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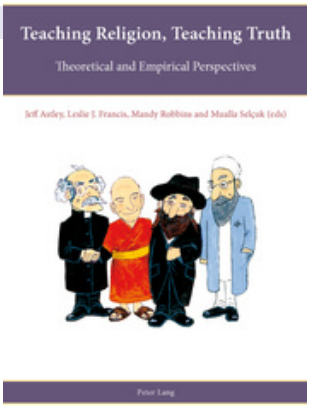
Teaching Religion, Teaching Truth

Theoretical and Empirical Perspectives



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Book synopsis

Religious educators today are called upon to enable young people to develop as fully-rounded human beings in a multicultural and multifaith world. It is no longer sufficient to teach about the history of religions: religion is not relegated to the past. It is no longer sufficient to teach about the observable outward phenomena of religions: religion is not restricted to practices, artefacts, and buildings observable in the outside world. It is also necessary to take seriously what religions believe about themselves, and what religions believe about other religions.
Seen from the inside, religions deal in the currency of truth. For the religions themselves, truth matters. Truth-claims can lead to harmony and peace, but they may also engender discord and violence. What ultimately counts is how one set of truth-claims confronts or embraces the truths claimed by other, different voices. Therefore those who teach religion cannot avoid dealing with the theology of religions.
In this collection of original essays, religious educators shaped by both Christian and Islamic worldviews discuss the problems and opportunities that now face educators and believers alike, as they are confronted by the challenge of *teaching religion* and *teaching truth*. The discussion nurtured at the sixteenth conference of the International Seminar on Religious Education and Values is here developed further, to stimulate wider reflection and shape good local practice.

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