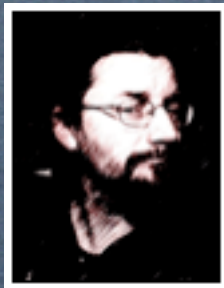


ICT, Citizenship and Religious Education



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Democratic RE I

- Why do we have to do RE - I don't want to be a nun?
- Issues of meaning and purpose
- Move away from phenomenology to RE as preparation for life
- Dewey (1916) Education as process of growth

Democratic RE II

- RE to help form personal identity
- Wardekker & Miedema (2001) talk of this in the triple trends in society of secularisation, pluralism and a transmission model of education
- Phenomenology offers no engagement for pupils
- Confessional RE is not acceptable in a pluralist society
- Need to be careful of losing academic integrity if RE as seen as "therapeutic development"

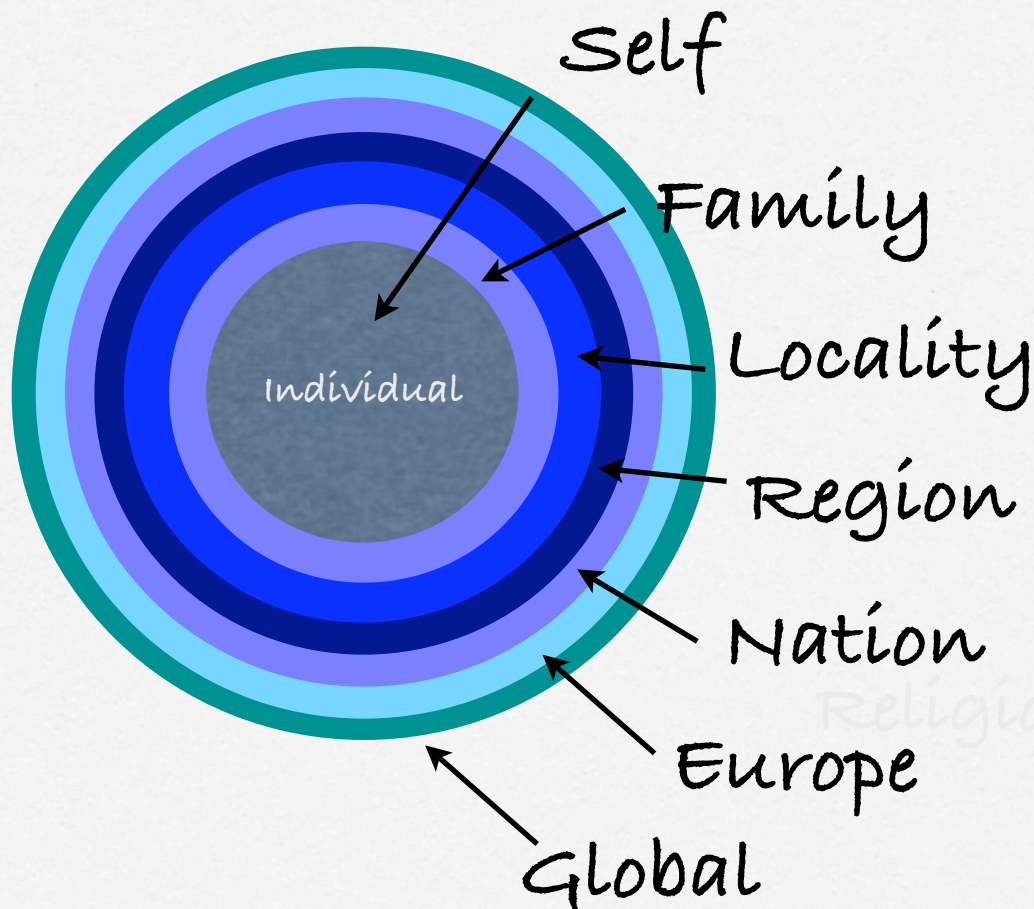
Democratic RE III

- A radical idea is to see RE as a process of transformation not transmission
- Importance of interactive teaching and learning (Olsen, 1970)
- Education as the interchange of experience to be interpreted by the teacher or parent. Education is an exchange of ideas, is conversation and belongs to the universe of discourse (Dewey, 1997)

Democratic RE IV

- Critical solidarity does justice to the distinctiveness of faith while encouraging the search for religious reality in terms of questions not answers (Habgood, 1995)
- Critical engagement with the ideas
- Development of "religiosity" (Gates, 2001)
- Be in dialogue with the world and change it (Fieire, 1996)
- Dialogic approaches to learning developed by Ipgrave and Legrange-Kroegstad

Citizens of where?



A general broadening of the children's experience is that they relate personal concern to selected cultural material extensively beyond family to the locality, region, nation, Europe and Global concerns.

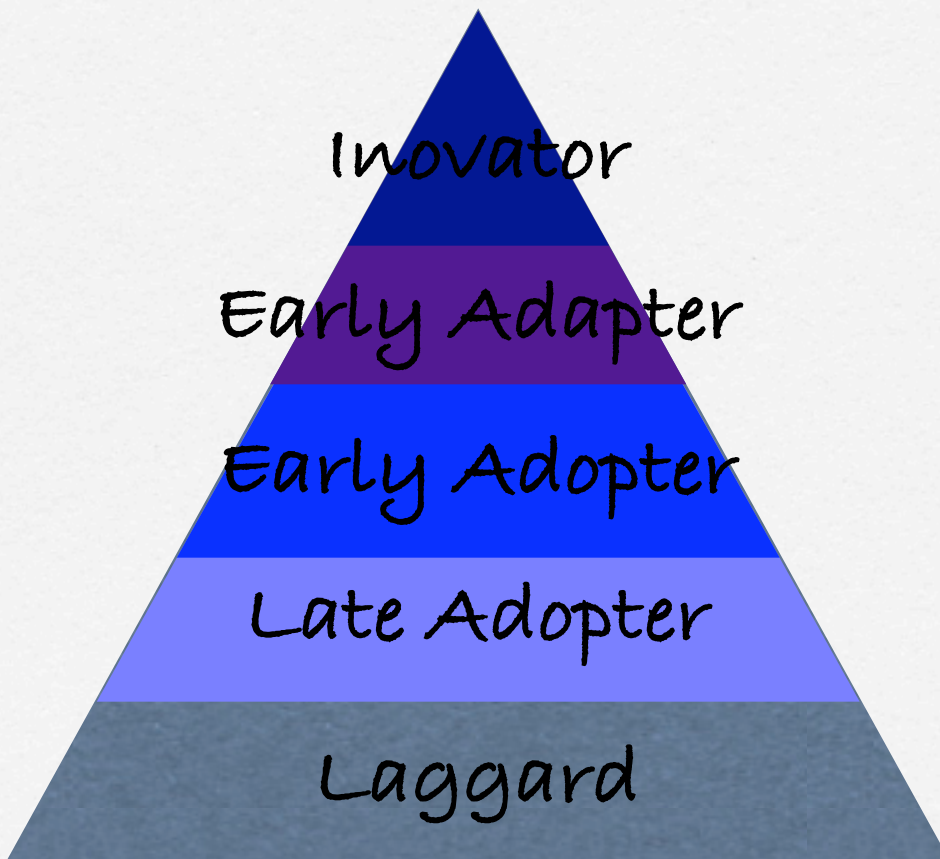
RE and EDC

To encourage school education that increases understanding and respect of people of different religions or world views and foster knowledge about and respect for freedom of religion or belief as a human right (Jackson (2004), Laresen + Plesner, 2002)

Children should be engaged in reductionism, undermining faith and challenging the absoluteness of Christianity (Weisse, 1996, 2003)

A good general knowledge of religions and their resulting sense of tolerance are essential to the exercise of Democratic citizenship (Reccomendation 1720, Council of Europe, 2005)

Users of technology



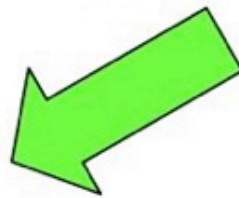
Rogers, 2003

Task 1

- What technologies are you aware of that your students are currently using?
- Which of these are web-based?
- Construct a list / spider diagram of these

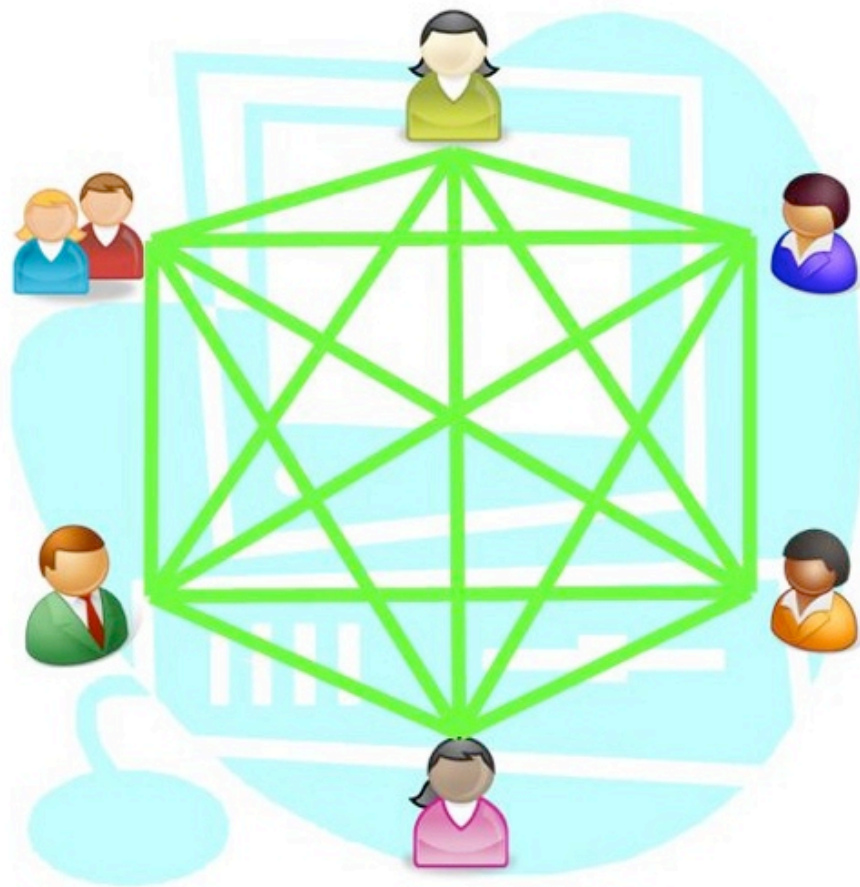
- The internet gives access to an unlimited amount of information
- Information can be shared between people and between people and machines and between machines
- Information resources are collections of information

**Web 1.0
School 1.0**



*“The Age of
Authority”*

- Reading
- Receiving
- Responding



Web 2.0 School 2.0

*“The Age of
Engagement”*

- Connecting
- Creating
- Contributing

Blogs

Folksonomies

Second Life

Wikis

RSS

My Space

Flickr

Discussion Boards

Google Earth

Podcasts

MUG

Surveys

VoIP

YouTube

Calendars

Three areas

- We will consider three areas of activities
 - Inter-personal exchange
 - Information collection and analysis
 - Problem solving
- Focus on how to develop opportunities for democratic citizenship - a focus on learning not teaching.

Inter-personal exchange 1

- Keypals
 - Individual or groups of students matched by e-mail
 - E-Mail project I (Ipgrave, 2002)
 - E-Mail project II (Hopkins, 1998)
- Practicality of individual v group exchanges
- *What can you imagine pupils exchanging information about? At what level of the circle?*

Inter-personal exchange 2

- Global Classroom
 - 2 or more groups of students share a common area of study
 - Forums / Wikis
- What elements of the curriculum do we have in common?

Inter-personal exchange 3

- Electronic Appearances
 - Hosting guests with whom students can communicate
 - Asynchronous Hotseating
- Who could you offer as a host?
- Who would you like to have access to?

Inter-personal exchange 4

- Question and Answer activities
 - Ask a rabbi - <http://www.askrabbi.com>
 - Ask the Amish - <http://www.800padutch.com/atafaq.shtml>
 - Students as experts (Hopkins, 1998)
 - Forums / Chatrooms / Conferencing
- Who are the experts?
- What could you offer?

Information Collection and Analysis

- Information v Knowledge
 - "knowledge is the process of knowing which can only occur when learners actively construct knowledge" (Taylor and Swartz, 1991)
 - "the confusion between knowledge and information is one of the most serious mistakes in the current use of information technology, and it leads to the attitude that giving students information is identical to giving them knowledge" (Larsen, 1991)

Information Collection and Analysis 1

- Information Exchange / database creation
 - PCFRE database - www.pcfre.org.uk/db/
 - Local festivals and celebrations
 - RSS feeds
- What information stores do your students have that are worth sharing?

Information Collection and Analysis 2

- Electronic Publishing
 - Newspapers - Journals - Texts
 - Blogging
 - Podcasting
 - You Tube: Baby got book
- What can / have you created that is worth sharing? What would you like access to?

Information Collection and Analysis 3

- Teletrips
 - virtual visits
 - shared journeys (Blogs)
 - The local
- *could your students construct a local journey for others to partake*

Information Collection and Analysis 4

- Pooled data analysis
 - Common academic activity
 - Shared issues and problems
 - Local, national and global understanding
 - RSS feeds
- What datasets are there that are of common interest?

Problem Solving 1

- Information searches
 - Webquesting - www.woodford.redbridge.sch.uk/rs/festbridge/
 - Finding out about the other
- What searches can we construct that foster a sense of citizenship?

Problem Solving 2

- Peer feedback activities
 - Students in one place post work that is critiqued / commented on by their peers
 - Story development
 - Using local expertise
 - Wikis
- What topics could be developed in this way?

Problem Solving 3

- Parallel Problem solving
 - Similar problems presented to students in several locations
 - They share, compare and contrast their varied problems
- What problems issues could be developed as parallel problems? Commonalities

Problem Solving 4

- Sequential Creations
 - Person / group A begin a task which is continued by person / group B
 - This could be text, audio, visual, video
- What options are there for this activity

Problem Solving 4

- Electronic Meetings / Groups
 - Synchronous / Asynchronous
 - Audio / Video / SMS
- What issues are there that we could discuss
- What are the barriers

Problem Solving 5

- Social Action Projects
 - Local, global and national action
 - Consider the 'Make poverty history' campaign
- What are the issues that excite our students?

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