Developmental Reading Workshop

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Professor

Dr. David Moser

Assignment

### *60 Day Developmental Readings*

Review 100-day assignment, course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

Each OGS program and Core has specific grading criteria for Developmental Readings. Follow the **Developmental Reading Rubrics** for the **required number of sources, comments, and quality criteria**.

See the **General Helps** in **AA-101 The Gathering Place in DIAL**for the following resources:

* Refer to the “NEW Student Guide to Developmental Readings” for updated information on sample comments, rubrics, and key definitions related to developmental readings.
* Download the “NEW Developmental Reading Assignment Template” Word document to begin writing your developmental reading assignment.
* For **grading criteria**, go to the “NEW Developmental Reading Rubrics” document.
* Document all sources in APA style, 7th edition ([APA 7 Reference Example](https://drive.google.com/file/d/1MOW2xmjS9fBRboojA-ADFQBlpahm2iFM/view?usp=sharing), [APA 7 Quick Guide](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%20Poster%2010.22.12.png)) for in-text citations and for Works Cited. Include page numbers.
* Include a separate **Works Cited** page, formatted according to APA style, 7th edition.
* Submit through **DIAL** to the professor.

**Source One: Popa-Bota, I. (2019). Church, family and school - factors of religious education. Astra Salvensis, VII, no.14, p.201-211**

**Comment 1:**

**Quote/Paraphrase: "In the Christian perspective family is the first factor that has the role of forming the person. ...The family needs to form more than to inform. It is known that every child "absorbs" the first impressions and behaviors from the homely environment. ...Accomplishing the Christian education of children within the family becomes unrealistic without a suitable psychological and pedagogical climate, to which agreement, love and peace between family members contribute decisively. ...That is why love within the family must reflect the divine intratrinitarian love. ...Every member of the family is both a factor and a subject of education, by constantly learning from one another; Parents ... offer young children the environment for experimentation of the religious belief."**

**Essential Element: This comment is associated with the subject of orthopraxis.**

**Additive/Variant Analysis: This is additive to the discussion of family 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 family, the school, the religious teacher, so that the purpose of the education would be fulfilled. 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.**

**Contextualization: In terms of the family environment as the educational factor, it is important that parents see and monitor what kind of books and information their children read. Parents should devote more time to discussions daily and direct their children's thoughts and ideas in the right path, even while simply watching watching films or reading books together. I would also advise teachers to communicate with their students' parents to find common ground and offer support to them, as well as encourage parents to talk to their children about Christianity and Christian values.**

**Source Two: Lumb, A. (2019) Spirituality: the woven fabric of school life? Spiritual development. Interpretations of spiritual development in the classroom, The Church of England education office.**

**Comment 3:**

**Quote/Paraphrase: "Although it is important to provide opportunities for individual development, we gain many of our best insights when exploring the company of others. ...The word 'pedagogue' from the Greek 'paidagogus' means 'the one who leads the child towards its home'. Weber argues that ...teachers should not be regarded as leaders who already know the truth 'but as experienced and trustworthy companions who encounter and accompany children on their path through life.' ...Where schools are actively facilitating the creation of space for everyday spirituality it is likely that all members of the school community are encouraged to engage with different notions of 'being'. ...When exploring the life of Jesus as a model for living, the question is often asked, 'What would Jesus do?' ...we might also ask 'What kind of person should I be in this situation?' ...to consider the nature of our 'being' and the values or virtues we are living out."**

**Essential Element: This comment is associated with the subject of orthopraxis.**

**Additive/Variant Analysis: This is additive to the discussion of 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.**

**Contextualization: As a mother of two young children, I know their curious minds are eager for knowledge. And in the digital age the situation is that even the most complicated theories are available in a simple explanation in the World Wide Web. It is impossible to control every move a child makes, but we must not reproach them for their thirst for knowledge. Therefore, we are to agree that there may be various views on different issues and problems, and any theory should be questioned. But it is only in one case that I will never doubt, when we talk about our Christian faith.**

 **Works Cited**

 **Lumb, A. (2019). Spirituality: the woven fabric of school life? Spiritual development. Interpretations of spiritual development in the classroom, The Church of England education office.**

**Popa-Bota, I. (2019). Church, family and school - factors of religious education.**

 **Astra Salvensis, VII, no.14, p.201-211**