RELIGION
in Peace and Conflict

Master Programme

Short News

Our lecturer Brian Palmer has been awarded the Pedagogy 2022 Prize in Theology, Humanities and Pedagogy. The medal will be given at a ceremony in the main university building, followed by a dinner in the castle.

Read more about the 2022 winners here:

2022 pedagogy prizewinners nominated - Uppsala universitet (uu.se)

One can find news of Brian's upcoming courses, etc.

on his Facebook page:

https://www.facebook.com/Dr.Brian.Palmer

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Closing Ceremony for International Master's Students was held on June 1 in the University Main Building in Uppsala. Several of our students attended and enjoyed the festive atmosphere there.

Thinking about your **career after graduation?** Uppsala University offers several career services: Careers - Uppsala universitet (uu.se)

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Are you interested in using interreligious dialogue to promote peace, reconciliation, and social cohesion or maybe in intercultural communication? Then read more about the courses from our alumni Georgia Gleoudi:

https://www.kaiciid.org/dialogue-knowledge-hub/dkh-e-learning-courses/using-interreligious-dialogue-ird-strengthen-peace
https://www.kaiciid.org/dialogue-knowledge-hub/dkh-e-learning-courses/intercultural-communication

You can find a flyer at the end of the newsletter!

Let's stay in touch!

FACEBOOK: **Religion in Peace and Conflict Master's Programme**
INSTAGRAM: **rpc_uu**

Editorial Board: Brian Palmer, Angelika Drigo

Let's welcome Dr Maximilian Broberg and get to know him better!

Could you tell us a little bit about yourself and your professional background?

I started my academic career in Uppsala with the intention of becoming an upper secondary (high school) teacher of English and religion, but quite quickly got sidetracked and ended up getting a masters, and then a PhD, in sociology of religion. My field of interest is located somewhere in the intersection of religion, media, and education.

As for life outside the university, I live with my wife and three dogs in a renovated turn of the century cottage out on the countryside, where we attempt to live as close to nature as possible. Gardening, hiking, and skiing are essential parts of my life, sprinkled with the occasional night of board games or video games with friends.

© Personal photo
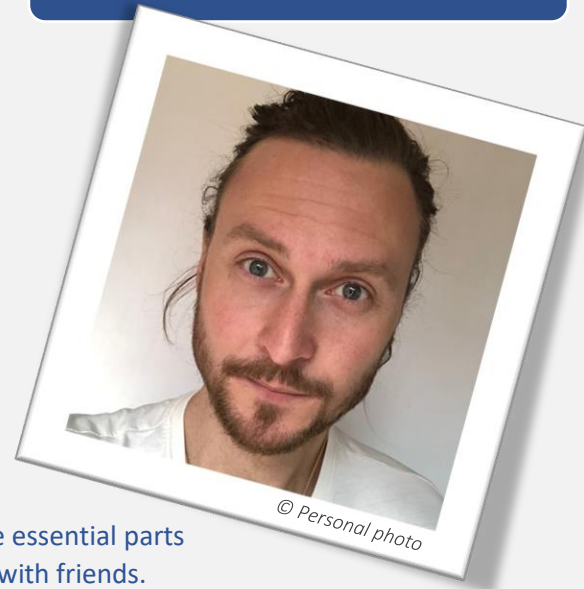
What courses have you taught at RPC?

Up until now I have taught the courses 'Applied Methods', 'Researching Religion', and 'Religion, Social Activism and Media', but I am looking forward to expanding this list heading forward!

What are the pros and cons of teaching in an online program?

This question was harder to answer than I expected. There are some obvious downsides, such as lacking face-to-face interaction with students, and the fact that some students prefer to work during the weeks while others prefer to work on the weekends, which makes scheduling a challenge. However, with the peer-review system we use in most of the courses I have taught at, students get plenty of individual feedback from each other. Also, perhaps a surprise for some of you, lectures generally eat so much time out of a teacher's timetable and it is a relief to have hours to spare to actually read what the students send you, and to have the time to give constructive feedback.

Do you think the disadvantages are compensated for by campus weeks?

To a large extent, yes! The students get to know each other and the teachers which makes communication and cooperation much easier later on. Due to the campus weeks teachers and students are not just names on a screen, but friends and colleagues that you just happen to use your phone or computer to communicate with. It makes all the difference.

What inspires you most about the RPC program?

Well, the students of course! No but seriously, since I taught my first semester at the programme I have been amazed with how ambitiously the students commented on each other's texts. The students come from all over, from different countries, cultures and academic disciplines, and somehow they get along not just socially, but intellectually as well, and that really inspires me.

What two-three goals do you think RPC needs to accomplish in the upcoming academic year?

We will work on making the transition to a new programme coordinator (me) as smooth as possible. We will keep working on creating continuity and clarity by having fewer teachers per course. We will keep developing the new 'RPC programme page' on Studium to make it as user friendly and intuitive as possible.

If you didn't need a job, were healthy, and had plenty of time, what would you do?

I don't believe in the concept of not working, so given the choice I would work part time as a park ranger/woodsman in Triglav national park in Slovenia, and part time as a video game reviewer, which I could do from the mountain side cottage we live in, of course. My wife already works full time from home, so the only challenge left is to get a decent internet connection in the middle of the Julian Alps...

Welcome to the new Academic Year!

KAICIID
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DIALOGUE
CENTRE

"USING INTERRELIGIOUS DIALOGUE (IRD) TO STRENGTHEN PEACE, RECONCILIATION AND SOCIAL COHESION"

COURSE DESCRIPTION

While interreligious dialogue benefits from being a scientific field of study, it also enjoys great applied capacity for everyday human life, within all contexts and for all situations. If the importance of interreligious dialogue may have been questioned twenty years ago, nowadays its necessity has become obvious, and many would argue even urgent. The practice of using interreligious dialogue (IRD) for building social cohesion, peace and reconciliation is rapidly emerging as a necessary tool for the twenty-first century education tool-box.

In this context, and with regards to the need for having a comprehensive and practical online course on interreligious dialogue, KAICIID's Dialogue Knowledge Hub (DKH) has developed an online course entitled, "Using Interreligious Dialogue (IRD) to Strengthen Peace, Reconciliation and Social Cohesion". This online course is the result of an ongoing collaboration with renowned universities such as the University of Montreal, the Complutense University of Madrid and the Institute for the Sciences of Religions in Barcelona.

TARGET AUDIENCE AND FOCUS

KAICIID Dialogue Knowledge Hub (DKH) is pleased to offer an online course in IRD, specifically designed to address the evolving needs of religious leaders, policy- and decision makers, KAICIID Fellows, international organizations, faith based organizations, civil society organizations, national and local government officials, IRD practitioners and representatives from academic and training institutions to learn the key concepts, methodologies, models and tools for how to use interreligious dialogue to strengthen peace, reconciliation and social cohesion.

COURSE DURATION AND WORKLOAD

The course is comprised of 8 modules that will be covered over the period of 8 weeks. The average workload per week is estimated at 6 hours.

DURATION: 8 WEEKS

FEES: FREE OF CHARGE

LEARNING TIME: ABOUT 6 HOURS PER WEEK

CONTACT: DKH@KAICIID.ORG

APPLY NOW! HTTPS://WWW.KAICIID.ORG/ONLINE-COURSE-FORM

COURSE OUTLINE AND MODULES DESCRIPTIONS

The online course is comprised of 8 modules, which will be given
in a moderated environment over an 8 week period.

MODULE 1
THEORIES AND
METHODS IN
INTERRELIGIOUS
DIALOGUE:
A BRIEF OVERVIEW

MODULE 2
A BRIEF HISTORY
OF THE MODERN
INTERRELIGIOUS
DIALOGUE
MOVEMENT

MODULE 3
DIALOGUE THEORIES
AND ETHICS: EXPLORING
THE CONCEPTUAL
LANDSCAPE
OF DIALOGUE

MODULE 4
PREJUDICES AND
STEREOTYPES: HOW TO
TREAT ISLAMOPHOBIA,
CHRISTIANOPHOBIA
AND ANTI-SEMITISM

MODULE 5
INTERFAITH DIALOGUE
ON THE INTERNET: THE
RELIGIOUS PHENOMENON
IN VIRTUAL COMMUNITIES
AND SOCIAL NETWORKS

MODULE 6
INTERFAITH
PEACE AND
DIALOGUE MODELS:
FROM HARMONY
TO LIBERATION

MODULE 7
INTERFAITH
DIALOGUE:
A VENUE FOR
PEACEBUILDING

MODULE 8
OUTCOMES
OF DIALOGUE
PROCESSES: OBSTACLES
AND HOPES

🖥 HARDWARE AND SOFTWARE REQUIREMENTS

Recommended hardware and software requirements for taking our e-learning courses: **Platform:** Windows 10 (32-bit or 64-bit), Windows 8 (32-bit or 64-bit), or Windows 7 SP1 or later (32-bit or 64-bit), Mac OS X 10.6.8 or later. **Hardware:** 2.0 GHz processor (minimum), 2 GB of memory (minimum), 1 GB of available disk space (minimum), 1,280 x 800 screen resolution (minimum). **Software:** HTML5 and Flash compatible. **Browser:** Desktop: Internet Explorer 8-10 (Flash only), Internet Explorer 11, Microsoft Edge (latest version), Google Chrome (latest version), Firefox (latest version), Safari (latest version). **Mobile:** Safari in Apple iOS 10 or later, Google Chrome in Apple iOS 10 or later, Google Chrome in Android OS 4.4 or later. **Internet connection:** 256kbps and higher. **Note:** In some instances pop-ups must be enabled.

🔗 COURSE DESIGN AND METHODOLOGY

In order to ensure the best possible outreach, the course will be delivered through an interactive online platform, which allows users to take the course at their own pace. Course objectives are intended to be achieved through a variety of educational methods and technologies, designed to match personal learning styles, as well as by the inclusion of non-linear learning that aims to develop just-in-time learning skills for adults. At the same time, in order to allow participants maximum flexibility of scheduling, the learning will be conducted in an asynchronous manner. Using state-of-the-art training architecture, the DKH will combine self-learning with tests, assessments and online discussions. The pedagogy has been adapted for full-time career professionals and is specifically tailored to train participants through a variety of learning methods: absorb (read); do (activity); interact (socialize); reflect (relate to one's own reality).

🏅 CERTIFICATION

A certificate of completion will be issued to participants who achieve a minimum total score of 70%. A certificate of participation will be issued to participants who complete all mandatory activities but achieve a final score below 70%.