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Editorial and Summary in English

by
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This Editorial is intended to make the major contents of the contributions in German known to an international readership. It is based on the supposition that such an additional overview of the journal's articles is more profitable to international English-speaking readers than just additional English abstracts at the beginning of each German article.

We appreciate any reactions and comments by readers from outside the German language context and are grateful for suggestions that can help us to further improve our journal's accessibility and attractiveness for an international readership.

(You are invited to e-mail your comments to manfred.pirner@fau.de).

In this issue of Theo-Web there is no thematic issue but only the following contributions to the section "Research and Discourse".

Emotions as ‚challenging situations' in competence-centered religious educaation

by Carsten Gennerich

RE in Germany is based on the concept of competence. This affords a curriculum based on a systematic classification of challenging demands or problems solved with religious interpretations of self and world. The article proposes to systematize these challenging situations using a taxonomy of emotions. Such a starting point of religious learning has several advantages, for example it is open for all students independent of their degree of religiosity. Using the emotion of envy it is first shown that envy combines three interpretation patterns: (1) Giving special value to something owned or achieved by another person; (2) interpreting the own person in the light of a deficit by social comparison with another person; (3) interpreting the other person as an enemy. Related to these patterns religious interpretations of self and world are described that can be helpful for coping with envy. Concluding, the possible contribution of the resulting learning insights to the development of a systematic religious competence is discussed.

Not a threat, but a basic right – Muslim prayers in schools

by Joachim Willems

For practising Muslims, the Islamic ritual prayer (Ṣalāt) belongs to the central expressions of their religion. For Muslim pupils, regularly at least one of the five daily prayer times falls in their school time. Some school principals, teachers, legal experts and journalists view Muslim prayer at school as illegitimate, as a threat or disturbance to school order. This contribution looks at the perspective, the experiences and interpretations of ritual prayer by Muslim youth. It becomes clear that these young people

wish to practise their individual right to prayer and look for discretion and protection in the face of shame and discrimination. The text also traces mechanisms of exclusion.

Tracing the mystery of sonship, or: Who is Jesus? Approximation to a didactics of christology exemplified by the son-of-God-predicates in the Gospel of Marc (dedicated to Ulrich Becker on the occasion of his 85th birthday)

by Marco Hofheinz

In RE discourse more and more voices advocate – for theological as well as didactical reasons – a new didactical approach to christology. Explicitly they demand common efforts across the theological disciplines to overcome problematic concepts. In this contribution, a systematic theologian tries to develop a theologically as well as didactically appropriate approach to christology that is based on texts from the Gospel of Marc which speak of Jesus as the son of God. This integration of different theological disciplines is characteristic of the developed concept that traces the mystery of the son of God didactically. As a concretion, ideas for the practice of teaching are introduced and a lesson unit is sketched.

On telling biblical stories

by Stefan Schütze

In this contribution the author further elaborates on research he has done on the question of what kind of faith may prove communicable and viable in a post-theistic culture (cf. Schütze 2012). He develops ideas on which practice of telling biblical stories may correspond to a tentative, critical and post-metaphysical religion. He suggests following this intention by conveying the mytho-poetical ‚added value’ of biblical stories, which could paradigmatically be realised by adopting and extending Neidhart’s concept oft he ‚narrative frame’. His aim is to pave the way to a critical, symbolic and multidimensional understanding of biblical stories, even with children, without overstraining them neither religiously nor emotionally nor cognitively.

Observations on the reception of Lessing’s ring parable in school textbooks for German Language and Religious Education

by Hansjörg Biener

The contribution analyzes and discusses the way in which Lessing’s famous ring parable from ‚Nathan the Wise‘ is treated in school text books for the subjects German Language and Religious Education. It thus tries to compare and link the corresponding didactical perspectives.

Who talks with whom about religion? Church affiliation and opportunities determine the choice of communication partners

by Heiner Meulemann

The contribution reports an empirical study on how the frequency of talks about religion is connected with church affiliation and of opportunities. According to the particularism hypothesis people are expected to talk most frequently with familiy members, less frequently with church professionals and least frequently with persons beyond the family. According to the responsibility- and need-hypothesis church-affiliated persons are expected to talk more frequently with church professionals and family members than church-distanced persons. According to the biographical hypothesis being married and being parents is expected to increase the frequency of talking with church professionals and family members. And according to the resources hypothesis trust and social status are expected to increase the frequency of talking with persons beyond the family but not with church professionals and family members. These hypotheses are tested with reference to the ALLBUS 2012 survey among those who talk about religion at all. The particularism hypothesis is not confirmed, while the responsibility- and need-hypothesis as well as the biographical and the resources hypothesis are by and large confirmed.

How do 8- to 14-year-old pupils feel in Religious Education class? A qualitative empirical study.

by Thomas Benesch

Results from empirical educational research show that pupils behave better in and outside school when they have a feeling of well-being in the school context. Based on this premise, a qualitative interview study was conducted among 24 pupils. The interviews were transcribed and analyzed with the method of qualitative content analysis. The results show that the teacher, anxiety and school performance are factors that influence the feeling of well-being in religious education class.