



Religious Education and Emergent Technologies

Principal Investigator Paul Hopkins



Stage 1

Strategic Planning
Systematic literature review
Baseline Survey
Recruitment of expert group
Technical planning

January - March, 2020

Stage 2

Expert group meets to explore the range and scope of emergent technologies; to determine the capacity of the research; to commission and plan the structure and technical specifications of the case studies

March - June, 2020

Stage 3

Data collection and development of case studies and accompanying academic papers and construction of eBook and website.

January - June, 2021

Stage 4

Dissemination and presentation of findings.

June - September, 2021



Aims of the Project

This research will follow an iterative ethno-interpretative framework drawing on survey, interview and case study data to produce a series of scenarios on the use of emergent technologies in Religious Education.



Key Literature

- OECD (2015) Students, Computers and Learning: Making the Connections. Paris: OECD.
- Fullan, M. and Langworthy, M. (2014). A Rich Seam: How New Pedagogies Find Deep Learning. 1st ed. [ebook] London: Pearson
- Gartner (2018) Hype Cycle for Emerging Technology
- Higgins, S (2012) The impact of digital technology on learning: A summary for the Educational Endowment Foundation
- Hopkins (2000) Using Technology in Religious Education London: Stanley Thrones.
- Hopkins (2011) Teaching RE in the secondary school in Barnes, P (ed) Debates in Teaching Religious Education London: Routledge
- Hopkins, P and Hayward, M (2010), "Resources for Teaching about World Religions in English Schools: An Audit", HMSO, London.



Contact



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