

RELIGION & EDUCATION

American Educational Research Association

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Dear Colleagues,

We are happy to share with you the 2022 edition of the Religion & Education SIG Newsletter, with updates on the impressive scope of work in our network and member accomplishment from the past year. The information included here was collected from the recent survey sent out to current and past members. We are excited to celebrate your accomplishments and continue to learn from each other about the many different ways that can we approach questions about religion and education.

Please keep us updated on your continued success and any new developments. Congratulations on all of your hard work!

Sincerely,

Dr. Kate E. Soules, Chair (5/1/2021– 4/30/2023), Religion & Education Collaborative, Boston, MA
Dr. Elizabeth Pope, Assistant Chair/Chair-Elect (7/01/2021-4/30/2023), University of West Georgia, Carrollton, GA
Dr. Charles J. Russo, J.D., Program Chair (5/1/2020 – 4/30/2022), University of Dayton, Dayton, OH
Dr. P. Jesse Rine, Assistant Program Chair (5/1/2020 – 4/30/2022), North Greenville University, Greenville, SC
Dr. Shereen Bhalla, Secretary/Treasurer (5/1/2021 – 4/30/2022), Hindu American Foundation, Washington, DC
Dr. Allison Blosser, Executive Committee Member (5/1/2021 – 4/30/2022), High Point University, High Point, NC
Dr. Gayle Pagnoni, Executive Committee Member (5/1/2021 – 4/30/2022), Rice University, Houston, TX

2022 Dissertation of the Year Award:

Congratulations to Dr. Christopher Olshefski, the winner of this year's Dissertation of the Year Award for his dissertation, "Functions of Religious Literacy in Literary Discussions of National Board-Certified English Teachers."

The SIG alternates awards each year. In 2022-2023, we will be soliciting nominations for the Emerging Scholar and Distinguished Scholar awards. See all previous awardees on our website.

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The purpose of SIG is to report on, disseminate, and engage in academic dialogue about research on the intersections of education with divergent and emerging topics and issues involving religion, worldviews, and/or ethics. All types and levels of schooling, including but not limited to public, independent, faith-based, K-12 and/or higher education will be considered. The SIG encourages the presentation of high quality quantitative and/or qualitative research, as well as other types of academic interdisciplinary inquiry. The SIG welcomes a diversity of views, while not advocating specific positions regarding religion and education beyond respect for human dignity and respect for all persons.

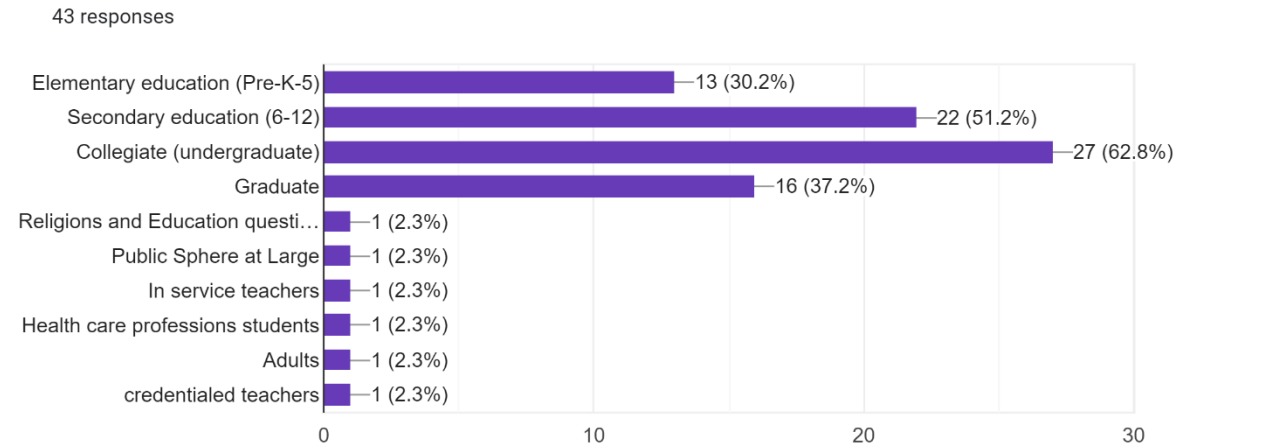
SIG Website:

<https://www.religionanded.com/aera-re/>

PART 1: OVERVIEW OF OUR SIG MEMBERSHIP:

(from 44 survey responses)

What levels of education do you focus on in your research, teaching, program development, or other professional work?



What do SIG members focus on in their research and teaching?

Black Islamic Organizations, Religion and Alterity (Otherness)

Youth religious literacies; religious, spiritual, and secular student identities in higher education

Immigrant Students, Newcomers, Whole Child Support, Curriculum, Religion and Teacher Choices

Social Foundations, Christian Education, Citizenship Education, Whole Person Education

Teaching about religion in postsecondary ed, and campus spiritual climate

Literacy, culture, identity, English education

Hinduism, Postcolonial Education

Professional Development for secondary teachers; First Amendment best pedagogical practices; Religions in the Americas; race and religion; globalization of religion; new religious movements; North American Religious history; Latin American religion; religion and nature.

Critical religious studies frameworks, systemic Christian privilege/supremacy, Internationalization and globalization of Christian normativity.

I am interested in the religious component of epistemological development of college students.

Ethics

Inclusive leadership and teaching in K12 schools / culturally sustaining pedagogy

For the most part I've looked at the teaching of religions in various social studies classroom in various schools. So far, I've focused on public, Catholic and Islamic schools. But I do a fair amount of work with the Haredi community in my day to day, although they haven't appeared in my research as of yet.

Non-religious Students' Engagement and Satisfaction

Most of my research has been on dual language education and language learning. Only recently have I begun working on the relation of one's faith to teaching.

Teaching Religion Online, The Crucifixion of Jesus Christ

Culturally responsive leadership within the context of district and school reform as it relates to race and faith

Faith-based schools, teacher religious identity, religion and culturally responsive teaching

Teacher motivation, religious tolerance in education

I research adult learning through interfaith dialogue and have recently started a project about college students' religious and interfaith supports on campus.

African diasporic religions (ADRs) and Black boys; African American languaging and literacies; Anti-Black religious racism and schools, Black immigrant literacies

The relationship between religious upbringing and academic outcomes; The experience of navigating religious identity in college settings

Qur'anic Literacy

White Protestant Christianity, Intersections between religion, English Language Arts and critical pedagogy

Religion and Moral Education

Religious Education

Principal Licensure, School Law

Sense of belonging within religious student organization; experience in religious student organizations

Islam in books for young people

DEI, religion, graduate student persistence

Civic education, religious schools, religion and educational outcomes

Antisemitism with a focus on its relationship to racism

Religion/spirituality in college, religious outcomes in college, campus climate for religion/spirituality

For many years I focused on religion in K-12 schools. I wrote *Between Church and State: Religion in a Multicultural America* and I am now co-editing the *Bloomsbury Handbook of Schools and Religion*. I have turned to writing *Religion at the American University: A History* (forthcoming Johns Hopkins University Press, 2023)

Higher Education Administration and psychosocial outcomes (sense of belonging, etc)

Homeschooling

Gender, History, Eastern Orthodoxy, Immigration

Human Rights, Latin American and Brazilian Constitutional Law, Religion and Education. Latin American and Brazilian Religious and Education History. Intersectional Race, Women, Religion and Education Studies

Thematic/Interdisciplinary

K-12 religious literacy, with a focus on Indic religious traditions (Hinduism, Buddhism, Jainism, and Sikhism) and biblical studie

What methodologies are SIG members employing in their research?

Qualitative Methods (interview, document analysis, hermeneutics, phenomenology). Atlas.ti	surveys & interviews (mixed methods), STATA, Dedoose
Qualitative (humanizing, participatory methods)	Qualitative, Ethnographic methods
Qualitative	Mixed Methods-- Descriptive statistics and discourse analysis. NVivo, SPSS, STATA, Excel
Qualitative, philosophical/theoretical mixed methods	Qualitative
narrative inquiry, qualitative	Qualitative and historical
Self-Study Research, Philosophical Research	Qualitative
Qualitative, ethnographic methods.	mixed methods; Stata; Nvivo
Qualitative	Mixed
Quantitate, specifically psychometrics (SPSS, Mplus, R, SAS)	Qualitative
Qualitative	Quantitative, qualitative
qualitative	qualitative
I mostly do qualitative methods.	quantitative methods primarily
quantitative	History--I am an historian of American Education
Quantitative (SPSS) but currently hoping to learn basic qual methods.	Quantitative (SPSS & HLM; ANOVA, OLS, HLM, SEM) and Mixed Methods
Qualitative, quantitative, mixed methods	Digital History, network analysis
qualitative	Historical Methods
qualitative, mixed methods; NVivo, SPSS	Qualitative methods. Content Analysis.
Quantitative, mixed methods; SPSS, AMOS, NVivo	Documental Analysis. Atlas t.i. .
qualitative research methods often using ATLAS.ti	Mixed Methods
Qualitative	Religious Studies Standards of the C3 Framework (National Council for Social Studies)

What other AERA SIGs or Divisions are you a part of?

Adult education SIG	Latinx SIG	Qualitative Research
Bilingual Education Research	Leadership for School Improvement SIG.	Race and Critical Theory.
Bilingual/multilingual	Leadership for Social Justice SIG	School sector research
Confucianism, Taoism,	Literature	Social contexts of learning
Buddhism and Education SIG	Moral Education	Sociology
Critical Examination of Race, Ethnicity, Class, and Gender	Multicultural SIG	Vocabulary
Division F	Multicultural/ multiethnic SIG	
Division F- History & Historiography	Narrative Inquiry	
Experiential Learning	Online Teaching & Learning	
Family, School, and Community Partnership	Philosophical Studies in Education	
International Education, Language and Social Processes,	Qualitative Research	
Latinx SIG	Qualitative Research	
	Qualitative Research	

PART 2: MEMBER ACCOMPLISHMENTS

Positions, Graduations, Service to the Field

Anne Suryani is a Senior Research Fellow in the Faculty of Education, Monash University. She holds a PhD in Educational Psychology with a Mollie Holman Medal for the best doctoral thesis in education. Anne has extensive experience working in a range of government-funded, consultancy and grant-based educational research in the Asia-Pacific Region. She has strong quantitative skills and experience in large-scale survey design and analysis as well as longitudinal and comparative studies. Her current research focuses on preparing future teachers, drawing upon educational psychology and cross-cultural studies to inform these practices. Anne's research interests include teacher motivation, teacher education, teacher professional development, religious tolerance education, and educational policy.

Christopher Olshefski completed his Ph.D. in Language, Literacy & Culture from the University of Pittsburgh's School of Education in the fall of 2021. This fall, he has returned to the high school classroom at Winchester Thurston School where he teaches Literature of Journeys and Discoveries. He presented research related to his dissertation at the Religion and Education Collaborative in March 2021.

Elizabeth M. Pope earned tenure and promotion to Associate Professor of Educational Research at the University of West Georgia beginning August 2022.

Gayle Pagnoni co-founded the American Academy of Religion - SW Region Religious Literacy Working Group to facilitate collegiate-secondary interaction across education sectors to advance religious literacy.

Gayle Pagnoni was re-elected Chair of TXCSS Professional Learning Committee.

Gayle Pagnoni was re-elected to AERA Religion and Education SIG for a third term.

Gayle Pagnoni was re-elected to NCSS Government & Public Relations Committee for a second term.

Ilana Horwitz joined the Jewish Studies and Sociology faculty at Tulane University in Fall 2021. She is an assistant professor and holds the Fields-Rayant Chair in Contemporary Jewish Life

Joanne M. Marshall is a U.S. Fulbright Scholar to the University of Namibia in 2022, where she is researching culturally sustaining pedagogy in teacher preparation and teaching an Advanced Research Methods class.

Josh Patterson, in 2021, began work as the Research Director for Higher Education Studies at SoundRocket.

Kate Soules was named as the Fellow for Religious Literacy Evaluation for the Religion and Society Program of the Aspen Institute in January 2022.

Kelly O'Riley completed Maintenance of Certification (MOC) for national board certification for teaching (NBCT) in social studies/history to students ages 11-15+, December 2021; she became assistant director of the Uberoi Teacher Training - United States (UTT-US) program, which took place in June 2021.

Mabel E. Hernandez completed a Ph.D in Urban Education Policy at the University of Southern California. She is currently serving as a postdoctoral research associate at the USC Center for Education, Identity and Social Justice.

Perry L. Glanzer became Editor-in-Chief for Christian Scholar's Review (2021—present)

Awards

Chris Olshefski's dissertation titled "Functions of Religious Literacy in Literary Discussions of National Board-Certified English Teachers" has been selected as the winner of the 2022 Dissertation of the Year Award for AERA's Religion & Education Special Interest Group.

Cece L. Lively received an AERA division graduate student travel award.

John Hilton, III — 2021 Latter-day Saint Publishing and Media Association Praiseworthy Award Winner, Nonfiction—Self Help/Resource, *The Founder of Our Peace: Christ-Centered Patterns for Easing Worry, Stress, and Fear*.

John Hilton, III — 2021 The Harvey B. and Susan Easton Black Outstanding Scholarship Award. This award is given annually by Religious Education at Brigham Young University to honor a piece of scholarship that is particularly noteworthy.

Dr. Miriam D. Ezzani received the 2021 Emerging Scholar Award, American Educational Research Association, Division A: Administration, Organization, and Leadership, for outstanding contributions to the field of leadership, administration, or organizational theory.

Dr. Miriam D. Ezzani received the 2021 Reviewer of the Year Award, *The Journal of Cases in Educational Leadership*.

Funding

Elizabeth M. Pope was awarded an Affordable Learning Georgia grant of \$10,000 to update a no-cost course on single-subject research in special education.

James Fraser received a Henry Luce Foundation grant to support programs for college chaplains.

Miriam D. Ezzani: Co-Principal Investigator (9/1/2022-5/30/2025)

Title: The Assistant Principal Leadership Academy: A Partnership Proposal for TCU and FWISD

Agency: Fort Worth Independent School District

Total Funding: \$316,000

Authors: F. Hernandez, M. Ezzani

Perry L. Glanzer received a \$2.7 Million grant from the The John Templeton Foundation to study *Developing Moral Communities in Higher Education*.

Presentations

Beck, Scott, "Children's Books and Visual Texts as Instructional Tools in ESOL / EFL" Invited In-Service Teacher and Administrator Training Webinar series for CRMEF: Le Centre Régional des Métiers de l'Education et de Formation (Regional Center for Professional Education and Training), Dakhla & Laâyoune, Western Sahara / Morocco. (Online via video sessions, June & July 2021).

Block, Nicholas C. (2022). "A Kaleidoscope of Approaches to Living Out Your Faith in a Public School," CEAI regional meeting, March, 2022.

Brooks, M. C., Ezzani, M. D., Sai, Y., & Sanjakdar, F. (2022, April 23). Racialization of Muslim students in Australia, Ireland, and the United States: Cross-Cultural Perspectives. American Educational Research Association (AERA). (presenter, co-author)

Ezzani, M. D., Brooks, M. C., Yang, L., & Bloom, A. (2021, November 12). Islamic school leadership and social justice: An international review of the literature. University Council for Educational Administration (UCEA). (symposium presenter, co-author)

Fraser, James, (December 2021). Moderator, Conference on "The Student Search for Meaning," conversations between Humanities Professors and College Chaplains, New York University, December 15, 2021

Hilton, John, (March 2022). "A Crucified Christ: An Examination of Latter-day Saint Perceptions, Doctrine and Artwork," Presented at the Conference of Mormon Scholars in the Humanities," Oxford, England.

Shekitka, John (March 2022) "Teach-in on the Russian invasion of Ukraine" Manhattanville College – College Library – March 30, 2022.

Kaul, C., & Lively, C. (2021). Understanding student attrition in an online doctoral program: A convergent mixed methods study [Paper Presentation]. Southwest Educational Research Conference.

Khuwaja, S., Ezzani, M. D. (2022, February 14). Notions of pluralism in religious education: Islam as a case study. Association of Teacher Educators (ATE). (presenter, co-author)

Lively, C., & Blevins, B. (2022). Set apart through stories: A narrative case study of black female persistence in an online doctoral program [Paper Presentation]. American Educational Research Association Conference.

Lively, C., Blevins, B., Cooper, S., & Talbert, S. (2021, July 14). Community building in virtual environments [Webinar]. Carnegie Project for the Education Doctorate (CPED). Tempe, AZ.

Muhammad, E. A. (2021, June 10-11). A Phenomenology of Blackness and a Praxis of Resistance: The Nation of Islam's conscientização. [Paper presentation]. Curriculum Studies Summer Collaborative, Virtual Conference.

Olshefski, Chris (Upcoming). Functions of Religious Literacy in Literary Discussions of National Board-Certified English Teachers. Paper to be presented at the 2022 Annual Convention for the National Council for Teachers of English, Anaheim, California.

Pagnoni, Gayle. (March 2022). "Career Opportunities post-Ph.D. in a non-Tenure Track Market," invited speaker, Baylor University Department of Religion, March 2022.

Pagnoni, Gayle. (November 2021). "Teaching about Religion in Texas Public Schools," invited panelist, annual meeting of American Academy of Religion, November 2021.

Pagnoni, Gayle. (Spring 2022). Religious Literacy Professional Development with Boniuk Institute, facilitator and presenter, Summer 2021; Spring 2022.

Pope, E. M. (2021, April). Disagreement in Interfaith Dialogue. Paper presented at the annual meeting of the American Educational Research Association (AERA), virtual conference.

Pope, E. M., & McKendry-Smith, E. (2022, March). Undergraduate Students' Perspectives of Interfaith Supports on a College Campus. Paper presented at the annual meeting of the American Academy of Religion/Society for Biblical Literature Southeast Regional Conference (AAR/SBL SE), virtual conference.

Pope, E. M., Charaniya, N. K., & Walsh, J. W. (2021, June). A Qualitative Meta-Synthesis for a Theory of Interfaith Learning through Dialogue. Paper presented at the Adult Education in Global Times (AEGT) conference, virtual conference.

Shekitka, John (2021). "Decolonizing the curriculum in social studies methods" New York State Association of Teacher Educators/ New York State Association of Colleges for Teacher Education – Virtual Asynchronous – October to December 2021
(<https://www.youtube.com/watch?v=hhSKcRWAN58>)

Shekitka, John (July 2021). "Religion in a Catholic school civics classroom: Implications for the formation of student social tolerance" International Conference for Faith Integration – Babcock University – Ilishan-Remo, Ogun State, Nigeria – Virtual – July 1, 2021

Soules, K. (2021). Where do we fit in? Locating conversations about religion and education in academic and professional associations. *Convergence Magazine*, 4:2, 29-35.

Soumakis, Fevronia K. (October 2021). "Celebrating the 1971 Greek Independence Day Jubilee through Greek Orthodox Schools in the United States," Symposium on the Greek Revolution and the Greek Diaspora in North America, Yale University, October 16, 2021

Soules, Kate. (2021) "A New Framework for Teaching about Religion in the Classroom," October 13, 2021. Comparative Religion and Humanities Department, California State University, Chico.

Suryani, A. (2021). Religious beliefs and career aspirations: A study of Indonesian future teachers. American Institute for Indonesian Studies [AIFIS]-Michigan State University Conference on Indonesian Studies, 23-26 Jun.

Publications

Blosser, A. & Blosser, J. (2021). "How can I uproot the system?": Justice-oriented outcomes from community-based research in schools. *Journal of Community Engagement and Scholarship*, 14(1), Article 21.

Brooks, M. C., & Ezzani, M. D. (2022). Islamic school leadership: Advancing a framework for critical spirituality. *International Journal of Qualitative Studies in Education*, 35(3), 319-336. DOI: 10.1080/09518398.2021.1930265

Dayan, Tamara Metzger; Fischman, Roseli. A centralidade do percurso do aluno no processo educativo. *CONVENIT INTERNACIONAL (USP)*. ISSN 1517-6975. Vol 35 jan-abr 2021. Available for free download at <http://www.hottopos.com/convenit35/TamaraRoseli.pdf>.

Ezzani, M. D., & Brooks, M. C. (2022). Introduction: Critical spirituality and religion in educational leadership. *International Journal of Qualitative Studies in Education*, 35(3), 245-246. DOI: <https://doi.org/10.1080/09518398.2022.2025499>

Ezzani, M. D., Brooks, M. C., Yang, L., & Bloom, A. (2021 Online First). Islamic school leadership and Social Justice: An international Review of the literature. *International Journal of Leadership in Education*.

Fischmann, Roseli. (In)tolerância religiosa. In: *Dicionário brasileiro de comunicações e religiões* (Magali Cunha; Allan Novaes, orgs). UNASPRESS; INTERCOM. ISBN 9786589942214.

Fischmann, Roseli. A ADI 4.439/DF no Supremo Tribunal Federal: a controvérsia constitucional sobre ensino religioso nas escolas públicas continua? In: *Didática(s) entre diálogos, insurgências e políticas* (Barreto, Giseli da Cruz; Fernandes, Claudia; Fontoura, Helena Amaral; Mesquita, Silvana. Orgs.), p. 297-312. ISBN 9788584270514. Free access in: https://www.amazon.com.br/dp/B08LZMQFZY/ref=rdr_kindle_ext_tmb.

Glanzer, Perry L. (2022). "General Education Sucks: So Teach the Great Identities," *Journal of General Education* 69, no. 3-4: 175-95.

Glanzer, Perry L. (2021). *Identity in Action*. Abilene, TX: Abilene Christian University Press.

Glanzer, Perry L. (2022). *The Dismantling of Moral Education: How Higher Education Reduced the Human Identity*. Lanhan, MD: Rowman & Littlefield.

Horwitz, I. & Lascar, S. (2021). Ties in Tough Times: How Social Capital Helps Lower-Income Jewish Parents Weather the Short-Term Economic Hardship Brought on by COVID-19. *Contemporary Jewry*, 41(1), 161-183. <https://doi-org.stanford.idm.oclc.org/10.1007/s12397-021-09385-z>

Horwitz, I. (2022). *God, Grades, and Graduation: Religion's Surprising Impact on Academic Success*. Oxford University Press.

Horwitz, I., Matheny, K., Laryea, K., Schnabel, L. (2022). From Bat Mitzvah to the Bar: Religious Habitus, Self-Concept, and Women's Educational Outcomes. *American Sociological Review*. <https://doi.org/10.1177%2F00031224221076487>

Hilton III, John and Heidi Vogeler. (2021). "Religiosity Outcomes in Post-Secondary Courses: Comparing Online and Face-to-Face Instruction," *Religious Education*, 116(1): 26-40.

- Hilton III, John, Anthony Sweat, and Josh Stratford. (2021). "Latter-day Saints and Images of Christ's Crucifixion," *BYU Studies Quarterly*, 60(2): 49-79.
- Hilton III, John. (2021). *Considering the Cross: How Calvary Connects Us with Christ* (Salt Lake City: Deseret Book).
- Lively, C., Blevins, B., Talbert, S. & Cooper, S. (2021). Building community in online professional practice doctoral programs. *Impacting Education: Journal on Transforming Professional Practice*, 6(3).
- "MisirHiralall, Sabrina D. (2021) *Devotional Hindu Dance: A Return to the Sacred*. Palgrave MacMillan.
- Pope, E. M. (2021). Facilitator guidance during interfaith dialogue. *Religious Education*, 116(4), 369-382. <https://doi.org/10.1080/00344087.2021.1943139>
- Pope, E. M. (2022). Perspective transformation in interfaith dialogue: A six-step process. In A. Nicolaidis, S. Eschenbacher, P. Buergelt, Y. Gilpin-Jackson, M. Welch, & M. Misawa (Eds.), *The Palgrave handbook on learning for transformation* (pp. 659-675). Palgrave.
- Pope, E. M., Brandão, C., Sanders, C. G., & Fabrellas, N. (Eds.). (2021). *Qualitative research: Practices and challenges*. *New Trends in Qualitative Research*, 6, 1-93. Ludomedia. <https://doi.org/10.36367/ntqr.6.2021>
- Riggers-Piehl, T., Dahl, L. S., Staples, B. A., Selznick, B. S., Mayhew, M. J., & Rockenbach, A. N. (2021). Being evangelical is complicated: How students' identities and experiences moderate their experiences of campus climate. *Review of Religious Research*. DOI: <https://doi.org/10.1007/s13644-021-00472-z>
- Sanchez, M. E. (2021). Negotiating intersectional identities in a Christian student organization. *Journal of College and Character*, 22(1), 73-80.
- Shekitka, J. (2022). School structures and curricular choices: The social studies classroom in religious and secular schools. *Religion and Education* <https://doi.org/10.1080/15507394.2022.2059316>
- Shekitka, J. (2022). Teaching about religions in the social studies classroom: The post-9/11 world and the post-truth age as superstructures. *Journal of Research on Christian Education*, 31(1), 21-46. <https://doi.org/10.1080/10656219.2022.2041137>
- Soules, K. (2021). Where do we fit in? Locating conversations about religion and education in academic and professional associations. *Convergence Magazine*, 4:2, 29-35.
- Stevenson, Alma & Beck, Scott. (2021). "'It's almost as if I wrote this': Transnational Migrant Farmworkers Read 'Their' Lives." *Journal of Children's Literature*, 47(2), 8-21
- Suryani, A. & George, S. (2021). Teacher education is a good choice, but I don't want to teach in schools." An analysis of university students' career decision making. *Journal of Education for Teaching*. 47(4), 590-604. doi: 10.1080/02607476.2021.1903304
- Suryani, A. (2020). The role of religious beliefs in teacher education students' career aspirations. In Suryani, A., Tirtowaluyo, I. & Masalam, H. (Eds). *Preparing Indonesian Youth: A Review of Educational Research*. (pp 66-88). Leiden, The Netherlands: Brill. doi.org/10.1163/9789004436459_004

Werse, N. R., Lively, C., & Crocker Papadakis, L. (2022). High impact writing support for online students writing a dissertation in practice. In Information Resources Management Association (Ed.), Research anthology on doctoral student professional development (pp. 499–514). IGI Global.

Wijaya Mulya, T., Aditomo, A. & Suryani, A. (2022). On being a religiously tolerant Muslim: Discursive contestation among pre-service teachers in contemporary Indonesia. *British Journal of Religious Education*. 44 (1), 66-79. doi: 10.1080/01416200.2021.1917338

Selected Related Academic Groups and Professional Organizations

American Academy of Religion: <https://aarweb.org/AARMBR/> – Religion and Public Schools: International Perspectives Group

Boniuk Institute for Religious Tolerance, Rice University: <https://boniuk.rice.edu/>

Centre for Civic Religious Literacy: <https://ccrl-clrc.ca/>

Comparative and International Education Society <https://cies.us> – Religion and Education SIG

Religion and Education Collaborative: <https://www.religionanded.com/>

Religious Education Association: <https://religiouseducation.net/>

Society for the Scientific Study of Religion: <https://sssreligion.org/>

Recommendations for other groups to add to this list? Let us know!