

Fostering Global Learning in Religious Education - the reliGlobal approach

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“Global learning and religious education must be thought about together”. This is the firm belief of the reliGlobal group, an expert unit composed of five specialists in the field of religious education. reliGlobal is a common project by five German institutes on religious education that collaborate within the ALPIKA group (consisting of the Directors of the Pedagogical Institutes in the Protestant Churches in Germany) and is funded by Bread for the World (the globally active development and relief agency of the Protestant Churches in Germany).

The core of reliGlobal's work is the development of innovative teaching programmes and teacher training concepts for Continuing Professional development (CPD) courses based on them. All lesson plans are precisely aligned with the standards of the respective core curricula in the federal states in Germany and can also be used internationally as an option. They are provided as OER licensed content, which teachers can integrate as simply as possible into their everyday teaching. These educational resources designed in this special way make it possible to adapt them quickly and flexibly, in line with requirements and with legal certainty.

reliGlobal provides an internet platform for this purpose that enables simple and barrier-free reuse. Selected material will also be made available in other languages. The site follows the approach of peer-to-peer learning, which enables teachers to generate high-quality resources co-constructively. As a result, actors in religious education gain new insights and receive valuable feedback or provide it themselves. This results in a sustainable process of co-creation, which has an impact on the quality of the educational resource and on their own individual approach to education.

In our contribution to the Nuremberg Forum, we would like to invite participants to engage with the intertwinement of religious education and global learning and reflect their own practice in this regard. To this end, we will make use of our teaching material on ‚climate justice‘ and demonstrate how this approach can come alive in the RE classroom. Ideally, participants bring their own devices (preferably a laptop) to use the features of our online platform for co-creating materials adapted to their own context. The workshop works with our teacher training resources on RE and global learning, which are as OER licensed as well and which can be used to train teachers or teacher trainers in various contexts.

Literature

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