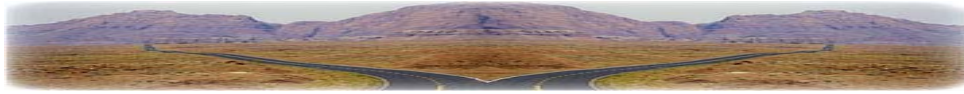


A joint meeting of the Religious Education Association (REA) and the Association of Professors and Researchers in Religious Education (APRRE)



**Contextual Pedagogies: Teaching Context as Religious Text  
November 5-7, 2004  
Brown Palace-Comfort Inn Complex  
Denver, Colorado**

**2004 Call for Proposals and Presentation Venues**

**The deadline to submit paper and presentation proposals is May 12, 2004.**

APRRE and REA members in good standing are invited to submit an abstract of not more than one page as a proposal for a presentation in an Interest Group, a Colloquium, or a Resourcing Workshop. See directions following. One presentation per person, please. PLEASE NOTE SUBMISSION OF A PROPOSAL IS A COMMITMENT ON THE PRESENTER'S PART TO BE PRESENT AT THE MEETING IN DENVER. FOR PERSONS SUBMITTING AN INTEREST GROUP PAPER, IT IS ALSO A COMMITMENT TO DELIVER THE PAPER FOR PUBLICATION ON THE WEB AND CD-ROM BY SEPTEMBER 10, 2004

**ELIGIBILITY:** In order to be eligible to submit a proposal, persons must have paid their membership dues for the July 1, 2003 to June 30, 2004 membership year. Renewal can accompany one's proposal. If selected, presenters must renew for the July 1, 2004 to December 31, 2005 membership year, in which the meeting occurs, as well and register for the meeting.

**THEME:** While the full implementation of the joint reorganization design for meetings will not occur until our Toronto 2005 meeting, this year's meeting will endeavor to follow the spirit of the reorganization planning. Religious education takes place through multiple practices of scholarship, research, teaching and administration in a variety of contexts. Responding to and nurturing attentiveness to this variety will happen through three foci: Religious Education in Faith Communities—A focus on religious education in local faith communities, and within and by denominational/religious bodies on regional, national, and international levels; Religious Education in Public Life and the Global Community—A focus on the role of religious education beyond religious and academic contexts in the interest of the common good as well as on inter-religious education and conversation. Religious Education in Academic Disciplines and Institutions—A focus on the engagement in and advancement of religious education in academic disciplines and in schools, colleges, universities, and graduate schools of religion and theology.

Annual meetings of the Association have both thematic and non-thematic elements. Our theme this year focuses attention on "Contextual Pedagogies," an issue of importance to the field that provides a common point of interaction. Non-thematic elements provide opportunities for the pursuit of unique member interests.

The meeting theme is addressed in plenary sessions and some interest group sessions. Non-thematic issues are addressed in interest group sessions, task-forces, and meetings of particular and contextual religious traditions. Papers related to the theme of the annual meeting may receive

preferential consideration for publication in *Religious Education*. All proposals and presentations must make clear connection between their topic and the theory or practice of religious education.

### **“Contextual Pedagogies: Teaching Context as Religious Text”**

#### **Questions, Topics, Issues to Explore in Considering a Paper or Presentation**

This theme offers us two fundamental *questions* to ponder:

- What **teaching strategies** do we employ to help students correlate the text we are teaching and the context they represent?
- What are the **contexts** that impact our teaching?

As we engage contextual pedagogies we have a wide range of *topics* to explore:

- Descriptions of contextual teaching – case studies where these dynamics of contextualization are alive in our present teaching practice
- How to cultivate our students’ capacities to be present to their community’s situation and environments:
  - Developing students’ learning skills to hear and describe the reality of present experience;
  - Honing students’ ability to interpret the community’s realities in relation to scripture, tradition and vice versa;
- How contextual pedagogies open students to disenfranchised voices (especially the poor, people of color and women) that may not be represented in the reflections of the classical texts or in the power and social structures of contemporary contexts.
- How “communities of faith” set the focus by which religious educators determine their curriculum and teaching -- the interplay of religious and public contexts in our teaching
- Teaching as shaping/influencing our contexts and the contexts of others
- Exploring models of contextualization in religious education curricula

Some of the *issues* at stake include:

- Just how we understand the word “context” in religious education
- Comparison of contextual pedagogies with more classical pedagogies: What makes contextual pedagogies distinctive
- Examining where religious educators stand in the interplay of religious community and public life.
  - Discovering what moves a religious educator towards contextual teaching
  - Preparations for this move
  - Obstacles teachers face in undertaking such teaching
  - Change strategies necessary for teachers to make a commitment to contextual teaching practices,
  - Assessment of student learning in contextual teaching
  - Learning how communities of faith teach us to teach
  - Satisfaction level of students, parents, and churches with contextual teaching

"Texts" as individuals and/or faith communities; Teaching these "texts" with integrity and not violation

**Presentation Venues:** Plenaries (common sessions) — Plenary sessions bring together all meeting registrants at one time to focus upon the meeting theme. Plenaries may utilize a variety of formats and methods. Interest Groups, Resourcing Workshops, and Colloquia Sessions are “break-out” meetings that allow attention to specific topics related to the theme. As you consider submitting a proposal, be mindful about your topic and the best meeting venue for it.

INTEREST GROUP sessions are presentations among a group of up to 25 members of developed research and presented in formal papers that are within one revision of being of publishable quality. All research papers will be posted on the website prior to the meeting, accessible by members/registrants only, and included in the Annual Meeting Proceedings, distributed on the website, in CD-ROM, and hardcopy. Students submitting proposals for research interest groups will be asked for a letter of reference/support from a faculty member indicating ability to present in this venue. A moderator will be appointed to help organize the discussion around issues raised by the papers and participants.

COLLOQUIA are less formal than Interest Groups and involve presentations of religious education research, planning, and programming in their beginning stages. An outline of ideas or sharing of practices is appropriate in this format.

RESOURCING WORKSHOPS are presentations of scholarly and practical resources or approaches supporting the multiple practices of religious education. These sessions may seek to increase awareness or enhance performance of specific religious education practices. The context for these practices may be settings such as faith communities, higher education, wider public settings, schools, etc.

### **INFORMATION ON SUBMITTING PROPOSALS**

Applicants must send **an abstract of no more than one page** (it may be single-spaced) to the Executive Secretary and the members of the Call for Proposals Committee. Abstracts must be received **by May 12, 2003**. ***Submission by e-mail preferred.*** Include the following:

- a. Title of paper, colloquium, or resourcing workshop
- b. Name of author/presenter(s), position and institution
- c. Indicate the category for which the proposal is submitted (RIG, Colloquia, Workshop)
- d. Three to four line (maximum) description for use in the meeting program
- e. Abstract
  - For papers, include main points, methodology, generally the sources grounding the paper, and the status of the research at the time of the proposal
  - For colloquia, include main concepts/issues, methodology for addressing the topic, generally sources utilized, and method of presentation
  - For resourcing workshops, include context, main concepts/issues, practice(s) being addressed, context of those practices (e.g. faith community, higher education, wider community, schools), outline of the workshop (sequence of topics and methods), resources presented and used.

Each proposal will be reviewed by the Call for Proposals Committee. Presenters selected will be notified on or by **June 14, 2004**. Proposals may be paired according to interest and topical relation.

**E-mail one copy of proposal to the following four people: Drs. Kang, O'Brien and Warner constitute the Call for Papers Committee.**

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**An additional REA representative will be added to this committee.**