

SORAPS TEACHER TRAINING COURSE

1st in – presence session

Provisional Syllabus

Day 1

1. Introduction to the SORAPS Course (30 Min)

- a. Responsible: **Ca' Foscari University of Venice**
- b. Contents:
 - i. *Aims and objectives of the SORAPS Project.*
 - ii. *Presentation of the Course Topics.*
 - iii. *Presentation of the Training Materials .*
- c. Methodology:
 - i. *Frontal Lesson*

2. Introduction to the Online Course Platform (1h)

- a. Responsible: **University of Salamanca**
- b. Contents:
 - i. *Introduction to the use of the Online Course platform.*
 - ii. *Practical information on how the online course is structured in the Moodle platform.*
 - iii. *Practical exercise.*
- c. Methodology:
 - i. *Frontal lesson.*
 - ii. *Exercise in class.*

3. Introduction to the UNIT II: The Sense and Methods of Teaching Studies of Religions in Schools (1h and ½)

- a. Responsible: **University of Southern Denmark**
- b. Contents:
 - i. *Aims of the Unit.*
 - ii. *The importance of teaching of religions nowadays.*
 - iii. *The methods and approaches in studying and teaching religions in school.*
 - iv. *Introduction to the topics comparative religions, sociology of religions, philosophy of religions.*
 - v. *Introduction to the main stereotypes and prejudices about the concept of religion in Itself.*
- c. Methodology:

- i. *Brainstorming (definition of religions, reasons and methodology of studying and teaching religions in schools, etc.).*
- ii. *Frontal Lesson.*
- iii. *Discussion in class (How challenging are these topics to your and your students understanding of religions? How to effectively convey these topics in class? How to avoid endorsing stereotypical views of religions in class?).*

4. Introduction to the UNIT VI: Human rights and religious freedom (1h)

- a. Responsible: **University of Southern Denmark**
- b. Contents:
 - i. *Aims of the Unit*
 - ii. *How to guarantee from a cultural and legal point of view the basic freedom of religions?*
 - iii. *How religions are framed inside the most important Human rights policies?*
 - iv. *Human Rights, Religion and the Study of Religion.*
 - v. *Human Rights and Religion: Contemporary issues and cases.*
 - vi. *Religion, Human Rights and Law, with special regard to Europe.*
- c. Methodology:
 - i. *Brainstorming (definition of human rights, definition of religious freedom, definition of secular state).*
 - ii. *Frontal Lesson.*
 - iii. *Discussion in class (How challenging are these topics to your and your students understanding of human rights and religions? How to effectively convey these topics in class? How to stimulate active citizenships concerning human rights and religions?).*

Day 2

1. Introduction to the Unit III ‘Stereotypes and Prejudices on Main Religious Traditions’: Forewords (30 min)

- a. Responsible: **Ca’ Foscari University of Venice & École Pratique des Hautes Études**
- b. Contents
 - i. *Aims of the Unit.*
 - ii. *Motivation for the selection of topics.*
 - iii. *Warnings to avoid essentialism, use of definitions as heuristic tools.*
- c. Methodology:
 - i. *frontal lesson.*

2. Introduction to the Unit III ‘Stereotypes and Prejudices on Main Religious Traditions’: Three Monotheisms (1 h and 45 min)

- a. Responsible: **École Pratique des Hautes Études**

- b. Contents:
 - i. *The relevance of the teaching about the Three Monotheisms European Schools. (Why should we teach them?).*
 - ii. *Introduction to the main stereotypes and prejudices regarding the Three Monotheisms.*
 - iii. *The approaches used with these topics (historical, philological, cultural studies, focus on texts, focus on practices, etc.*
 - iv. *Introduction to the most relevant historical moments, practices, beliefs and their relationships with the historical and cultural development of Europe.*
 - v. *Introduction to the most relevant historical transformations, developments and internal diversities.*

- c. Methodology:
 - i. *Brainstorming (discussing how the ideas of Monotheism contributions to the european history and culture, the most widespread misconceptions or stereotypical views concerning these topics).*
 - ii. *frontal lesson.*
 - iii. *discussion in class (which topics would be more suitable to be engaged in your classes? Which stereotypes could be more apt to be discussed in your lessons? How to actively engage students in these topics?).*

3. Introduction to the Unit III ‘Stereotypes and Prejudices on Main Religious Traditions’: East Asian Religions (1h and 45 min)

- a. Responsible: **Ca’ Foscari University of Venice**
- b. Contents:
 - i. *The relevance of the teaching about the East Asian Religions in European Schools. (Why should we teach them?).*
 - ii. *Introduction to the main stereotypes and prejudices regarding the East Asian Religions .*
 - iii. *The approaches with these topics (historical, philological, cultural studies, focus on texts, focus on practices, etc.*
 - iv. *Introduction to the most relevant historical moments, practices, beliefs and their relationships with the historical and cultural development of Europe.*
 - v. *Introduction to the most relevant historical transformations, developments and internal diversities.*

- c. Methodology:
 - i. *Brainstorming (the most widespread misconceptions or stereotypical views concerning these topics, what is the European self-understanding in front of the East Asian Religions and how stereotypes about East Asian Religions contributed to form such self-understanding).*
 - ii. *frontal lesson.*
 - iii. *discussion in class (which topics would be more suitable to be engaged in your classes? Which stereotypes could be more apt to be*

discussed in your lessons? How to actively engage students in these topics?).

Day 3

1. Introduction to the Unit IV: Religious Plurality in Contemporary Societies & media (2 h)

- a. Responsibles: **Ca' Foscari University of Venice & École Pratique des Hautes Études**
- b. Contents:
 - i. *Aims of the Unit.*
 - ii. *Motivation for the selection of topics.*
 - iii. *presentation of the pivotal points of each topics (Religious Plurality in Contemporary Europe, Religion and Migrations, Religions and the Body, Religious feasts of the three Monotheisms, New Age and New Religious Movements, Religions and the Media).*
- c. Methodology:
 - i. *frontal lesson.*
 - ii. *discussion in class (which topics would be more suitable to be engaged in your classes? How to link them with your subjects? How to actively engage students in these topics?).*

2. Introduction to the Unit V: Fundamentalisms, Violence and Religions

- a. Responsibles: **Ca' Foscari University of Venice & École Pratique des Hautes Études**
- b. Contents:
 - i. *Aims of the Unit.*
 - ii. *Origin of the term Fundamentalism and Related terms (Radicalism, Integralism).*
 - iii. *The relation between Fundamentalism, Terrorism, Violence and Religions.*
 - iv. *Some examples of Fundamentalism and religious violence in Judaism, Christianity, Islam, Hinduism, Buddhism.*
- c. Methodology:
 - i. *Brainstorming (on the origin and meaning of the terms Fundamentalism, Radicalism, Integralism and their relationship with terrorism, violence and religions).*
 - ii. *frontal lesson.*
 - iii. *discussion in class (which topics would be more suitable to be engaged in your classes? How to link them with your subjects? How to actively engage students in these topics? How to avoid misconception and stereotyped view of these topics? How to promote a critical approach on these topics?).*

Day 4

1. **Introduction and presentation of UNIT I (Pedagogical Strategies in Multicultural classes: Laying the Groundwork) and UNIT VIII Pedagogical Strategies in Multicultural classes) (1h)**
 - a. Responsible: **Oxfam Italia Intercultural & University of Augsburg**
 - b. Contents:
 - i. *Aims of the Units.*
 - ii. *Structure and sessions looking at pedagogical strategies in multicultural classes.*
 - c. Methodology:
 - i. *Frontal lesson.*
 - ii. *Group discussion.*
2. **Practical workshop (3h)**
 - a. Responsible: **Oxfam Italia Intercultural & University of Augsburg**
 - b. Contents:
 - i. *Identifying learning difficulties, tensions and conflicts between students, negative (eg racist, homophobic, islamophobic) behavior.*
 - ii. *Identifying differences as a way to address and overcome conflicts, misunderstandings and prejudice.*
 - iii. *How to consider the class' diversity as an asset.*
 - c. Methodology: Non formal Education Methodologies which are active and participatory
 - i. *Observation process using questionnaires.*
 - ii. *Group work.*
 - iii. *Debriefing.*
 - iv. *Team building.*

Day 5

1. **Introduction and presentation of UNIT VII (Use of Innovative ICT Methodologies) (1h)**
 - a. Responsible: **University of Salamanca**
 - b. Contents:
 - i. *Aims of the Units.*
 - ii. *Digital competences for teachers.*
 - iii. *ICT innovation in classroom: identification of needs and design of a school plan.*
 - c. Methodology:
 - i. *Frontal lesson.*
 - ii. *Group discussion.*
2. **Practical workshop (3h)**
 - a. Responsible: **University of Salamanca**
 - b. Contents:
 - i. *Use of tablets in the classroom.*

- ii. Blogging in the classroom.*
 - iii. Creation of video tutorials and multimedia materials.*
 - iv. Visual thinking and learning in education.*
- c. Methodology:

In the computer room, the participants will work in small groups on one of the previous topics and they will analyze a case study.

 - i. Group work.*
 - ii. Case studies.*
 - iii. Oral presentation.*

