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David I. Smith
Calvin University

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IJCE's Editors: Broadening the scholarly conversation

David I Smith

Calvin College, Michigan, USA

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In the inaugural issue of the *International Journal of Christian Education (IJCE)*, Trevor Cooling and I (Smith and Cooling, 2015) described the intended scope of the journal. We aim to publish scholarly work that addresses the intersection between Christianity (its beliefs, practices, history, etc.) and education (theory and practice, various areas of curriculum, various institutional forms, etc.). We indicated in that first editorial some areas where we hope to see a continued broadening of published work in this area. One of these areas was the global reach of the conversation.

In this second editorial I would like to introduce the initial editors of *IJCE*—I say initial because, although they represent a range of national contexts, the list is still heavily focused on the West, and we hope to expand the editorial base further as opportunity allows. The initial group of editors grows out of the traditional bases of the *Journal of Christian Education* (Australia) and the *Journal of Education & Christian Belief* (UK and US), and begins the process of expansion from there. The two journals that have merged to form *IJCE* had editors in three countries; the initial group of *IJCE* editors represents six countries, as well as a variety of denominational backgrounds. We will continue to work towards including additional regions as we are able, but hope that even this initial expansion will help lay the basis for a genuinely international scholarly conversation about Christianity and education.

Here, then, is the current group of editors, with a little information about their own research interests in this field.

Editor: David I Smith

David Smith is Director of the Kuyers Institute for Christian Teaching and Learning and Director of Graduate Studies in Education at Calvin College, a private liberal arts college in Grand Rapids, Michigan, USA. He also served as

Corresponding author:

Professor David I Smith, Graduate Studies in Education, Calvin College, Grand Rapids, MI 49546, USA.

Email: dsmith@calvin.edu

editor of the *Journal of Education & Christian Belief*. He has a longstanding interest in the relationship between faith and pedagogy, and in the ways in which not just the ideas discussed in educational settings but the practices that help construct those settings can be informed by Christian faith. David was substantially involved in creating the approach to pedagogy embodied in the *What if Learning* resources (www.whatiflearning.com). His current projects include a forthcoming co-authored volume on *Teaching and Christian Imagination*, a team research project examining technology use in Christian schools, and a forthcoming book on Christian pedagogy.

Deputy Editor/Regional Editor, UK: Trevor Cooling

Trevor Cooling is Professor of Christian Education at Canterbury Christ Church University. This is the only university in England that has a full-time Chair in this field. Christ Church was founded by the Church of England in 1962 to train teachers for its 4000+ schools. His main research interests are in theology of education, the notion of distinctively Christian learning, and the way in which Christian Education relates to religious diversity. Trevor has been heavily involved in the development of the *What If Learning* pedagogy (www.whatiflearning.co.uk). He is currently writing a book reporting on a research project he led investigating how teachers in English Church schools responded to the challenge of being asked to teach using this distinctively Christian approach. His other main area of work is to supervise doctoral students, of which there are currently 25 at Christ Church. Trevor has been involved in editorial work for both the *Journal of Education & Christian Belief* and the *Journal of Christian Education*, so their merger into the *International Journal of Christianity and Education* is a source of great pleasure. His prayer is that it will help create outstanding work in Christian Education.

Regional Editors, Australia: Trevor Cairney and James Dalziel

Trevor Cairney is Master of New College and Professor of Education within the Faculty of Arts & Social Sciences at the University of New South Wales Australia. He has conducted many research projects and published widely on children's learning, family and community literacy practices, and text comprehension. His interests in Christian education include pedagogy, the role of imagination, creativity and play in learning, and Christian formation.

James Dalziel is Professor of Learning Technology and Director of the Macquarie E-Learning Centre of Excellence (MELCOE) at Macquarie University, Sydney, Australia. Prior to Macquarie, James was a Lecturer in Psychology at the University of Sydney. James leads the development of "LAMS" (the Learning Activity Management System)—an open source system for Learning Design. His research interests cover e-learning, learning design, IT security, social psychology, and moral values. His interests in Christian education

include Christian schools, Christian higher education, theological education, e-learning, and spiritual formation. He hopes to assist *IJCE* in developing a rich scholarly approach to the integration of Christian faith with educational philosophy and practice, particularly in areas affected by different approaches to moral values (drawing on Haidt's Moral Foundations Theory). He is also keen to encourage the appropriate use (and the appropriate "non-use") of technology in Christian education.

Regional Editor, the Netherlands: Bram de Muijnck

Bram de Muijnck obtained his master's degree in clinical psychology, with a specific focus on children with special needs, and his doctoral work was in philosophy of education. In his work in an education consultancy center (until 2003) he explored the relationship between the theological perceptions of teachers and their professional practice. At the moment he is Associate Professor of Christian Teaching at Driestar Christian University in Gouda, the Netherlands, and heads research into the worldview of teachers in teaching practice. He has published about the spirituality of teachers, inspiration in teacher education, and cultural differences in Christian teaching. Bram looks forward to meeting the texts of scholars all over the globe about current themes in Christian-inspired practices of teaching, such as the meaning of worldview in subject teaching and the education of Christian educators. The *IJCE* initiative contributes to the dialogue on Christian teaching in the broader context. Because of the globalizing trends in education there is a need for discussion of themes like intercultural education and intercultural competence to promote research and reflection. Bram also hopes that the journal can promote publications about the influence of Christian religion on the growth of education in developing countries.

Regional Editor, USA: Darin Davis

Darin Davis is director of the Institute for Faith and Learning at Baylor University and assistant professor of Christian philosophy and ethics at Baylor's George W. Truett Theological Seminary. He also serves on the graduate faculty of Baylor's philosophy department. His current research focuses on Christian ethics, the virtues, and church-related higher education. He is particularly interested in how wisdom (understood as contemplative, practical, and spiritual) might serve as the animating virtue of Christian higher education. He believes that a richer moral vocabulary is needed to understand and respond to many of the current challenges in higher education. An essential part of this moral vocabulary is a better understanding of the moral and theological virtues and how they might serve the purposes of intellectual and moral formation. He is the editor and co-author of *Educating for Wisdom in the 21st Century University* (St. Augustine's Press, forthcoming), and is currently working on a monograph on Christian friendship.

Regional Editor, Singapore: Allan Harkness

Allan Harkness, from New Zealand, has lived in SE Asia for more than two decades, where he has been on the faculty of three theological education institutions, including AGST Alliance (a regional post-graduate theological education venture), of which he is Dean and Education Programs Director. He was editor of the *Journal of Christian Education* 1998–2005, and in 2009 initiated the biennial *Asian Forum for Christian Educators*. Allan's CE research interests have been in the field of intergenerational processes in Christian faith communities. More recently his research focus has been on teaching/learning and assessment processes in theological education. Allan has valued the former JCE and JE&CB, and now the new *IJCE*, for the opportunity they have provided for educational discourse across a spectrum of settings, enhancing cross-fertilization of Christian educational thought. The need for this is marked in Asian multi-religious societies (in which Christianity is clearly a minority religion) within which Allan interacts with Christian teachers and church leaders, encouraging each to draw on informed insights from the other so that they can better appreciate how they might express their faith more effectively, courageously, and with integrity.

Regional Editor, Canada: Elizabeth Green

Elizabeth Green is Director of the Cardus Education Research Program; Cardus is a Christian social-policy think tank committed to the renewal of social architecture in North America. She has a background in teaching and research at both secondary and post-secondary levels, having previously directed a university research center and led a professional doctorate program in Christian education in the United Kingdom. As part of her role at Cardus she oversees the Cardus Religious Schools Initiative (CSRI), which is based at Notre Dame University in the USA. CSRI administers the Cardus Education Survey, now considered the most significant representative benchmark of non-public school academic, cultural, and spiritual outcomes. Her work at Cardus builds on her own research priorities; she has published in international journals in the areas of Christian school ethos, student culture, leadership and management, and critical approaches to teaching and learning. Elizabeth believes the *International Journal of Education and Christianity* to be important because of the need to build research in the area of Christian Education into a rich inter-disciplinary field, and because theory and practice in Christian education need to be informed by rigorous research and a robust exchange of ideas.

Reviews Editor: Ken Badley

Ken teaches part-time in the Doctorate in Education program at George Fox University in Newberg, Oregon, USA and lives in Calgary, Alberta, Canada. At George Fox and at a couple universities in Calgary, Ken teaches Christian ethics

and philosophy of education courses. Throughout his career he has been interested in the integration of faith and learning, including clarifying what people mean when they use that language. More recently, he has worked with in-service teachers on questions of nurturing their sense of vocation, and with pre-service teachers, focusing on how they envision implementing their own classroom ideals in the core cycle of teaching activities: curriculum, instruction, and assessment. Ken's involvement with the *IJCE* book reviews arises out of a concern to inform about specific publications and about trends in scholarship and publishing relevant to Christian educators in both state-funded and independent settings, at all levels. In his vision, reviews can also foster the kind of dialogue that feature articles create.

Together we hope to serve the wider community of scholars working at the intersection of Christianity and Education and to help deepen and broaden the scholarly knowledge base in this field. We plan to rotate editorial writing duties in order to help frame the journal with perspectives from various regions. We also look forward to receiving and reviewing the work of colleagues from around the world and welcoming new voices to the conversation.

Contents of the current issue

Elizabeth Green and Trevor Cooling report on the results of an empirical study examining how British teachers made use of the approach to Christian education offered in the *What If Learning* resources (<http://www.whatiflearning.co.uk>). Focusing on case studies of particular teachers, they show how teachers successfully adapted to the approach in ways that led to students grasping and applying the Christian framework in play. They also report examples of the approach not succeeding owing to teachers' prior philosophical, theological, and pedagogical assumptions. In these cases, the adoption of the "imagination" component of the approach without commensurate re-workings of forms of pedagogical engagement and classroom practices led to the Christian element feeling out of place for teacher and students alike.

Andrew Wright connects the doctrine of justification to the possibility of Christian education in terms of learning about God. Wright draws upon Kierkegaard's posing of the question, "How far does Truth admit of being learned?" in the context of sin and grace. Protestants have often been concerned that accounts of knowing that ascribe to humans the possibility of true knowledge of God on the basis of their own innate capacities undermine the idea of the justification of sinners being based on sovereign grace. The risk, then, is turning learners into puppets who can only know anything about God if God chooses to program them to do so. As Wright puts it, "the challenge is to explicate the relationship between the sovereignty of grace and the active participation of the learner in a manner faithful to revelation." Wright's discussion offers a way of reading justification in order to achieve such an explication and ground the possibility of the learner's active participation in Christian education.

A de Kock explores the changing contexts of religious socialization of Christian youth, contrasting traditional, modern, and “tribal” socialization against the background of the Dutch context. De Kock argues that in a context where religious learning has become more individualized, more fluid, and less institutionalized, both traditional (focused on transmission of tradition) and modern (focused on clarification of identity) forms of socialization face significant challenges. Tribal forms of socialization foreground the role of the experiential practice of faith, intersubjective forms of authority, distributed forms of community, and the key role of affect and authenticity. De Kock’s article explores the challenges the new forms of socialization pose for schools and churches.

Daniel Moulin reviews the role of Religious Education in state-funded schooling in England, arguing that religious believers have grounds to find the provision of Religious Education problematic. Surveying past and present critiques of the subject and its outcomes, Moulin raises questions concerning its grounding in terms of its lack of roots in any clear religious authority and also surveys ways in which Religious Education may end up misrepresenting religion and foregrounding critique of religious identities. As a result of these weaknesses, Moulin argues, the practice of Religious Education may end up damaging the religious identity formation of religious youth.

Reference

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