Examining Religions Islam Core Student Book

A sociological study of the recontextualisation of Islam as school knowledge in the UK education system. Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena, presents program types, variables, and policies in bilingual education, and concludes by looking at practices, especially pedagogies and assessments. This thought-provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers. Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language, bilingualism and bilingual education, and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies, with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world, and presents cases of how this is being carried out

This book draws on the stories of female educators and young Muslim women to explore issues of identity, justice and education. Situated against a backdrop of unprecedented Islamophobia and new articulations of ‘White-lash’, this book draws on case study research conducted over a ten-year period and provides insight into the diverse worlds of young Muslim women from education and community contexts in Australia and England. Keddie discusses the ways in which these young women find spaces of agency and empowerment within these contexts and how their passionate and committed educators support them in this endeavour. Useful for researchers and educators who are concerned about Islamophobia and its devastating impacts on Muslim women and girls, this book positions responsibility for changing the oppressions of Islamophobia and gendered Islamophobia with all of us. Such change begins with education. The stories in this book hope to contribute to the change process.

Despite the increased trend towards secularisation in state schooling, issues of religion and spirituality have remained important. Increased pluralism within societies through expanding migration patterns is changing the religious and cultural contours of many countries in Europe and North America, and is creating a need for a deeper understanding of religious diversity. However, the lack of religious or spiritual education within the educational curriculum leaves a moral vacuum that can become a space to be exploited by religious extremism. More recently, religiously motivated incidences of terrorism in several parts of the world have heightened prejudicial attitudes and distrust of certain religions, in particular. These are profound concerns and there is an urgency to examine how religion, religious education and interfaith initiatives can address such misconceptions. This book is thus timely, focusing on an area that is often neglected, particularly on the role of religion in education for sustainable development. While religious organisations and faith communities have had a long history of involvement in both schooling and social service delivery in many countries, their role in reaching development goals has not always been explicitly recognised, as is evident even in the United Nations’ most recently conceptualised 2030 Agenda for Sustainable Development. Undeniably, the integration of religious
dialogue into mainstream development issues is crucial because deep cleavages resulting from the issue of minority religious rights continue to give cause for concern and conflict in many countries. This edited book explores some of these tensions and issues and draws parallels across differing geographical contexts to help enhance our collective and comparative understanding of the role of religious education and institutions in advancing the post-2015 development agenda. The contributors to this volume each demonstrate that, while religion in education can contribute to understanding and respect, it is also a space that can be contested and co-opted. Without addressing the salience of religion, however, it will not be possible to foster peace and combat discrimination and prejudice. This book will be of interest to researchers, scholars and students in the field of comparative education and development, religious studies, theology and teacher development and training. This book may also be of interest to national and international policy makers. There are also numerous faith-based organisations, as well as other non-governmental organisations (NGOs) working on religion and education issues that may find these case studies a useful resource.

Today, the United States stands as the most religiously diverse country in the world. This diversity poses great challenges as well as opportunities. Christian denominations and their cultural manifestations, however, often function to marginalize, exclude, and deny members and institutions of other religions and non-believers the privileges and access that accompany a Christian affiliation.

This book represents a major contribution to the field of Arabic linguistics. It gives in depth treatments of the current issues in Arabic linguistics and makes excellent readings for graduate courses and for linguists at large.

Teaching Adolescents and Young Adults with Autism Spectrum Disorder supports teachers in preparing secondary students with autism spectrum disorder (ASD) to succeed in school, work and beyond. Focused on enabling students to successfully pursue further education and meaningful career paths, chapters incorporate person-centered, student-directed planning into instructional programming throughout the text. Featuring helpful vignettes to demonstrate concepts in action, curriculum areas address community living skills, academics, social communication and interaction, and career preparation. Grounded in current research and Universal Design for Learning practices, this guide is an essential resource for educators, therapists, and anyone seeking to create fluid, adaptable programs for students with autism spectrum disorders.

This book is a detailed study of higher education institutions affiliated to particular religions. It considers the debates surrounding academic freedom, institutional governance, educational policy, mission and identity together with institutions’ relations with the state and their wider communities. A wide range of institutions are examined, including: Christian, Islamic and Jewish universities in the US, Europe and the Middle East. Essentially, this volume questions whether such institutions can be both religious and a ‘university’ and also considers the appropriate role of religious faith within colleges and universities.

Society is a complex phenomenon, characterized by constant change, often entailing conflict. This is seen in our own times where philosophies and movements of individualism, pluralism and globalization intersect and often collide. Still, even in this fast-moving and highly materialist world, religion and spirituality remain crucial aspects of human and social living, and therefore must be
among the many fociusses of the modern school. Teachers of Religious and Spiritual Education (RSE) are therefore expected to support students’ religious and spiritual understanding as well as their overall development. How can they best meet this challenge? This book is comprised of various interdisciplinary research findings drawn from international scholarship. The findings are of a different order from each other but all have in common an element of surprise, sufficient to impel reflection and re-thinking of many of the assumptions that normally underpin RSE. The book therefore constitutes a contribution to ongoing understanding of the role played by religious and spiritual education and of the proper interface between RSE and the modern school, contemporary curricula and the teacher of today. Contributions by Robert Crotty, Ola Erik Domaas, Michael Fricke, Liam Gearon, Adrian-Mario Gellel, Eija Hahnimaki, Laura Hirsto, Tapani Innanen, Terence Lovat, Klaas Macha, Emanuel P. Magro, Adil Mamodaly, Fritz Oser, Ulrich Riegel, Inkeri Rissanen, Sturla Sagberg, Kirsi Tirri, Theo van der Zee, Karen Wenell

For the new Welsh specification for first teaching 2017. Trust the experts; let the market-leading publisher and subject specialists with examining experience provide accessible content that draws out the key ethical theories, helping to ensure your students have a thorough understanding - Teach the Unit 2 content confidently with comprehensive coverage of Christian, Muslim, Jewish and Buddhist beliefs and practices. - Enable students to build a strong core of knowledge with engaging activities throughout the textbook. - Boost students' confidence approaching assessment with guidance on tackling different question types. - Equip students' with the detailed knowledge they need to succeed with clear, lively explanations that make key concepts accessible to all ability levels. Covers: - Christianity: Beliefs and teachings - Islam: Beliefs and teachings - Judaism: Beliefs and teachings - Buddhism: Beliefs and teachings - Relationships - Human Rights

With 695 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education, Four-Volume Set, in both print and electronic formats, presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels.

Winner of Philosophy of Education Society of Australasia (PESA)’s inaugural PESA Book Awards in 2015, and The University of Hong Kong Research Output Prize for Education 2014-15. Muslims and Islam in U.S. Education explores the complex interface that exists between U.S. school curriculum, teaching practice about religion in public schools, societal and teacher attitudes toward Islam and Muslims, and multiculturalism as a framework for meeting the needs of minority group students. It presents multiculturalism as a concept that needs to be rethought and reformulated in the interest of creating a more democratic, inclusive, and informed society. Islam is an under-considered religion in American education, due in part to the fact that Muslims represent a very small minority of the population today (less than 1%). However, this group faces a crucial challenge of representation in United States society as a whole, as well as in its schools. Muslims in the United States are impacted by ignorance that news and opinion polls have demonstrated is widespread among the public in the last few decades. U.S. citizens who do not have a balanced, fair and accurate view of Islam can make a variety of decisions in the voting booth, in job hiring, and within their small-scale but important personal networks and spheres of influence, that make a very negative impact on Muslims in the United
States. This book presents new information that has implications for curricula, religious education, and multicultural education today, examining the unique case of Islam in U.S. education over the last 20 years. Chapters include: Perspectives on Multicultural Education 9/11, the Media, and the New Need to Know Islam and Muslims in Public Schools Blazing a Path for Intercultural Education This book is an essential resource for professors, researchers, and teachers of social studies, particularly those involved with multicultural issues, critical and sociocultural analysis of education and schools; as well as interdisciplinarian scholars and students in anthropology and education.

A study of Christianity which looks at Jesus and the birth of the Church, Christian beliefs, worship, and how Christianity affects moral behaviour, attitudes, social practices and lifestyles. This foundation edition is aimed at lower-ability pupils for GCSE. This book presents Islam as a lived religion through observation and discussion of how Muslims from a variety of countries, traditions and views practice their religion. It conveys the experiences of researchers from different disciplinary backgrounds and demonstrates the dynamic and heterogeneous world of Islam. The fascinating case studies range from Turkey, Egypt, Morocco and Lebanon to the UK, USA, Australia and Indonesia, and cover topics such as music, art, education, law, gender and sexuality. Together they will help students understand how research into religious practice is carried out, and what issues and challenges arise.

Exploring Islam is a comprehensive yet accessible introduction to the foundations of the Islamic faith, including its history, theology, and spiritual practice. The book also deals with issues such as jihad, the status of women, and the various sectarian divisions in Islam. Most distinctive about this work is its analysis of the lived experience of Muslims in modern American life. The book explores questions such as: - What are the foundations of Islam? - How do Muslims relate to and interpret the Qur'an? - Who is the Prophet Muhammad? - What does Shari'a law really mean? - What are the major themes of Islamic theology? - What are the theological and political issues that led to divisions among Muslims? - Do Muslims and Christians believe in the same God? - How do Muslims practice Islam in America? - What are the challenges and opportunities for American Muslims? In addressing these questions, Sayilgan offers readers a perspective that is scholarly, judicious, and engaging.

Speaking to an increasingly fluid world involving the migration of peoples and cultures, the global resilience of religion, and the role of schooling in fostering liberal democratic values, this book investigates the degree to which secular public schools might facilitate religious migrants' societal integration. Adopting a multidisciplinary approach which draws from political philosophy, the philosophy of education, and the sociology of religion, Collet argues that public schools in liberal democratic states can best facilitate the pluralistic integration of religious migrant students through adopting policies of recognition and accommodation that are not only reasonable in the light of liberal democratic principles, but also informed in terms of what we understand regarding the natural role religion often plays in acculturation.

Exam Board: WJEC Level: GCSE Subject: Religious Studies First Teaching: September 2016 First Exam: Summer 2018 For the new Welsh specification for first teaching 2017 Stretch and challenge your students to achieve their full potential with learning
materials that guide them through the new Unit 1 content and assessment requirements; developed by subject experts with examining experience and the leading Religious Studies publisher - Enables you to teach philosophical themes confidently with clear explanations of Christian, Muslim, Jewish and Buddhist beliefs and practices. - Motivates students to build and cement their knowledge and skills using a range of imaginative, innovative activities that support learning and revision. - Prepares students for examination with exam focus sections at the end of each unit that provide guidance on how to tackle questions. - Helps students of all abilities fulfil their potential and increase their understanding through clear, detailed explanations of the key content and concepts. WJEC GCSE Religious Studies Unit 1 Religious Responses to Philosophical Themes Covering: - Christianity - Islam - Judaism - Buddhism - Life and Death - Good and Evil

A study of Islam which looks at its history, the life of Muhammad, beliefs, worship, festivals, Shari’ah, the mosque, and how Islam affects moral behaviour, attitudes, social practices and lifestyles. This foundation edition is aimed at lower-ability pupils for GCSE. The authors of this volume examine theory and practice regarding past and present roles of Jewish, Christian and Islamic religious education in nurturing tolerance, interpreted as mutual respect for and recognition of other groups, in Eastern (Albania, Bulgaria, Kosovo, Macedonia, Moldova, Montenegro and Romania) and Western (Finland, Germany, Italy, Latvia and Spain) Europe, Israel, Nigeria and Uzbekistan. They also explore potential roles of religion and exclusivism in fostering (Islamic state, NGOs, etc.), but also averting (Islamic legal theory, authority, Sufism, etc.) radicalization, and of secular states in allowing, but also banning minority religious education in public schools. With contributions from Friedrich Schweitzer, Martin Rothgangel, Gerhard Langer, Daniela Stan, Arto Kalliioniemi, Juan Ferreiro Galguera, Maria Chiara Giorda, Rossana M. Salerno, Viorica Gora?-Postic?, Constantin Iulian Damian, Valentin Ilie, Dzintra Iliško, Ayman Agbaria, Zilola Khalilova, Raid al-Daghistani, Osman Ta?tan, Moshe Ma’oz, Adriana Cupcea, Muhamed Ali, Rüdiger Lohlker and Dele Ashiru. The Editors Ednan Aslan is the Chair of Islamic Theological studies at the University of Vienna where he is a Professor for Islamic Education. Margaret Rausch is scholar, researcher and university instructor in the field of Islamic and Religious Studies.

Summative assessment has been a contentious issue in educational circles for several decades, particularly high-stakes assessment events which arise at various junctures of the school cycle, especially those at the end of it. The French Baccalaureat and English A-Levels and their numerous clones throughout the francophone and anglophone worlds are household names and represent milestone events in people's lives, as their outcomes are principal determinants of young people's future prospects. These examinations are external--they are devised, conducted and processed by agencies outside the schools, usually ministerial examination units. As such, they act as 'blind' arbiters of student achievement, providing the proverbial 'level playing field' which ensures the comparability of outcomes. In the pyramidal school structures of yesteryear, examinations acted as filters, regulating the progression of pupils to subsequent tiers of formal education. Exit points occurred from primary school level up, from where unsuccessful candidates could enter the labour force and/or embark on occupationally specific further education and training. With the modernisation of the labour market and an ever-higher social demand for access to higher levels of formal education, the
filtering function of examinations at lower levels of schooling has been gradually eroded, while burgeoning numbers of students at
the upper secondary level have brought about reforms that include curricular diversification and sometimes radical overhauls of
terminating assessment systems (including the modification and, in some instances, abandonment of external examinations). This
edited volume brings together the experiences of twenty examination systems from around the world to show how these dynamic
entities have adapted over time to the changing context of schooling. Following an introduction by Stephen P. Heyneman of World
Bank repute, there are sixteen chapters presenting Country Case Studies, which have been written up under common
subheadings, thereby highlighting the comparative nature of the work and facilitating cross-referencing. The subsequent four
chapters elaborate on the theme of 'external examinations beyond national borders', including a contribution by the International
Baccalaureate Organisation. A defining feature of the work is the attention it pays to what it calls the 'nuts and bolts' of external
examinations, from question-setting to grading procedures. These are, it is argued, instrumental in nurturing and maintaining
public confidence in external examinations. The book will be of immense value to people involved in educational policy studies,
especially strategic educational planning, as well as those directly concerned with formal assessment. The work has been written
to appeal to a wide audience of informed persons--it is accessible to teachers and interested laypeople, as well as to academics."
This volume comprises case studies of five centuries of European encounters with and imaginations of Africa encompassing her
triple religious heritage: African Traditional Religions, Christianity and Islam. The introductory chapters outline the challenges and
present overviews; some of them also analyze the early accounts of European travelers and missionaries. The following
contributions examine the lasting legacy of the European Enlightenment in employing an ambivalent language of human equality
and universalism, while in actual fact consigning Africa to an inferior position. It has been difficult for western scholars to divorce
themselves wholly from the perceptions thus established. However, there have been quite different approaches. This is indicated
in the papers discussing the role and impact of influential European academics (scholars of religion, theologians, historians and
social scientists) during the colonial and postcolonial period. Other contributions examine specific institutional centers of African
religious studies in Europe. The concluding chapters critically assess European approaches and their use for the study of religion
in Africa from an African perspective.

What kinds of process of negotiation are involved in teaching and studying Islam in a modern liberal context? How can the
common aims attached to liberal religious education in contemporary European multicultural societies be pursued in single-faith
education? This book contributes to the search for legitimate and successful forms of religious education by presenting results
from a case study examining Islamic education in Finnish schools. Finnish Islamic education, in which students study their own
religion with aims drawn from the liberal educational paradigm, offers a space for negotiating liberal educational values in an
Islamic framework and negotiating Islam in its many contexts. The findings demonstrate the possibilities as well as challenges in
educating for autonomy, tolerance and citizenship through religion. The book also gives insights into students' negotiations on
diversity and tolerance that are important for all involved in any form of multicultural education. These negotiations bring out
distinct challenges in dealing with interreligious, intrareligious and cultural differences, and demonstrate how different understandings of tolerance in different ideological frameworks can cause confusion among students. The results lead to a discussion of the educational needs of Muslim students in contemporary Western societies and the competencies their teachers need.

How can teachers introduce Islam to students when daily media headlines can prejudice students' perception of the subject? Should Islam be taught differently in secular universities than in colleges with a clear faith-based mission? What are strategies for discussing Islam and violence without perpetuating stereotypes? The contributors of Teaching Islamic Studies in the Age of ISIS, Islamophobia, and the Internet address these challenges head-on and consider approaches to Islamic studies pedagogy, Islamophobia and violence, and suggestions for how to structure courses. These approaches acknowledge the particular challenges faced when teaching a topic that students might initially fear or distrust. Speaking from their own experience, they include examples of collaborative teaching models, reading and media suggestions, and ideas for group assignments that encourage deeper engagement and broader thinking. The contributors also share personal struggles when confronted with students (including Muslim students) and parents who suspected the courses might have ulterior motives. In an age of stereotypes and misrepresentations of Islam, this book offers a range of means by which teachers can encourage students to thoughtfully engage with the topic of Islam.

Eliz Sanasarian's book explores the political and ideological relationship between non-Muslim religious minorities in Iran and the state during the formative years of the Islamic Republic to the present day. Her analysis is based on a detailed examination of the history and experiences of the Armenians, Assyrians, Chaldeans, Jews, Zoroastrians, Bahais and Iranian Christians, and describes how these communities have responded to state policies regarding minorities. Many of her findings are constructed out of personal interviews with members of these communities. While the book is essentially an empirical study, it also highlights more general questions associated with exclusion and marginalization and the role of the state in defining these boundaries. This is an important and original book which will make a significant contribution to the literature on minorities and to the workings of the Islamic Republic.

The Sociology Student Writer's Manual 7/E is a practical guide to research, reading, and writing in sociology. The Sociology Student Writer's Manual and Reader's Guide, Seventh Edition, is a set of instructions and exercises that sequentially develop citizenship, academic, and professional skills while providing students with knowledge about a wide range of sociological concepts, phenomena, and information sources. Part 1 begins by teaching students to read newspapers and other sociological media sources critically and analytically. It focuses on the crafts of writing and scholarship by providing the basics of grammar, style, formats and source citation, and then introduces students to a variety of rich information resources including the sociological journals and the Library of Congress. Part 2 prepares students to research, read, write, review, and critique sociology scholarship. Finally, Part 3 provides advanced exercises in observing culture, socialization, inequality, and ethnicity and race.
Hong Kong is a global city-state under the sovereignty of the People’s Republic of China, and is home to around 250,000 Muslims practicing Islam. However, existing studies of the Muslim-majority communities in Asia and the Northwest China largely ignore the Muslim community in Hong Kong. Islam and China’s Hong Kong skillfully fills this gap, and investigates how ethnic and Chinese-speaking Muslims negotiate their identities and the increasing public attention to Islam in Hong Kong. Examining a range of issues and challenges facing Muslims in Hong Kong, this book focuses on the three different diasporic Muslim communities and reveals the city-state’s triple Islamic heritage and distinctive Islamic culture. It begins with the transition from the colonial to the post-colonial era, and explores how this has impacted on the experiences of the Muslim diaspora, and the ways this shift has compelled the community to adapt to Chinese nationalism whilst forging greater links with the Gulf. Then, with reference to the rise of new media and technology, the book examines the heightened presence of Islam in the Chinese public sphere, alongside the emergence of Chinese Islamic websites which have sought to balance transnational Muslim solidarity and sensitivity towards Chinese government’s concern of external extremism. Finally, it concludes by investigating Hong Kong’s growing awareness of the Muslim minorities’ demands for Islamic religious education, and how this links with the city-state’s aspiration to become the new gateway for Islamic finance. Indeed, Wai Yip Ho posits that Hong Kong is now shifting from its role as the broker that bridged East and West during the Cold War, to that of a new mediator between China and the Middle East. Drawing on extensive ethnographic research, this book thoughtfully charts a new area of inquiry, and as such will be welcomed by students and scholars of Chinese studies, Islamic studies, Asian studies and ethnicity studies.

From the first hospitals to pioneering pharmacy techniques, the early history of medicine reflects the groundbreaking contributions of Islamic physicians and scientists. Less recognized, however, is the impact of Islam on the health and daily health practices of modern-day Muslims. Meticulously documented with current research sources and relevant religious texts, Health and Well-Being in Islamic Societies sheds light on the relationships between Muslim beliefs and physical, psychological, and social health. Background chapters trace Muslim thought on health and healing as it has evolved over the centuries to the present. The authors provide even-handed comparisons with Christianity as the two traditions approach medical and ethical questions, and with Christian populations in terms of health outcomes, assuring coverage that is not only objective but also empirically sound and clinically useful. And as the concluding chapters show, understanding of these similarities and differences can lead to better care for clients, cost-effective services for communities, and healthier Muslim populations in general. Included among the book's topics: Muslim beliefs about health, healing, and healthcare; Similarities and differences between Muslim and Christian health beliefs; Impact of religion on physical, mental, and community health in Muslims; Understanding how Islam influences health; Applications for clinical practice; Implications for public health; Cultural awareness is critical to improving both individual client health and public health on a global scale. Health and Well-Being in Islamic Societies is essential reading for clinical and health psychologists, psychiatrists, social workers, and nurses, and will be informative for the general reader as well.
This insightful text examines the impact of Islamic schooling on Muslim youth in French-speaking Canada to consider how these institutions influence the formation of students' cultural, national, ethnic, and religious identities, and their sense of belonging to Quebec and Canada. Through close qualitative analysis of interviews conducted with first- and second-generation students, as well as parents, teachers, and leaders involved in Islamic high schools, this text explores how far institutions succeed in preparing young Muslims to participate in the broader secular society in Quebec and in English-speaking Canada. As well as investigating the historical and contemporary development of Islamic schooling in Canada, and addressing public perceptions of this educational sector, the volume foregrounds the voices of those directly involved in these schools to illustrate first-hand experiences, and the motivations and objectives of those choosing to support or engage in these schools. Overarching themes include citizenship, integration, and the complex interplay of Muslim, Quebecois, and Canadian values. This book will be of great interest to graduate and postgraduate students, researcher scholars and academics in the fields of religion, education, Islamic studies, multicultural education curriculum studies, and faith-based teacher education.

Public interest in the religion of Islam and in Muslim communities in recent years has generated an impetus for Western Universities to establish an array of Institutes and programs dedicated to the study of Islam. Despite the growth in number of programs dedicated to this study, very little attention has been paid to the appropriate shape of such programs and the assumptions that ought to underlie such a study. The Teaching and Study of Islam in Western Universities attempts to address two central questions that arise through the teaching of Islam. Firstly, what relation is there between the study of the religion of Islam and the study of those cultures that have been shaped by that religion? Secondly, what is the appropriate public role of a scholar of Islam? After extensive discussion of these questions, the authors then continue to address the wider issues raised for the academic community having to negotiate between competing cultural and philosophical demands. This edited collection provides new perspectives on the study of Islam in Western Institutions and will be an invaluable resource for students of Education and Religion, in particular Islamic Studies.

The American Journal of Islamic Social Sciences (AJISS), established in 1984, is a quarterly, double blind peer-reviewed and interdisciplinary journal, published by the International Institute of Islamic Thought (IIIT), and distributed worldwide. The journal showcases a wide variety of scholarly research on all facets of Islam and the Muslim world including subjects such as anthropology, history, philosophy and metaphysics, politics, psychology, religious law, and traditional Islam.

Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social, Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs: Goals, Design and Curriculum
Teaching and Learning Approaches: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions

The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries.

In their journeys to engaged citizenship, civic education is a right for all students, helping them to become active and informed. However, for some students, there are barriers to engagement. It is these barriers that are dealt with in this book. Civic education is a key component of the school curriculum irrespective of country and political system. Ensuring that young people understand the political and social contexts of their country, and indeed their planet, is a key requirement in a rapidly changing and unpredictable world. Providing access to civic learning, therefore, is a priority for schools and the societies in which they are embedded. Yet, for some students, barriers exist which prevent a deep understanding of the requirements for full participation and engagement. These students are neglected not only in schools but in research as well. This book seeks to fill that gap by shining a light on the multiple disadvantages that many students suffer in seeking to exercise their rights as active and informed citizens. The chapters in this book were originally published as a special issue of Educational Psychology.

Studying the Qur’an in the Muslim Academy examines what it is like to study and teach the Qur’an at academic institutions in the Muslim world, and how politics affect scholarly interpretations of the text. Guided by the author’s own journey as a student, university lecturer, and researcher in Iran, Malaysia, and New Zealand, this book provides vivid accounts of the complex academic politics he encountered. Majid Daneshgar describes the selective translation and editing of Edward Said's classic work Orientalism into various Islamic languages, and the way Said's work is weaponized to question the credibility of contemporary Western-produced scholarship in Islamic studies. Daneshgar also examines networks of journals, research centers, and universities in both Sunni and Shia contexts, and looks at examples of Quranic interpretation there. Ultimately, he offers a constructive program for enriching Islamic studies by fusing the best of Western theories with the best philological practices developed in Muslim academic contexts, aimed at encouraging respectful but critical engagement with the Qur'an.
Dilemmas surrounding the role for religious beliefs and experiences permeate the school lives of teachers and teacher educators. Inspired by the need for teachers and students to more fully understand such dilemmas, this book examines the relationship between religion and teaching/learning in a democratic society. Written for pre-service and in-service teachers, it will engage readers in thinking about how their own religious backgrounds affect their teaching; how students’ religious backgrounds influence their learning; how common experiences of school and classroom life privilege some religions at the expense of others; and how students can better understand diverse religious beliefs and interact with people from other backgrounds. The focus is specifically on classroom issues related to religious understandings and experiences of teachers and students, and the implications of those for developing democratic citizens. Grounded in both research and personal experience, each chapter provides thought-provoking evidence related to the role of religion in schools and society and asks readers to consider the consequences of varied ways of responding to the dilemmas posed.

"Included in this proceedings is a selection of peer-reviewed scholarly papers by Saudi postgraduate researchers who presented their work at a student conference held in London at the Queen Elizabeth II Conference Centre from January 31 to February 1, 2015. The volume covers topics from fields in the humanities, social sciences and natural and applied sciences. Appealing to both specialists and non-specialists, the topics addressed by the students reflect advances in knowledge, research trends, and scholarly debates across the academic spectrum. This cross-disciplinary conference was organised by the Scientific Society for Saudi Students in the UK with support from the Saudi Arabian Cultural Bureau in London, Imperial College London and King Abdullah University of Science and Technology. KAUST is committed to the development of a knowledge-based economy in Saudi Arabia. Under the leadership of founding Vice President, Dr Najah Ashry, KAUST's Saudi Initiatives organization invests in the Nation’s brightest young minds to ensure a strong and prosperous future. Through a variety of targeted programs and special projects, such as this year’s Conference, Saudi Initiatives identifies, nurtures, and supports talented young Saudis for KAUST and for Saudi Arabia."--

This volume examines the legal status of religion in education, both public and non-public, in the United States and seven other nations. It will stimulate further interest, research, and debate on comparative analyses on the role of religion in schools at a time when the place of religion is of vital interest in most parts of the world. This interdisciplinary volume includes chapters by leading academicians and is designed to serve as a resource for researchers and educational practitioners, providing readers with an enhanced awareness of strategies for addressing the role of religion in rapidly diversifying educational settings. There is currently a paucity of books devoted solely to the topic written for interdisciplinary and international audiences involving educators and lawyers, and this book will clarify the legal
complexities and technical language among the law, education, and religion.