

TEACHING
& RELIGIOUS
IMAGINATION

AN ESSAY IN THE THEOLOGY OF TEACHING

MARIA HARRIS

Teaching And Religious Imagination

Emile Lester, W. Y. Alice Chan



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Explores the art of teaching as an activity of religious imagination in which the incarnation of subject matter leads to the revelation of knowledge

Converting the Imagination Patrick R. Manning, 2020-05-15 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 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 *Converting the Imagination* was a finalist for the 2021 Lilly Fellows Program Book Award <https://www.lillyfellows.org/grants-and-prizes/book-award>

The Place of Imagination in Religious Education: an Approach to the Teaching of J. Prickett, 1978 **Christian Education Curriculum for the Digital Generation** Jong Soo Park, 2015-02-16 This book is about exploring and presenting a model of digital based curriculum for Christian education suitable for the digital ways of learning communicating and thinking Park discusses the limitations of analog based curricula most of current curricula and necessities for digital oriented ones Then he provides a new model of curriculum curriculum as software Curriculum as software is a curricular framework for embracing digital culture like open flat network service centered management interactive communication and offline online hybrid learning space It consists of four spiral stages analysis design simulation and service In the process of designing units 4R Movement a new learning theory is utilized to encourage today s young people to construct their own knowledge after critically analyzing various resources of information 4R embeded courses are implemented in the four movements reflection reinterpretation re formation and re creation

Embodied Hope Veronice Miles, 2021-12-29 *Embodied Hope* explores implications of an embodied theology of hope for preachers ability to nurture imaginative abundance and purposeful hope filled action in the most chaotic of times Embodied hope is grounded in a theological anthropology that foregrounds humanity s inherent identity as imago Dei and capacity to live as a nondistorting nondestructive reflection of God s presence in the earth The conceptual metaphor embodied Hope represents that which creates within each of us yearning for wholeness and well being the always speaking voice of God s

Spirit assuring us of God's power, faithfulness, and redemptive presence, and calling us toward loving, just, and restorative action in our world today. Humans possess the capacity to imagine and live toward a qualitatively better state of existence for all creation, but overwhelmed by the despairing realities of life, we often feel despondent and drained of imaginative potential. Preaching amplifies the voice of Hope, bearing witness and inviting us to imagine the possibility and efficacy of a new reality grounded in Jesus's gospel proclamation. Embodied Hope invites us to stand at the intersection of Hope and despair as we explore the contours and possibilities of living with Hope in times such as the present.

And We Shall Learn through the Dance Kathleen S. Turner, 2021-07-28 Liturgical dance is a way to present, reflect, instruct, learn, study, and share religious beliefs with one's self, within one's worship community, and with one's God. Such a belief is confirmed and witnessed within a variety of religious settings throughout the world, from the beginning of time to this present age. However, there is a vacuum of resources that connect liturgical dance within the Christian context as a tool for religious learning within the field of religious education. With the continual rise of liturgical dance as an artistic form of expression, this book proposes that liturgical dance offers unique attributes conducive to the teaching and learning of faith and to faith formation. Kathleen S. Turner shows how liturgical dance is religious education in two very important ways: first, by addressing the power and potential liturgical dance has in nourishing the faith life of Christian congregants through means that are both educative and reflective; and second, by giving examples of how liturgical dance can be implemented as a religious education tool within the teaching life of the church.

Christian Education and the Emerging Church Wendi Sargeant, 2015-07-24 All signs point to Christian education having lost its theological location and prominence in the life of the Western Protestant church. The Emerging Church movement as an intentionally postmodern approach to ministry in the contemporary context may, however, offer insights to reinterpret Christian education. This significant movement in today's church gives Christian education a new interpretive framework that is theologically located at an intersection of doxology and doctrine. In her examination of postmodern faith formation, Wendi Sargeant explores the importance of the Christian worshipping community as the most appropriate setting for Christian education. Practitioners and students will benefit from the ready-to-use teaching and learning matrix, and all those with interest in the formation of faith in themselves and others will draw much from the way Sargeant situates worship as the basis for enhancing Christian formation and ethos.

The art teaching of the primitive Church Richard St. John Tyrwhitt, 1874 **The Art Teaching of the Primitive Church; with an Index of Subjects, Historical and Emblematic, Etc** Richard Saint John TYRWHITT, 1874 Teaching Faith with Harry Potter Patricia Lyons, 2017-05 Sought after resource for using the themes of Harry Potter in the faith formation arena. Resource for parish retreats, confirmation education, and multi-generational settings. Study Guide included.

The Place of Imagination in Religious Education John Prickett, 1978 **The Place of Imagination in Religious Education** J. Prickett, 1977

Equipping Educators to Teach Religious Literacy Emile Lester, W. Y. Alice Chan, 2022-03-17 This volume provides a

detailed evaluation of a unique education program implemented in secondary schools in Georgia to enhance teachers religious literacy and their ability to promote this in schools and classrooms The text demonstrates that religious literacy can be proactively taught to students whilst also highlighting key considerations and tensions around religious liberty in the American South Spanning rural urban and suburban Georgia the text presents an original approach to the growing field of religious literacy by foregrounding community voices and perspectives Using rich empirical data and qualitative interviews with religious and political leaders scholars teachers parents and students the book evaluates the challenges efficacy and benefits of the program in view of rising political polarization In doing so the text tackles historical and contemporary issues around race and religion and considers tensions between religious and nonreligious groups in the US Ultimately the book presents a significant contribution to the dialogue around fostering religious literacy in schools This text will benefit researchers academics and educators with an interest in religious education teacher education and religious literacy more broadly Those interested in the sociology of education as well as diversity and religion in America will also benefit from this volume

... **How to Teach Religion** George Herbert Betts,1919 **The Teaching of Bible Classes, Principles and Methods** Edwin Francis See,1906 **The Papers of the Henry Luce III Fellows in Theology** ,1996 **The Bible in Christian Education** Iris V. Cully,1995 Iris V Cully explores the use of the Bible in the education of children youth and adults She assesses the role of the Bible in worship in spiritual life in moral development and in other areas as well

Francis of Assisi as Artist of the Spiritual Life Andrew T. McCarthy,2010-08-13 Francis of Assisi as Artist of the Spiritual Life applies modern psychological understanding to a historical person While most such studies have sought a comprehensive personality profile this work focuses on one aspect Francis imagination and seeks greater insight into the imaginatively inspired spiritual vision of St Francis An analysis of Francis writings builds on a survey of modern views of the imagination and the approach of ORT or Object Relations Theory ORT with its contention that the imaginative creation of an infant s world develops out of the earliest interactions with the maternal caregiver highlights the way Francis formed his way of visualizing the reality around him While any study of a person 800 years in the grave is more dependent on what is plausible than on what is determinable this study finds numerous examples where Francis writings display an adept use of imagination and even encourages others in that use in a manner that corresponds to an ORT perspective on tutoring the imagination

Theopoetic Amos N. Wilder,2013-12-01 In today s crucible of myths theology has a special problem Ancient scenarios provided by Scripture are especially vulnerable to the modern outlook Amos Wilder a distinguished scholar and critic here relates the Christian faith in depth to the changes in modern man s sense of reality and to the powerful new forms of spirituality that reflect these changes The focus is upon the deeper dynamics of the religious situation that is upon its myths and dreams symbols and arts rather than upon its doctrines and social forms A total vision requires a mythopoetic and not only isolated visions and epiphanies The testimony of contemporary poets and believers demonstrates that world old myths

and sagas can still have living power As Wilder writes Before the message the vision before the sermon the hymn before the prose the poem The discursive categories of theology as well as the traditional images of sermon and prayer require a theopoetic

Teaching And Religious Imagination Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Teaching And Religious Imagination**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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