

## TOPIC 4: Media and interreligious/cross cultural learning

### *A pedagogical perspective ,* **Interreligious and Cross Cultural Learning: challenging the media**

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#### Abstract

Interreligious and cross-cultural learning are tools in our efforts to understand the complexity of the world of today by understanding better the society as a whole, and understanding ourselves. Moreover, it can be one of the keys for opening doors into a new perspective where difference and diversity are seen as richness and social learning resources instead as dangerous obstacles that create uncertainty and fear. Media has a fundamental role in creating the vision that intercultural and interreligious dimensions enable us to face the challenges of current realities, presenting them as empowerment not just to cope personally with current developments, but to deal with the potential of change with a positive and constructive impact in our societies. That is why the creation and practice of “intercultural learning and interreligious capacities” are needed now more than ever.

It is also *a learning process* for media and population at large that leads to personal growing with collective implications. We are challenged to reflect on global dimensions about religions and cultures - asking ourselves on *the roots* of the main themes and problematiques , *the events* caused by that roots and *the impact* produced at all levels trying to find *connections* and *main actors*.

This learning process is a cultural and a social one, and includes also the media structure and media professionals themselves as “subjects” of learning throughout the process.

In this learning process the intercultural and interreligious dimensions are particularly relevant for helping to *understand on how we live together in our societies and how we can build the vision of the future with the others in a transformative process - celebrating diversity and differences towards a better world for All.*

*Media has much to do and say on this. Let's discuss with them . . .*

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