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Session leader: Jo Pearce and Alexis Stones
Co-presenter / accompanying teacher: Joe Kinnaird
Session title: RE, Big Questions and Knowledge: Interim findings.
Key questions addressed: <ul style="list-style-type: none"> • What do we mean by Big Questions in RE? • What are students' and teachers' perceptions of Big Questions? • How do students' and teachers' perceptions of knowledge inform their understandings of Big Questions? • What else is in play? • What do we mean by epistemic literacy? • Is this a viable aim for RE?
Main content and activities of session: <ul style="list-style-type: none"> • We will share reflections from our pilot, literature review and advisory panels • We will share some of our methods and interim findings from interviews with students and teachers, and lesson observations • Joe Kinnaird will share his reflections on his involvement with the project: the project's relevance for the RE curriculum at his school, students' responses and epistemic literacy as a viable aim for RE • All presenters will discuss initial thoughts regarding recommendations for strategies to promote epistemic literacy in RE • There will be time for discussion regarding the issues raised
Links to resources, publications, etc : <p>Pearce, J., A. Stones, M. J. Reiss, and T. Mujtaba. 2019. "Science is purely about the truth so I don't think you could compare it to non-truth versus the truth.' Students' perceptions of religion and science, and the relationship(s) between them: Religious Education and the need for epistemic literacy." <i>British Journal of Religious Education</i>:1–16. doi: 10.1080/01416200.2019.1635434.</p> <p>Stones, A., Pearce, A., Reiss, M.R., Mujtaba, T. (2020): Students' Perceptions of Religion and Science, and How They Relate: the Effects of a Classroom, Religious Education Intervention, <i>Religious Education</i>, DOI: 10.1080/00344087.2020.1769537</p>