

The background of the cover is a dark, blue-tinted photograph of a classroom. Several students are visible, some sitting at desks and others standing. A large Star of David is visible on the wall in the background.

MIRIAM ROSALYN DIAMOND

# Encountering Faith in the Classroom

*Turning Difficult Discussions  
into Constructive Engagement*

FOREWORD BY ART CHICKERING

# Encountering Faith In The Classroom Turning Difficult Discussions Into Constructive Engagement

**Mary A. Sunseri**



## **Encountering Faith In The Classroom Turning Difficult Discussions Into Constructive Engagement:**

Encountering Faith in the Classroom Miriam Rosalyn Diamond, 2023 When faculty unexpectedly encounter students religious ideologies in the classroom they may respond with apprehension frustration dread or concern Instructors may view this exchange as a confrontation that threatens the very heart of empirical study and worry that this will lead to a dead end in the learning process The purpose of this book is to explore what happens and what can happen in the higher education and even secondary school classroom when course content meets or collides with students religious beliefs It also considers the impact on learning in an environment where students may feel threatened angry misunderstood or in which they feel their convictions are being discredited This is a resource that offers ways of conceptualizing engaging with and responding to student beliefs This book is divided into three sections student views on the role of religion in the classroom general guidelines for responding to or actively engaging religious beliefs in courses such as legal and diversity considerations and specific examples from a number of disciplines including the sciences social sciences humanities and professional education Professors from public private and religious institutions share their findings and insights The resounding lessons of this book are the importance of creating a learning space in which students can express their beliefs dissonance and emotions constructively without fear of retribution and of establishing ground rules of respectful discussion for this process to be valuable and productive This is an inspirational and practical guide for faculty navigating the controversial sensitive yet illuminating lessons that can be learned when religion takes a seat in the classroom

**Rethinking Leadership in a Complex, Multicultural, and Global Environment** Adrianna J. Kezar, 2023-07-03 The complexity of the decisions that today's higher education leaders face as they engage with a diversifying student body globalization and technological advances requires embracing new ways of thinking about leadership This book examines the new theories and concepts of leadership that are described in the multidisciplinary literature on leadership and are being applied in other sectors from government to the non profit and business communities to explore the implications for leaders and leadership programs in higher education At a time when the heroic controlling and distant leader of the past has given way to a focus on teams collectives and social change the contributors to this book ask What new skills and competencies should leaders and programs be addressing The recognition of the interdependence of groups within organizations and between organizations of cultural and social differences and of how technology has sped up decision time and connected people across the globe have changed the nature of leadership as well as made the process more complex and diffuse This book is addressed to anyone developing institutional regional or national leadership development programs to aspiring leaders planning to participate in such programs and to campus leaders concerned with the development and pipeline of emerging leaders It will be particularly useful for administrators in faculty development offices who are planning and creating workshops in leadership training and for staff in human resource offices who offer similar training Contributors Laurel Beesemyer Rozana Carducci

Pamela Eddy Tricia Bertram Gallant Lynn Gangone Cheryl Getz Jeni Hart Jerlando F L Jackson Lara Jaime Adrianna Kezar Bridget R McCurtis Sharon McDade Robert J Nash Elizabeth M O Callahan Sue V Rosser Lara Scott     **Transforming Learning Environments** Fayneese Miller,2012-10-19 With the influence and pressures of the globalized economy education systems are at a crossroads and need to find a place and or identity that reflect new or transformed realities for learning environments Questions such as to what extent in what way and how are we doing will need to be raised and answered before learning environments can begin     **Encountering Faith in the Classroom** Miriam Rosalyn Diamond,2008 The purpose of this book is to explore what happens and what can happen in the higher education and even secondary school classroom when course content meets or collides with students religious beliefs It is a resource that offers ways of conceptualizing engaging with and responding to student beliefs Publisher     **Advocacy in Academia and the Role of Teacher Preparation Programs** Thomas, Ursula,2017-09-13 Due to changes in funding and legislation educating as a career has become unstable It is imperative to establish a culture that values education in order to encourage pursuing and preserving the profession of teaching Advocacy in Academia and the Role of Teacher Preparation Programs is an essential reference source for the latest scholarly research on the need of support for students and faculty by examining policy student engagement professorial activism and integrated allied services Featuring extensive coverage on a broad range of topics such as student success specialty programs and service learning this publication is ideally designed for academicians researchers and practitioners seeking current research on issues of advocacy in education     Helping College Students Find Purpose Robert J. Nash,Michele C. Murray,2009-12-22 Helping College Students Find Purpose Today s college students are demanding that their educational experiences address the core questions of meaning and purpose What does it mean to be successful How will I know what type of career is best for me Why do I hurt so much when a relationship ends Why do innocent people have to suffer Faculty and administrators are in the unique position to make special contributions to their students search for meaning and when they work together everyone on a college campus benefits Helping College Students Find Purpose provides a theory to practice model of meaning making that enables the entire campus community to participate in the process Based on a practical how to approach the authors outline a series of concrete steps for applying the theory and practice of meaning making to teaching leading administering and advising Filled with real life vignettes this guidebook includes the background knowledge and proven tools that will help faculty and administrators act as effective mentors to students While there is no single solution that can meet everyone s needs the authors provide a series of classroom and cross campus strategies that are specifically designed to help students successfully navigate their diverse meaning making activities and effectively enhance their quest for meaning     *Teaching the Whole Student* David Schoem,Christine Modey,Edward P. St. John,2023-07-03 Published in association with Teaching the Whole Student is a compendium of engaged teaching approaches by faculty across disciplines These inspiring authors offer models for

instructors who care deeply about their students respect and recognize students social identities and lived experiences and are interested in creating community and environments of openness and trust to foster deep learning academic success and meaning making The authors in this volume stretch the boundaries of academic learning and the classroom experience by seeking to identify the space between subject matter and a student s core values and prior knowledge They work to find the interconnectedness of knowledge understanding meaning inquiry and truth They appreciate that students bring their full lives and experiences their heart and spirit into the classroom just as they bring their minds and intellectual inquiry These approaches contribute to student learning and the core academic purposes of higher education help students find meaning and purpose in their lives and help strengthen our diverse democracy through students active participation and leadership in civic life They also have a demonstrated impact on critical and analytical thinking student retention and academic success personal well being commitments to civic engagement diversity and social justice Topics discussed Teacher student relationships and community building How teaching the whole student increases persistence and completion rates How an open learning environment fosters critical understanding Strategies for developing deep social and personal reflection in experiential education and service learning The authors of this book remind us in poignant and empirical ways of the importance of teaching the whole student as the book s title reflects *The Religious Studies Skills Book* Eugene V.

Gallagher, Joanne Maguire, 2018-12-13 Studying religion in college or university This book shows you how to perform well on your course tests and examinations write successful papers and participate meaningfully in class discussions You ll learn new skills and also enhance existing ones which you can put into practice with in text exercises and assignments Written by two award winning instructors this book identifies the close reading of texts material culture and religious actions as the fundamental skill for the study of religion at undergraduate level It shows how critical analytical thinking about religious actions and ideas is founded on careful patient yet creative reading of religious stories rituals objects and spaces The book leads you through the description analysis and interpretation of examples from multiple historical periods cultures and religious traditions including primary source material such as Matthew 6 9 13 the Lord s Prayer the gohonzon scroll of the Japanese new religion Soka Gakkai and the pilgrimage to Mecca hajj It provides you with typical assignments you will encounter in your studies showing you how you might approach tasks such as reflective interpretive or summary essays Further resources found on the book s website include bibliographies and links to useful podcasts **Annual Meeting**

**Program** American Educational Research Association, 2008 **Book Review Index - 2009 Cumulation** Dana Ferguson, 2009-08 Book Review Index provides quick access to reviews of books periodicals books on tape and electronic media representing a wide range of popular academic and professional interests The up to date coverage wide scope and inclusion of citations for both newly published and older materials make Book Review Index an exceptionally useful reference tool More than 600 publications are indexed including journals and national general interest publications and newspapers

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**Negotiating Religious Faith in the Composition Classroom** Elizabeth Vander Lei, Bonnie Lenore Kyburz, 2005 Resource added for the Communication 108011 courses

**Christian Faith in English Church Schools** Trevor Cooling, Beth Green, Andrew Morris, Lynn Revell, 2016 This is the account of a qualitative research project investigating the experiences of teachers in English church schools implementing the new pedagogical approach What If Learning The findings of the project are significant for all those involved in church school education and point towards new ways of thinking about Christian faith and learning

*Rules of Engagement* Hugh Herndon, 2014-06-14 For Christians involved in the public schools there is an uncertainty about our faith our role and purpose in the classroom We have been told warned indoctrinated to believe that our faith is to be separated from our professional obligation and the results have been disastrous How should Christians view their role in the public school What spiritual responsibility do we have to our students and colleagues How should we balance our professional responsibility and our spiritual duty The public schools are the foundation of a culture war that aims to educate only to indoctrinate a hostility toward faith and morality The consequences of such public policy have led America into a moral crisis As educators and Christians we must seek to find our spiritual voice or else risk having it silenced forever For any parent who views the public school with suspicion they need only to see school as the culture s foundation It is this foundation that is in danger and a spiritual revolution must take place if we are to impact this world for the next

*If Not Here, Then Where?* Mary A. Sunseri, 2012 Scholarly research suggests that faith and spirituality are relevant topics of conversation in colleges but some argue that the separation of church and state inhibits the inclusion of discussions of faith and spirituality in the classrooms of secular education institutions Such a disconnect might communicate that a person s spirituality and system of values have no place in the academic classroom or in an ethical circumstance The purpose of this research was to enter into discussion with the instructors of undergraduate public speaking classes to discern whether and how they navigate communication about faith in their classrooms It is crucial for scholars to take into account the positions and opinions of instructors before making any recommendations about how instructors should negotiate communication within their classes This autoethnographic study of a series of in depth interviews with college public speaking instructors illuminates three themes associated with negotiating faith communication in the public speaking classroom facilitation neutrality and engagement Recommendations include encouraging instructors to reflect on their role in the classroom as well as the nature of the faiths that neither they nor their students can leave outside the classroom This study concludes by addressing broader implications and questions for teachers students and researchers in ways that encourage the question how should we talk about faith

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