Inquiry-Based Learning in Theology and Religious Studies: an Investigation and Analysis: 3.4 Formal IBL provision

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Notwithstanding the IBL which is occurring in the Department of Biblical Studies without being flagged as such, CILASS' work with Biblical Studies has focused on the development of six IBL projects which aim to cover all levels of undergraduate study in the department, with the further aim of building a bank of resources and methods that can be used to extend IBL to other modules in the future. At the time of writing, the first three are in progress or complete, and the final three are yet to begin. Outlines of each project are given here. There is particular focus on Fieldwork Recording, with the outline supplemented with data from a focus group of students who took this module, and relevant extracts from staff and student interviews.

1. Introduction to the research project
2. Introduction to Inquiry Based Learning and its potential benefits
3. Case Study institution A: University of Sheffield
   3.1 Generic student focus group
   3.2 Interview with CILASS student ambassador
   3.3 Staff interviews
3.4 Formal IBL provision
   3.4.a Fieldwork recording project
    3.4.a.i Fieldwork Recording: the videos
    3.4.a.ii Fieldwork recording: staff and student interviews
    3.4.a.iii Fieldwork recording: student focus group 1
3.4.a.iv Fieldwork recording: student focus group 2

3.4.b Other IBL projects

3.4.c Tandem learning at the University of Sheffield

4. Case Study institution B: University of Manchester

4.1 Students Facilitating and Validating Peer Learning

4.2 Engaging with Early Christian Communities: An IBL Approach

4.3 The Professional Doctorate in Practical Theology

5. Analysis

5.1 TRS and the CILASS framework for IBL

5.2 The disciplinary culture of TRS

5.3 Pragmatic considerations: employability, IBL and TRS

5.4 Conclusions and notes of caution

Bibliography

Appendices