

Religious Reformation and Luther: Teaching With ICT

Zoi Terlimpakou

(5th Gymnasium of Thessaloniki, Greece)

Abstract: The presentation concerns a didactic scenario for the course of religious with the use of ICT. The proposal is addressed to the students of the 3rd grade of Gymnasium but can be applied by adapting to other classes of Gymnasium and Lyceum in sections with historical content. The teaching unit that was chosen is “Religious Reform — Luther” because in addition to the didactic value in the course of religious has interdisciplinary extensions. The biggest benefit for the student is that he/she is activated, collaborates with his/her classmates, judges, communicates and develops synthetic skills. Collaborate in groups, search the internet for audio, video and video files related to this section. The teaching of this topic is not only aimed at narrating the events but also raises a fundamental, open question for students. The open question concerns the importance for the peoples of Europe of the great religious event as it evolved and took shape, leaving its strong imprints to this day. The evolution of the history of this process should be highlighted through a discovery process of the learning process.

Keywords: religious reform, Luther, Zwiglios, Calvin, use of ICT

1. Introduction

The following textbook is an interactive teaching proposal of an essential period in the history of Christianity that is one of the most important and impressive, so that students are able to interpret and argue about issues related to the genesis of Protestantism in Europe. and the denominations that spring from it and influence the creation of nation-states in Europe. In addition, equipped with broader supervision and a creative disposition to follow with a sense and research spirit the evolution of Christianity in the western world and the religious and political implications to date. In addition, through this scenario, students develop digital and multimodal text production skills. Collaborate in groups, search the internet for audio, video and video files related to this section. They utilize this material by composing it in a multimedia presentation. In this way they sensitize the abstract knowledge and are mobilized in the direction of approaching and analyzing the specific subject.

The following teaching scenario was implemented at the 5th High School of Thessaloniki. Through this, a variety of written texts/hybrids were utilized, in digital and multimodal form. The protagonists are the students themselves (data collection, comparisons, analyzes, text production), emphasis was placed on collaborative teaching while the teacher had the role of mentor, facilitator and animator. As it is now known, Information and Communication Technologies are now the main driving force of technological and cultural development. This reality requires the familiarity of teachers and students with ICT and their use in the educational process.

The teaching through the present scenario is compatible with the new curriculum as it seeks to strengthen the already acquired religious literacy of students in a more theological and historical direction.

2. Description of Educational Scenario

The specific didactic scenario is a proposal for teaching the Religious Studies course of the 3rd grade of the High School. It is compatible with the APS and is based on modern learning theories of Constructivism, according to which the student is not a tabula rasa on which the teacher transfers knowledge but builds it himself on pre-existing knowledge (Kogoulis, 2003a). This is achieved as the student, with guided inquiry, explores and discovers new data according to Bruner's learning theory (Maragos et al., 2002, p. 20). At the same time, the script utilizes Vygotsky's modern sociocultural learning theories that claim that learning is achieved through the interaction of individuals within groups within a specific cultural context (Maragos et al., 2002, p. 20). Thus, the collaborative method of teaching is chosen and the assignment of roles within the group, which contributes to the mobilization of students and provides them with additional learning motivation (Matsagouras, 2003). It is obvious that in such a didactic scenario the teacher can no longer be a transmitter of knowledge, but becomes an animator, guide and assistant to students in the discovery of knowledge (Mitropoulou, 2008; Kogoulis, 2003).

The penetration of digital technology in the field of education is a "modern approach" to teaching and learning. Its aim is the way of offering the knowledge and the organization of the teaching with technological means so that it becomes more effective (Y. Bertrand & Athens, 1994).

Based on the holistic model in which new technologies are integrated in all courses, their utilization is also included in the course of Religious in secondary education. In this context, web applications are always treated as a tool to improve the learning process and in combination with interdisciplinarity are diffused in every subject (Albanaki X., 2013).

The special character of the course of Religious which is relational, and meeting is consistent with the utilization of technologies since they presuppose the meeting with the other (Giagazoglou S. 2013). The use of the computer and the internet are not intended to isolate the student but to bring him closer to his classmates. Students approaching the lesson in a modern and at the same time attractive and enjoyable way, are involved in the teaching process, are active and are activated experientially.

The specific teaching scenario will be taught by utilizing educational software of the Pedagogical Institute, the presentation software (power point), the word processor, the internet navigation and with worksheets in the school computer lab. Title of the didactic script "Religious Reform — Luther". The specific didactic scenario is connected with the cognitive areas: Language (literary texts, production of written and oral speech), history, geography, Aesthetic Education (Music, Art) and Informatics.

The specific didactic scenario can be used as a supplement to the teaching of the first thematic unit of the New Program. The scenario fully meets the requirements of the curriculum, as its activities are compatible with the material of the 3rd Gymnasium and in accordance with the findings of pedagogy and didactics and the basic principles of interdisciplinarity: a) the child-centeredness, b) the student's self-action, c) the co-investigation, d) the provision of information-knowledge and e) the holistic approach.

3. Organization of Teaching & Required Material and Technical Infrastructure

3.1 Organization of Teaching

Class organization is based on group work. More specifically, the students form groups of three people with given roles (secretary-historical-theologian). Collaborative teaching is a basic scheme on which most of the active

participatory techniques can be developed and operated. The exchange of views in a small group enhances mutual understanding and group cohesion, promotes interpersonal learning, facilitates responsibility and contributes to the cultivation of open communication and collaboration skills (Matsagouras, 1998).

3.2 Logistical Infrastructure

The materials required for the realization of the scenario are Computer Lab, worksheets, Pedagogical Institute software, presentation software (Powerpoint), selected Internet sites, word processor, printed sources (student book, notes of the new program and historical texts).

4. Teaching Objectives

4.1 As for the Subject

Students are expected to get to know the characteristics of Christianity in Europe, to distinguish the basic denominations, to discover and feel the effects of the mission when it is not done with respect for the human face, to know the story of Luther, to interpret the role of Protestantism in to shape the social life in Europe, to appreciate the role of the Reformation in Art, to formulate thoughts and conclusions about the role of the Reformation in the intellectual life of the faithful and the tradition that was created, to correct misconceptions about the subject and to adopt a comprehensive view on the extension of Religious Reform to all European countries.

4.2 Regarding the Use of New Technologies

ICT today provides new opportunities for students to become familiar with the active and exploratory learning model, to acquire collaborative learning skills, to approach ICT as tools and learning resources, to practice skills used in scientific research (such as observation, selection and recording useful information, comparison and interpretation, deepening and exploration).

In general, students should understand the usefulness of the computer and related software as a teaching tool or even as a cognitive object (the software itself), through simple activities. Thus, the connection of the pedagogical dimension of teaching with the technological one can be achieved. To become familiar with the use of computers and peripherals, to know and use digital educational tools, such as the software of the Pedagogical Institute, the Internet, the word processor to explore and discover theological concepts and relationships in an understandable way. To practice in the production of electronic speech by formulating opinions and arguments and to adopt a positive attitude regarding the use and usefulness of the computer in the learning process.

4.3 Regarding the Learning Process

Students are expected to play an active role in the learning process, to build knowledge in an exploratory way, to create text serving the principles of the communicative approach, to develop collaborative learning skills, to cultivate critical and creative thinking, to learn by acting and exploring through critical search on the Internet, to practice the multifaceted and multifaceted approach of the subject matter through the identification and comparison of a wide range of sources, to become familiar with the exploration and selection of information through the rich material of the internet or through the information material provided by software, to be active in the context of exploratory-experiential learning, to cultivate the ability to evaluate information in terms of their usefulness.

In addition to develop self-energy and learning to build knowledge on their own, to activate, through experiences and experiences, individual and social values and principles, to understand that Religions can be made accessible and understandable through pleasant and creative activities with the appropriate each time visualized

material, to cultivate higher forms of thought, such as the analysis, synthesis and understanding of important facts concerning Christianity.

5. Detailed Presentation of the Scenario

5.1 Didactic Approach

It is necessary for the teacher to include in the design of the individual teaching units a wide range of learning activities, utilizing the various learning ways in which the student learns. The activities should therefore aim at: a) to help students, so that what they learn to meet their needs but also to be the starting point for further knowledge b) active participation in all phases of the learning process with emphasis on connection of thought with action, in the heuristic nature of the path to knowledge and in the critical way of thinking.

The proposed methodological approach includes teaching methods, such as: Cognitive-constructive, where students engage in activities to combine pre-existing knowledge with new. Exploratory, where under the guidance of the teacher students search for items on preselected Internet sites. The team-cooperative: where the students have the opportunity to produce speech in a document with the Word Processor. The methodological approach, where the worksheets are organized in such a way that students are gradually led to a deeper study and knowledge of the topics selected for the script.

5.2 Didactic Approach With ICT

Reinforcement or guidance learning is a natural and important feature of an individual's mental development (Mercer, 2000, p. 93). The use of ICT with the guidance of the instructor in our script can contribute significantly to the achievement of the teaching objectives of the course. This is done mainly with the possibility that the computer gives: a) for a greater understanding of the taught events and sensitization of the students in matters familiar to them, b) with the possibility for understanding of the taught event regarding its deeper meaning and c) with the possibility that it gives for feedback of the educational process, through activities that activate the student and push him to cooperate with his classmates.

In our scenario we use: a) the Software of the Pedagogical Institute and the power point Software for the course of Religious 3rd grade which gives a detailed presentation of the historical development of the Reformation. b) selected Internet sites, related to the churches of the Reformers in the Western world, through which it is expected to achieve a greater understanding of the event as well as to further approach it emotionally through the possibility given for the interaction of students with each other but and with the teacher, c) printed worksheets which give the opportunity, in addition to the evaluation of the students, for greater cooperation with the participation of all students; but also for the development of their critical thinking.

The greatest benefit for the student is that he is not a passive recipient of knowledge, as was the case with the teacher-centered model, but is activated, collaborates with his classmates, judges, communicates and develops synthetic skills (Frangos, 1998, pp. 384–386). In other words, we would say that with ICT. the student relies on the effort he makes to structure knowledge himself. The way of intervention of the teacher is mediating and has the meaning of shifting the responsibility “from the social to the individual”. This is what Vygotsky calls “scaling” in the construction of learning (Vygotsky 1988 & Tabor & Tabor, 1997, p. 91). A possible problem in the script may be the unfamiliarity of all students with some of the applications that will be used.

5.3 The Proposed Scenario

Procedure: Students enter the laboratory, divided into 8 groups of three people heterogeneous in terms of learning or technological capabilities. An excerpt from the movie “Luther” by Eric Till is presented for a few minutes and then with the Artful Thinking method the first information on our topic is gathered. Then there is the need to set the goal of the course which is to know and discover the evolution of Christianity in Europe, the conditions that shaped it and the consequences to date.

Reflection: Teaching not only aims to narrate events but also raises a fundamental, open-ended question for students. The open question concerns the importance for the European peoples of the great religious event as it evolved and took shape, leaving its strong imprints to this day. This whole process should be highlighted through a discovery process of the learning process.

Evaluation: The script is accompanied by a worksheet in electronic form, which contains elements that are directly related to the open question under investigation. Students are asked to indicate the causes and consequences of the religious reaction in Europe and to suggest texts and images that prove it (by selecting images and texts from selected Internet sites).

These activities are creative, exploratory, involving children in the learning process, so that together with the application they form a complete teaching proposal.

6. Suggested Activities

6.1 First Teaching Hour

At the beginning of the first lesson, the students will be informed that they will work in groups and will be reminded of the applications that will be used. Then, they watch an excerpt from Eric Till’s film “Luther” following the link <https://www.youtube.com/watch?v=1UyILJDFre4>, and the first information on our subject is gathered using the Artful Thinking method. Then there is the need to set the goal of the work which is to know and discover the causes of the religious reaction of Europe and the effects on its peoples as well as the principles adopted by the various denominations due to the reaction to the Papal Church.

Then the students all explore the topic of the lesson by wandering around the already installed presentation software, locating information for the topic Religious Reformation Luther Calvin Zwinglios. Such teaching aids supervise or replace the teacher (as part of the assessment process) and allow the student to practice knowledge and skills. By clicking on this link, the students have the opportunity to read the whole event we are investigating. This activity is enriched by quoting and reading short texts of Luther but also of the 95 places that Luther sealed¹, with the text being rendered in the modern Greek language. All this is combined with the active participation of students, who through a constructive dialogue explore and try to discover the deeper causes of the religious reaction to the Catholic Church and their relationship with the spread of typography.

They are given a worksheet where they are asked to answer short questions based on the fact under consideration. At the conceptual level, word processing is a new method of writing, which is qualitatively different from the writing that takes place with paper and pencil. Students will announce the information they gathered in class.

¹ Available online at: <http://logotexnikoperiboli.blogspot.gr/2015/11/luther-95.html>.

6.2 Second Teaching Hour

During the second lesson and following the previous ones, the students use a browser eg Internet Explorer to browse some selected pages on the Internet. The teacher has checked in advance that their material — content meets the following conditions: it is free from untruths, inaccuracies, distortions of facts and situations concerning the various social and cultural categories (occupational categories and social classes to which are assigned low positions in the social hierarchy, persons with physical or mental disabilities, religious and racial minorities, etc.). It does not make selective or unequal presentation of information elements and characteristics (linguistic allusions, superficial use of colloquial expressions, e.g., with a racist connotation). Pays attention to the gender dimension by avoiding the projection (through images, videos, etc.) of a single gender and the use of sexist elements. It is free from social and racial stereotypes about vulnerable social groups so as not to reinforce discrimination and inequality. It meets the principles of social and cultural equality, tolerance of the different and peaceful coexistence. It is scientifically correct. There is consistency in the terms and symbols used. It is free of grammatical and syntactic errors. It is suitable for the age and knowledge of the students. The language and style of the content are appropriate for the age of the students.

The main goal is to define the specific event chronologically and geographically².

To get acquainted with the various Protestant denominations and to focus on the theological differences that arise³. Also to supplement their knowledge on the subject with reference to other reformers⁴.

They are then asked to create a timeline with the historic milestones of the Reform process and the people who contributed to it with the power point software. Because timelines are excellent tools and offer many opportunities for collaborative creation to our students, that is, they help children to understand and comprehend the abstract meaning of time, they facilitate the formation of their own personal representations that over time acquire an experiential character.

Following the above, students use a browser such as Internet Explorer to browse some selected Internet pages. The main goal here is to “express” culturally this event and how it exists today. More specifically, students will open the website (short for which is in the folder created on the desktop for the lesson) where they can listen to recorded church music and browse inside a Protestant church and then look for Protestant churches in Europe⁵. Each group is asked to create a folder on the desktop, in which they will put selected images, thus developing the skill of retrieving, collecting and organizing data.

The last part of the lesson is dedicated to the evaluation of the teaching unit. This is attempted: a) with an electronic crossword puzzle exercise with key words of the unit that has been created with the Hot Potatoes electronic assessment software that allows the creation of interactive multiple-choice tests, crossword puzzles, matching, sorting and filling in gaps. Produces the exercises in html format and can be used locally or on the internet using a browser (web browser) and b) with a (quiz), where students through the word processor try to remember the features of the religious reform, the Reformers and their contribution to culture. In addition, they are asked to select an image, from those they have in their folder, to paste it in their worksheet and to write a short text related to the image. The Completed worksheets are printed and posted on the class bulletin board.

² Available online at: <https://istoriatexnespolitismos.wordpress.com/2013/06/20/>.

³ Available online at: http://peritexnisologos.blogspot.gr/2013/06/blog-post_17.html.

⁴ Available online at: <http://www.sostis.gr/blog/item/721>.

⁵ Available online at: <https://www.youtube.com/watch?v=iOTyW-rmxD4>, <https://www.youtube.com/watch?v=pdKQh7pHlwc>.

6.3 Scenario Evaluation

The scenario was implemented by the lecturing teacher and evaluated as follows. Before the scenario began, the students filled out a questionnaire asking them to record their opinion on the subject of religion, to answer what Protestantism means and who Luther is. In addition, they were asked to write their opinion on the use of the computer in the lesson. The answers they gave were 40% of the course boring, 21% answered correctly to the examined terms and 75% had a positive attitude towards the use of the computer.

At the end of the scenario, the same questionnaire was given, and the students answered with 87% that they seemed impressed and satisfied with the lesson, 93% answered correctly with the examined terms and all 99% had a positive opinion about the use of computers in the lesson. They also stated that they were excited about the music and the videos, but also about the way they were evaluated and the electronic crossword puzzle. The intermediate formative evaluation was not done due to the limited time of the script. The results of the questionnaire confirmed the opinion of the teacher from personal observation and contact with his students.

7. Conclusions

We notice that teamwork has better results, it contributes to the improvement of the emotional climate, which is a prerequisite for the cognitive level. The unit is removed and the whole is displayed. Communication becomes direct with a reduced sense of individualism and selfishness of the student and the teacher. This is how the collaborative form of teaching is formed, all students in the class participate, socialize, learn to function democratically through participatory processes, in a spirit of cooperation and mutual assistance, resolving any conflicts or conflicts with communication and dialogue and the teacher ceases to play the dominant role in orienting students' thinking.

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