

## **Inquiry-Based Learning in Theology and Religious Studies: an Investigation and Analysis: 3.4.a Fieldwork recording project**

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This is a particularly innovative project which is a noted success story for IBL and Biblical Studies, and it is CILASS' most successful project with the department.<sup>35</sup> For this reason, I will provide an extended reflection on it.

The CILASS funding for this project was used to purchase digital video cameras for use by students in the department, especially for those joining a three week dig in Israel as part of Diana Edelman's level three The Bible and Field Archaeology module. The intention is for the videos produced by the students during the dig to be used to support further student inquiry when the political situation in Israel prevents students joining the dig. The cameras will also be used to support collaborative inquiry in future projects.

At the time of my research, the students from The Bible and Field Archaeology had been trained by staff in the University of Sheffield's Learning Development and Media Unit to make and edit videos, had taken part in the dig, and were in the process of editing their videos.

On these pages, the project is examined through reflections on the videos produced, along with data from staff interviews and focus groups.

Fieldwork Recording: the videos Fieldwork recording: staff and student interviews Fieldwork recording: student focus group 1 Fieldwork recording: student focus group 2

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### **Footnotes**

- Diana Edelman and students from The Bible and Field Archaeology module gave a presentation at the 'Finding Your Own Way' workshop at CILASS CETL in May 2008. More information about this event, including the abstract and slides from this presentation, can be found at <http://www.prs.heacademy.ac.uk/view.html/prsevents/350>

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### **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**

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