

Interreligious dialogical exploration of Psalms

1. Wider research context

The research project employs an interreligious dialogue approach to explore innovative possibilities for diversity-sensitive teaching and interreligious learning in religious education, focusing on the Psalms as a shared biblical heritage between Jews and Christians. Unlike other texts of the Hebrew Bible/Old Testament, people not only read but also pray or recite the Psalms daily in both Jewish and Christian liturgical and private contexts. Simultaneously, they communicate biblical narrative, interpreted from either a Jewish or Christian (post-biblical) perspective. As a result, they significantly contribute to shaping the unique religious identities of both Jews and Christians. The research project explores how the current purely confessional exploration of Psalms in religious education can incorporate Jewish and Christian perspectives and how addressing the dual Jewish and Christian reception can enhance students' competency in plurality.

2. Research questions

1. What dialogue potential do selected Psalms offer for interreligious learning?
2. How can religious education use this potential to explore the Psalms in their context?
3. How can an interreligious dialogical exploration of the Psalms enhance students' competence in plurality?

3. Methods

- Exegetical-hermeneutical and reception-historical research on selected Psalms (parallels and differences in Jewish and Christian tradition)
- Religious educational research on Psalm didactics with an interreligious dialogue approach (theoretical foundations, development of theory-based teaching concept and concept-related teaching units at the primary level, teaching trials and evaluation / Design-Based Research approach (DBR))

4. Scholarly Innovation

Adding Jewish and Christian perspectives to the current approach to teaching the Psalms, which is based only on denominational views, allows for interreligious learning and the development of core skills like being able to deal with ambiguity in a society that is becoming more diverse. It creates a learning environment in which students can engage with diverse and contradictory perspectives and reflect anew on their own theological traditions and religious identities. The cooperation between Jewish and Christian scholars, educational leaders, and religious education teachers offers the opportunity for cross-border research results.

5. Primary researchers involved

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