to 13th November 2020

The dates are at this stage provisional due to international pandemic situation. If November will not be possible, the conference will be postponed to June 2021. The decision is made at the end of August, together with updated information on a deadline for new proposals. All already accepted proposals will automatically be included in the conference programme, unless the author wants to withdraw it.

For more information on the conference keynote speakers and topics, see below.

Warmest Welcome to Stockholm!
Tünde Puskás

University Lecturer, Docent at Linköping University, Sweden, with research on ethnicity, language, culture and religion and the construction of national and ethnic identities.

Background in ethnic and migration studies; how difference based on ethnic categories is negotiated, articulated and re/constructed in everyday practice and in narratives.

Current research project on cultural heritage tradition and religion in Swedish preschool practices: How are religion, traditions and cultural heritage handled in the world of preschool? How does this influence children’s daily lives?

Keynote Abstract: “We do not speak about it directly” talking about religion in Swedish preschools”

In Swedish early childhood education religion education is not part of the curriculum. However, a Christian Lutheran content is in many ways integrated in the traditions that are habitually enacted in Swedish preschools. At the same time in everyday practice preschool teachers often face dilemmas about how to navigate between teaching about traditions with religious roots while keeping preschool education non-confessional. The focus of my presentation is on the multidimensional nature of these dilemmas and the conflict of values which underpin them. The theoretical point of departure is that practical considerations in pedagogical situations are inherently dilemmatic because they require teachers to attend to contradictory social and educational values. The dilemmas that are of interest here arise in the intersection of the policy of non-confessionalism and the common sense understandings of what is understood as Swedish cultural heritage. The reflections of preschool teachers over continuity and change suggest that their taken for granted practices and ideas over what is (and what is not) considered religious in a secularized society have been put at
stake in a society that has become multireligious. Thereby, the Swedish preschool can be seen both as a site of secularization as well as site of anxiety as regards to religion.

Anna Strahn

Lecturer in Sociology at University of York, with two PhDs: First a philosophical PhD on the implications of the work of Emmanuel Levinas for how we think about the relations between subjectivity, ethics and education: “Levinas, Subjectivity, Education: Towards an Ethics of Radical Responsibility.” Second PhD in sociology of religion, theoretical interests in morality, meaning-making and modernity; negotiating faith – including countercultural teachings on gender, sexuality, and other religions – across different urban spaces: “Aliens and Strangers? The Struggle for Coherence in the Everyday Lives of Evangelicals”; shortlisted for BSA/BBC Thinking Allowed Ethnography Award. Research and teaching in sociology of religion, “in conversation with the sociology of the family, childhood studies, urban sociology, the sociology of the body, and the anthropology of religion and ethics.” Leading an ethnographic project on nonreligious children in the UK, on reconstructing the forms of nonreligion and secularity through everyday practices.

Keynote Abstract (with Rachael Shillitoe): “Nonreligious Childhood: Growing Up Unbelieving in Contemporary Britain”

Quantitative research has drawn attention to the significance of the family, education, and geographical variation in contributing to declining religious belief, affiliation, and practice, and to increasing numbers of children identified as nonreligious across many former Christian liberal democracies in Europe and North America. There is however currently a lack of knowledge about the nature, varieties, and substance of children’s ‘unbelief’. In this keynote, I will report on a study of what it means to be ‘unbelieving’ for children in the UK. How, when, where, and with whom children do learn to be unbelieving? And how do they experience and negotiate their non-religious identities and worldviews across everyday school and family life. Our use of the term ‘unbelieving’ here follows other research in this area in referring to a lack of belief in traditionally religious
phenomena such as belief in God rather than the idea of having no beliefs. The study involved ethnographic fieldwork with primary schools located in three contrasting geographical microclimates of religion and nonreligion in the UK, based in urban, suburban and semi-rural settings, and interviews with 115 children, 45 parents, and 12 schoolteachers. While research on religious transmission has demonstrated the importance of family context, our multi-sited approach reveals the important role also played by both everyday school life and children’s own reflections in shaping their formation as non-religious, suggesting a complex pattern of how non-religious socialization takes place. Focusing on these children’s experiences and perspectives is also relevant to wider public issues in relation to education, enabling insight into how unbelieving and nonreligious children interact with aspects of collective worship or religious education, and whether there is currently an adequate public language through which such children are helped to recognise and reflect on their existential commitments.

David Thurfjell
Professor in the study of Religions at Södertörn University in Stockholm, Sweden, with a PhD in History of Religions from Uppsala University (2003) and has since published widely within the field.

Research includes secularization and religious change, religion among Romani people, Iranian and Shi´ite studies, Pentecostal studies, ritual and postcolonial theory.

Author of “Det gudlösa folket: de postkristna svenskarna och religionen” (The godless people: the post-Christian swedes and religion) (Molin & Sorgenfrei 2015), President of the Swedish association for the history of religions

Keynote Abstract: “Religious by ascription: Muslims and post-Muslims in secular Sweden”

The Muslim population of Sweden is growing. Demographical scenarios predict that the Muslim population of the country will constitute 20 per cent of the population by 2050 making Sweden the West European country with the highest percentage of Muslims in its population. It also makes Sweden a most interesting
case for anyone interested in understanding the interchange and dynamics of religion and values in a multireligious modern society. Based on survey data, this talk presents empirical findings concerning values, beliefs and religious affiliation among Swedes with a Muslim family background. Contrary to the popular belief, Swedish people with a Muslim family background do not seem to be more religious than those who have a Christian family heritage. This finding leads to a discussion about what happens when a post-Lutheran majority population with a secular self-image is set to deal with religiously defined minorities.

**Martin Ubani**

Professor of Religious Education, School of Theology, School of Applied Science in Education and Teacher Education, University of Eastern Finland. Research interests in public education, religion and multiculturalism, teacher education and spiritual education. Lately he has focused on religion and multiculturalism in public education and teacher education. He has published several books, chapters and articles. One of his publications is "Contextualising dialogue, secularisation and pluralism. Religion in Finnish public education" (Eds. Ubani, Rissanen & Poulter: Waxmann, 2019). Professor Ubani has been a visiting researcher at the Van Leer Institute, Jerusalem, Israel since 2016.

**Keynote Abstract: “Religious literacy and the 21st century school”**

In my keynote I will discuss religious literacy both as an objective of and a tool for 21st century public education. First I will frame the discussion within educational policy context: as a question of rhetoric, legitimation and power. Then I will concentrate on the origins of the concept in modern public education and on its current framework of 21st century transferable skills and multi-modality. I will then proceed on to examine how prepared Finnish teachers in public schools seem to be in promoting religious literacy and how do they perceive it as part of their professionalist skillset. Here I will refer to several empirical studies especially from our project with Professor Arto Kallioniemi and several researchers on 21st century skills, multiple literacies and developing RE teacher education (2018-2021). I will then conclude with what I perceive as critical issues with regards to promoting religious literacy in the textures of whole public education.
EARLI SIG 19 Conference Organizers:

Local Organisers: Arniika Kuusisto (Professor, Department of Child and Youth Studies, Stockholm University) and Jenny Berglund (Professor, Department of Humanities and Social Sciences, Stockholm University), together with the

EARLI SIG 19 Coordinators: Martin Ubani, Laura Hirsto, and Alexander Unser
We want to encourage a wide participation in SIG 19 and in the Newsletter. If you intend to contribute to the Newsletter, please take into account the following issues. You can make suggestions concerning to content of the SIG 19 and the Newsletter. However, the editors retain the rights to alter and modify the contributions.

**Interviews:**
In each Newsletter we will focus on one or two researchers connected to the SIG 19. One of the covered researchers is preferably a junior researcher. Please do not hesitate to make suggestions concerning the interviewees.

**Reviews:**
In this section the SIG members can review different things, such as, books, articles and conferences, etc. Please do not hesitate to contribute and to present also your own works. A review should not exceed 250 words.

**Special feature:**
This section we feature some interesting and inspirational aspect concerning the SIG 19 areas of interest. The author is invited by the editors with regards to the suggestions by the members. The contributions should not exceed 500 words.

**Announcements:**
If you feel that there is something relevant happening in the interest areas of SIG 19, please use this section. Such things are up-coming conferences and projects. This section can also include propositions for shared projects. The announcements should be 100 words at maximum.

**New members:**
We wish new members warmly welcome to our SIG 19! We will list the new members in this section after we have been informed by them.

**Publication & contact:**
Kaisa Viinikka, University of Eastern Finland, Finland
kaisa.viinikka@uef.fi
Niina Manninen, PhD (Educational science)
manninenniina@outlook.com


Kokko, A. & Hirsto, L. (in press) Transforming school spaces into learning environments - Processes in which physical spaces transform into learning environments. Accepted for Learning environments research.


may easily slender to the ‘church side’: Tension between Professionalism and Religious Worldview along the Career Trajectories of RE teachers working through the shift from 1960s to 1970s. Ainedidaktiikka [Subject Didactics], 3(1), 43-62. https://doi.org/10.23988/ad.71206.


Niemi, P-M., Kallioniemi, A., & Ghosh, R. (2019). Religion as a Human Right and a Security Threat—Investigating Young Adults’ Experiences of Religion in Finland. Religions, 10(1), 55; doi: https://doi.org/10.3390/rel10010055


