Livsfrågor och religionskunskap
En belysning av ett centralt begrepp i svensk religionsdidaktik

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Abstract
Questions of life and RE curriculum: A study of a central concept in RE in Swedish compulsory
and secondary schools.

This thesis focuses on “livsfrågor” (questions of life) a typical Swedish concept introduced in
the RE syllabus in the curriculum for compulsory schools in 1969. The study poses three questions:
what can qualify as a “livsfråga”, why are they regarded important, and how do they fit into
teaching?

The main purpose is to study differences of the concept in two materials. Primarily interviews
with Teacher educators all over Sweden and, secondly in the R.E. syllabus for compulsory and
secondary schools from 1962 until today. Finally, the two materials used, will be brought together,
and foci are recognized with the help of a tool for thought. The study is using the concept dialogicity
from Bachtin. Syllabus are viewed as compromises in accordance with a German tradition.

In the syllabus, “livsfrågor” is one within many different words used with none what so ever
stringency. It is not necessarily the most important term, as “livsåskådningsfrågor” (questions
within philosophies of life) is often dominating in objectivities. Also “existential questions” etc
is used. The relation between the words are never made clear. The syllabus are in one sense
monologial as different meanings of the word are not made explicit, and other utterances are not
invoked.

In the interviews the dialogicity is more obvious. Philosophy is mentioned, eg.. Martin Buber,
Viktor Frankl, theology (Paul Thillich), but also literature (Lars Gyllensten) and existentialism
in a general sence. Other words are not as frequent – but “livsåskådningsfrågor” are of course
mentioned, eg. Faith vs. knowledge.

In the last chapter “livsfrågor” is problematized with the help of Andrew Wright and his
three metanarrativies within the modern R.E. And the assumption, especially in the syllabus,
of “livsfrågor”, as common between cultures and over time is problematized with the help of
feministic theory of knowledge.

Keywords: religious education, curriculum studies, teacher education, questions of life,
existential questions, dialogicity, utterances, chains of utterances.

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