

The use of technology in religion classes - a necessity in a contemporary society

Alexandru Georgiu^{1*}

¹National College "Liviu Rebreanu", Bistrita, Romania

*Corresponding author: georgiu.alexandru@yahoo.com

Abstract. This paper explores the essential role of integrating technology into contemporary religious education, with a focus on Orthodox Christian instruction. The purpose is to examine how digital tools such as multimedia platforms, mobile applications, and interactive learning resources can increase student engagement and enhance the comprehension of religious content. A qualitative analysis is conducted using practical examples and pedagogical applications. The findings show that the use of technology can support both cognitive and spiritual development when applied judiciously. The article concludes that a balanced, reflective integration of digital tools can modernise faith-based education without compromising its spiritual depth.

Keywords: Technology integration; Religious education; Orthodox religion; Digital pedagogy; Faith-based learning.

1. Introduction

We live in an era where technology permeates every sphere of life, profoundly shaping the way people communicate, work, access information, and learn. Today's young people, raised in an intensely digital environment, have developed a different way of perceiving the world, being accustomed to fast access to information, visual interaction, and the dynamic nature of the virtual space. In this context, schools are obliged to adapt to these profound changes and integrate technology into the educational process - not as a superficial modernization, but as a real way of responding to the needs and characteristics of the new generations of students (Cerghit, 2006).

Religious Education (Filip, 2020), although deeply rooted in Christian tradition and Orthodox spirituality, cannot remain outside this adaptation process. On the contrary, precisely because its message is eternal and universal, it must be transmitted through methods and tools that speak the language of today's youth (Bălan, 2022). Thus, the use of technology in Religion classes becomes not only an opportunity but a true necessity in contemporary society.

This paper addresses the need for integrating technology into Religion classes as a response to the changing learning landscape and as a tool for making religious education more relevant and effective for today's learners (Timiș, 2022).

2. Methodology

This study employs a qualitative approach grounded in pedagogical analysis and classroom observation. It analyses the practical applications of digital tools in Religion classes across

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primary and lower secondary education. The research design is non-experimental, with data collected from lesson planning, teaching experiences, and reflection upon outcomes observed in class interactions. Specific tools assessed include multimedia presentations (e.g., PowerPoint, Genially), educational games (e.g., Kahoot, Wordwall), mobile applications (e.g., Biblia Ortodoxă), and video resources used in classroom contexts.

3. Results

The integration of digital resources into Religion lessons has shown significant improvements in student motivation and comprehension. Teachers reported increased participation and enthusiasm when interactive methods were used. The implementation of Kahoot quizzes and LearningApps activities reinforced biblical concepts, while multimedia presentations helped visualise complex religious narratives. Additionally, mobile apps were successfully used for homework tasks, independent exploration, and consolidating moral values.

3.1 The need for technology in Religion classes

Today's students are, for the most part, "digital natives"—people who have grown up surrounded by technology from a very young age. They are used to interacting constantly with smartphones, tablets, computers, and social media platforms, and this profoundly influences their cognitive style and learning preferences. In the face of this reality, Religion teachers are called to rethink their didactic approach so that Religion classes are not perceived as rigid or disconnected from everyday life, but as living, relevant, and engaging spaces where spiritual values can be discovered and internalized through modern methods.

Integrating technology into Religion lessons meets a dual need: on one hand, it facilitates the understanding of theological and moral concepts that might otherwise seem abstract or distant; on the other hand, it creates an engaging and stimulating environment where students are more involved, curious, and willing to interact with the content. Technology becomes a valuable pedagogical tool that enhances the educational act without diminishing the deeply spiritual essence of the religious message.

3.2 Concrete methods for using technology

Using technology in Religion classes does not mean abandoning traditional values or the contemplative and liturgical dimension of religious education (Anania, 2001). Rather, it involves finding creative ways to communicate and experience these values in a manner adapted to today's reality.

Multimedia presentations (created in PowerPoint, Canva, Genially, etc.) allow for a clear structure of the lesson and the introduction of meaningful visual elements, such as icons, biblical maps, photos of holy places, or animated Scripture quotes. Students can more easily understand the historical context of the Gospels or the meaning of religious symbols when they are presented visually and dynamically.

Interactive educational platforms (like Kahoot, Wordwall, Quizizz) bring an extra level of motivation and engagement through quizzes, association games, and formative assessment activities. For example, after a lesson on the life of Jesus Christ or the Parable of the Good

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Samaritan, students can be invited to answer questions on these platforms, consolidating the message of the lesson in an enjoyable and active way.

Additionally, video resources—whether short documentaries, scenes from religious films, animated Bible stories, or interviews with contemporary spiritual leaders—can offer students a deep emotional experience and a more vivid understanding of faith. Watching an animated video about the life of Saint Basil the Great or a documentary about Easter in Jerusalem can turn the lesson into an inner journey with lasting spiritual impact.

Mobile applications like “Biblia Ortodoxă” (Orthodox Bible), “Calendar Ortodox” (Orthodox Calendar), or official websites of the Romanian Patriarchate and other ecclesiastical institutions can also be used as reliable and accessible sources for deepening lesson topics and for encouraging students to engage with religious content outside the classroom.

4. Discussion

These findings are consistent with constructivist educational theory, which promotes active engagement and self-directed learning (Băltăţeanu, 2019). Using technology in Religion classes does not dilute the sacred message but makes it more accessible, particularly for digital-native students. It also aligns with the EU’s DigComp framework for digital competences (European Commission, 2017), promoting critical and responsible technology use. However, teachers must navigate challenges such as unequal access to devices and the risk of superficial learning. Therefore, pedagogical discernment is key to ensuring technology enhances rather than distracts from spiritual formation.

4.1 Benefits of integrating technology

Integrating technology into Religion classes brings significant benefits at both cognitive and emotional levels. First, it increases students’ interest in the subject by creating a dynamic learning environment tailored to their preferences. Second, it allows for greater personalization of the educational act, enabling the teacher to adapt materials according to the pace and level of understanding of each student.

Moreover, the use of technology develops cross-disciplinary skills such as critical thinking, collaboration, digital literacy, and the ability to filter relevant information. In the context of Religious Education, these skills contribute to a deeper understanding of Christian values and to the formation of a moral and spiritual conscience anchored in contemporary reality.

4.2 Risks and Limitations

However, it is essential that the teacher uses technology with pedagogical and spiritual discernment. There is a risk of focusing too much on form at the expense of content or of turning the lesson into a mere spectacle, thus losing its reflective and profound dimension. Technology must be a tool that supports and enriches the educational act, not one that replaces or trivializes it (Cucos, 2014).

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Also, not all students have equal access to technology, and social or economic differences can create inequality. Therefore, the use of technology should be balanced, inclusive, and complementary to the teacher's live presence, not a substitute for it.

5. Conclusions

In conclusion, the use of technology in Religion classes is not just a response to the demands of the times, but a genuine opportunity to make religious education more accessible, alive, and meaningful for today's students. In a constantly evolving society, the Religion class is called to become a space of dialogue between tradition and modernity, between the eternal truths of faith and the current means of communication. The Religion teacher, through creativity, empathy, and discernment, has the mission of turning technology into a bridge between generations, and between the student's soul and the Living Christ.

When implemented responsibly, digital tools become bridges between ancient wisdom and contemporary educational practices. The study recommends ongoing teacher training, resource development, and infrastructure support to maintain a balance between spiritual authenticity and modern pedagogy.

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