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Gruffman, Paulina

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LUND UNIVERSITY

PO Box 117
221 00 Lund
+46 46-222 00 00

Between Religious Studies, Religious Education, Teaching Education and Religion and Education: Relationships, Opportunities, Tensions

The aim of the present paper is to explore the interrelated and complex relationships between *religionsvetenskap* (Religious Studies), *religionskunskap* (Religious Education) and *religionsdidaktik* (Religion and Education). After briefly outlining the concurrent developments of Religious Studies as a university discipline and Religion and Education as a non-confessional school subject, both of which were produced by the Swedish government, I will consider the consequences of linking teaching education programs in Religious Education with Religious Studies departments, seeing as the subject and university discipline, despite their common origin, differ quite significantly (Barns 2015). The emergence of *religionsdidaktik* (Religion and Education) as a growing field of research will then be discussed and situated within this complex matrix, and various opportunities and challenges for the field will be explored. Lastly, demarcation problems between and identity production of Religious Studies and Theology will be discussed. How might these tensions and positionalities affect Religion and Education as it expands? Will scholars of Religion and Education have to address some of these issues, and if so, how might it do so?