



# Interreligious Challenges and Interreligious Learning in Digital Society

## URPP "Digital Religion(s)" P9

### Relevance and key issues

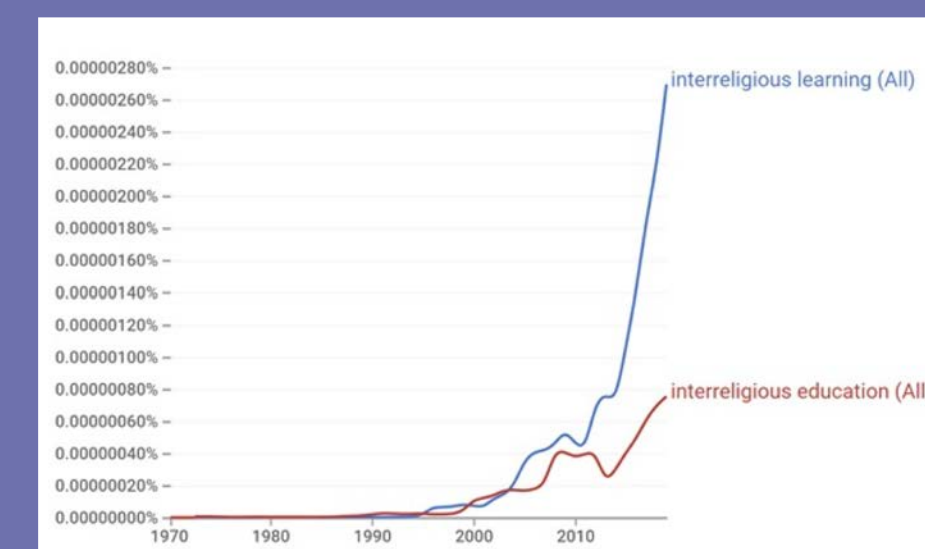
The future of education requires reflection and communication skills in the area of values and religions. The project **"Interreligious Challenges and Interreligious Learning in Digital Society"** (URPP-P9) examines how current dynamics of digitalization influence, shape and transform interreligious challenges and communication, and how corresponding learning processes can support constructive interreligious dialogue from the perspective of human rights.

Core issues and major topics include:

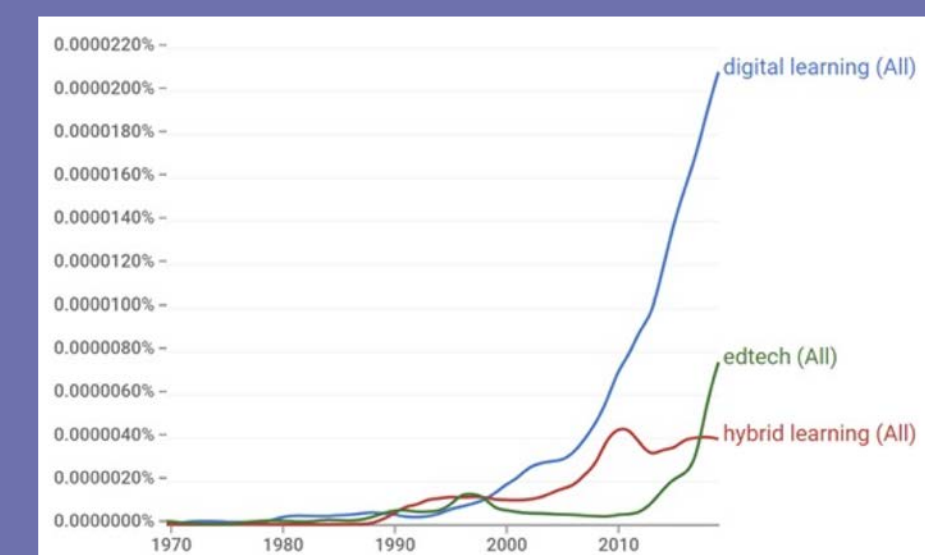
- exploring phenomena of **religion-related digital education**
- exploring and **mapping the diversity of digital interreligious learning** concepts, frameworks, resolutions, examples (of institutions and individuals)
- examining how digital interreligious learning shapes religion-related online-offline learning in general, with special regard to questions of **power dynamics**, **trans-religious learning**, **embodiment** in digital education, and **knowledge management** between the stakeholders of interreligious education.

With its interdisciplinary focus, P9 also raises the question, whether and in what specific way digital interreligious learning processes make a relevant contribution to **digital peace education**, to constructive approaches to current complex socio-political challenges, as well as to **educational utopias**.

Trends in (inter-)religious education



Trends in digital education



Frequency of keywords in books, according to Google Ngram

### Mapping digital interreligious learning. Frameworks, mindsets, examples – an overview

Interreligious learning in digital society occurs in a wide and dynamic diversity of forms, each responding to different contexts, resources and interests. A corresponding overview, a "map of interreligious learning in digital society", was developed in a broad research of different respective mindsets, frameworks, resolutions, examples. It serves as a point of departure for further research in this area. (Suhner, J. (t.b.p. 2022), *Mapping digital interreligious learning. Frameworks, mindsets, examples - an overview*).

This mapping revealed two current particular issues in digital interreligious learning:

- The first relates to aspects of **knowledge transfer**: professional knowledge transfer; knowledge transfer between analogue-hybrid/digital actors; knowledge transfer between formal/informal/nonformal learning settings (→ cf. "publications")
- The second refers to the lack of **deeper insights into which aspects can be considered best practice** in digital inter-/trans-religious learning (performing aspects, linguistic aspects, etc.). (→ cf. "plusbildung – thinking hybrid, thinking ahead")

### "D.I.R." - Digital.Inter.Religious. A participatory research project with 60 institutions

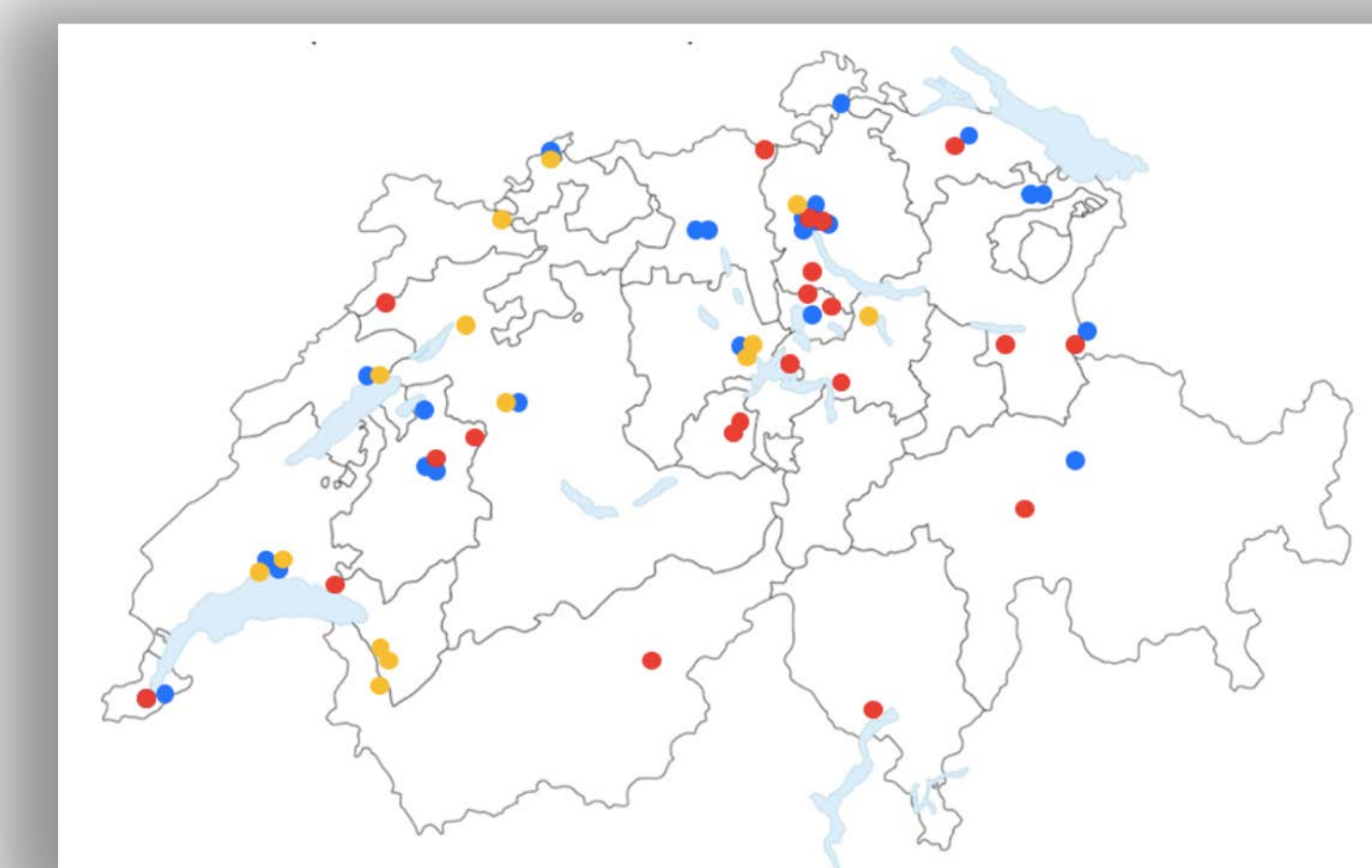
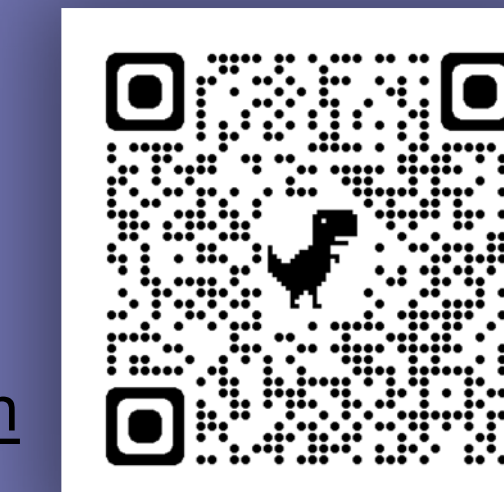
Based on the initial findings (cf. "mapping digital interreligious learning"), the research project in 2022 addressed the second of these problem areas in particular: In the research project "plusbildung – thinking hybrid, thinking ahead", digital interreligious learning is perceived in a differentiated way, consciously conceptualised, reviewed and gradually developed further: using participatory research methods (qualitative and quantitative approaches), with about 60 institutions.

#### Quantitative approach:

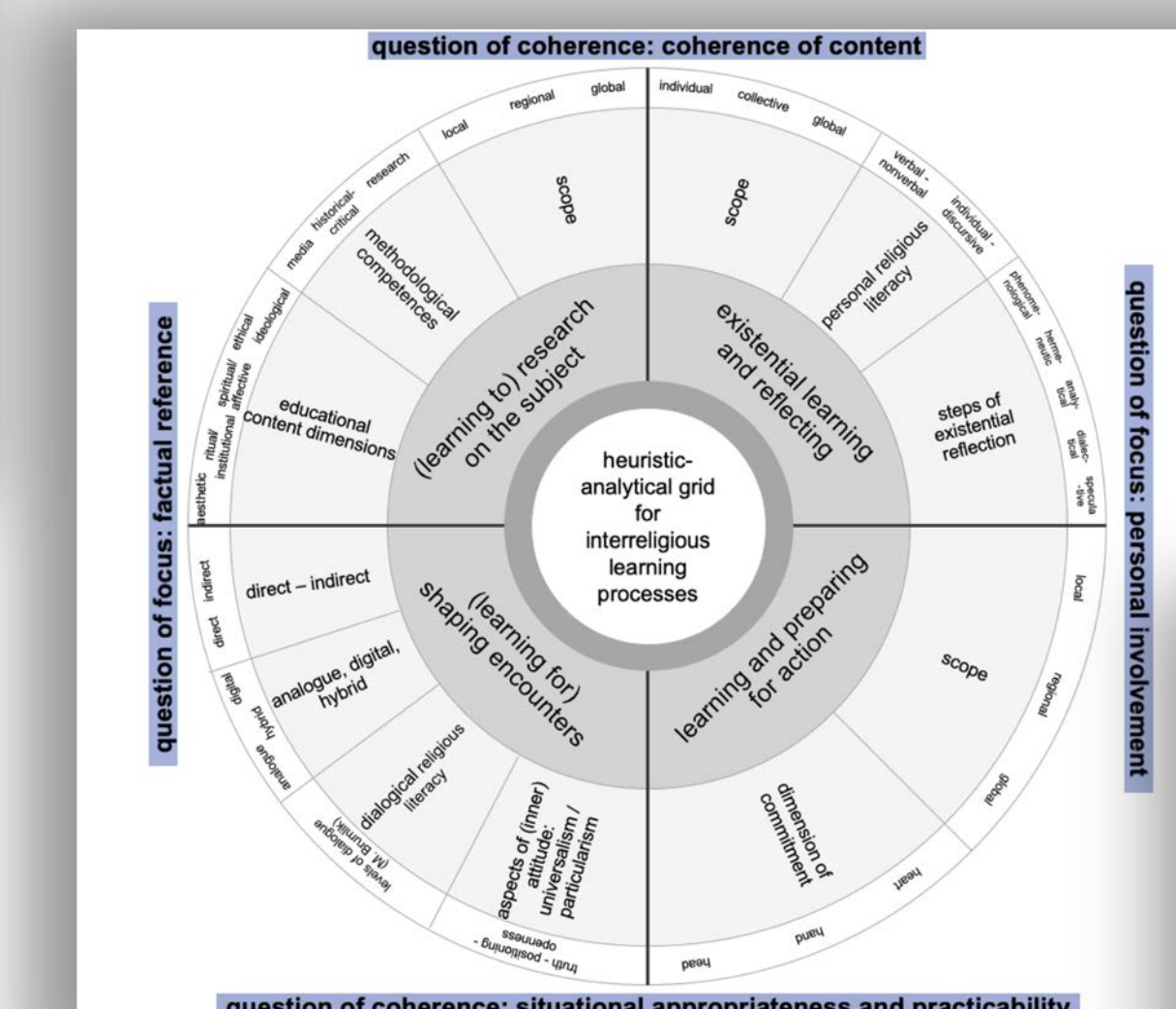
In close cooperation with "experts by experience" we developed a questionnaire and collect data on various aspects of the following question: **How do (inter-)religious educational institutions deal with the dynamics of digitalisation?**

- in three language areas of Switzerland (German, French, Italian)
- survey for employees, participants and leaders of digital (inter-)religious educational programmes for adults

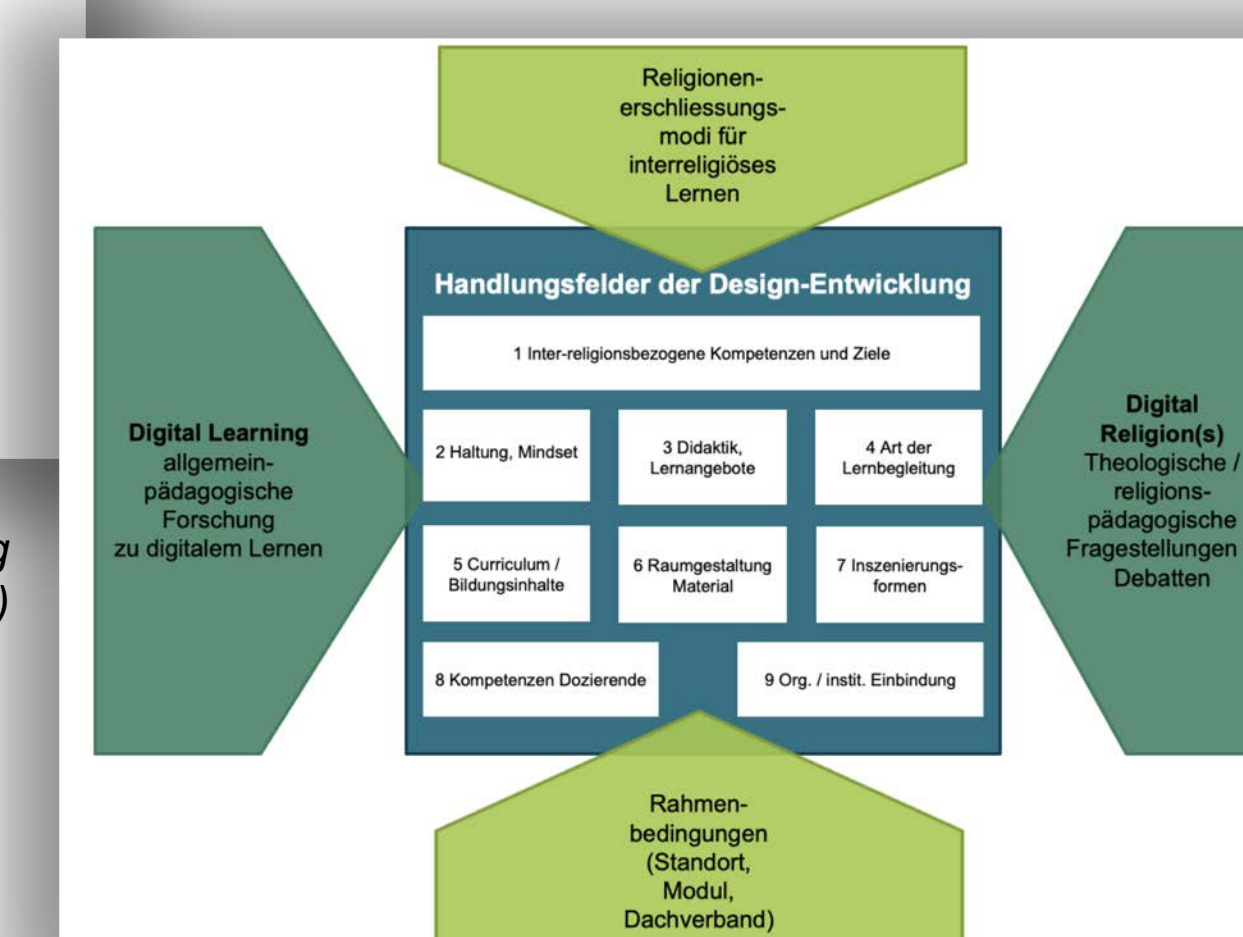
Visit the website of the research project: "D.I.R.": [www.digital-inter-religioes.ch](http://www.digital-inter-religioes.ch)



The 60 institutions of the research project "D.I.R." (Suhner, 2023)



Heuristic-analytical grid for interreligious learning processes. Draft (Suhner 2022)



Development of the design: Areas of action. Draft (Suhner 2023)

#### Qualitative approach:

In collaboration with "experts by experience" we collect qualitative data at specific research locations chosen from the 60 institutions mentioned above (design-based research approach, case studies, evaluation of learning platforms). We address questions such as:

- What are good practice examples/ options for affective learning in the digital space?
- How does digital education shape (inter-)religious educational content?

### Results & "Products"

In both the quantitative survey and in the qualitative data collection, we focus on the questions:

- Which digital competences with regard to digital/hybrid religious teaching emerge as relevant, and how can these be clustered and organised to create a **useful tool for stakeholders in digital (inter-)religious learning?**
- What would a **"label of quality"** for digital (inter-)religious education settings look like?



### Next steps in 2023

- Interreligious learning in digital society in the area of (European) digital peace education (Dr. Jasmine Suhner)
- Interreligious learning in digital society from a legal perspective (Ramazan Özgü)
- Educational utopias in digital society (Dr. Yves Mühlematter)

### Contact us

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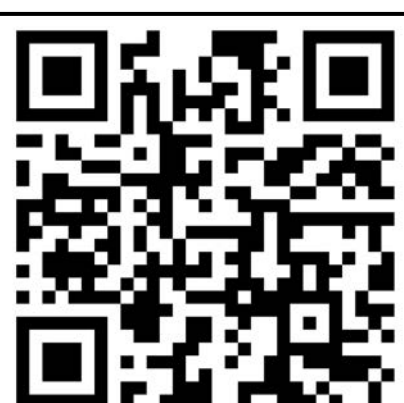
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### Publications and Academic Teaching (Selected)

- Suhner, J. (t.b.p. 2022), Mapping digital interreligious learning. Frameworks, mindsets, examples – an overview.
- Suhner, J. / Schlag, T. (2023), Mapping as a Task for International Knowledge Transfer in Religious Education (research), in: J. Berglund, B. Roebben, P. Schreiner, F. Schweizer, International Knowledge Transfer in Teacher Education in Religious Education.
- Suhner, J. (2023), Vernetzt Lernen. Politische Themen in (inter-)religiöser Bildung. In: Gärtner, C. et. al., Ein religionspädagogischer Beutelsbacher Konsens? Dortmund.
- Schlag, T./Suhner J. (Hg.) (2023), Jugendtheologie und Digitalisierung. Stuttgart.
- Müller, S./Suhner, J. (2023), Jenseits der Kanzel. (M)achtsam predigen in einer sich verändernden Welt. Neukirchen.
- Suhner, J. (t.b.p. 2023), Was ist das Profil interreligiöser Bildungsverantwortung in digitaler Gesellschaft? Eine Analyse zum Umgang kirchlicher Bildungshäuser und Fachstellen mit Dynamiken der Digitalisierung.
- Suhner, J./Platow, B., Transformative Religious Education: Interreligious Learning in Digital Society | International Seminar on RE, Universities of Zurich, Basel and Dresden | January 2023.
- Schlag, T. (2022), Das Smartphone als Spiegel des Lebens, in: Kümlehn, M./ Kunz, R./ Schlag, T. (Hg.), Dinge zum Sprechen bringen: Performanz der Materialität. Festschrift für Thomas Klie, Berlin, Boston, 303–325.
- Schlag, T. (2019), Truth Communication in Times of Digital Abundance. A Practical Theological Perspective, in: Open Theology (5) 1, 420–429.

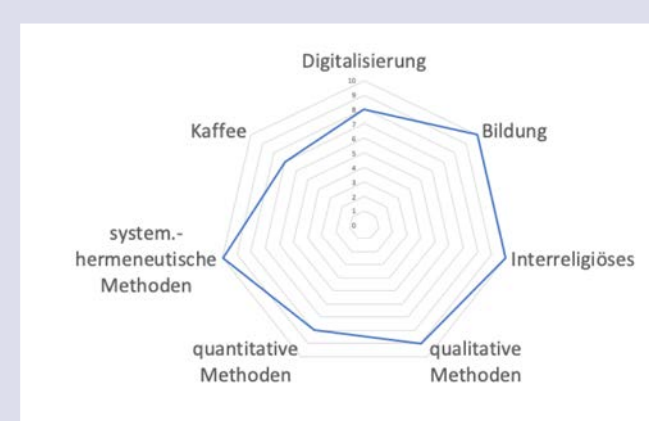
### Please share your questions and comments!



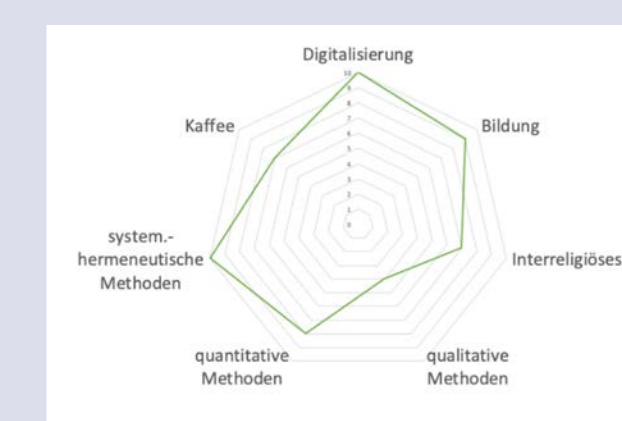
### Our team



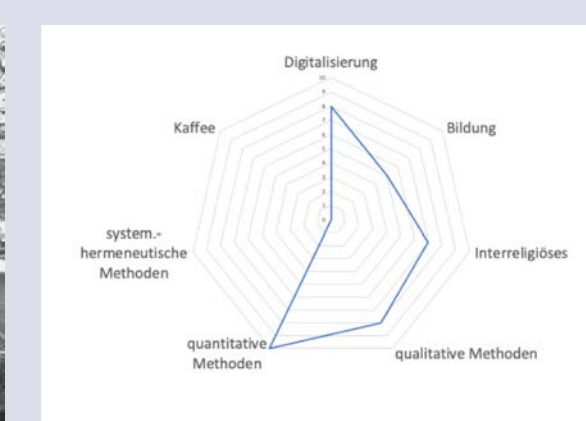
Dr. Jasmine Suhner  
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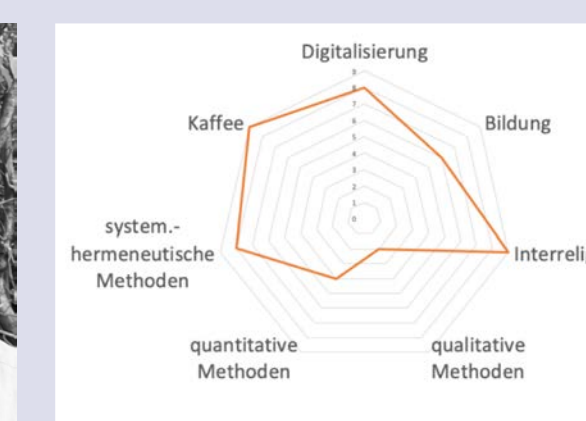
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