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Ann Pittaway



Dr Sabina Hulbert



Professor Bob Bowie
Centre Director



Dr Mary Woolley



Caroline Thomas



Dr John Paul Riordan



Emeritus Professor
Trevor Cooling

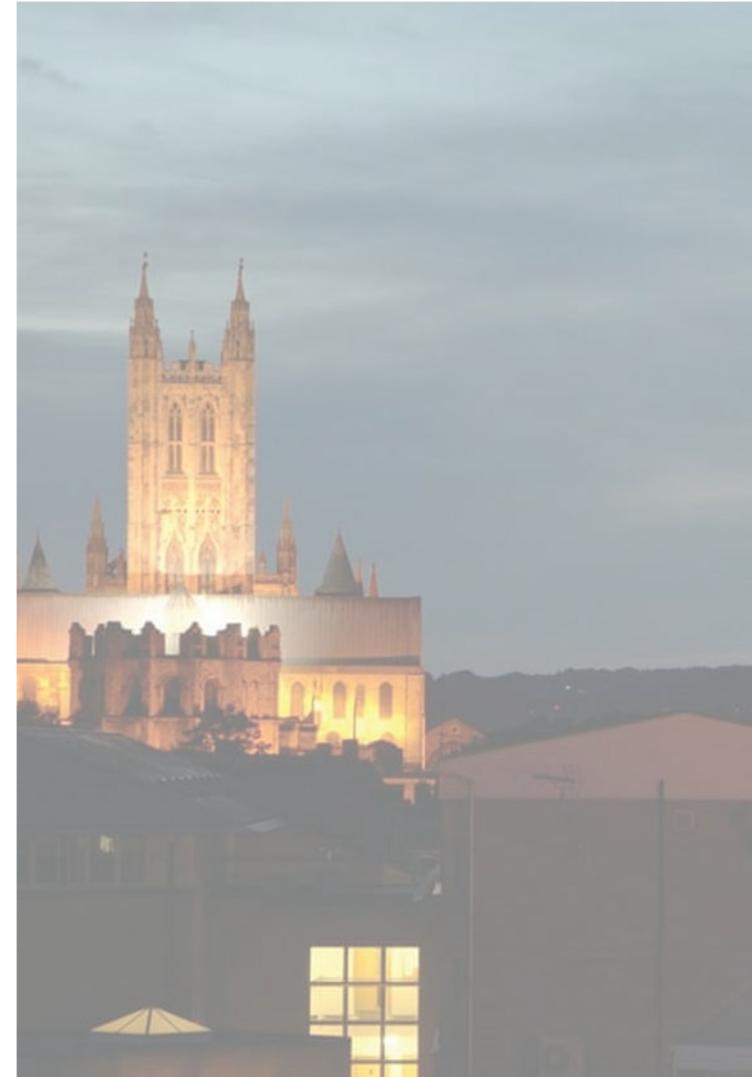


Gill Harrison
Centre Administrator

Dr Deborah Scott
Centre Researcher

NICER

National Institute
for Christian Education Research



What's in a word?

(Hebrew worldview)

Let there be light Gen 1.3

God speaks his commandments Ex 20

Pentateuch, law of God
and way of life

Stoic philosopher Cleanthes

Heraclitus

(Greek worldview)

“In the beginning was the word ...”
(John 1.1)
(Christian Worldview)

- term
- speech
- argument
- account
- explanation
- reason
- understanding
- intelligence
- definition
- ordering principle
- common to all, which runs through
- Son of God

Professor Bob Bowie
Director of NICER, CCCU



Dr Farid Panjwani
Director of the Centre for the
Study of Education in Muslim
Contexts, UCL



Katie Clemmey
PGCE Tutor, CCCU



The Texts and Teachers Project: *Discover a message wrapped in words*

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nicer.org.uk – register to stay in touch

Search

One or more videos have been removed from the playlist because they were deleted from YouTube.



Down the Rabbit-Hole: A hermeneutical journey

6 videos • 103 views • Last updated on 2 Sep 2020

Public



Videos related to teaching hermeneutics in schools and associated questions for religious and worldview education. See nicer.org.uk for more details.



Bob Bowie

SORT



Ep 1 Hermeneutical RE: Sacred text scholarship in the classroom

Bob Bowie

1:00



Ep 2 Texts and Teachers: Part 1

Bob Bowie

9:14



Ep 3 Texts and Teachers Part 2 Findings

Bob Bowie

14:24



Ep 4 A message wrapped in words: teaching the Bible

Bob Bowie

36:49



Ep 5 What is Worldview? Trevor Cooling s

Bob Bowie

8:39



Ep 6 Dawn Cox interview teaching

Bob Bowie

50:28

The Outputs

- Findings Report
- Practice Guide
- Available now, free, online <http://nicer.org.uk/texts-and-teachers>
- Down the Rabbit-Hole Videos - shorturl.at/fDMS0



Associated Scholarship

- (In Press) The implicit knowledge structure preferred by questions in English Religious Studies public exams. In G Biesta, P Hannam (Eds) *Religion and education: The forgotten dimensions of religious education?* Leiden: Brill | Sense.
- 2020 The collective consciousness of an RE department during curriculum change: scripture, representation, science, fear and anger. *Journal of Religious Education*. DOI 10.1007/s40839-020-00111-9
- 2018 Special Issue of the *British Journal of Religious Education, Hermeneutics*, 40(3).
- Bowie, R and Coles, R. 2018 We reap what we 'sew': perpetuating biblical illiteracy in new English Religious Studies exams and the proof text binary question *British Journal of Religious Education* 2018,40(3), 277-287 (with Richard Coles)
- Bowie, R 2017/18 'Interpreting Texts More Wisely: A Review of Research and the Case for Change in English Religious Education' In *Christian Faith, Formation and Education*, edited by R Stuart-Buttle, Ros and J Shortt. Palgrave (sole-authored chapter in a peer-reviewed academic book)
- Bowie, R 2017 'Stepping into sacred texts: How the Jesuits taught me to read the Bible'. In *Reenchanted the Academy*, edited by A Voss and S. Wilson, Rubedo Press. (sole-authored chapter in an edited academic book)
- **Plus:** the works of David Aldridge, Margaret Carswell, Farid Panjwani, Lynn Revell and others
- **Plus:** more coming next year.....

Big Picture

Researchers

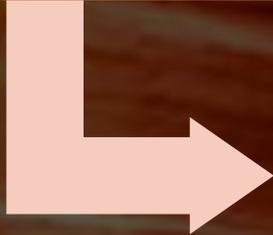
- Farid
- Katie
- Bob

Advisors



Orientation and ongoing CPD

- Input day - Virtual Book Club, individual planning support



Teacher's implementing changes in their context

- A sequence of hermeneutical lessons



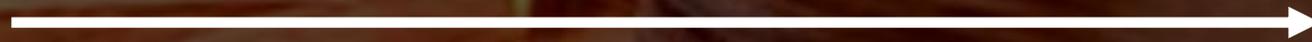
Interviews with teachers about their experience

- At the start, and at the end, and some subsequent conversation

10 Teachers



Prof Anthony Towey (St Mary's)
Prof Lynn Revell (CCCU)
Dr Margaret Carswell (ACU)
Dr Philip Wood (AKU)
Mike Otter (Bible Society)



1 year +

Highlights

- Resourcing a reframed subject
- Sacred Text Scholarship for everyone
- Multidimensional discipline driven classroom practices
- Progression across different religions and worldviews
- The opportunities for GCSE, and the frustration with GCSE
- Judgment of interpretation
- Pupil engagement



Highlights

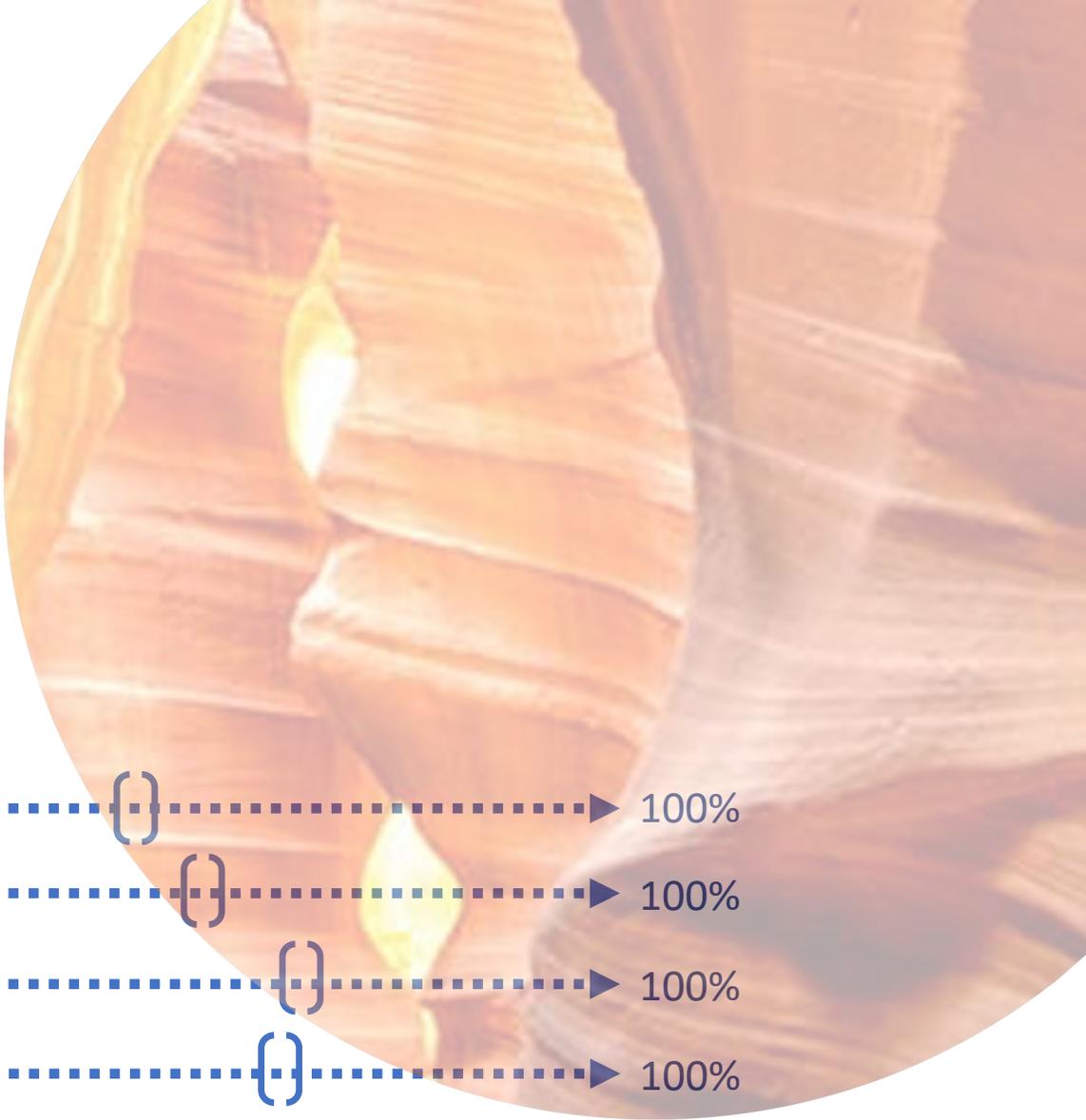
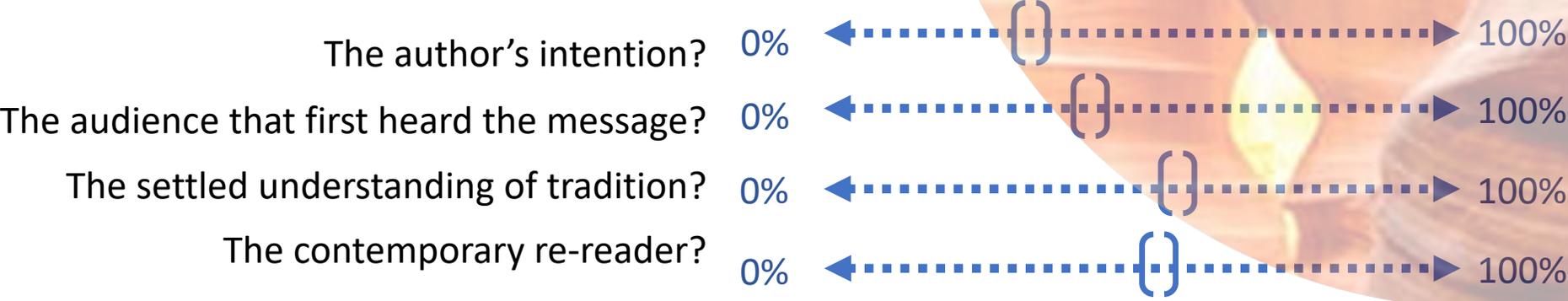
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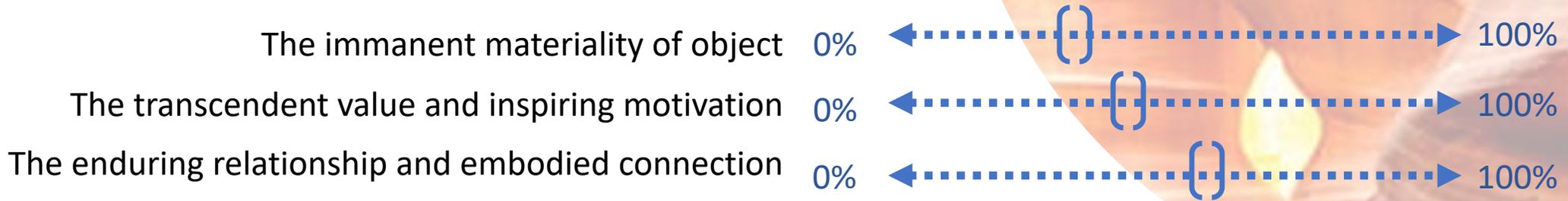
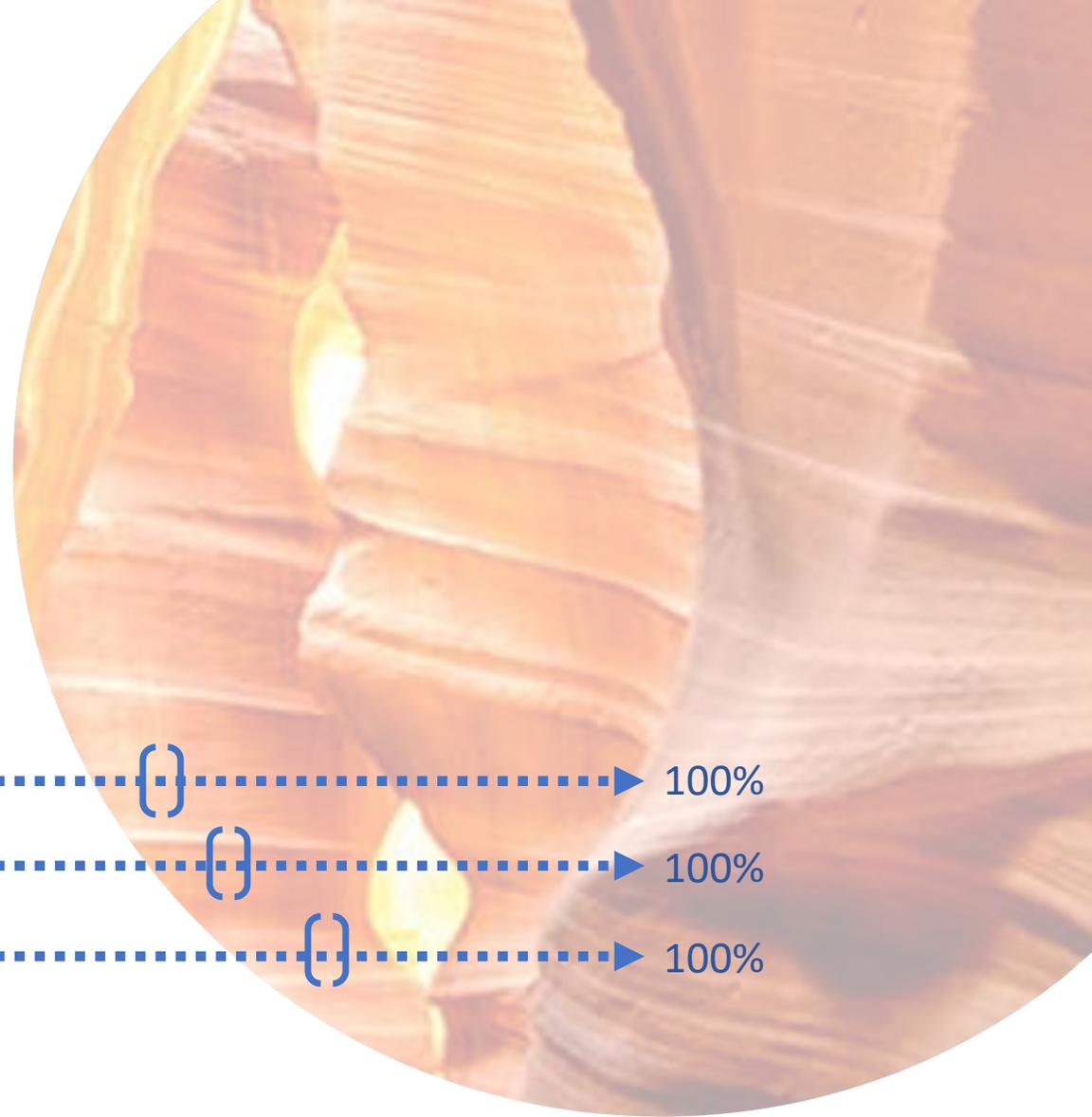
Wise interpreters of religion and worldviews

- Making longer texts central to the subject
 - Not just quotes for themes, but longer texts for their own sake
- A study of knowing - Practices of reading
 - How are these texts read by traditions?
- A study of interpretation - Questions of meaning
 - What meanings will this text hold?
 - What shared understandings have been reached over this text?
 - What do these words say to me?
- A study of context knowledge
 - Context of author and first audience
 - Context of living tradition in communities of diverse settings
 - Context of the reader, the pupil, the school

New philosophical enquiry space opens up when students are encouraged to ask questions about where meaning resides?



*Exploring the contours,
layers and dimensions of
meaning opens a plural
understanding of real*



Dragged from a dark hole into the sunlight

And if someone dragged him away from there by force, up the rough, steep path, and didn't let him go until he dragged him into the sunlight, wouldn't he be pained and irritated at being treated that way? And when he came into the light, with the sun filling his eyes, wouldn't he be unable to see a single one of the things now said to be true?

(Plato, Republic, Bk xvii)

