EQ913-30 Interview Studies in Religions, Society and Education

20/21

Department
> Education Studies

Level
> Taught Postgraduate Level

Module leader
> Leslie Francis

Credit value
> 30

Assessment
> 100% coursework

Study location
> University of Warwick main campus, Coventry

Description

Introductory description

n/a

Module aims

The module aims to enable students to understand and evaluate the use of interview research methods in the study of faith-based and religion-related education. Students will be taught the principles of interview analysis and critically analyse the use of interview methods in relation to a selected context(s) and in particular research projects.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Working within the context of independent study and group-supported seminars each course participant will be required to identify one issue of practical professional relevance within the context of their personal and individual experience as a research-based reflective practitioner and amenable to satisfactory academic exploration and illumination by means of interview research approaches.

Within this context of independent study and group-supported seminars, each course participant will be required to develop knowledge of research literature relevant to identified issues.

The course context is designed to provide access to the interview methodologies capable of exploring and illuminating the research questions, including reference to:

- Interview methods of research used in the study of Religions, Society and Education.
- Strengths and weaknesses of interview research.
- Examination of interview approaches to particular issues in the study of Religions, Society and Education.

Learning outcomes

By the end of the module, students should be able to:

- 1 Apply a systematic knowledge and critical understanding of selected areas in Religions, Society and Education to some contemporary issues, demonstrating knowledge of current/ research debate and methodological awareness in relation to the use of interview research methods and approaches;
- 2 Independently gather, organise and critique interview-based research data from a broad range of primary, secondary and scholarly sources, communicating concisely in writing using sophisticated concepts and vocabulary appropriate to Religions, Society and Education, and proposing new hypotheses where appropriate;
- 3 Critically relate research, theory and practice in a creative and reflective way, according to professional/vocational context where appropriate;
- 4 Critically evaluate the strengths and weaknesses of using interview research in the study of Religions, Society and Education;
- 5 Critically analyse and evaluate the application of specific interview methodology to particular issues in the study of Religions, Society and Education.

Indicative reading list

Essential reading:
Warren, Y. (2002) The Cracked Pot: the state of today's Anglican Parish clergy, Buxhall, Kevin Mayhew

Other indicative reading:
Gubrium, J.F. et al (2002) Handbook of Interview Research, London, Sage
Hollway, W. and Jefferson, T. (2000) Doing Qualitative Research Differently, London, Sage
Mason, M., Singleton, A. and Webber, R. (2007) The Spirit of Generation Y: young people's spirituality in a changing Australia, Mulgrave, Vic, John Garratt Publishing Swinton, J. and Mowat, H. (2006) Practical Theology and Qualitative Research, London, SCM Press
Weiss, R. (2008) Learning from Strangers: the art and method of qualitative interview studies, New York, Free Press

Indicative Journals:
British Journal of Religious Education
Implicit Religion
Journal of Beliefs and Values

Subject specific skills

- Apply a systematic knowledge and critical understanding of selected areas in Religions, Society and Education to some contemporary issues, demonstrating knowledge of current/ research debate and methodological awareness in relation to the use of interview research methods and approaches.
- Critically relate research, theory and practice in a creative and reflective way, according to professional/vocational context where appropriate.
- Critically analyse and evaluate the application of specific interview methodology to particular issues in the study of Religions, Society and Education.

Transferable skills

- Demonstrate acquisition of measurable key skills appropriate to the level of qualification in relation to written communication skills.
- Critically evaluate the strengths and weaknesses of using interview research in the study of Religions, Society and Education.

Study

Study time

Type	Required
Seminars	10 sessions of 3 hours (100%)
Total	30 hours

Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
Assessed Essay	100%	

It is recommended that the assessment task should reflect the professional structure of an academic presentation appropriate for the research method.

Feedback on assessment

Written feedback is provided to students for each assessed essay using a standardised proforma. \r\nStudents are encouraged to discuss particular issues related to their assessed essays during the \r\nseminars or through separate meetings, email, or telephone, as required.

Availability

Courses

This module is Core optional for:

- TEQA-X3R1 Postgraduate Religions, Society and Education
  - Year 1 of X3R1 Religions, Society and Education
  - Year 1 of X3R7 Religions, Society and Education (Chaplaincy Studies Pathway)
  - Year 1 of X3R3 Religions, Society and Education (Christian Education Pathway)
  - Year 1 of X3R4 Religions, Society and Education (Intercultural Education Pathway)
  - Year 1 of X3R2 Religions, Society and Education (Islamic Education Pathway)
  - Year 1 of X3R6 Religions, Society and Education (Religion and Reconciliation Pathway)
  - Year 1 of X3R5 Religions, Society and Education (Religious Education Pathway)
  - Year 1 of X3R8 Religions, Society and Education (Religous Experience Pathway)
  - Year 2 of X3R1 Religions, Society and Education
  - Year 2 of X3R7 Religions, Society and Education (Chaplaincy Studies Pathway)
  - Year 2 of X3R3 Religions, Society and Education (Christian Education Pathway)
  - Year 2 of X3R4 Religions, Society and Education (Intercultural Education Pathway)

- Year 2 of X3R2 Religions, Society and Education (Islamic Education Pathway)
- Year 2 of X3R6 Religions, Society and Education (Religion and Reconciliation Pathway)
- Year 2 of X3R5 Religions, Society and Education (Religious Education Pathway)
- Year 2 of X3R8 Religions, Society and Education (Religous Experience Pathway)
- Year 3 of X3R1 Religions, Society and Education
- Year 3 of X3R7 Religions, Society and Education (Chaplaincy Studies Pathway)
- Year 3 of X3R3 Religions, Society and Education (Christian Education Pathway)
- Year 3 of X3R4 Religions, Society and Education (Intercultural Education Pathway)
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