Vera Halezina

Omega Graduate School

Professor Dr. David Ward

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120 Day – Essay Draft

Continuation of the SR953 Research for 21st Century paper that you began for your 60-day assignment.

1. Write a summary for each of your resources (see 60-day assignment instructions, #5, and #6 for specifications). Use a Level 1 heading at the beginning of each summary. Level 2 and Level 3 headings are optional.

a. Include the following for each book from the 60-day assignment (A minimum of two books (minimum of one published in the last five years) relevant to your chosen topic.)

• a short biography of the author and his or her credentials, and

• your assessment of each book’s (a) readability, (b) presentation of the subject, and (c) relevance to your chosen topic.

b. Include the following for each journal article from the 60-day assignment (A minimum of five primary research journal articles relevant to your chosen topic; four articles must be less than five years old.)

• the title, year, and author(s) of the research;

• the basic categories in the literature review section;

• a brief description of the research type and methods;

• a brief description of the population being studied and how the participants were selected for the research; and

• a brief description of the findings and conclusions.

2. Structure (Paper Evaluation includes the following structure below).

a. Download the “OGS APA Course Assignments Template 7th Ed 2021” template from the General Helps folder in the AA-101 The Gathering Place Course on DIAL. Using the template, create the following pages.

b. Title Page (not included in page count).

c. Copy and paste the assignment instructions from the syllabus starting on a new page after the title page, adhering to APA 7th edition style (APA 7 Workshop, Formatting, and Style Guide, APA 7 Quick Guide).

d. Start the introduction on a new page after the copied assignment instructions. e. Document all sources, including citations in APA style, 7th edition (APA 7 Reference Example, APA 7 Quick Guide)

f. Include a separate Works Cited page, formatted according to APA style, 7th edition (not included in page count).

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3. Submit the completed paper to DIAL.

**Religious Firmness and Religious Flexibility in Faith Transmission**

In the academic journal article "Beyond religious rigidities: religious firmness and religious flexibility as complimentary loyalties in faith transmission" Dollahite, D.C., Marks, L.D., Barrow, B.H. & Rose, A.H. (2019) discuss the issue of finding a balance between religious firmness and religious flexibility in intergenerational faith transmission. The authors consider the ways to successfully combine firmness and flexibility in transmitting religious practices and beliefs to the younger generation. They also discuss the concepts of flexibility and firmness as 'complimentary loyalties' (Dollahite, D.C. et al, 2019) and the practical implications of the concepts in the process of religious practices and faith transmission. The authors suggest that families should be flexible and responsive to normative development and non-normative changes and circumstances in the family. It is also important that parents practise warm and respectful parenting and belief-behavior congruence. Balanced family systems with effective communication and family expressiveness prove to be positively adaptable to various situations, which helps in transmitting religious beliefs and practices (ibid).

The literature review focuses on a number of issues, including intergenerational religion transmission, family processes, parenting style, as they are closely related to flexibility and firmness in religious practices.

The researchers conducted the study by means of the qualitative method of in-depth interviews. The participants for the study were selected on the basis of two-stage purposive sampling and included 198 families from ethnically and religiously diverse backgrounds in eight regions in the United States. Findings represented examples that illustrated religious firmness, religious flexibility and integrated firmness and flexibility (Dollahite, D.C. Et al 2019).

**Church, Family and School - Factors of Religious Education**

In the article "Church, family and school - factors of religious education" by Ioan Popa-Bota (2019) the family is represented as the first educational factor that provides the first learning environment and forms a person. This paper discusses the specificity and correlation of the factors involved in religious education, comprising the factors of divine nature, God Himself and the Church, established by God on earth for the purpose of religious education, and the factors of human nature, the family, the school, the religious teacher, as well as the learner , who receives education, so that the purpose of the education would be fulfilled. The author analyzes the essential role of each of these factors in religious education (Popa-Bota, 2019).

The categories of the literature review are based on the factors the author discusses. The family environment and the psychological climate of love, peace and agreement are essential for a child to flourish and develop to become a good respectable person and a faithful Christian (ibid).

In conclusion, the author discusses the implications of the factors and suggests that the degree of direct involvement of school, family and community contributing to the formation of desirable social models should be increased through the Church coordinating and supervising a national improvement program and teacher training (Popa-Bota, 2019).

**The psychopedagogical intervention for the development of children's spiritual intelligence**

The aim of the article "The psychopedagogical intervention for the development of children's spiritual intelligence: the quest for the theoretical framework" by Grasmane, I. & Pipere, A. (2020) is to provide the theoretical analysis of concepts, such as spirituality, spiritual development and spiritual intelligence, as well as describe theoretical approaches to research on processes and different phenomena that relate to spiritual development. The authors analyze the concept of spirituality and how it is explored and discussed by different scholars with regard to the central feature and essential indicators of spirituality. The authors discuss and provide rationale for the urgency of research on the issues of children's spiritual development. In terms of children's spirituality, it is determined by the major education goal of developing a harmonious personality. Furthermore, it is essential to lay emphasis on and facilitate the development of practical abilities related to these life aspects (Grasmane & Pipere,2020).

With regard to the literature analysis, the authors elaborate three main views on the issues of spiritual development: 1) the cognitive-developmental view, 2) the dynamic systemic spiritual development, 3) the social ecology approach. Considering the theoretical approaches to spiritual development, the authors draw conclusions, that may be applied, when elaborating "psychopedagogical intervention for spiritual intelligence development" (ibid).

**Partnering with parents to nurture family faith**

In the article "Partnering with parents to nurture family faith - insights from research" Roberto, J. (2020) discusses parents' role in promoting faith in young people, and parents influence on their children spiritual outcomes. The central role of parents and their spiritual personality in forming the faith of their children has been affirmed in research.

The author analyzes important findings from research and groups them into four categories: 1) parents as the most important influence on their children's spiritual lives; 2) every day religious practices in the family; 3) the family as the primary community of nurturing faith practices; 4) the parenting style to make a difference in transmission of faith (Roberto, 2020).

In conclusion, the author emphasizes that the importance of the family as the primary community of faith practices cannot be overestimated and suggests that educators should encourage and support parents and partner with them to develop and strengthen families of faith (ibid).

**Teaching with Heart and Soul**

Lisa Hart is one of the authors of the book “Spirituality, education and Society” (2011). In the chapter “Nourishing the authentic self: teaching with heart and soul” the author discusses an integrated learning approach through both teacher and students sharing and reflecting on their experiences, ideas, assumptions and beliefs, thus, enriching their learning experiences. This nurtures the student and creates an authentic space which helps students to feel empowered strengthening their desire to learn. It provides opportunities for self-discovery and reflecting critically on our inner self to awaken our spirituality and encourage learner spiritual development embracing respect, humility, compassion and gentleness. With regard to interdependent and integrated learning, it is vitally important to be persevering, keep up and stay the course. Creating true change takes a lot of time, effort and patience. There might be no immediate results. Teachers should remember about that and must not get discouraged (Wane et al., 2011).

**The role personal values in learning**

The article "The role personal values in learning approaches and student achievements" by Gamage, K.A.A. Et al. (2021) discusses the issues of developing students' personal values and the way these values influence their choice of learning approaches and how that affects their academic achievements. The authors explore the concepts of personal values and value education that address the process of moral and spiritual development through such contributory factors as religion, social relationships and education. The development of students' personal values is essential for their social, academic and professional life, as it encourages the development of students' positive personal qualities such as responsibility, flexibility, respect, eagerness to share with, care about and help others, being open-minded, tolerant, forgiving and compassionate, which contributes to value gain and benefits the society and the whole world (Gamage et al, 2021).

The categories of the literature synthesize the findings of the research on the four areas: personal values, learning approaches, theories on personal values and value education (ibid).

The research represents a systematic review of literature purposively selected in accord with certain criteria. The resources search was completed on the basis of the key words and phrases, such as 'personal values', 'values', 'learning approaches', 'academic achievement and value education', 'social skills', 'moral education' and 'humanistic values'.

The authors draw the following conclusions: 1) Although the definitions of personal values and values are diverse, they are generally viewed as beliefs or concepts described through patterns of behaviour, personal goals and selections; 2) The effect of intrinsic as well as extrinsic factors, such as family, neighborhood, religion, education, social background, that influence the formation of values and their development, alternates in accord with the circumstances. 3) Personal and human behavior have been studied across various disciplines, with research on value education and personal values influence on learning communities and their effect on personal values development being an important emerging trend in educational studies. 4) Regarding today's society transformation, the aim of education should be developing "both the cognitive and affective domains of a child". These issues require our urgent attention and research (Gamage et al, 2021).

**Interpretations of spiritual development in the classroom**

Dr. Anne Lumb is one of the authors of the book "Spiritual development. Interpretations of spiritual development in the classroom" (2019). Anne has been working within education in various roles for 30 years. She is a researcher, practitioner and writer, who explores ways to support and enable teachers and leaders to create spaces for students' spiritual development within their daily practice. Anne is the Lead Assessor, a Tutor and Lecturer at Liverpool Hope University. After completing her thesis on children's spirituality development in a Church of England primary school, she has also investigated nurturing "the whole child within a performance-driven culture" in the Church of England project. Anne has a wide experience of contributions to courses on leadership development in the university and school alliance.

In the chapter "Spirituality: the woven fabric of school life?" Anne Lumb writes about providing opportunities to explore spirituality and spiritual development in the classroom for all. The author discusses creating and managing opportunities and the space for 'every day spirituality' in a school day. There are various ways in which schools may create these opportunities and explore spirituality, both intentionally and unintentionally, but the best examples of those will be where the atmosphere is encouraging and spiritual development is part of the every day learning conversations, practice and experience of the whole school community.

With regard to the readability of the book and presentation of the subject, the text is effectively structured, so it is easy to follow and engaging to read. The author clearly presents and highlights important ideas, and illustrations throughout the book add to the presentation.

The issues discussed in the book and in this chapter in particular are relevant to the topic I would like to research, as the issues of creating opportunities and ways to explore spirituality in the classroom are closely related to developing learners' spirituality through the unity of family and school.

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