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is that everyone's struggles are equal (Greater Jihad). The personal struggle of every individual Muslim, no matter what, is equal in the eyes of Allah. If a Muslim struggles to undertake the Hajj, this is equal to a Muslim who cannot fast. The Greater Jihad is a

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Islamic Religion and Culture.

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Islam, one of the fastest-growing
religions in the UK. Perhaps you

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are a Muslim and want to challenge yourself on your faith, or perhaps you simply want to find out more about the religion. Either way, we think you ' ll find these quizzes interesting and enjoyable.

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A study of Islam which looks at its history, the life of Muhammad, beliefs, worship, festivals, Shari'ah, the mosque, and how Islam affects moral behaviour, attitudes, social practices and lifestyles. This foundation edition is aimed at lower-ability pupils for

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This book draws on the stories of female educators and young Muslim women to explore issues of identity, justice and education. Situated against a backdrop of unprecedented Islamophobia and

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new articulations of ‘ White-lash ’ ,
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research conducted over a ten-
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into the diverse worlds of young
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and its devastating impacts on Muslim women and girls, this book positions responsibility for changing the oppressions of Islamophobia and gendered Islamophobia with all of us. Such change begins with education. The stories in this book hope to

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Given recent political developments, many want to know more about Islam. This accessible and informative guide covers not only Islamic history, theology, and the life of Muhammad, but also the

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Jewish, Christian and Islamic religious education in nurturing tolerance, interpreted as mutual respect for and recognition of other groups, in Eastern (Albania, Bulgaria, Kosovo, Macedonia, Moldova, Montenegro and Romania) and Western (Finland,

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Germany, Italy, Latvia and Spain)
Europe, Israel, Nigeria and
Uzbekistan. They also explore
potential roles of religion and
exclusivism in fostering (Islamic
state, NGOs, etc.), but also
averting (Islamic legal theory,
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radicalization, and of secular states in allowing, but also banning minority religious education in public schools. With contributions from Friedrich Schweitzer, Martin Rothgangel, Gerhard Langer, Daniela Stan, Arto Kallioniemi, Juan Ferreiro Galguera, Maria

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Ashiru. The Editors Ednan Aslan is the Chair of Islamic Theological studies at the University of Vienna where he is a Professor for Islamic Education. Margaret Rausch is scholar, researcher and university instructor in the field of Islamic and Religious Studies.

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Society is a complex phenomenon, characterized by constant change, often entailing conflict. This is seen in our own times where philosophies and movements of individualism, pluralism and globalization intersect and often

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collide. Still, even in this fast-moving and highly materialist world, religion and spirituality remain crucial aspects of human and social living, and therefore must be among the many focusses of the modern school. Teachers of Religious and Spiritual Education

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(RSE) are therefore expected to support students' religious and spiritual understanding as well as their overall development. How can they best meet this challenge? This book is comprised of various interdisciplinary research findings drawn from international

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Scholarship. The findings are of a different order from each other but all have in common an element of surprise, sufficient to impel reflection and re-thinking of many of the assumptions that normally underpin RSE. The book therefore constitutes a contribution to

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ongoing understanding of the role played by religious and spiritual education and of the proper interface between RSE and the modern school, contemporary curricula and the teacher of today. Contributions by Robert Crotty, Ola Erik Domaas, Michael Fricke,

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The diversity education literature, both nationally and internationally, is broad and diffuse. Consequently, there needs to be a systematic and logical way to organize and present the state of research for students and professionals.

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American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live, work, and lead. With continually evolving information on diversity policies, practices, and programs, it is

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Student Book important to have one place where students, scholars, teachers, and policymakers can examine and explore research, policy, and practice issues and find answers to important questions about how diversity in U.S.

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Encyclopedia of Diversity in
Education (4 volumes, in both print
and electronic formats) will
present research and statistics,
case studies, and best practices,
policies, and programs at pre- and
postsecondary levels. Diversity is
a worldwide phenomenon, and

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while most of the entries in the Encyclopedia will focus on the United States, diversity issues and developments in nations around the world, including the United States, are intricately connected. Consequently, to illuminate the many aspects of diversity, this

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This volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity. From A-to-Z, this Encyclopedia will cover the full spectrum of diversity issues, including race, class, gender, religion, language, exceptionality,

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and the global dimensions of diversity as they relate to education. This four-volume reference work will be the definitive reference for diversity issues in education in the United States and the world.

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Speaking to an increasingly fluid world involving the migration of peoples and cultures, the global resilience of religion, and the role of schooling in fostering liberal democratic values, this book investigates the degree to which secular public schools might

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facilitate religious migrants ' societal integration. Adopting a multidisciplinary approach which draws from political philosophy, the philosophy of education, and the sociology of religion, Collet argues that public schools in liberal democratic states can best

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facilitate the pluralistic integration of religious migrant students through adopting policies of recognition and accommodation that are not only reasonable in the light of liberal democratic principles, but also informed in terms of what we understand

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Student Book regarding the natural role religion often plays in acculturation.

In Teaching Interreligious Encounters, Marc A. Pugliese and Alexander Y. Hwang have gathered together a multidisciplinary and international

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group of scholar-teachers to explore the pedagogical issues that occur at the intersection of different religious traditions. This volume is a theoretical and practical guide for new teachers as well as seasoned scholars. It breaks the pedagogy of

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interreligious encounters down into five distinct components. In the first part, essays explore the theory of teaching these encounters; in the second, essays discuss course design. The parts that follow engage practical ideas for teaching textual analysis,

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Student Book practice, and real-world application. Despite their disciplinary, contextual, and methodological diversity, these essays share a common vision for the learning goals and outcomes of teaching interreligious encounters. This is a much-needed resource

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for any teacher participating in these conversations in our age of globalization and migration, with its attendant hopes and fears.

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