



SHARING WORLDVIEWS

Learning in Encounter for Common Values in Diversity

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Anna Maria Jurcevic • Chiara Benecke • Achim Hofmann

Projektkoordination: Sen-Prof. Dr. Hans-Werner Huneke



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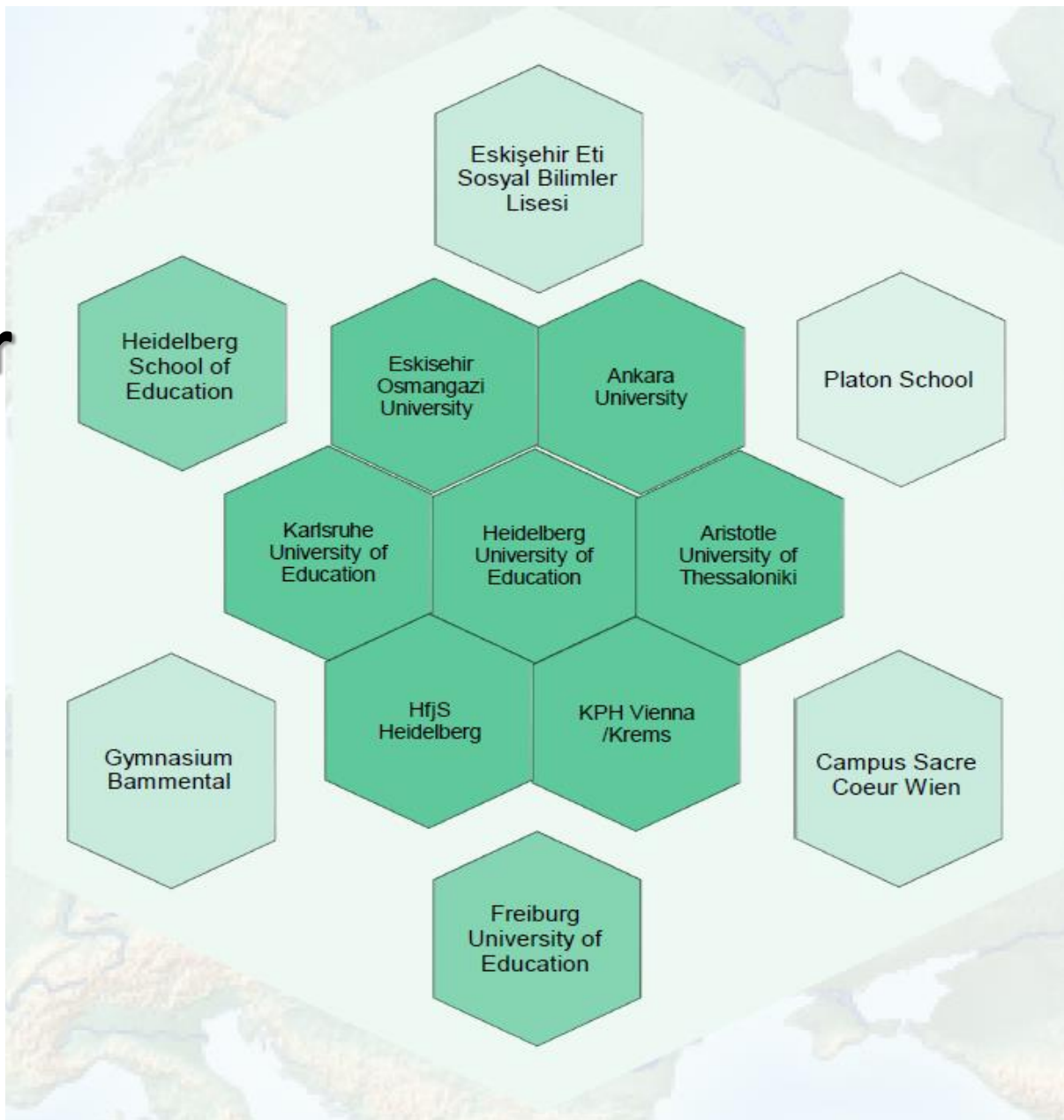


Grunddaten

- **Erasmus+ -gefördert**
- **Projektlaufzeit: 01.11.2021 – 01.03.2024**
- **Aktivitäten: Kickoff-Meeting**, internationale **Partner-Meetings** in Thessaloniki, Griechenland, Wien, Österreich und in Heidelberg, Deutschland sowie internationale **Multiplier-Events**
- **Plattform-Launch am 09.03.2023**
- Internationale **digitale Study Days und Encounter Days**



Unsere Partner



Die Zielgruppen

Studierende an
Hochschulen

Lehrende an
Hochschulen

Lehrer*innen an
Schulen

und weitere...



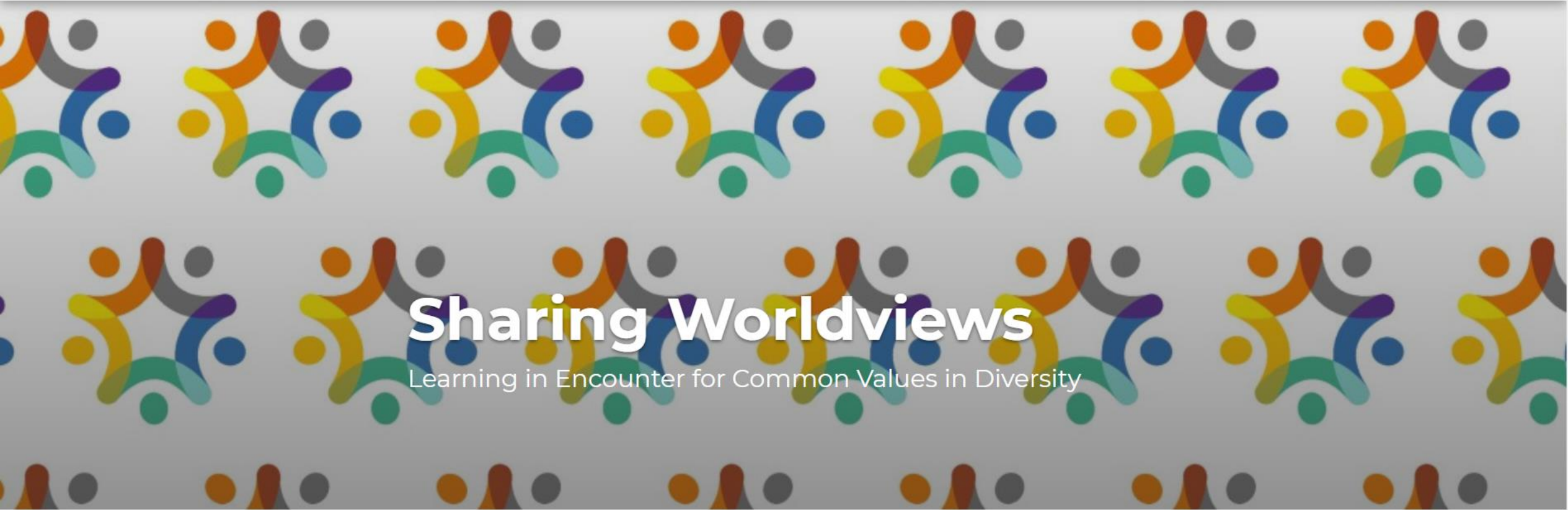


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Sharing Worldviews

Learning in Encounter for Common Values in Diversity

Sharing Worldviews :: Learning in Encounter for Common Values in Diversity wants to encourage to respectfull encounter between diverse religious or secular, collective or individuel worldviews. It provides teaching materials for schools and universities and an international



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CONTENT

'Sacred' Places

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Abstract

Everyone has places that are 'sacred' to him or her. In our societies there are common places of memory and 'sacred' places of religious communities. Individual and collective perspectives on 'sacred' places are brought into encounter here.

The lesson package 'Show Me Your Sacred Place' contains separate lessons and materials from Jewish, Catholic, Protestant, Orthodox, Islamic and philosophical perspectives.

Keywords

Tags

Language

English

Target group

School teachers

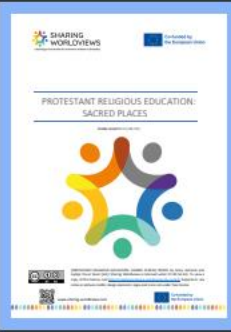
Topic

Sacret Places

- Students will appreciate/respect similarities and differences among worldviews.

Files

<p>File</p> <p>P1 Sacred Places Catholic EN</p> <p>PDF 1.61 MB</p>	<p>File</p> <p>P1 Sacred Places Islamic EN</p> <p>PDF 1.07 MB</p>	<p>File</p> <p>P1 Sacred Places Jewish EN</p> <p>PDF 1.61 MB</p>	<p>File</p> <p>P1 Sacred Places Orthodox EN</p> <p>PDF 1.13 MB</p>
<p>File</p> <p>P1 Sacred Places Philosophy/Ethic</p> <p>PDF 1.19 MB</p>	<p>File</p> <p>P1 Sacred Places Protestant EN</p> <p>PDF 1.6 MB</p>		



1



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3



PROTESTANT RELIGIOUS EDUCATION: SACRED PLACES

Grade Level 10-11 / 16-17y





Guidances for TEACHERS

In recognizing that diversity is a part of our everyday reality, education should view diversity as a rich, contributing factor in the process of becoming fully human. This programme offers an insight into what it means to live in a diverse society and global world and how to respond fittingly through one's values. At this programme's core is the idea of encounter learning. To help you implement encounter learning at your school, teaching materials are provided on the platform under 'In School.' These materials, developed by international teachers and pedagogical experts, include didactic guidelines and topic-specific lesson materials. You can find a list of detailed information about **organizing an encounter day (1)** at your school, **a list of possible topics (2)**, and **other documents (3-11)** on the right-hand side. The **competencies (10)** that can be initiated through the programme are also on the right.

Organizing an encounter day for your school is not difficult. Here are the **seven steps** you need to follow for the organization of an encounter day virtually or on-site:

Table of contents

- 1 Organizing an encounter day
- 2 List of topics
- 3 Checklist
- 4 Encounter day schedule
- 5 Grouping heterogeneous groups
- 6 Warm-ups and social games
- 7 Dialogue rules
- 8 Conflict resolution strategies
- 9 Reflection questions (4th phase)
- 10 List of competencies acquired
- 11 FAQs
- 12 Preparing a poster or PPT slides
- 13 Language disclaimer
- 14 Certificate of attendance



Possible Topics for Encounter Learning

The Main Theme: Belief						
Topic	Jewish RE	Orthodox RE	Catholic RE	Protestant RE	Islamic RE	Philosophy
Theology - How do we speak of God?	Hadam	Triadic God	Triune God	Triune God	Allah	Gods, God, the Divine - philos. conceptions of God, proofs of God and their criticism
The beginning of the universe	creation narratives of the Torah	creation narratives in the Bible/ holy fathers	creation narratives in the Bible	creation narratives in the Bible	creation narratives in the Koran	How can the beginning of the world be understood?
Purpose of Life	A Jewish point of view	An orthodox point of view	A Catholic point of view	A Protestant point of view	An islamic point of view	A philosophical point of view, e.g. Hans Jonas
Anthropology	Jewish: Who is the human being?	Human - 'image of God'	Catholic: Who is the human being?	Protestant: Who is the human being?	Islam: Who is the human being?	How can "being human" be understood?
Abrahamic traditions	Awraham	Abraham	Abraham	Abraham	Ibrahim	Abraham - a figure of identification?



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4

Guidances for LECTURERS

In recognizing that diversity is a part of our everyday reality, education should view diversity as a rich, contributing factor in the process of becoming fully human. This programme offers an insight into what it means to live in a diverse society and global world and how to respond fittingly through one's values. At this programme's core is the idea of encounter learning. To help you implement encounter learning at your university, teaching materials are provided on the platform under Teacher Education. These materials, developed by international pedagogical experts, include didactic guidelines and topic-specific lesson materials. You can find a list of detailed information about **organizing a study day (1)** at your university, a **list of possible topics (2)**, and **other documents (3-11)** on the right-hand side. The **competencies (10)** that can be initiated through the programme are on the right.

Organizing a study day for your university is not difficult. Here are the **seven steps** you need to follow for the organization of a study day virtually or on-site:

STEP 1: Find possible partners for your study day, **contact colleagues from other subjects of study from your own or other universities.** In the section 'community'

Table of contents

- (1) Organizing a study day
- (2) List of topics
- (3) Checklist
- (4) Study day schedule
- (5) Grouping heterogeneous groups
- (6) Warm-ups and social games
- (7) Dialogue rules
- (8) Conflict resolution strategies
- (9) Reflection questions (4th phase)
- (10) List of competencies acquired
- (11) FAQs
- (12) Preparing a poster or PPT slides
- (13) Language disclaimer
- (14) Certificate of attendance

4-Schedule study day online template.pdf



1



2



3



www.sharing-worldviews.com

Schedule: Online Study Day on Sharing Worldviews: Learning in Encounter for Common Values in Diversity

Topic :

Date :

Time : *consider different time zones/ for a study day on Sharing Worldviews it should be planned to take about 4 hours (240 min) including breaks.*

Please log in 15 min in advance, at xx:xx, so breakout rooms can be created.

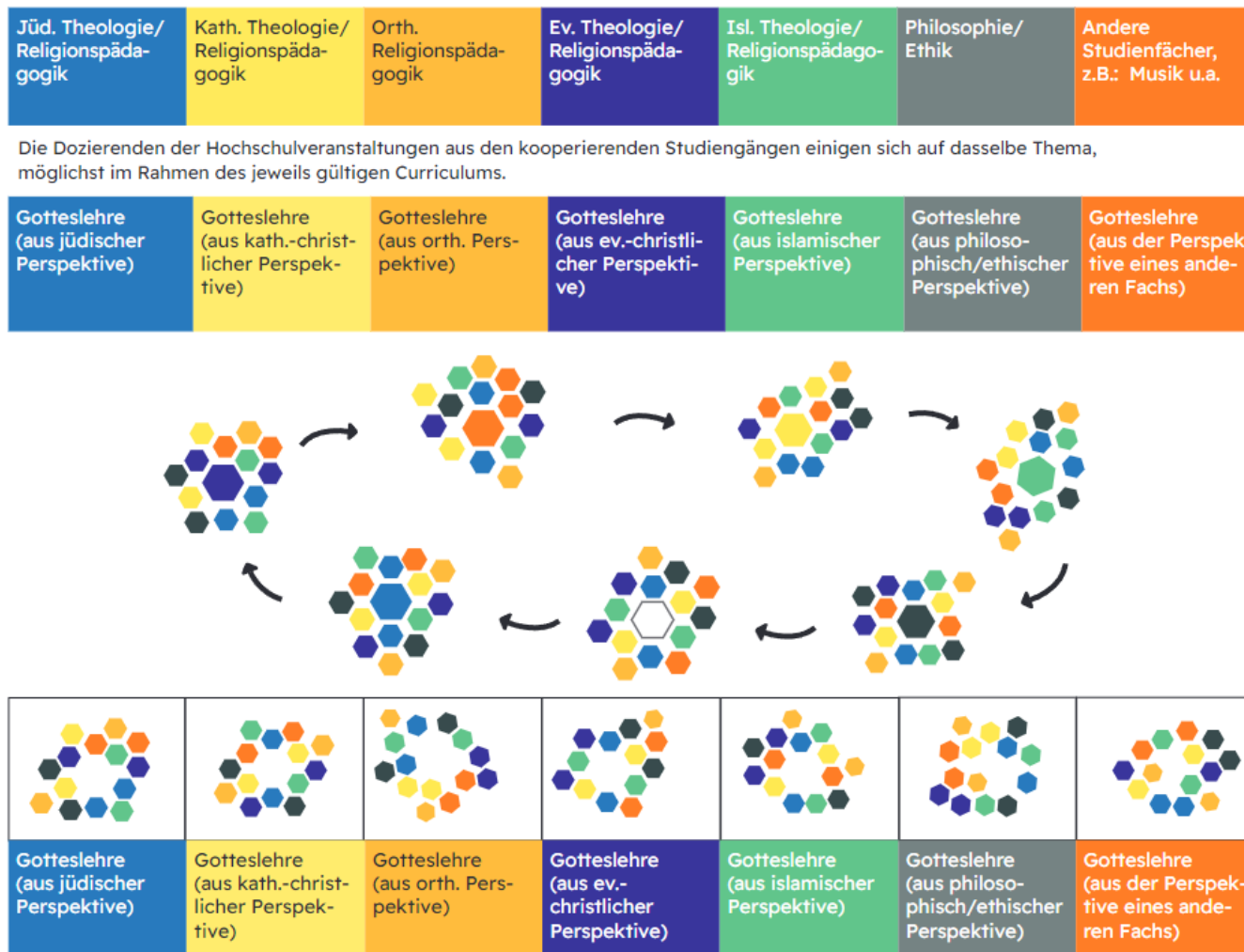
The web meeting will take place **via Zoom** under the following link:

- **With students from:** *(add the countries participating) studying one of the study-subjects of (add the subjects participating)*
- **Study day via Zoom, prepared by:** *(add the universities or the responsible persons)*
- **Language of communication:** **English** *or add another language*
- **Responsible lecturers:** *(add the list of lecturers)*
- **Lead:** *(add the leading team)*
- **Responsible of the Evaluation:** Prof. Dr. Vasiliki Mitropoulou, Maria Meke M.A., Aristotle University, Thessaloniki

Time/ recommended duration	Phase	Acting Persons	Instructions	Place	Material	Organizational comments
15 min	Start/ Greetings	Responsible team and lecturers	Introduction of the 4 phases of the concept of the study day			While one person

Das Vier- Phasen-Modell

BETEILIGTE HOCHSCHULVERANSTALTUNGEN, Z.B.:
SITZUNG ZUR VORBEREITUNG
1. PHASE: Erarbeitung des Themas in den getrennten regulären Hochschulveranstaltungen
2. PHASE: Präsentation &
3. PHASE: Austausch jeweils über das Thema als Stationenarbeit in gemischten Gruppen
4. PHASE: • ggf. Reflexion in der gemischten Gruppe (ggf. zur Vorbereitung einer Kurzpräsentation für das Plenum) • Reflexion im eigenen Fach



‘Sharing Worldviews’ in vier Phasen mit Präsentationsphase und Austauschphase als Stationenarbeit in gemischten Studierendengruppen. Jede Hochschulveranstaltung bereitet eine Station zum Thema aus ihrer jeweiligen Weltsicht vor.

Themen Study Days

- Anthropologie (SoSe 2011)
- ´Heilige´ Schriften (WS 2012/13)
- Eschatologie (SoSe 2014)
- Schrifthermeneutik (WS 2015/16)
- Gotteslehre (SoSe 2017)
- Schrifthermeneutik (WS 2018/19)
- Narrativität (SoSe 2020)
- International: Show me your ´holy´ places (SoSe 2021)
- **International: Anthropologie (SoSe 2022)**
- **International: Vision of a better World (SoSe 2022)**





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Modulhandbuch der Additional Qualification



Sharing Worldviews:
Learning in Encounter for Common Values in Diversity

TRANSNATIONAL ADDITIONAL QUALIFICATION „SHARING WORLDVIEWS“ – MODULE MANUAL

FINAL VERSION as adopted in the partner meeting on Dec 12th 2022

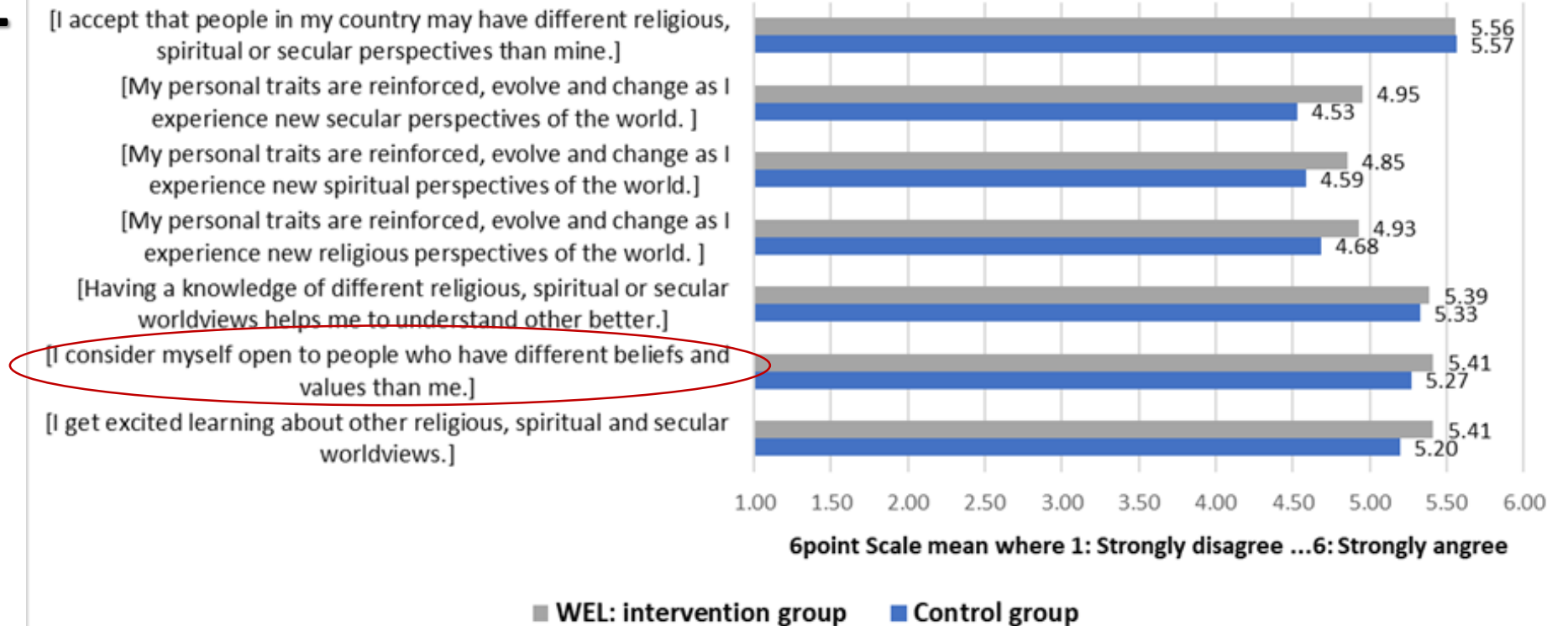
Module: Basic Module (Module 1)				
Basic information				
Face-to-face-coursework	Self-study	Workload	CP	Module duration
60 (2x30h)	120 h	180 h	6 CP	1 or 2 semesters
Position within the curriculum	Teaching and learning formats		Requirements for participation	
Recommended at the beginning of the additional qualification.	Lecture, seminar, cooperative and individual forms of working, online and in person.		Valid proof of enrollment in a teaching degree program of the disciplines and universities involved.	
Learning competencies				
<p>Students:</p> <ol style="list-style-type: none"> are familiar with basic terms and didactic aspects of dialogue-based encounter of worldviews and are able to reflect critically on them. are capable of presenting interdisciplinary topics from the perspective of their own worldview and sharing them in dialogue with other worldviews. develop the ability to communicate and cooperate with representatives of different worldviews in an appreciative manner and to respect worldview-related differences in truth claims. 				
Examples of study contents				
<ul style="list-style-type: none"> interculturality, inclusion, democratic education, interreligious education, value-based education, relationship of religion and philosophy, models related to the dialogue of worldviews (e.g. Learning in Encounter: 4-Phase-Model). 				
Requirements for credit points/module assessment				
Portfolio	Requirements for participation in module assessment		Frequency	
Completion of the online exam (Course 1.1.) and a writing assignment on the previous study day (Course 1.2.) containing an in-depth-reflection of the topic and conception of the study day by including at least two basic concepts of Course 1.1. as well as the documentation of the individual learning process.	Active participation in the courses and in the study day.		The module exam is usually offered every semester.	



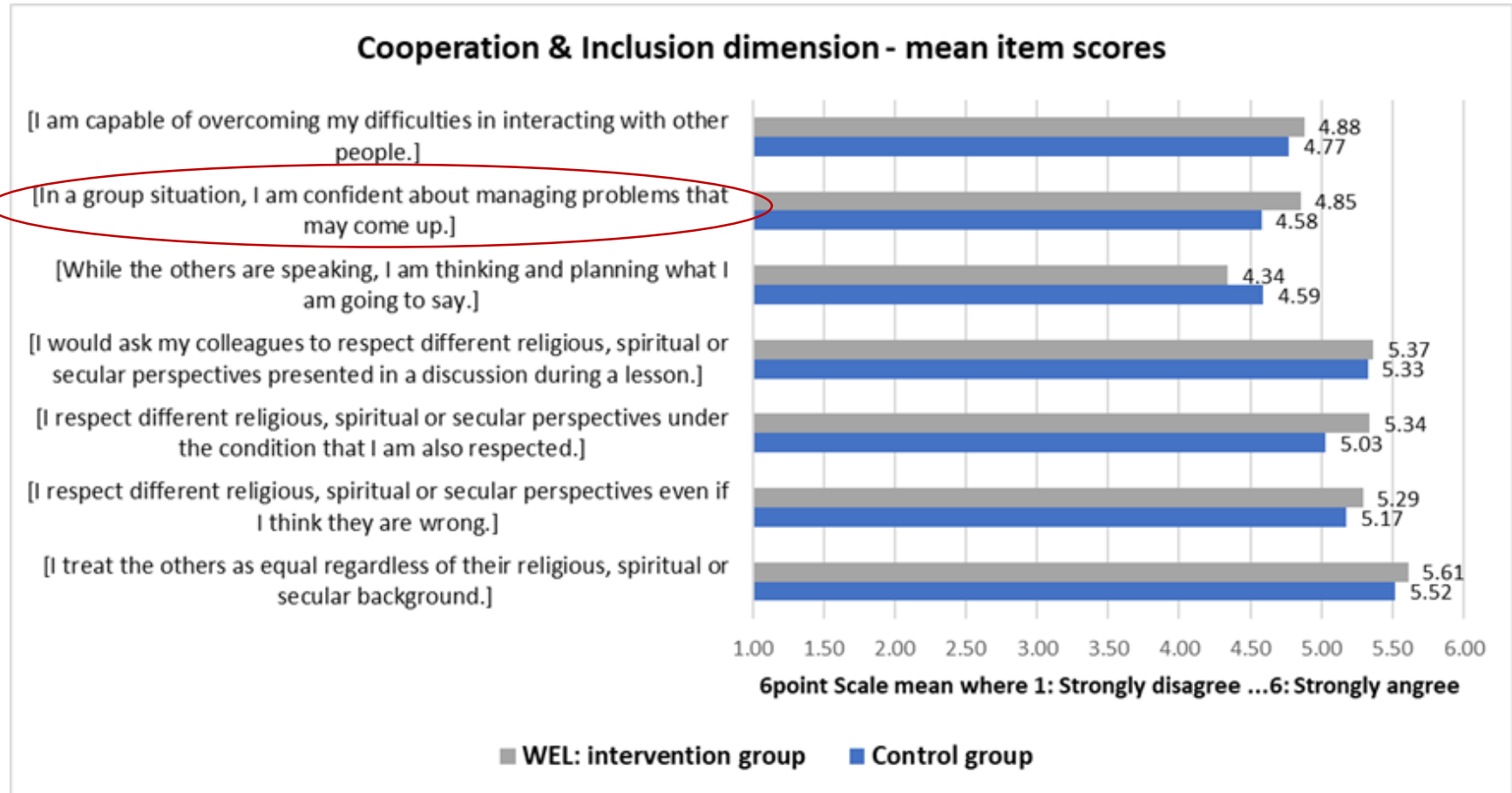
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Evaluations- ergebnisse

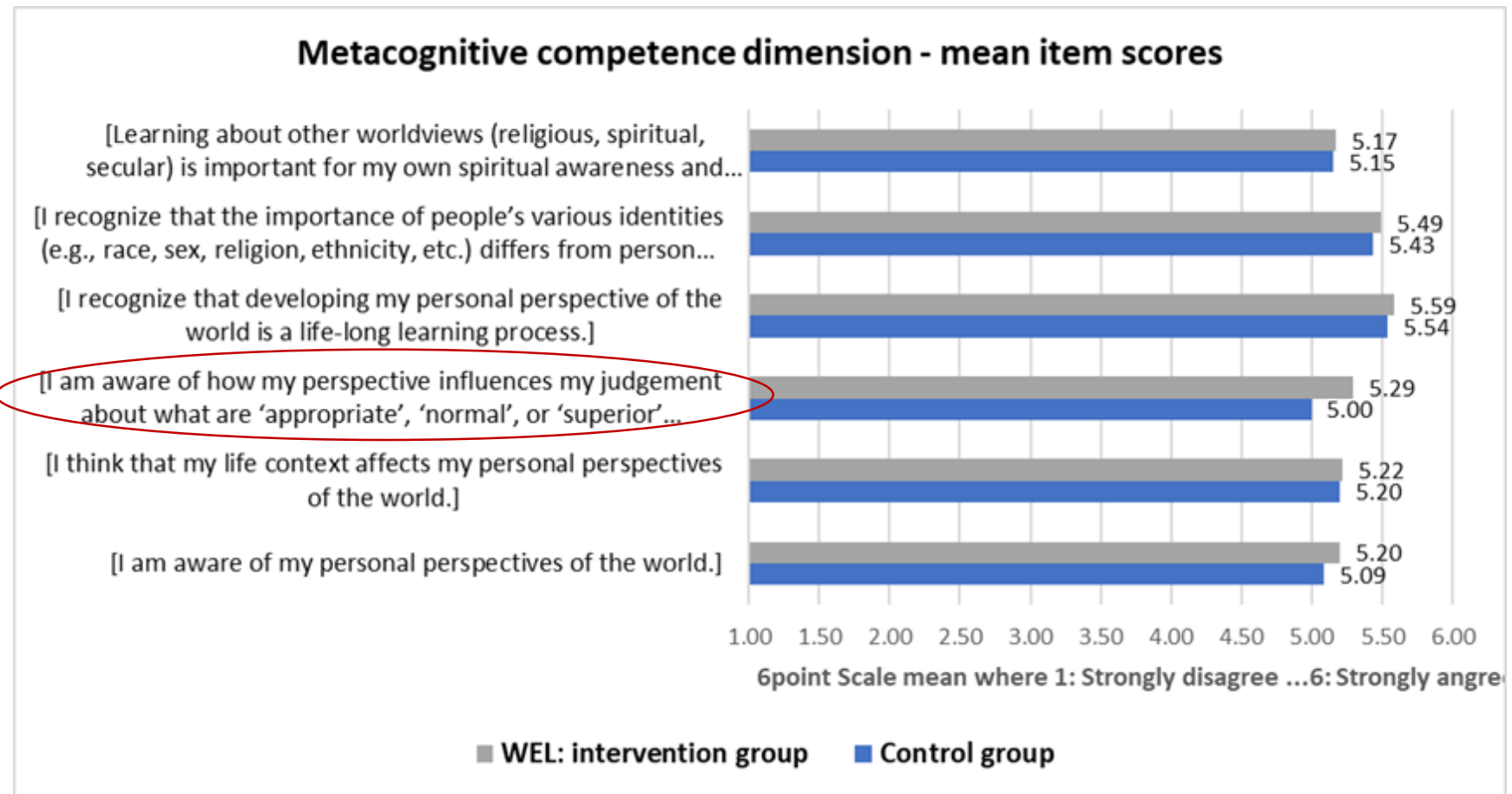
Openness & Spiritual awareness dimension - mean item scores



Evaluations- ergebnisse



Evaluations- ergebnisse



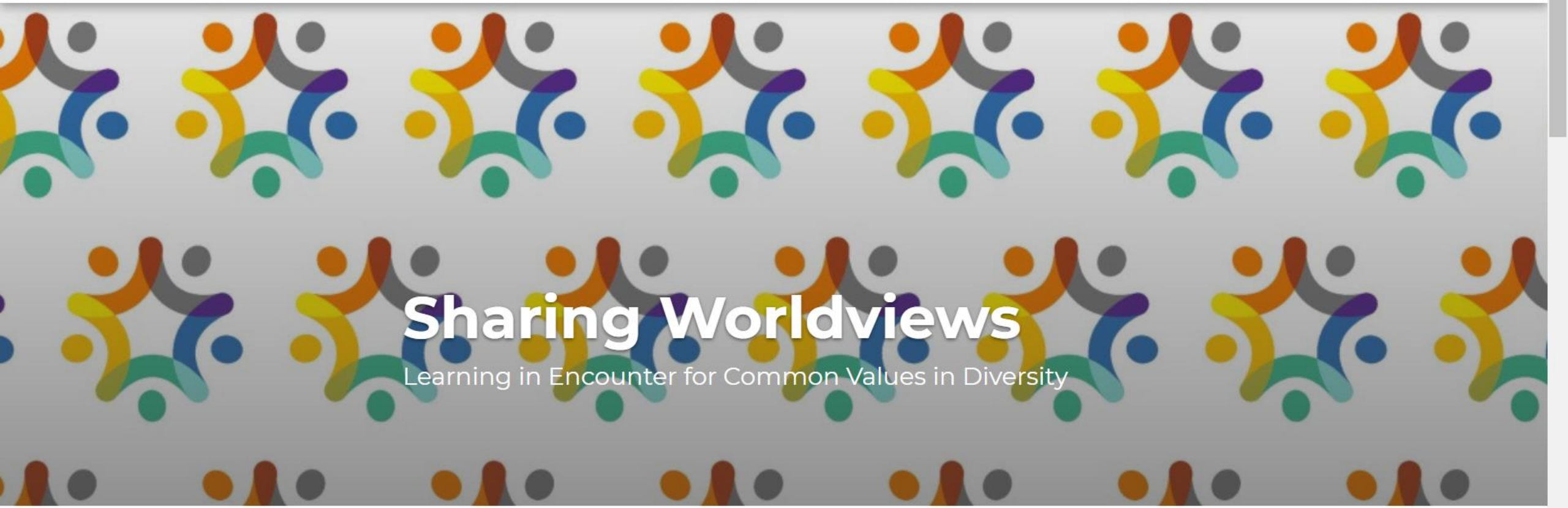


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