

P9: (Inter-)Religious Learning in Digital Society

The project investigates the challenges and specific potentials of (inter-)religious education in digital society.

Guiding questions:

- How do the dynamics of digitality manifest in digital (inter-)religious learning/teaching settings for individual and organizational actors?
- What impact do these dynamics have?
- How do which actors deal with these dynamics, and what are risks, opportunities, and necessary steps for development?

Cross-sectional themes: Power shifts; proactive transformation from the pre-digital to the digital; digital transreligious literacy.

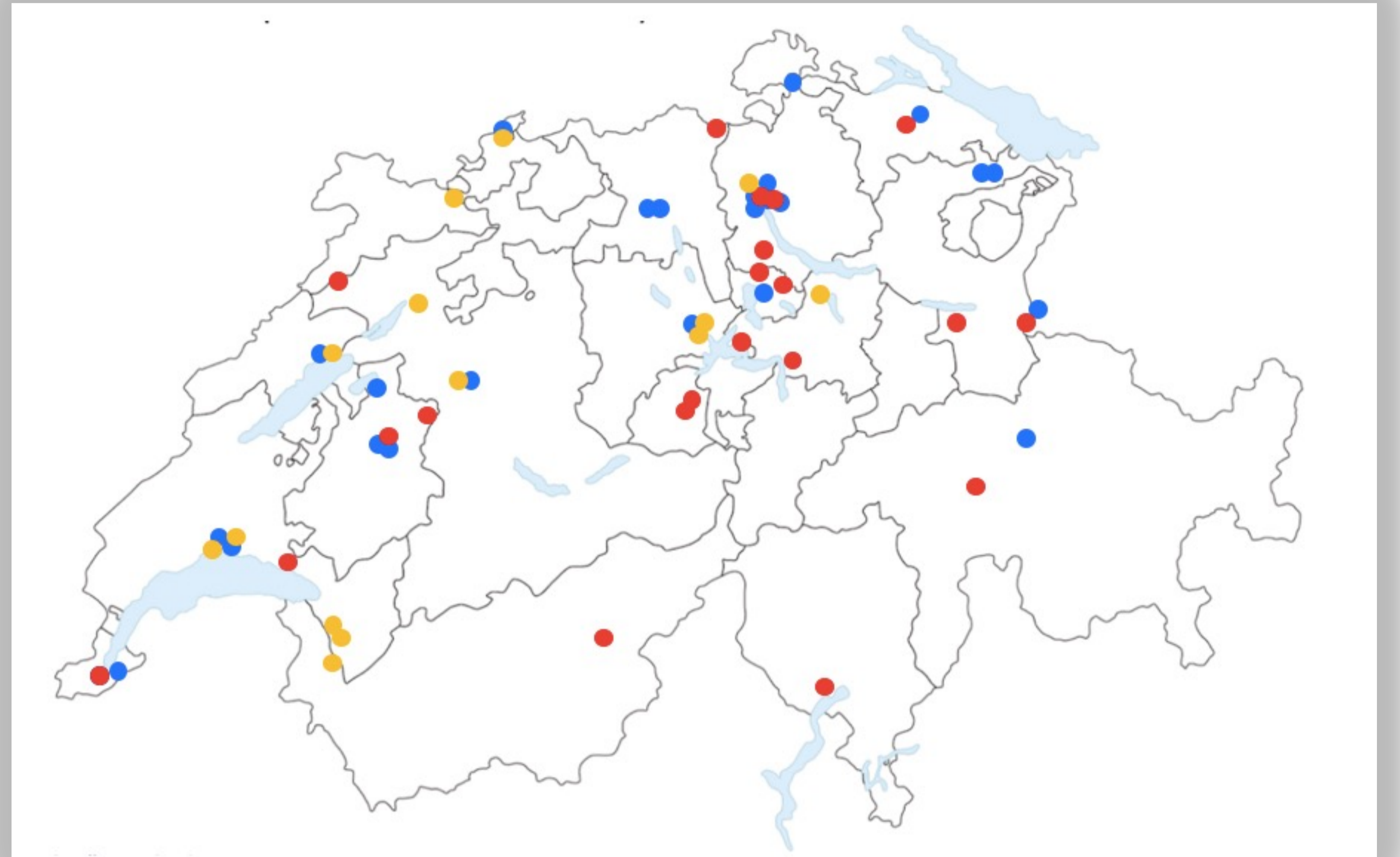


Fig.1: The approx. 60 organisations of the participatory research project »Thinking hybrid – thinking ahead«. (Suhner, 2024)
Red = Church academies; Blue = Offices for religious education; Yellow = other RE organisations.

Objectives

A multidisciplinary examination and analysis of how 'pre-digital' interreligious education is transforming within a digital society, at both the **individual and organizational level** (= research gap). This involves eliciting and discussing the specific outcomes, challenges, and opportunities that emerge for the various **stakeholders of (inter-)religious education**.



Methodological Approaches

The core project employs a **participatory research approach**, involving approx. 60 organisations as co-researchers. This guarantees a direct impact on the ecumenical educational landscape in Switzerland and Europe. Mixed methods approaches, incorporating web scraping and topic modelling, situate the project within **digital humanities**.



Main Findings

Findings, according to the methodological setup, occur across **various educationally relevant levels** – micro, meso, and macro (→ level of teachers and learners; organisational level of education; societal dynamics).



Key findings include a typology of "**motivation for digital affinity in educational settings**" and specific insights concerning which learning processes (methods, intentions, formats) are successful in digital spaces and why / for which reasons.

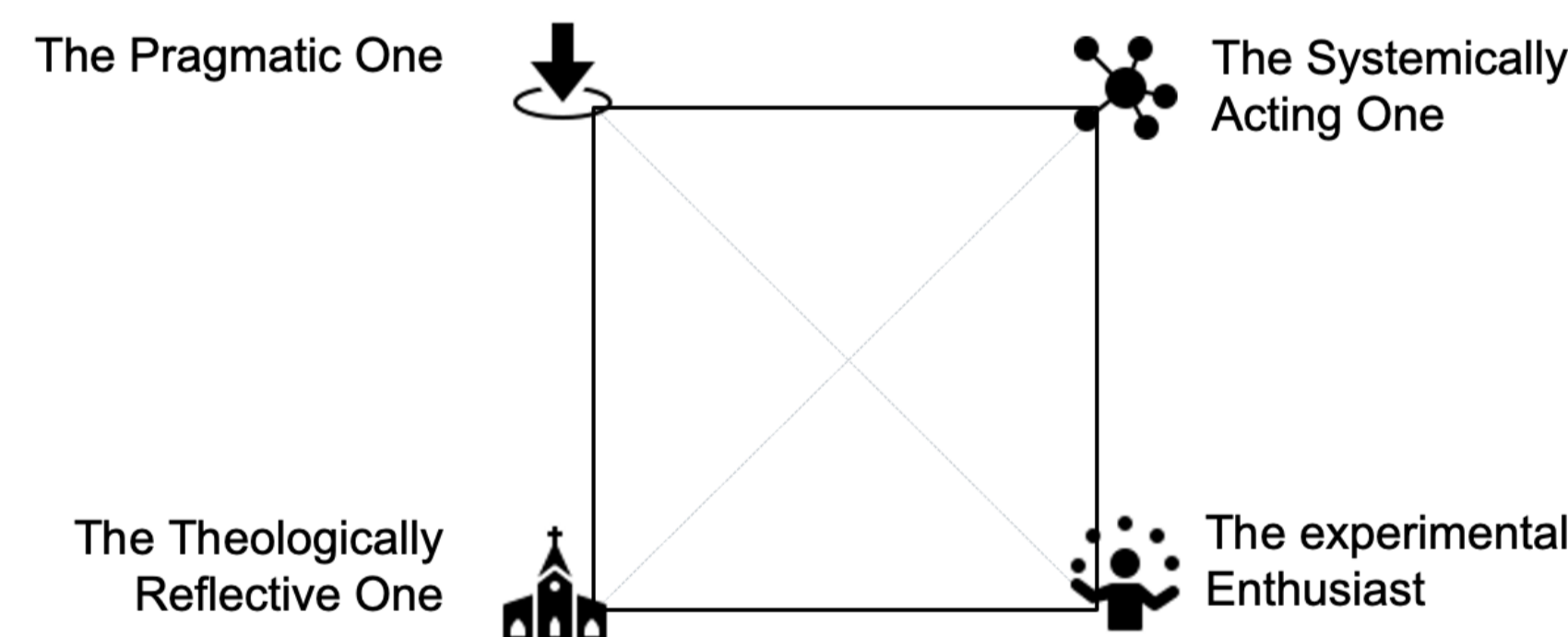


Fig.2: Four Types of motivation for digital affinity in educational settings» (Suhner, 2024)

Structure and Collaborations

The project is divided in **various subprojects**. Associated with these are different national and international **collaborations**.



SCIENTIFIC RESEARCH PROJECTS

- **Core Project:** «Thinking hybrid – thinking ahead. The association 'plusbildung' in Digital Society»
- **Youth Theology** and Digitalization
- **Connectedness** – Transreligious experience-based communication and learning in the X- and Reddit-Sphere
- **Jewish-Muslim dialogue** – digital learning with allies
- **Beyond the pulpit** – Transformative communication and learning in homiletic contexts

SCIENTIFIC BASED 'PRODUCT'

→ Based on the research findings and an extensive **market analysis** in the German-speaking area, a **training concept** was developed for theologians and religion-related professions, for achieving transformation skills in digital society: "**Transformational Leadership**".

Contribution to URPP

URPP
Digital Religion(s)

From a **methodological perspective**, this project responds to the demand for both practice-relevant impact and continuous science communication.

By incorporating **computational linguistic methods**, it addresses the call for Big Data research in the field of religion and spirituality research.

In terms of content: The findings serve stakeholders of (inter-)religious education for targeted, **proactive transformation**; i.e., towards a digital strategy in line with the normative direction of the URPP towards life-serving, humane education in a post-digital culture.

Publications



- Suhner, Jasmine (2024). Thinking hybrid – thinking ahead. Der Dachverband 'plusbildung' in digitaler Gesellschaft. t.b.p.
- Schlag, Thomas; Suhner, Jasmine (Hg.) (2023), „...dann nützen wir sie auch: Digitalisierung first – Bedenken second“?! Jugendtheologie und Digitalisierung, Calw.
- Suhner, Jasmine / Schlag, Thomas (2023), Mapping as a task for international knowledge transfer in religious education (research). An approach from a Swiss perspective, in: Berglund, J. / Roebben, B. / Schreiner, P. / Schweitzer, F. (Hg.), Educating Religious Education Teachers: Perspectives of International Knowledge Transfer, Bonn.
- Suhner, Jasmine / Müller, Sabrina (2023). Jenseits der Kanzel. (M)achtsam predigen in einer sich verändernden Welt. (Reihe: Interdisziplinäre Studien zur Transformation, Band 3), Neukirchen-Vluyn.
- Suhner, Jasmine (2024). Ctrl+Alt+Transform?, in: Nelson, J. / Orchard, J. / Meyer, K. (Hg.), Shared Religious Education (t.b.p.).

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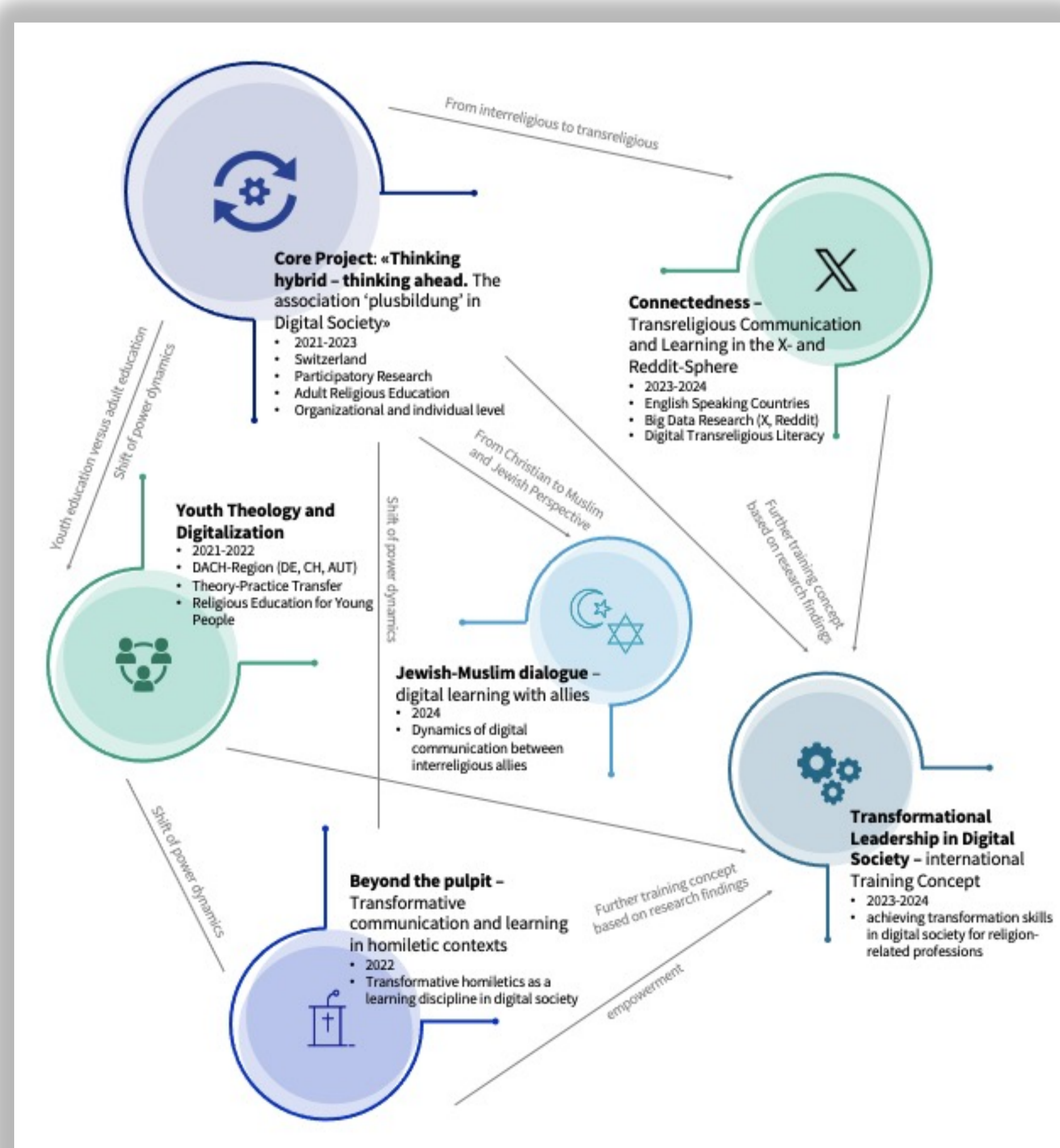


Fig.3: Visualization of the various subprojects, their internal coherence and their different collaborations