

Preface / Vorwort

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Dear Readers,

The current issue of the *Hikma* is the third special edition featuring interesting and important articles on religious education topics related to Islamic religious education (IRE) at schools. In the first article, Margit Stein, Veronika Zimmer and Rauf Ceylan present the results of a qualitative survey undertaken in 2016, comprising 34 in-depth interviews with mainly future teachers of IRE concerning their gender-related attitudes. The survey was conducted within the study “Attitudes, value orientations and educational experiences of Muslim religion teachers and student teachers”. This study provides an overview of the value orientations, religious self-placement, political opinions and perspectives on gender among students aspiring to become teachers of Islamic religious education. As such, it closes a gap in previous evaluative accompanying research, which focused only on participants of Islamic religious education at school or their parents. In the next article, Said Topalovic identifies the developments that have taken place in the area of competency-based teaching in recent years. The aim of this method of teaching is not primarily for students to learn the subject matter, but to leave school having acquired basic skills. Topalovic discusses the relevance of competency-based teaching in IRE. In the process, the author devises educational structures and criteria for shaping teaching and learning processes in IRE, which can be linked to the latest developments in teaching science and school education. The presented structures and criteria should be geared towards the totality of the human personality and support the development of younger generations in all dimensions. Topalovic considers his deliberations to be an important building block in the framework of current research work, given that they outline a religious education orientation from which primarily consequences for the content of IRE and its planning and design can be derived. In the light of the growing importance of IRE, and the resulting possibilities, Michael Schober addresses in his article the need for interreligious encounters at schools and during teacher training. In so doing, he presents the state of research of this topic in religious education, and identifies the prerequisites for successful interreligious encounters, with special reference to Interreligious Study Days, the result of intense teamwork between Muslim and Christian scholars. He believes that joint progress in this area plays an important role in ensuring diverse and peaceful coexistence in our society. In the last article, Jörg Imran Schröter

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presents a forthcoming research project, funded by the Robert Koch Foundation, involving the measurement of Muslim religiosity in the context of educational research. Young muslims and muslimas aged between 14 and 34 years living in Germany are to be surveyed. The impetus for this project is, among other things, Michael Blume's current argument that Muslims, as representatives of Islam, are facing a crisis situation between radicalisation and silent withdrawal. Against this backdrop, the project serves as a self-critical reflection of this argument by identifying the religiosity of young muslims and muslimas in connection with their willingness to become involved in social engagement. In the survey, consideration will be taken not only of external criteria of religiosity, such as aspects concerning religious practice, but primarily of inner dimensions of meaning and motivations of religiosity. The project is therefore particularly relevant for Islamic theology and religious education at German higher education institutions, for teaching staff at schools, and for persons involved in youth work, whose activities may be supported by the research results.

The first special edition of the *Hikma*, issued in April 2017, which focused on religious education, contained excerpts of a translation by Jasser Abou Archid of a classic treatise by the author Badruddīn b. Ġamā'a (d. 733/1332). This treatise addressed the methods of education and forms of knowledge transfer and knowledge acquisition that correspond largely to contemporary Islamic religious education. The latest special edition focusing on religious education contains brief excerpts of a similar classic treatise entitled "*Aḥlāqu l-'ulamā'*", written by Muḥammad b. al-Ḥusayn b. 'Abdallāh al-'Āğurrī (d. 360/970), which have been translated and commented on by Abou Archid. Finally, we present an interview with Sebastian Günther, who has held the Chair of Arabic and Islamic Studies at the University of Göttingen since 2008 and maintains close links with institutions of Islamic theology both within and beyond Germany. Talking to Mahmoud Haggag, he addresses issues such as the latest developments in Islamic studies in Germany and the rest of Europe, and the role played by Islamic studies in promoting understanding between cultures and religions. He also talks about the need for future cooperation between Islamic theology and Islamic studies, in spite of differences in their teaching and research orientation.

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