



LONDON SCHOOL  
OF THEOLOGY



Middlesex  
University  
London

## **MA Theological Studies – Module Narratives**

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**The following programmes are validated by Middlesex University, London, UK,**

**School of Health, Social Care and Education:**

**MA in Theological Studies**

**PG Certificate in Theological Studies**

**Programme Leader** – Dr Julie Robb

**Institutional Link Tutor** – Dr Shivanthi Manickasingham

**Middlesex Link Tutor Name** – Dr Nicky Spawls

## Contents

<b>Module Narratives .....</b>	<b>3</b>
MI7601 Sources and Methods in Theology .....	4
MT7603 Christology Ancient and Modern .....	6
MI7005 The Gospel of Mark .....	8
MI7007 The Holy Spirit in Luke-Acts and Paul .....	9
MI7201 Trinitarian Personhood .....	11
MI7301 Social Justice: Biblical Themes .....	12
MI7303 Social Justice: Current Issues .....	14
MI7801 Christian Worship .....	16
MI7803 Issues in Contemporary Christian Worship .....	17
MT7400 Dissertation Research and Design .....	19
MI7401 Dissertation .....	20

## **Module Narratives**

In this section you will find details of all the modules associated with your programme so that you can see what is involved and make any choices over option modules (if applicable).

## MI7601 Sources and Methods in Theology

<b>Module Code:</b>	<b>MI7601</b>
<b>Module Title:</b>	<b>Sources and Methods in Theology</b>
<b>Level:</b>	<b>7</b>
<b>Credit Points:</b>	<b>40 Credits</b>
<b>Module Leader:</b>	<b>Julie Robb</b>
<b>Module Restriction:</b>	<b>Non-compensatable</b>
<b>Module Status:</b>	<b>Compulsory</b>

### Aims

The module aims to introduce students to the sources and methods in theology so that students can begin to develop their own construction of a theological method that can be used in various ways throughout the programme. Furthermore, students will enter into dialogue with other theological methods and traditions in order to develop critical knowledge, skills and understanding that can inform their own developing method.

### Learning Outcomes

On successful completion of this module, the student will be able to:

- Identify and evaluate key characteristics of any hypothetical theological method.
- Elucidate the possible roles of scripture, tradition, reason, experience and Church in community in fashioning theology.
- Critically analyse and evaluate alternative theological sources, methods and traditions.
- Critically justify the development of their own approach to the sources and methods of theology.
- Engage critically with various strengths and weaknesses of other constructions of theological methods.

### Syllabus:

Students will be introduced to the widely recognised sources of theology (Scripture, Tradition, Reason, Experience, Church in Community) so that they can develop their own understanding of theological method and the role these sources might play. More specifically, the module addresses issues in the task of theology such as the nature and authority of Scripture, the role of tradition, the function of reason including engagement with relevant aspects of philosophy for theology, the place of personal experience and the Church in community. Throughout the module and in assessments, students will be encouraged to recognise and account for their own assumptions and social location and how these impact the theological task. .

### Learning, Teaching and Assessment strategy:

This module is delivered both by blended and by online education.

**Blended education** will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production.

These will include participation in activities such as seminars, group discussion, individual and group projects, library research, and written production. Blended students will also be able to engage with resources and activities on the VLE.

**Online education** will be provided through LST's Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.

### Assessment Scheme:

#### *Formative*

Submit 4 formative essays (400-600 words) for feedback.

#### *Summative*

One 4,000-word essay related to the critical articulation of the student's own construction of theological method [Module Learning Outcomes a, b, c and d [70%].

One 2,000-word critique of the theological method evidenced within a contemporary expression of Christian theology and thought [Module Learning Outcomes a, c and e [30%].

### Assessment Weighting

Coursework: 100%.

### **Learning Materials**

'Live' Reading lists are to be found by pressing the Control key and clicking on the: [Link to MATS Reading Lists on the VLE.](#)

## MT7603 Christology Ancient and Modern

<b>Module Code:</b>	<b>MT7603</b>
<b>Module Title:</b>	<b>Christology Ancient and Modern</b>
<b>Level:</b>	<b>7</b>
<b>Credit Points:</b>	<b>20 Credits</b>
<b>Module Leader:</b>	<b>Aaron Ross</b>
<b>Module Restrictions:</b>	<b>Compensatable</b>
<b>Module Status:</b>	<b>Optional</b>

### Aims

The module aims to explore historical and theological developments and varieties of Christology within and beyond the church. Further, it aims to develop skills in constructing a reasoned Christological position and to consider contemporary issues concerning this doctrine (notably, perspectival contexts, and creation science).

### Learning Outcomes

- On completion of this module, the successful student will be able to interrogate key historical developments in Christology, their reasoning, and their potential impacts on current positions;
- critically assess the impact of context in developing personal and corporate Christologies;
- relate Christology in a nuanced and articulate manner to such areas as trinitarianism, pneumatology, eschatology, ethnicity, gender, or creation science.

### Syllabus

The module engages with topics including, but not necessarily limited to, such examples as:

Introduction: Scope, Issues, Methods  
The Jesus of History and the Gospels  
The Christology of the Apostle Paul  
The Christologies of the Early Christian Centuries  
Jesus and the Spirit—Trinitarian Considerations  
Jesus and the Spirit—Spirit Christologies  
Contemporary Perspectives—Eschatological Christology  
Contemporary Perspectives—Feminist and African Christologies  
Contemporary Perspectives—Non-Christian Christologies  
Contemporary Perspectives—Christ and Creation

### Learning, Teaching and Assessment strategy

This module is delivered both blended and online.

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as seminars, group discussion, individual projects, library research, written production. Blended students will be able to engage with online resources and activities on LST's VLE.

Online education will be provided through the LST VLE by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities and discussion forums.

### Assessment Scheme

#### Formative:

Identification of the aspect of Christology for critical engagement within the summative assessment, including the development of plan and bibliography (500 words).

#### Summative:

Learning Outcomes a, b, and c.

1 x Essay (4,000 words) (learning outcomes a, b, c) critically engaging with Christological history, variety, contexts, and content, with reference to current scholarship and to the wider contexts in which it is produced.

Assessment Weighting: Coursework: 100%

### Learning Materials

'Live' Reading lists are to be found by pressing the Control key and clicking on the: [Link to MATS Reading Lists on the VLE.](#)

## MI7005 The Gospel of Mark

<b>Module Code:</b>	<b>MI7005</b>
<b>Module Title:</b>	<b>The Gospel of Mark</b>
<b>Level:</b>	<b>7</b>
<b>Credit Points:</b>	<b>20 Credits</b>
<b>Module Leader:</b>	<b>Julie Robb</b>
<b>Module Restriction:</b>	<b>Compensatable</b>
<b>Module Status:</b>	<b>Optional</b>

### Aims

The module aims to enable students to appreciate and understand one Biblical text that forms the very foundation of Christian theology and theological method; extend students' skills in interpreting passages from this text and communicating their findings in a group environment; enable students to synthesise themes and trajectories across the primary text and beyond; and to encourage and enable students to apply both their critical skills in appraising arguments and theories relate to the Gospel of Mark and theological issues therein.

### Learning Outcome

On completion of this module, the successful student will be able to:

- Critically analyse a chosen section or theme of Mark's gospel in dialogue with the secondary literature published on that section or theme.
- Synthesise and communicate theories about the meaning and application of Markan texts based on well-evaluated evidence from the Markan texts themselves.
- Sympathetically appraise and analyse the theories of others.
- Critically evaluate and defend their own theories and those of others.

### Syllabus

This module will provide students the opportunity to investigate and enter into dialogue with key issues in the study of the Gospel of Mark, such as the Gospel's literary techniques, Christology, the use of the Old Testament and Jewish traditions, discipleship, purity and defilement and Mark's *Theologia Crucis* (theology of the Cross). The module will examine the interpretation of specific texts, in dialogue with scholarship, with the aim of developing students' knowledge and skills of analysing and critically evaluating their own theories and those of others. Throughout the module students will be encouraged to reflect on how their own presuppositions and approach to theology (their theological method) have contributed to their interpretation of this Gospel.

### Learning, Teaching and Assessment strategy:

This module is delivered by both blended and online education.

**Blended education** will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as seminars, group discussion, individual projects, library research, written production. Blended students will be able to engage with resources and activities on the VLE.

**Online education** will be provided through the LST Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.

### Assessment Scheme:

#### *Formative Assessment*

An outline of the summative essay that demonstrates the approach to be taken in the essay.

#### *Summative Assessment*

An essay (4000 words) (all learning outcomes) on a Markan passage, theme, or theological emphasis which demonstrates mastery of the topic and the relevant scholarly literature and an awareness of the theological issues involved.

**Assessment Weighting:** 100%

### Learning Materials:

'Live' Reading lists are to be found by pressing the Control key and clicking on the: [Link to MATS Reading Lists on the VLE.](#)



## MI7007 The Holy Spirit in Luke-Acts and Paul

<b>Module Code:</b>	<b>MI7007</b>
<b>Module Title:</b>	<b>The Holy Spirit in Luke-Acts and Paul</b>
<b>Level:</b>	<b>7</b>
<b>Credit Points:</b>	<b>20 Credits</b>
<b>Owning Subjects:</b>	<b>New Testament Studies; Charismatic and Pentecostal Studies</b>
<b>Module Leader:</b>	<b>Anne Dyer</b>
<b>Module Restrictions:</b>	<b>Compensatable</b>
<b>Module Status:</b>	<b>Optional</b>

### Aims

The module aims to analyse and compare the contributions of Luke-Acts and Paul to the central issues of New Testament pneumatology and to enable students to relate relevant findings of the New Testament to understandings of the Spirit's work arising from different Christian traditions, communities, and experiences.

### Learning Outcomes

On completion of this module, the successful student will be able to:

- Differentiate accurately the pneumatology of the primary texts (Luke-Acts and Pauline epistles).
- Analyse and evaluate competing theories in current pneumatological debates, relating these to the student's primary findings.
- Critically analyse possible applications of the student's own findings, and the positions of published scholars, to relevant questions concerning experience, community, and tradition.

### Syllabus:

After setting the context, particularly in terms of the Spirit in the Old Testament and in inter-testamental Judaism, the module will consider the being of the Spirit before going on to discuss various roles of the Spirit as presented in Luke-Acts and in Paul's letters (mainly Galatians, 1-2 Corinthians and Romans). These roles will include but not be limited to those relevant to encounter with God, suffering, mission, ethics, prophecy, worship, prayer, and so forth. Attention will be given to current New Testament interpretation and relevant ecclesial debates.

### Learning, Teaching and Assessment strategy:

This module is delivered both by blended and by online education.

**Blended education** will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as seminars, group discussion, individual projects, library research, written production. On-campus students will be able to engage with resources and activities on the VLE.

**Online education** will be provided through the LST Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities and discussion forums.

### Assessment Scheme

#### **Formative:**

Identification of the aspect of Lukan and Pauline pneumatology for critical engagement within the summative assessment, including the development of plan and bibliography (500 words).

#### **Summative:**

1 x Essay (4,000 words) (learning outcomes a,b,c) critically comparing Luke-Acts and Paul, with reference to current scholarship and to the wider contexts in which reading of these texts occurs.

### Assessment Weighting

Coursework: 100%

### Learning Materials

'Live' Reading lists are to be found by pressing the Control key and clicking on the: [Link to MATS Reading Lists on the VLE.](#)

## MI7201 Trinitarian Personhood

<b>Module Code:</b>	<b>MI7201</b>
<b>Module Title:</b>	<b>Trinitarian Personhood</b>
<b>Level:</b>	<b>7</b>
<b>Credit Points:</b>	<b>20 Credits</b>
<b>Module Leader:</b>	<b>Dan Lé</b>
<b>Module Restriction:</b>	<b>Compensatable</b>
<b>Module Status:</b>	<b>Optional</b>

### Aims

The module aims to develop an understanding of both the historical and theological development of the doctrine of the Trinity in its Eastern and Western forms as well as contemporary issues concerning this doctrine and develop skills in constructing a specifically Trinitarian understanding of personhood in order to address contemporary issues surrounding human personhood.

### Learning Outcomes

On completion of this module, the successful student will be able to:

- Synthesise and articulate issues, contexts and challenges of contemporary personhood.
- Critically evaluate various contemporary understandings of both God as Trinity and human personhood
- Critically analyse and evaluate an area of Trinitarian Personhood and the theological sources and methods involved.

### Syllabus

Students will engage in Trinitarian personhood through the lens of Scripture, experience, reason, community and tradition. Students will also critically engage in topics such as the doctrine of the Trinity in both its western and eastern forms, its historical and theological development, imago Dei, human personhood in its historical and theological development, monism-dualism debates, contemporary challenges re human personhood, possible Trinitarian personhood theological solutions.

### Learning, Teaching and Assessment strategy:

This module is delivered both by blended and by online education.

**Blended education** will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production and possible visits to London art installations. Blended students will be able to engage with resources and activities on the VLE.

**Online education** will be provided through the LST VLE by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.

### Assessment Scheme:

#### *Formative*

A 1,000-word learning journal related to the learning activities of the module. The journal can either be submitted in paper form or using the VLE blog function. It may be one continual narrative or a series of entries.

#### *Summative*

One 3,000-word essay related to discipline of Trinitarian personhood, engaging the methods and sources of theology that has informed it [Module Learning Outcomes a and b] [70%].

One 1,000-word essay engaging with a contemporary regarding human personhood evidenced in a piece of popular writing (such as a blog entry, magazine article, a piece of poetry, fiction, satire or humour) [Module Learning Outcomes a, c] [30%].

### Assessment Weighting

Course work 100%

### Learning Materials:

'Live' Reading lists are to be found by pressing the Control key and clicking on the: [Link to MATS Reading Lists on the VLE.](#)

## MI7301 Social Justice: Biblical Themes

<b>Module Code:</b>	<b>MI7301</b>
<b>Module Title:</b>	<b>Social Justice: Biblical Themes</b>
<b>Level:</b>	<b>7</b>
<b>Credit Points:</b>	<b>20 Credits</b>
<b>Module Leader:</b>	<b>Timothy Lim</b>
<b>Module Restriction:</b>	<b>Compensatable</b>
<b>Module Status:</b>	<b>Optional</b>

### Aims:

The module aims to enable students to draw on biblical resources to understand, appreciate, and engage critically a range of social issues which the church has addressed over the Christian era. It also seeks to enable students to develop a critical understanding of theological methods for engaging issues of social justice throughout the world and deepen the student's appreciation of the biblical and theological resources for addressing social justice issues.

### Learning Outcomes

On completion of this module the successful student will be able to:

- Identify and apply a coherent critical approach to issues of social justice that is biblically and theologically informed.
- Retrieve, analyse and apply the resources available within the Christian tradition to issues of social justice.
- Analyse responses to particular issues of social justice employing a coherent biblically and theologically informed method.

### Syllabus:

In keeping with the priority afforded Scripture in an evangelical construction of theology, this module will commence by orientating the student to the particular discipline of addressing issues of social justice with a particular focus upon the use of Scripture. A brief survey of evangelical social engagement will also be attempted.

Topics to be addressed may include: the hermeneutical issues involved in the interpretation of Scripture in its ancient context(s) and seeking relevance in contemporary contexts; retrieving the exodus as a theological resource, examining jubilee as developing biblical theme, determining the identity of 'the poor', biblical teaching on poverty and wealth, the accusation of biblical anti-semitism as an expression of Christian injustice, slavery in the Bible, reading the Bible with the educationally, socially or politically disadvantaged especially with reference to their rights and their loss of freedom, and experiences of inequality, injustice, oppression, and marginality, description, prescription and aspiration in Luke's account of church origins, and the Kingdom of God.

### Learning, Teaching and Assessment Strategy:

**Blended education** will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production. On-campus students will be able to engage with resources and activities on the VLE.

**Distance / online education** will be provided through the LST Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.

### Assessment Scheme:

#### Formative:

Identify one major contemporary issue of social justice and evaluate the methodological challenges involved in responding to it (500 words).

#### Summative:

**Either** write a critical review of current biblical hermeneutical methods used to engage with an issue of social justice (learning outcomes a, b, c) (4000 words)

**OR** write a critical assessment of the methodological possibilities available in dealing with a chosen passage of scripture relating to an issue of social justice (learning outcomes a, b, c) (4000 words)

### **Assessment Weighting**

Coursework: 100%.

### **Learning Materials**

'Live' Reading lists are to be found by pressing the Control key and clicking on the: [Link to MATS Reading Lists on the VLE.](#)

Relevant Government and NGO websites e.g.

[http://ec.europa.eu/employment\\_social/social\\_inclusion/index\\_en.htm](http://ec.europa.eu/employment_social/social_inclusion/index_en.htm)

<http://www.jrf.org.uk/knowledge/findings/socialpolicy/1979.asp>

<http://www.democraticdialogue.org/report2/report2.htm>

<http://www.centreforsocialjustice.org.uk/default.asp?pageRef=37>

<http://www.stophetraffic.org>

<http://www.lausanne.org/>

## MI7303 Social Justice: Current Issues

<b>Module Code:</b>	<b>MI7303</b>
<b>Module Title:</b>	<b>Social Justice: Current Issues</b>
<b>Level:</b>	<b>7</b>
<b>Credit Points:</b>	<b>20 Credits</b>
<b>Module Leader:</b>	<b>Timothy Lim</b>
<b>Module Restrictions:</b>	<b>Non-compensatable</b>
<b>Module Status:</b>	<b>Optional</b>

### Aims:

The module aims to engage critically with world of social, intercultural, intersectional, and political issues through the lens of Christian Scripture, Christian tradition, Philosophy, Interdisciplinary studies, Experience, Culture and Community, to enter into critical dialogue with churches and agencies as they respond to the challenge of social justice in the world, to create policy and position statements in relation to issues of social justice.

### Learning Outcomes:

On completion of this module the successful student will be able to:

- a. Articulate a coherent critical approach to a range of world social justice issues.
- b. Retrieve and critically evaluate the resources available within the Christian tradition, especially regarding the use of sources and methods for formulating constructive proposals.
- c. Construct coherent proposals that respond to the issues and challenges of global justice addressed in the module.

### Syllabus

Topics to be addressed may include the Christian in politics, faith at the interface with political decision-making, a critical analysis of church and para-church agencies devoted to issues of social justice, including the Anglican Church, the Roman Catholic Church, Christian Aid, Tear Fund, World Vision and The Jubilee Centre, and a critical engagement with policy statements and policy documents generated by such agencies. Current issues in social justice, such as liberty, egalitarianism, feminism, just war, racism, and justice, will be addressed.

### Learning, Teaching and Assessment Strategy:

**Blended education** will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production. Blended students will be able to engage with resources and activities on the VLE.

**Online education** will be provided through the LST Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.

### Assessment Scheme:

#### Formative:

Identify one major contemporary issue of social justice with which the churches are currently concerned in contemporary society. Write a preliminary report on progress (1,000 words) [developmental].

#### Summative:

*Either write a critical assessment of recent progress in theological approaches to a contemporary issue of social justice (learning outcomes a, b, c) (4000 words).*

*Or Write a critical review of one major recent contribution to an area of social justice that is theologically informed (learning outcomes a, b, c) (4000 words).*

### Assessment Weighting

Coursework: 100%.

### Learning Materials

'Live' Reading lists are to be found by pressing the Control key and clicking on the: [Link to MATS Reading Lists on the VLE.](#)



## MI7801 Christian Worship

<b>Module Code:</b>	<b>MI7801</b>
<b>Module Title:</b>	<b>Christian Worship</b>
<b>Level:</b>	<b>7</b>
<b>Credit Points:</b>	<b>20 Credits</b>
<b>Module Leader:</b>	<b>Sam Hargreaves</b>
<b>Module Restriction:</b>	<b>Compensatable</b>
<b>Module Status:</b>	<b>Optional</b>

### Aims

The module aims to enable students to develop an understanding of how Scripture and theology inform dimensions of Christian worship; extend students' understanding of the discipline of liturgical theology with specific reference to trends in the field and to deepen students' appreciation of Christian ritual and the ways in which it functions in the life of communities of believers.

### Learning Outcomes

On completion of this module, the successful student will be able to:

- a. Critically apply aspects of the theological sources and methods to the discipline of Christian worship.
- b. Analyse and evaluate the dynamic interactions between worship, culture and theology within history, such as ancient, medieval, reformation, modern and post-modern eras of history.
- c. Critically assess the meaning communicated by liturgical acts and symbols in various contexts.
- d. Critically evaluate expressions of worship via theologies of worship while reflecting on aspects of the relationship between Christian worship and other Christian practices.

### Syllabus

The module begins with a critical study of Christian worship, its essence and core elements. Students will engage in topics such as liturgical theology, Christian ritual and formation, cultural and theological influences of worship, role of congregational song in Christian formation, and the evolution of liturgy. Primary sources and case studies are examined in some detail enabling students to combine theological method and worship studies.

### Learning, Teaching and Assessment strategy

This module is delivered both by Blended and Online education.

**Blended education** will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production and possible visits to London art installations. Blended students will be able to engage with resources and activities on the VLE.

**Online education** will be provided through the LST VLE by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, discussion forums, and chats.

### Assessment Scheme

#### *Formative*

A 1,000-word learning journal related to the learning activities of the module. The journal can either be submitted in paper form or using the VLE blog function. It may be one continual narrative or a series of entries.

#### *Summative*

One 4000-word essay critically engaging an aspect of Christian worship that is informed by the scriptural and theological perspectives [Module Learning Outcomes a, b, c and d] [100%]

### Assessment Weighting

Course work: 100%

### Learning Materials

'Live' Reading lists are to be found by pressing the Control key and clicking on the: [Link to MATS Reading Lists on the VLE.](#)



## MI7803 Issues in Contemporary Christian Worship

<b>Module Code:</b>	<b>MI7803</b>
<b>Module Title:</b>	<b>Issues in Contemporary Christian Worship</b>
<b>Level:</b>	<b>7</b>
<b>Credit Points:</b>	<b>20 Credits</b>
<b>Module Leader:</b>	<b>Sam Hargreaves</b>
<b>Module Restrictions:</b>	<b>Compensatable</b>
<b>Module Status:</b>	<b>Optional</b>

### Aims

The module aims to enable students to apply critically their understanding of worship to the study of specific issues, both theoretical and practical, relating to worship in its contemporary context; analyse and appraise contemporary trends in worship and current debates in this field of study; and develop reflective skills that equip them to move between theory and practice in evaluating their experiences of corporate worship.

### Learning Outcomes

On completion of this module the successful student will be able to:

- a. Analyse and evaluate key contemporary issues in the life of the worshipping church.
- b. Synthesise skills in assessing and critiquing expressions of Christian worship in contemporary contexts that is informed by the sources and methods of theology.
- c. Evaluate theologically his/her personal experiences of corporate worship in dialogue with reactions and responses to those experiences.

### Syllabus

Topics may include:

- Participation in worship
- Technology and worship
- Worship industry and consumerism
- Worship, mission and social action
- Worship and contextualisation

These will be approached through the lenses of scripture, tradition, reason, experience and community, as appropriate. They will look at a variety of case studies as relevant to the topic, such as Mega church worship, Taizé, Liturgical worship, Pentecostal worship, Iona, Emerging worship etc.

### Learning, Teaching and Assessment Strategy

Teaching sessions require prior student preparation such as required reading, attending designated services of worship, accessing material online etc. Material will be presented by the tutor, there will be examples to view or listen to, and students will also be required to lead and contribute to discussions.

This module is delivered both by Blended and Online education.

**Blended education** will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production and possible visits to London art installations. Blended students will be able to engage with resources and activities on the VLE.

**Online education** will be provided through the LST VLE by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.

### Assessment Scheme

#### Formative:

Identify an issue to be addressed in the essay, begin preliminary reading and provide a 500-word essay outline.

**Summative:**

A 3,000-word essay on a particular issue in contemporary worship (learning outcomes a and b). This essay should demonstrate a critical engagement with the theological sources and methods involved in assessing a number of responses to the issue.

A 1,000-word detailed critique of a service visited as part of the course (learning outcomes b and c). This should address issues covered in the module as they arise or fail to be addressed through the service in question.

**Assessment Weighting**

Coursework: 100%

**Learning Materials**

'Live' Reading lists are to be found by pressing the Control key and clicking on the: [Link to MATS Reading Lists on the VLE](#).

## MT7400 Dissertation Research and Design

<b>Module code:</b>	<b>MT7400</b>
<b>Module Title:</b>	<b>Dissertation Research and Design</b>
<b>Level:</b>	<b>7</b>
<b>Credit points:</b>	<b>20 Credits</b>
<b>Module leader:</b>	<b>Julie Robb &amp; Alistair McKitterick</b>
<b>Module Restriction:</b>	<b>Compensatable</b>
<b>Module Status:</b>	<b>Compulsory</b>

### Aims

This module aims to develop critical skills involved in the planning and writing of a dissertation in theological studies. More specifically, the module aims to develop skills of academic writing and research, including selecting appropriate literature, using appropriate style conventions and developing an argument. Finally, the module aims to develop skills for producing a dissertation proposal.

### Learning Outcomes

On completion of this module, the successful student will be able to:

- Evaluate methodology regarding the design of theological research.
- Apply the skills learned in a piece of scholarly writing that employs critical analysis and appropriate academic writing conventions.
- Conceive and design a dissertation proposal.

### Syllabus

Students will engage with elements of academic research and writing, such as discovering a topic, developing a research question, a hypothesis and a thesis. The module explores various research methods with an emphasis on qualitative research but with some attention to quantitative research. The importance of recognising and accounting for one's own assumption and social location in theological research and writing will be addressed. Furthermore, students will develop knowledge and skills for selecting appropriate literature and employing the proper conventions of academic writing. The module will enable students to conceive and design a research proposal.

### Learning, Teaching and Assessment Strategy

This module is delivered both by Blended and Online education.

**Blended education** will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production and possible visits to London art installations. Blended students will be able to engage with resources and activities on the VLE.

**Online education** will be provided through the LST VLE by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, discussion forums and projects.

#### Assessment Scheme:

##### *Formative*

Participation in class presentations and other learning activities throughout the module with the opportunity for feedback from the tutor and student cohort.

##### *Summative*

- One 2500-word book review [Module Learning Outcomes a and b (40%)].
- One 1250-word dissertation proposal [Module Learning Outcomes c (60%)].

### Assessment Weighting

Coursework: 100%

### Learning Resources

'Live' Reading lists are to be found by pressing the Control key and clicking on the: [Link to MATS Reading Lists on the VLE.](#)

## MI7401 Dissertation

<b>Module code:</b>	<b>MI7401</b>
<b>Module Title:</b>	<b>Dissertation</b>
<b>Level:</b>	<b>7</b>
<b>Credit points:</b>	<b>60 Credits</b>
<b>Module leader:</b>	<b>Julie Robb</b>
<b>Prerequisites:</b>	<b>MT7400 Dissertation Design and Research Skills</b> <b>MI7601 Sources and Methods in Theology</b> <b>60 credits of optional modules</b>
<b>Module Restriction:</b>	<b>Non-compensatable</b>
<b>Module Status:</b>	<b>Compulsory</b>

### Aims

This module provides students the opportunity for intensive and detailed research-based study of their chosen topic within the context of theology or a related discipline and under the guidance of an appropriate supervisor. This module is the sequel to the Dissertation Research Skills and Design module in which research methods and design are examined and a dissertation proposal is developed.

### Learning Outcomes

On completion of this module, the successful student will be able to:

- a. Examine, evaluate and synthesise the distinctive features, issues and problems of a particular topic in the context of theological studies, in relation to the student's own approach to theology and the location of that topic, where relevant to the current academic discussion.
- b. Develop skills of independent academic research into a defined topic, critical analysis, comprehension and interpretation of theological arguments; ability to undertake a clearly defined area of academic research and discussion; ability to produce a sustained, coherent and appropriately presented written discourse (15,000 words) on a single topic.

### Syllabus

Independent study, research, and writing supervised by an allocated supervisor with expertise in the relevant field(s).

### Learning, Teaching and Assessment Strategy

As you develop your dissertation, your assigned research supervisor will support you in your research. It is however important to remember that one of the main aims of your learning in this module is the development of your ability to work as an independent learner. The completion of your dissertation is therefore your responsibility.

### Supervision:

You and your supervisor will agree individual supervision through the research process from proposal to final submission of your research project. You and your supervisor will need to agree on a plan of action in terms of the supervisory sessions (how many sessions and what to submit for the session). Also, the geographical location of you and your supervisor will need to be taken into consideration. If it is not possible for you to meet 'face to face', then you will need to use Zoom or Skype (ideally) but in some cases the telephone and/or email. It is reasonable for you to expect in total about 10 hours of supervision time, which covers both reading your work and contact with you. Your supervisor will make suggestions as to the focus and direction of your dissertation, he or she will also consider with you the appropriateness of your research questions, literature review, methodology, methods, and analysis as well as commenting on your conclusions. They will look at selected chapters of your work and will also comment on your final draft. However, it is not their role or responsibility to 'proof-read' your work. It is vitally important that you agree a supervisory schedule with your supervisor so that you can take the greatest advantage of the support that they can give you. It is unreasonable to expect your supervisor to be able to respond positively to last minute demands for meetings or to be able to look at and comment on your work in a matter of days before it is due to be submitted.

### Ethical Approval for Research Involving Human Participants

All research carried out by students and staff at the London School of Theology should be guided by the three fundamental ethical principles that ensure the protection of human participants: causing no harm (non-maleficence), doing good (beneficence), and respect for participants choice by ensuring informed consent and confidentiality (autonomy).

You must not embark on any form of research involving human participants without first receiving formal Ethical Approval from the LST Ethics Committee. Applications for Ethical Approval, including all relevant supporting documents, should be sent to the ASDAS ([asdas@lst.ac.uk](mailto:asdas@lst.ac.uk)). The LST Ethics Committee considers applications for Ethical Approval three times a year.

Because the Ethics Committee may require that you amend your application prior to granting formal Ethical Approval, you are strongly advised to submit applications in the term proceeding the date you plan to commence your research.

### **Assessment Scheme**

#### ***Summative:***

**Dissertation** [Module Learning Outcomes: *a, b*] [100%]. The completion of a dissertation in the context of theological studies which, using a review of appropriate literature, justifies the research question, choice of methodology, and if appropriate, methods, data collection, and analysis as well as consideration of ethical issues [max. 15,000 words, excluding bibliography].

#### **Assessment Weighting**

Coursework: 100%

#### **Learning Resources**

Student-defined as agreed with the supervisor.

