
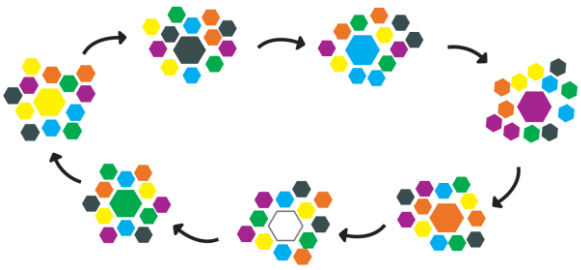
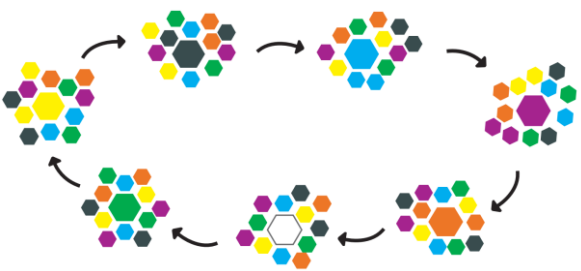



Phases of subject-cooperating interreligious encounter learning	Reference framework of competences	
<p>Phase 1: Elaboration of the topic within one's own subject</p> 	Content-related competences	Topic-specific knowledge from one's own subject perspective
	Process-related competences	Intercultural, interreligious, democratic competences
	Perceptiveness	<ul style="list-style-type: none"> Avoiding hasty attributes Impartiality Differentiated external and self-perception
	Hermeneutic skills (<i>of the own life-story and meta-story</i>)	<ul style="list-style-type: none"> Language skills Differential competence
<p>Phase 2: Presentation in station work in mixed groups and immediately afterwards...</p> 	Content-related competences	Topic-specific knowledge from the perspective of the cooperating subjects
	Process-related competences	Intercultural, interreligious, democratic competences
	Perceptiveness	<ul style="list-style-type: none"> Avoiding hasty attributes Impartiality Differentiated external and self-perception
	Capacity for judgement	<ul style="list-style-type: none"> to abstain from judgement
	Dialogue skills	<ul style="list-style-type: none"> Change of perspective Respect, recognition Empathy Religiously or philosophically based security of one's identity Narrative and conversational variability Questioning skills



<p>Phase 3: ... exchange in each case about the topic at the station</p> 	<p>Content-related competences</p>	<p>(Comparative) subject-specific knowledge from the perspective of one's own subject and the cooperating subjects</p>
	<p>Process-related competences</p>	<p>Intercultural, interreligious, democratic competences</p>
	<p>Capacity for judgement</p> <p>Dialogue skills</p>	<ul style="list-style-type: none"> to abstain from judgement Change of perspective Respect, recognition Empathy Religiously or philosophically based own identity Narrative and conversational variability Questioning skills
	<p>Participatory competence</p>	<ul style="list-style-type: none"> Behavioural flexibility Conflict resolution skills Ability to cooperate
<p>Phase 4: Reflection phase in the separate subjects of the own subject</p> 	<p>Content-related competences</p>	<p>(Reflective) subject-specific knowledge from the perspective of one's own subject and the cooperating subjects</p>
	<p>Process-related competences</p>	<p>Intercultural, interreligious, democratic competences</p>
	<p>Perceptiveness</p>	<ul style="list-style-type: none"> Avoiding hasty attributes Impartiality Differentiated external and self-perception
	<p>Hermeneutic skills (<i>of life stories and meta-stories</i>)</p> <p>Ability for judgement</p>	<ul style="list-style-type: none"> Language skills Differential competence Be able to distinguish between prejudices and judgements



		<ul style="list-style-type: none"> • Being able to make moral judgements
	Dialogue skills	<ul style="list-style-type: none"> • Change of perspective • Respect, recognition • Empathy • Religiously or philosophically based own identity • Narrative and conversational variability • Questioning skills
	Participatory competence	<ul style="list-style-type: none"> • Conflict (resolution) skills
	Philosophical competence	<ul style="list-style-type: none"> • Metareflexivity • Self-distancing and • Self-criticism
	Competence to think in a complementary way	<ul style="list-style-type: none"> • Ambiguity tolerance • Multi-perspectivity

Reference: Boehme, Katja: Interreligiöses Begegnungslernen. Grundlegung einer fächerkooperierenden Didaktik von Weltansichten, Freiburg: Ed. Herder 2023, p. 441-443.

