<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
# Religion & Belief Tandem Learning

## Description/Aims

'Religion & Belief Tandem Learning' is an initiative developed by the University of Sheffield Chaplaincy Service in conjunction with the Modern Languages Teaching Centre. It is a form of autonomous learning, in which students participate in structured conversations on a range of ethical and religious issues. Participants will be encouraged to increase their social and cultural awareness by engaging actively with different religion & belief identities and taking part in belief and intercultural exchange. Religion & Belief Tandem Learning takes place when participants of two different beliefs work together in order to learn about each other’s identity and to explore their own self-understanding. The task is not simply to engage in abstract debate, but to understand belief identity in terms of personal reality and lived experience. Following the principle of reciprocity or mutual benefit, each participant has to benefit equally to their own satisfaction from working in tandem.

## Outcomes

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Broad understanding</th>
<th>Gain an understanding of another's belief and practice, and how identity can affect/shape the daily lives of people and their interpretation of reality.</th>
<th>Tandem conversation, Learner diary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed knowledge</td>
<td></td>
<td>Gain an understanding of basic tenets, practices, symbols and organisational structure of another religious faith or belief system.</td>
<td>Tandem conversation, Diary &amp; report</td>
</tr>
<tr>
<td>Metacognitive skills</td>
<td>Managing the learning process</td>
<td>Demonstrate capacity to analyse your learning needs, set learning goals for oneself, manage regular work in common, prepare sessions and work alone.</td>
<td>Objective-setting, Tandem conversation, Diary &amp; report</td>
</tr>
<tr>
<td></td>
<td>Managing tandem sessions</td>
<td>Demonstrate capacity to negotiate with tandem partner between shared goals and personal goals and preferences, and to evaluate one’s progress</td>
<td>Objective-setting, Tandem conversation</td>
</tr>
<tr>
<td>Cognitive skills</td>
<td>Analytical skills</td>
<td>Assess the ways in which belief identities are shaped by issues of gender, language, ethnicity, ideology, politics, and culture.</td>
<td>Tandem conversation, Diary &amp; report</td>
</tr>
<tr>
<td></td>
<td>Evaluative skills</td>
<td>Summarise and evaluate different points of view, as well as the ways in which one’s own attitudes and perceptions are changed or reinforced.</td>
<td>Tandem conversation, Diary &amp; report</td>
</tr>
<tr>
<td>Key (transferable) skills</td>
<td>Oral skills</td>
<td>Articulate one’s own point of view clearly and confidently, and reflect on the need for ‘dynamic equivalence’ in interfaith and intercultural communication.</td>
<td>Tandem conversation</td>
</tr>
<tr>
<td></td>
<td>Aural skills</td>
<td>Develop a capacity to listen with empathy, sensitivity and understanding.</td>
<td>Tandem conversation</td>
</tr>
<tr>
<td></td>
<td>Written skills</td>
<td>Produce a journal, with accurate referencing and clarity of expression</td>
<td>Diary &amp; report</td>
</tr>
</tbody>
</table>

---

1 We acknowledge the generous support of Lesley Walker, Jane Woodin and the Tandem Learning resources of the Modern Languages Teaching Centre, the University of Sheffield in compiling these resources.

Funded by the University of Sheffield and the HE Academy Subject Centre for Philosophical and Religious Studies.

© The University of Sheffield, 2009.
### Teaching Types

3 interactive workshops and 6 hours of autonomous learning in tandem.

### Planned Study

‘Identity’ requires a workload of 20 hours, of which 11 are devoted to contact time, 3 to preparing for tandem sessions and 6 to compiling the journal.

### Syllabus

**A. Interactive Workshops**
1. Introductory Session: setting objectives
2. Listening Skills
3. Final Session: feedback and reflection

**B. Tandem Conversation Sessions**

Students must choose ‘1) Exploring Religious Identity’ and then at least five other topics for conversation. Participants are welcome to use any of the task sheets (available to download from www.sheffield.ac.uk/ssid/chaplaincy/tandemlearning) or they may discuss a topic of their own devising in the light of their objectives.

1. Exploring Religious Identity
2. Feasting and Fasting
3. Exploring Sacred Space
4. Studying Sacred Texts
5. Faith in the Media?
6. Believing, Belonging, Behaving
7. Religion and Politics of Gender
8. Science and Religion
9. Mortality and Immortality
10. Why do bad things happen to good people?
11. Sacrifice
12. Violence and Non-violence
13. Festivals
Suggested Resources

- Interfaith Tandem Task Sheets are available from www.sheffield.ac.uk/ssid/chaplaincy/tandemlearning
- BBC Religion: http://www.bbc.co.uk/religion/
- HE Academy Faith Guides: http://socrel.org.uk/faith-guides/
- Census figures for Religion in Britain: https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion

Assessment

There are four elements to the assessment:

1. Attendance at and participation in 3 workshops (20%)
2. Completion of 6 hours of autonomous tandem learning (20%)
3. Learner Diary - 2,000 words (40%)
4. Tandem Learning Report - 500 words (20%)
Introduction to Religion & Belief Tandem Learning

As well as promoting communication skills and the ability to contribute to interfaith and intercultural understanding, Religion & Belief Tandem Learning seeks to develop learner autonomy, or the capacity to manage one’s own learning.

- Both partners have to support each other equally. In practice this means both partners should offer the same amount of time.
- Each partner is available as a person with experience of their own faith and culture although they are not usually trained to teach.
- Tandem learning requires and promotes the ability to learn about another faith and explore the construction of one’s own belief identity following the principles of learner autonomy.

Methods and Activities

- The tandem pair will meet for a total of 6 hours. Both partners will be expected to prepare for each session by planning the use of appropriate materials.
- The time spent together will be divided equally: thus out of the six hours, three hours will be devoted to the objectives of each tandem partner.
- Each partner will have their own priorities and will decide the content of the course accordingly. Tandem conversations may be assisted by the use of the task sheets provided.
- A Learner Diary will be kept as a record of the meeting of the partners and will show the development of independent study skills as well as the experience of interfaith encounter and conversation.
- Participants must attend three workshops to assist their tandem learning. The workshops are interactive: the first session is an introduction to tandem learning; the second session provides an introduction to listening skills and intercultural communication; the third provides an opportunity to reflect on the experience of interfaith tandem learning. Attendance at these workshops is compulsory for those who wish to gain credit for the HEAR or Sheffield Graduate Award.
- Use of email is required to facilitate communication between partners and between students and tutors outside of meetings.

It is your responsibility to ensure that your tandem partnership is working, and also your responsibility to contact your tutor if you are experiencing any difficulties.

Contact Details

Imam Sheikh Mohammad Ismail: m.ismail@sheffield.ac.uk, 0114 222 9752

Funded by the University of Sheffield and the HE Academy Subject Centre for Philosophical and Religious Studies.

© The University of Sheffield, 2009.
Written Work

If you would like Religion and Belief Tandem Learning to be added to your HEAR or Sheffield Graduate Award you need to submit: 1) Your objectives for the programme, 2) A learner diary (2000 words, 3) A reflective report (500 words). A suggested outline for each of these is provided below. The written work is not graded. Send your completed work by email to Mohammad Ismail, m.ismail@sheffield.ac.uk

**Before your first conversation: Set your objectives**

What do you hope to achieve by the end of this programme? Be as realistic as possible. You will need to discuss these objectives with your tandem partner at the start of your first conversation. Decide which topics will help you meet your objective and download those task sheets.

<table>
<thead>
<tr>
<th>What do I want to learn?</th>
<th>By when?</th>
<th>Where?</th>
<th>Day and Time?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learner Diary Entries: Some Helpful Tips

The fundamental principle of the Learner Diary is to provide tandem partners with an opportunity for personal reflection. The tandem tasks are a joint venture, but the journal is the chance for individual reflection. The Diary offers the opportunity to reflect on your experience of dialogue between different belief systems and intercultural communication, and it invites further reflection on the way in which questions of faith shape your understanding of your identity.

The Learner Diary also facilitates assessment (including self-assessment). This means that you will need to consider your objectives in the light of the tandem task. Remember that you will need to provide evidence of what you have learned. The questions are provided as prompts to enable you to give examples and details.
Learner Diary

Session 1

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Objective(s)</td>
<td></td>
</tr>
<tr>
<td>Task Sheet/Topic</td>
<td></td>
</tr>
</tbody>
</table>

Review of the Session

Did I complete the task?
(Give details of date, time, venue, and duration of the tandem conversation)

How well did I achieve today’s objective(s)?
(Review your conversation in the light of the objective(s) identified.)

What did I learn? About my partner’s faith and experience? About my own belief and experience? Was it useful, interesting, enjoyable?
How well did I communicate my beliefs? How well did I understand what my partner tried to communicate? Were there any difficulties? What made the conversation easier?

How, if at all, did the task affect me?

Objectives for the Next Session

If I have not achieved my existing objective(s), what will help me to do this?

If I am ready to move on, what do I need to learn more about?

Where, when and how do I plan to do this?
Learner Diary

Session 2

Date:

Today’s Objective(s)

Task Sheet/Topic

Review of the Session

Did I complete the task?
(Give details of date, time, venue, and duration of the tandem conversation)

How well did I achieve today’s objective(s)?
(Review your conversation in the light of the objective(s) identified.)

What did I learn? About my partner’s faith and experience? About my own belief and experience? Was it useful, interesting, enjoyable?
How well did I communicate my beliefs? How well did I understand what my partner tried to communicate? Were there any difficulties? What made the conversation easier?

How, if at all, did the task affect me?

Objectives for the Next Session

If I have not achieved my existing objective(s), what will help me to do this?

If I am ready to move on, what do I need to learn more about?

Where, when and how do I plan to do this?
# Learner Diary

## Session 3

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Objective(s)</td>
<td></td>
</tr>
<tr>
<td>Task Sheet/Topic</td>
<td></td>
</tr>
</tbody>
</table>

## Review of the Session

**Did I complete the task?**  
*(Give details of date, time, venue, and duration of the tandem conversation)*

## How well did I achieve today's objective(s)?*  
*(Review your conversation in the light of the objective(s) identified.)*

## What did I learn? About my partner’s faith and experience? About my own belief and experience? Was it useful, interesting, enjoyable?
How well did I communicate my beliefs? How well did I understand what my partner tried to communicate? Were there any difficulties? What made the conversation easier?

How, if at all, did the task affect me?

Objectives for the Next Session

If I have not achieved my existing objective(s), what will help me to do this?

If I am ready to move on, what do I need to learn more about?

Where, when and how do I plan to do this?

IF YOU HAVE MORE THAN 3 SESSIONS PLEASE COPY THIS PAGE TO USE AS A TEMPLATE
Tandem Report

Once you have completed your tandem conversations, you should write an account of your experience of Tandem Learning in about 500 words. How has your social and cultural awareness changed in the course of this exercise?

You may wish to start with:

- Why you decided to participate
- How you analysed your needs
- which objectives you set

You may find it helps to analyse the process if you look back over your learner diary entries and:

- Detail the task sheets used and why you chose them
  - Include any learning techniques you acquired or developed, or any insight you gained into the way you learn
- Explain how you organised your time
- Examine how you monitored your progress and decided on next steps

Reflect on the following questions:

- Did you achieve your objectives? Give details.
- Which objectives did you not achieve? Why not?
- How did your listening skills develop?
- Are you more able to organise your own learning?
- What else?