

# Nordic Master Programme in the Religious Roots of Europe



- Five universities: Aarhus (coordinating), Copenhagen, Helsinki, Lund and Oslo
- Supported by the Nordic Council of Ministers and Nordplus
- Judaism, Christianity and Islam studied from a comparative perspective
- Most courses combine:
  - E-learning (short video-clips, forums, assignments and feedback etc.)
  - Compact seminars (gathering the students for one-two weeks)
  - Weekly tutorials at the five host universities.



Forms of teaching	Student & alumni satisfaction according to external survey by Oxford Research
Two different kinds of lectures	100 % or 93 %
Two different kinds of classroom discussions	98 % or 93 %
Group-work	84 %
Two different kinds of e-learning	85 % or 100 %
On-site learning in the Mediterranean	Not evaluated in the survey
Tutorials	Not evaluated in the survey

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Example of the second lesson in the course  
*Apologetics and Conversion: Judaism, Christianity and Islam*

## Purpose

To reflect on how conversion-narratives are used for different apologetic purposes. To reflect on definitions of conversion.

## Material

- The syllabus as specified in the schedule.
- The encyclopedia articles defining conversion from last week's syllabus.
- The video-clip on conversion as found at our course-page under "Week 2"
- A conversion-stories on the internet of your own choice, find it in a blog, as a video- or audio-clips, on YouTube etc.



## Task

1. Read the specified syllabus and take notes on different uses of conversion narratives discussed in scholarship and watch the video-clip.
2. Use the forum called "2: Apologetic use of conversion-narratives"
  - Before February 17 at 23:59: Find a conversion-story on the internet and give us a link to this story in the forum. Outline the story: who is converting, what is she/he converting from and to, is the story being told by the convert or by someone else? Discuss why the story is being told drawing on the scholarship studied for this week.
  - Before February 18 at 23:59: Comment on at least one of your fellow student's postings. Draw in the commentary on one of the encyclopedia-articles and answer the following question: How is the conversion story corresponding to the view of conversion championed in the article?

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Student satisfaction according to external survey by Oxford Research:

1. Has RRE lived up to your expectations:
  - Interdisciplinarity: 88 % yes
  - Academic standard: 100 % yes
  - Mobility: 100 % yes
  - Student interaction: 95 % yes
  - Quality of English (lectures): 100 % yes
2. General satisfaction:
  - 96 % are satisfied or very satisfied
  - 91 % would do it again “if they had to make the decision all over”
  - 100 % would recommend RRE to others

Difficulties:

- Administrative: Running a joint programme that accommodates to procedures and laws at five universities and in four countries.
- Technical: Breakdown or hiccups in e-learning platform.
- Financial: The extra administration is costly
- Pedagogic: Blended learning new to most teachers in the programme.

169 students 2009-2015  
from 43 different countries:

- 48 % Nordic Countries
- 26 % The rest of Europe
- 26 % Africa, America and Asia



Future plans:

- Refine and technically up-date e-learning-component
- Target recruitment at minor universities in the US
- Develop alumni network
- Offer relevant PhD-courses for the 15 RRE-graduates who are in PhD-positions in 9 countries and other interested students

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