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# Researching Religious Education As Social Practic

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*Researching Religious  
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**FULLER SHEPPARD**

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**Religion, Education and Society**

Crown House Publishing Ltd  
 What is the future of religion given the responses of young people? What impact do existing religious forms have on youth? What kind of spirituality and religion are young people creating for themselves? Religion and Youth presents an accessible guide to the key issues in the study of youth and religion, including methodological perspectives. It provides a key teaching text in these areas for undergraduates, and a book of rigorous scholarship for postgraduates, academics and practitioners. Offering the first comprehensive international perspective on the sociology of youth and religion, this book reveals key geographical and organisational variables as well as the complexities of the engagement between youth and

religion. The book is divided into six parts organised around central themes: Generation X and their legacy; The Big Picture - surveys of belief and practice in the USA, UK and Australia; Expression - how young people construct and live out their religion and spirituality; Identity - the role of religion in shaping young people's sense of self and social belonging; Transmission - passing on the faith (or not); Researching Youth Religion - debates, issues and techniques in researching young people's religion and spirituality. James A. Beckford writes the Foreword and Linda Woodhead the Epilogue.

**Researching Modern Evangelicalism**  
 Waxmann Verlag

This book examines Religious Education (RE) in over ten countries, including

Australia, Indonesia, Mali, Russia, UK, Ireland, USA, and Canada. Investigating RE from a global and multi-interdisciplinary perspective, it presents research on the diverse past, present, and possible future forms of RE. In doing so, it enhances public and professional understanding of the complex issues and debates surrounding RE in the wider world. The volume emphasizes a student-centred approach, viewing any kind of 'RE', or its absence, as a formative lived experience for pupils. It stresses a bottom-up, sociological and ethnographic/anthropological research-based approach to the study of RE, rather than the 'top down' approaches which often start from prescriptive legal, ideological or religious standpoints. The twelve chapters in this volume regard RE

as an entity that has multiple and contested meanings and interpretations that are constantly negotiated. For some, 'RE' means religious nurturing, either tailored to parental views or meant to inculcate a uniform religiosity. For others, RE means learning about the many religious and non-religious world-views and secular ethics that exist, not promoting one religion or another. Some seek to avoid the ambiguous term 'religious education', replacing it with terms such as 'education about religions and beliefs' or 'the religious dimension of intercultural education'.

*Young People and the Diversity of (Non)Religious Identities in International Perspective* Routledge

This book brings together a group of teachers and teacher educators who

have researched their own students' learning in schools and universities as part of the EC funded REDCo Project. Combining the methods of action and practitioner research with the key concepts of Robert Jackson's interpretive approach, the book illustrates the collaborative research of a group of professionals working together as a community of practice. • Part one sets out the key ideas of the interpretive approach and action research. • Part two reports case studies from individual researchers' projects carried out in diverse though related settings: different schools, teacher education and local authority teacher training. • Part three traces the ideas of the 'interpretive approach', 'action research' and 'community of practice' across the

individual studies. • Part four connects the research with wider themes and findings from the European Commission REDCo Project on religion, education, dialogue and conflict. The book is highly relevant to the work of teachers and teacher trainers in the field of religions and education, to researchers in this field, and to all interested in action research, practitioner research and communities of practice.

*Collaborative Practical Theology* Equinox Publishing (UK)

What makes a priest of one religion become a preacher of another religion? How could a person embrace a religion suddenly that he or she had up to then opposed? Why would young women risk their reputation and endanger their lives for the sake of newfound faith? How

could an alcoholic detest a sip of wine all of a sudden? What drives an atheist to become an ardent worshiper of God? How could an intelligent person relate to God as to an adult human being? Transformative Religious Experience answers these questions with fascinating narratives of conversion. These narratives together show how the transforming effects of conversion permeate the daily lives of converts in a multireligious context. Joshua Iyadurai analyzes psychologically the mystical turning point in the conversion process and finds that the divine-human encounter entails a cognitive restructuring: a new set of beliefs, values, and desires replaces previously held religious beliefs, values, and desires. By drawing insights from the

fields of psychology, sociology, anthropology, and theology, Iyadurai develops an interdisciplinary step model from a phenomenological perspective to explain the conversion process that incorporates the religious practices and social-psychological factors while giving a central place to religious experience. Researching New Religious Movements Psychology Press  
Researching Religion: Why We Need Social Science establishes the relevance of social science for the study of religion and promotes a particular kind of social science. Even if we confine ourselves to academic disciplines, there are very many ways of viewing religion. Certain kinds of questions about religion can only be answered by the methods and approaches of social science: if one is

interested in the social causes and consequences of religious belief and behaviour, then one has to do social science. Steve Bruce underlines the value of quantitative social research. He shows that while detailed ethnographies have enormous value in helping us get 'inside' religious belief and behaviour, they are severely limited by problems of scale and representativeness in their value for generating and testing explanations. While the primary focus is social research, the examples are drawn from studies of religious belief and behaviour, so it also presents a very large number of important observations about the nature of religion in the modern world. This book is an informative, concise reference for students trying to unpick quantitative

religious research. It shows how to gather valuable research and avoid pitfalls.

Researching Non-Formal Religious Education in Europe Springer

This work examines fundamental issues for religious education, such as how far it is possible to understand someone else's religious position and how religions should be interpreted in the classroom. It gives an overview of some important developments in religious education since the 1970s and makes suggestions about how we should interpret religion.

Social Research Methods Oxford University Press

An updated, expanded, edition of the popular textbook for student and practising teachers of religious education. It is a book for and about

teaching and learning religious education in schools, which is a lively and open-ended subject, ideal for those wanting to explore how people understand the world, and how they live their lives. A wide range of religious and non-religious ways of life are explored. New to this edition are descriptions of more recent research on teaching and learning religious education from the UK, Europe, America, Asia, Africa and Australia. Also included are personal accounts written by pupils, teachers and researchers, giving voice to those learning and researching religious education in practice. As well as revising and extending every chapter of the first edition, there are brand-new chapters on: - the real lives of teachers and pupils in religious education - religious

education around the world - spirituality - thinking about philosophy, truth, and religious education - ethics, rights, values and virtues - creativity and religious education. A key feature of the book is the 33 classroom activities for learners aged 7 to 18, which are also designed for use by student and practising teachers. These activities enable those studying and teaching religious education to be active researchers.

Religious Literacy in Policy and Practice  
Springer

Aims to redefine the study of religion as the study of worldviews, of ideas which are active in shaping the world. It argues that the study of religion should focus on people's worldview-making capacities and should contribute to the critical

analysis of global problems and the promotion of cultural and spiritual respect across religions.

*Researching RE Teachers. RE Teachers as Researchers* Waxmann Verlag

This book shares global perspectives on Catholic religious education in schools, chiefly focusing on educational and curriculum issues that take into account the theology and the pedagogy which support learning in connection with Catholic religious education. Further, it offers insights into the distinctive contribution that Catholic religious education makes to religious education and education in general across diverse schooling contexts. Bringing together insights from leading scholars and experts on Catholic religious education around the globe, the book offers an

essential reference guide for all those involved in researching, planning and designing curricula for Catholic religious education, as well as developing related theories in the field.

Religion and Youth Gracewing Publishing

Although we often assume religion is in decline in the West, it continues to have an important yet contested role in individual lives and in society at large. And after half a century in which religion and belief were barely talked about in the public sphere, we face a pressing lack of religious literacy. Many are now ill-equipped to engage with religion and belief when they encounter them in their daily lives--in relationships, law, media, professions, business, and politics, among other venues. This valuable book is the first to bring together theory and



policy with analysis and expertise to explore what religious literacy is, why it is needed, and what might be done about it. Its contributors make the case for a public realm that is well-equipped to engage with the plurality and pervasiveness of religion and belief, whatever an individual participant's own stance. It will be of great importance to academics, policy makers, and practitioners interested in the manifold implications of the continued presence of religion and belief in the public sphere.

*Religion and Education: Framing and Mapping a Field* Marina Centre for interdisciplinary Studies in Religion, Chennai

This book aims to investigate the level of political tolerance at conservative

Protestant colleges and universities. Through innovative and methodologically sophisticated techniques, the authors test the political openness of these institutions as a proxy for their willingness to accept opinions that fall outside of those held by their religious community. The purpose of this study is to determine if there is an insular environment at conservative Protestant institutions beyond religious obligations, or if these institutions are only restrictive as it concerns those theological commitments. Drawing from five distinct sets of data, the authors demonstrate that conservative Protestant institutions of higher education exhibit more political diversity and political tolerance than other institutions of higher education,

including elite 'Research 1' institutions. *RESEARCHING RELIGION*. Waxmann Verlag

The traditional focus on Religious Education at school can no longer be the only guiding principle for religious education research if this research is to do justice to the reality of religious education in general. The awareness of the meaning and scope of education outside of the school has clearly grown. However, systematic research on non-formal religious education still remains rare, especially on an international level. It is the intention of this volume to strengthen the awareness of educational settings outside of the school by bringing together research results and research perspectives from different European countries and by discussing the question

what non-formal education means in terms of religious education. The book includes presentations on specific research projects carried out by the authors themselves as well as summary accounts of the pertinent research from different countries. The chapters take up general questions of researching non-formal religious education as well as specific references to different programs such as youth work, Sunday School, kindergarten, confirmation work, etc. Methods for the Study of Religious Change Bloomsbury Publishing Religion, Education, Dialogue and Conflict analyses the European Commission-funded REDCo project, which addressed the question of how religions might contribute to dialogue or conflict in Europe. Researchers in

education from eight countries – the UK, Estonia, France, Germany, the Netherlands, the Russian Federation, Norway and Spain – studied how young Europeans of different religious, cultural and political backgrounds could engage in dialogue in the context of the school. Empirical studies conducted with 14-16 year old students included them offering their own perspectives and analyses of teaching and learning in both dialogue and conflict situations. Although there were some different national patterns and trends, most students wished for peaceful coexistence across differences, and believed this to be possible. The majority agreed that peaceful coexistence depended on knowledge about each other's religions and worldviews, sharing common interests

and doing things together. The project found that students who learn about religious diversity in school are more willing to discuss religions and beliefs with students of other backgrounds than those who do not. The international range of expert contributors to this book evaluate the results of the REDCo project, providing examples of its qualitative and quantitative studies and reflecting on the methods and theory used in the project as a whole. This book was originally published as a special issue of the British Journal of Religious Education.

Irish and British Reflections on Catholic Education Hodder Education

When faculty unexpectedly encounter students' religious ideologies in the classroom, they may respond with

apprehension, frustration, dread, or concern. Instructors may view this exchange as a confrontation that threatens the very heart of empirical study, and worry that this will lead to a dead-end in the learning process. The purpose of this book is to explore what happens—and what can happen—in the higher education, and even secondary school, classroom when course content meets or collides with students' religious beliefs. It also considers the impact on learning in an environment where students may feel threatened, angry, misunderstood, or in which they feel their convictions are being discredited. This is a resource that offers ways of conceptualizing, engaging with, and responding to, student beliefs. This book is divided into three sections:

student views on the role of religion in the classroom; general guidelines for responding to or actively engaging religious beliefs in courses (such as legal and diversity considerations); and specific examples from a number of disciplines (including the sciences, social sciences, humanities and professional education). Professors from public, private, and religious institutions share their findings and insights. The resounding lessons of this book are the importance of creating a learning space in which students can express their beliefs, dissonance, and emotions constructively, without fear of retribution; and of establishing ground rules of respectful discussion for this process to be valuable and productive. This is an inspirational and practical

guide for faculty navigating the controversial, sensitive—yet illuminating—lessons that can be learned when religion takes a seat in the classroom.

Religion, Education, Dialogue and Conflict Waxmann Verlag

Writing in the practical, engaging style of the award-winning Making Every Lesson Count, Louise and Dawn provide teachers of religious education with the means to help their pupils unpick the big questions of religious belief and practice, and of morality and philosophy - the things that make us human. Making Every RE Lesson Count is underpinned by six pedagogical principles - challenge, explanation, modelling, practice, feedback and questioning - and shares simple, realistic strategies that RE

teachers can use to develop the teaching and learning in their classrooms. Each chapter explores a different principle in theory as well as in practice, and concludes with a series of questions that will inspire reflective thought and help teachers relate the content to their own work in the classroom. Furthermore, the book brings together two key strands in RE teaching - namely, what RE teachers teach and how they teach it - and the authors consider these strands through the disciplinary lenses of theology, philosophy and the social sciences. And, in doing so, Louise and Dawn place these disciplines at the heart of teaching and learning in the RE classroom. Written for new and experienced practitioners alike, Making Every RE

Lesson Count will enable teachers to improve their students' conceptual and contextual understanding of the topics and themes explored across the breadth of the RE curriculum. Suitable for RE teachers of pupils aged 11 to 18.

*Issues in Religious Education* Routledge

This book presents a range of perspectives on the current state of Catholic education in the opening decades of the twenty-first century. All of the chapters have their origin in an International Conference on Catholic Education, held at Heythrop College (University of London) in September 2016. The book brings together many leading scholars to present a survey of the latest research on Catholic education in areas such as the aims of Catholic education, Catholic schools and Catholic

identity, leadership issues in Catholic schools and fresh thinking about the place of Religious Education (RE) in Catholic Education. This book demonstrates how the field of Catholic Education Studies has firmly come of age. Rather than being a subfield of educational or theological discourse, it is now an established field of research and study. As such, the book invites readers to engage with much of the new thinking on Catholic education that has grown rapidly in recent years. It offers a broad range of contemporary perspectives on research in Catholic Education and rich insights into current thinking about Catholic Education.

What is this Thing Called Religious Education, a Decade On? BRILL

This book demystifies designing and

conducting qualitative, quantitative, and mixed methods research with scientific rigor. *Social Research Methods*, benefits researchers from theology and religious studies in designing interdisciplinary research and interacting with social sciences and other disciplines to study contextually relevant issues by focusing on lived religion, lived theology, lived experience, and real-world problems. Joshua Iyadurai skillfully guides researchers with a step-by-step guide on the practical nuances of choosing a topic, engaging literature, selecting a paradigm, collecting and analyzing data, interpreting the findings, and writing a research proposal and a dissertation/thesis/article for qualitative, quantitative, and mixed methods research. A separate chapter on

supervising and examining social research helps students and professors to understand each other's role in field-based studies. *Social Research Methods* is an indispensable resource for researchers from theology and religious studies and a valuable practical guide for researchers from social sciences and humanities. Why Read this Book? · Instills confidence in researchers to design and conduct qualitative, quantitative, and mixed methods research with scientific rigor. · The first of its kind to introduce qualitative, quantitative, and mixed methods strategies with guidance for choosing a topic and collecting and analyzing data for theology and religious research. · Up to date and authoritative by arraying current and leading methodology texts

with examples for researching lived experiences, lived religion, and lived theology. · A step-by-step guide for writing every section of a research proposal and for writing each chapter for qualitative, quantitative, and mixed methods dissertation/thesis, which will make the research journey pleasant for students. · Provides tips for writing DMin dissertation and journal article. · Offers guidelines for supervisors and examiners for assisting and assessing student projects. · Review Questions and Further Help at the end of each chapter; Glossary and Index, which are among other helpful resources for researchers. · An invaluable resource for students and professors from social sciences, education, development, management, and the humanities, besides theology

and religious studies. · A practical guide for researchers from churches, religious bodies, NGOs, and others. Review Quotes: “Compared to other approaches to theology and religious studies, missiology has the propensity to use social science methods. This clearly written introduction to complex terrain will enable students to navigate it and develop tools for their own project, and students are more likely to recognize their research interests in its examples. Especially useful features include the glossary and the section on student supervisors/mentors and examiners. This volume is authoritative and cognisant of other leading texts.” KIRSTEEN KIM, Pierson Professor of World Christianity, Fuller Theological Seminary, co-editor of The Oxford Handbook of Mission Studies



“This textbook fills an important niche for postgraduate researchers embarking on empirical research in Practical Theology or Religious Studies. Those who have little or no background in the social sciences will find this a clear and well-structured introduction on how to conceive a research project and what methods are available to answer their research questions. Reading this before they embark on their journey could save a lot of problems further down the road.” ANDREW VILLAGE, Professor of Practical and Empirical Theology, York St John University, author of *The Church of England in the First Decade of the 21st Century* “Here is a fascinating and engaging handbook every researcher in theology and religious studies should read and assimilate. It fulfils a felt need

by pooling the wealth of sociological methodologies and applying them to the scientific study of lived religion. The author has done a unique service, and his work will remain a point of reference for years.” FELIX WILFRED, Founder and Director of Asian Centre for Cross Cultural Studies, Chennai, editor of *The Oxford Handbook of Christianity in Asia* It is very good to see the use of social science methods being developed to aid religious studies and theological research. My hope is that this very practical book, using such up-to-date resources as Alan Bryman’s *Social Research Methods* (OUP) now in its fifth edition, will help to develop this important form of study further. ROBIN GILL, Emeritus Professor of Applied Theology, University of Kent, author of

the trilogy on Sociological Theology “This volume fills an important gap in the field by bringing social scientific methods into theology and religious studies. All parties in this conversation have much to gain from a sustained dialogue, and this book moves us in that direction.” JOHN BARTKOWSKI, Professor - Sociology, University of Texas at San Antonio “This is a valuable resource written in a way that theological students will understand, and supervisors will appreciate! It takes the student “by the hand” from the formulation of the research topic through methodological positioning and choices and closes with a chapter on supervision expectations. I look forward to prescribing it to my own postgraduate students.” NADINE BOWERS DU TOIT, Professor - Theology

and Development, University of Stellenbosch, editor of Race, Faith and Inequality amongst Young Adults in South Africa: “The highly readable, yet exhaustive and authoritative text covers all aspects of the variety of methods available to contemporary scientists who either produce or evaluate empirical research. The text is intended for students and scholars of theology and religious studies, but anyone interested in how religion is practiced in different cultural contexts and want to understand individual lived experiences and interpretations will find this text an invaluable guide.” RALPH W. HOOD Jr., Professor of Psychology, University of Tennessee, co-editor of Research in the Social Scientific Study of Religion series “Upon launching out on research,

students and scholars are always on the lookout for good books on research methodology. In Dr Iyadurai's book, they will find an excellent manual spanning the length and breadth of what they are looking for. I strongly recommend this book to all those engaged in research." FRANCIS GONSALVES SJ, President, Jnana Deepa: Pontifical Athenaeum of Philosophy & Theology, author of God of Our Soil: Towards Subaltern Trinitarian Theology Joshua Iyadurai has been teaching research methods to PhD students in Christian Studies for over a decade. He is an expert facilitator in this hybrid field, helping both theology and religious studies students use social research methods more rigorously and effectively. This book will be immensely helpful to anyone wanting to do research

in the field of religion, as well as to those in classes focused on research methods. I highly recommend it. ROBERT K. JOHNSTON, Professor of Theology and Culture, Fuller Theological Seminary, co-author of Deep Focus: Film and Theology in Dialogue "Social Research Methods for Students and Scholars of Theology and Religious Studies is a masterpiece that draws from Joshua's experience of teaching social research for two decades. The book aims to catalyze theological scholarship using social research methods with scientific precision. Scholars, educators, and graduate students will find this text a welcome resource. I highly recommend it!" DAVID TARUS, Executive Director, Association for Christian Theological Education in Africa (ACTEA), author of A

Different Way of Being

*A Social Theory of Religious Education*

Waxmann Verlag

Strategic to the study of popular evangelical movements, this volume provides a thorough description of the holdings of one of the major evangelical resource centers in the United States. The Billy Graham Center, with its focus on efforts by Evangelicals around the world to spread the Christian Gospel, with a special emphasis on North America, has developed a superb array of sources to document this vigorous yet largely uncharted aspect of modern Christianity. The special strengths of the Graham Center's Library, Museum, and Archives are documented here. Books, magazines, photographs, paintings, artifacts, diaries, letters, and files of

Christian organizations are among the types of sources described. Two appendices, comprising 20 percent of this volume, give detailed summaries of holdings in 161 other archives and libraries throughout the United States. Also included are 61 photographs of artifacts and documents from the Graham Center. This guide includes three main chapters on the Library, Museum, and Archives of the Billy Graham Center at Wheaton College. Chapters on the collections of the Library and Museum discuss their thematic strengths, featured holdings, and services. A lengthy chapter on the Archives provides an overview, an annotated catalog of its more than 525 collections, and a list of subjects treated in each collection. Two appendices

provide extensive descriptions of other archival and library collections around the country. A comprehensive index of subjects and names quickly helps researchers determine what the Graham Center and other North American research centers offer. The user can enjoy a general overview or receive direct information on a specific topic. This volume is designed for the varied interests of pastor, missionary, scholar, journalist, or interested layperson. *Principles and Big Ideas of Science Education* Wipf and Stock Publishers New Thinking, New Scholarship and New Research in Catholic Education gives a forum to many established and leading scholars to review and critically appraise the research contribution of Gerald Grace to Catholic education. The book

demonstrates the way in which the field of Catholic Education Studies has developed under the influence of Grace, to become internationally recognised. This book demonstrates the ways in which Gerald Grace has shaped Catholic education since 1997. This begins with the primacy of empirical study and carefully conducted fieldwork when researching Catholic education. Many contributors focus on the way Grace champions the alignment between Catholic education and what we have come to know as the option for the poor. The collection also reflects Grace's intention to ensure the voices of women are properly represented in the field of Catholic education. The book is based on an inclusive and open principle that seeks to establish dialogue with

educators of different faiths and different religious backgrounds, as well as secular and humanist critics. It will be of great interest to academics, scholars and students of religious education, the history of education and all those interested in the developing field of Catholic Education Studies. The Open Access version of this book, available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

**Religious Education in a Global-Local World** Routledge

The question of how research on structures and outcomes in Religious Education can be carried out successfully is of current interest in many countries. Next to the more

traditional historical, analytical and, more recently, international comparative approaches, empirical research in religious education has been able to establish itself as a major approach to this field. Moreover, the contemporary discussion about comparative evaluation in schools has raised a number of questions which also refer to Religious Education. What competences can pupils acquire in this subject? Does Religious Education really support the acquisition and development of the competences aspired? Are there differences in this respect between different forms of Religious Education or between different approaches to teaching? With contributions from eight European countries, the volume brings together approaches and research experiences

that try to follow this lead by offering new and empirically based perspectives for the future improvement of teaching and learning in this school subject. Whoever is interested in improving the practice of Religious Education then, will

not be able to bypass the question of researching processes and outcomes - an insight which also refers to a small but growing number of studies in this field which can be identified in several countries.