

Template: "Teaching Materials" with a focus on water

University teaching seminar design

KPH Vienna/Lower Austria

(Created by Amina Boumaaiz)

Preliminary remark

The following template is intended as an example and is designed to facilitate the implementation of university teaching concepts. It is expressly intended that each institution should contribute its own structural, subject-specific, and organizational framework conditions.

Thematic focus

The content of the project focuses on the topic of water. This focus can be taken up by the partners in various thematic contexts, for example in connection with drought, digitalization, clothing, nutrition, or other relevant issues. The template is designed in such a way that these different approaches can be easily integrated.

Idea and goal of the seminar:

- Students first clarify their own religious/ethical or interreligious perspective on water as an environmental ethical issue and then become capable of dialogue on interreligious perspectives in the sense of sustainable development.
- The students then reflect on their approaches together, develop materials on this topic individually or in groups, or reflect on given materials as a seminar assignment and then present these for further joint reflection.

Project reference:

- Interreligious education for sustainable development (irBNE) is established as a goal and follow-up dimension. It is designed as an outlook and initiated pedagogically and didactically. The interreligious perspective is central to the outcome that emerges in the process of learning and encounter.

General information about the course

Teaching unit	Details
Title of the course	“Religious Diversity and Interreligious Learning”
Title of the session (teaching unit at the university) or thematic focus	Interreligious and intercultural learning; Language education and Transculturalism
Subject / degree program	Bachelor program Teacher Training Certificate for Primary Education
Classification within the module	Seminar
Partner organization (internal or external cooperation partner)	Interlocutors of Protestant Church, Orthodox Church, Alevi, Buddhist Community, Jewish Community and Islam
Target group	Students of the Bachelor Program <i>Teacher Training Certificate for Primary Education</i> 4th semester
Time frame	4 blocks á 2h35min
Requirements/Prior knowledge	

Objectives and classification

Aspect	Implementation in context
Content focus (clarification of one's own religious/ethical views)	The students are of Roman-Catholic provenience. Students ... • develop the basic values of ESD and Religions in groupwork • learn about and reflect on the meaning of water in their own denomination • learn to prepare and conduct interviews with religious interlocutors on the topic of water in pairs (water ethics, water as symbol or metaphor, rituals with water, holy scriptures about water) • are given open space to reflect the encounter experiences and discuss arising questions • reflect their understanding of water ethics in Religions, shared ethical values and the added value of IRD/IRL for conducting an ESD project in primary school and common action
Basic didactic idea (How can a connection to one's own life be established?)	By independently developing and agreeing on the guiding questions for the interfaith encounters, participants practice some of the “twelve ESD design competencies” identified by Gerhard de Haan (2008, p. 38) and gain understanding of both: ESD and Ethics of

	water in Religions provide a common ground for action in primary school. Encounter-learning enables students to discover shared ethical values of religions and ESD with regard to water in personal encounter
Connection to religious sustainable development	Key question: What impact can interreligious learning (IRL) have on the concept of Education for Sustainable Development (ESD) among primary school students?
Interreligious connectivity (How can an interreligious perspective be opened up?) → Terms, questions	Three sub-questions: To what extent can IRL/IRD ... a) stimulate the formation of shared values in the spirit of ESD and b) promote the development of a reflective ethical attitude c) and, as a result, have a positive effect on the willingness to engage in education for sustainable development in primary school?
Outcome of the session (questions for interreligious exchange)	1. A short video (made by one of the students): Students give insight into what they have learned in the interfaith encounters. 2. The students' learning journals, which reflect on the interfaith encounter discussed in the interview, provide a nuanced picture of the results to the guiding questions to what extent can IRL/IRD 1. stimulate the formation of shared values in the spirit of ESD and Religions and

	2. promote the development of a reflective ethical attitude.
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Competencies and learning objectives

Note: This table does not need to be completed. It serves as a framework and source of inspiration for your own conceptual design. The competencies and learning objectives listed are central to the project objectives and should be taken into account. Adjustments to the respective institutional or national context are possible, provided that the objectives remain the same.

Area of competence	Learning objectives
Technical competence (water & sustainability)	Students explore and explain key aspects of water as basic resource for all life and gift according to different religions, as symbol and important element of central religious rituals and to what extent religious communities take responsibility for water ethics and sustainable issues concerning the daily and ritual use of water.
Religious self-clarification	Students learn and reflect on the ritual, ethical, symbolic and spiritual meanings of water within their own church and personal experience as well. They deepen their understanding of their own religious context through interreligious encounters.

Didactic and pedagogical competence	Based on de Haan's concept of design competencies, students develop skills at multiple levels through independent engagement in the learning process and actively acquire knowledge from previously unfamiliar contexts.
Interreligious competence	Students independently conduct interfaith dialogues during face-to-face meetings with representatives of various religions. Students themselves develop guidelines for these dialogues, which they conduct in pairs. The results are discussed and evaluated in a plenary session of the course.
Transfer competence	Students have gained firsthand experience in interfaith dialogue using water as an example, they can apply the insights and lessons learned from these encounters as resource and added value for the development of lessons in the context of Education for Sustainable Development. Students explore the added value of interfaith dialogue for implementing the concept of ESD in elementary schools, using the topic of water and water ethics as an example & know shared ethical values of religions and ESD regarding water as common ground to facilitate active learning in a school setting.

In addition to this template, please provide the following additional materials:

- Presentation slides and accompanying materials for the session (e.g., illustrations, prompts, and references to videos, texts, or other resources).
 - ⇒ Interview guide
 - ⇒ Slides for the course
- All texts, images, and media used, with source references and usage status; own materials are preferred.
- Materials or task formats developed by students during the session, provided they can be used for the project.
 - ⇒ *Paper developed by the students to prepare for the interviews: “Guiding questions for interviews with people from other religions on the topic of water”*
- Information on the literature used, as well as on didactic principles and further reading, with links where applicable.
- Glossary to supplement key terms.

Literature:

Hösch-Schager, Gabriele/Jakob, Jennifer/Schrom, Desiree/Tarmann, Paul/Steindl, Marietta. Transformatives Lernen in der Lernwerkstatt Bildung für nachhaltige Entwicklung, Konferenzband zum Tag der Forschung, 11.Jg (2024), Nr. 3 •

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Martens, Jens & Obenland, Wolfgang (2017). Die Agenda 2030. Globale Zukunftsziele für nachhaltige Entwicklung. Global Policy Forum.
https://www.2030agenda.de/sites/default/files/Agenda_2030_online.pdf

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