



McMaster Divinity
College

The mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development, and vocational formation.

PRACTICE-LED RESEARCH METHODS

MS 5P1130

Fall 2025

Online Synchronous

Mondays 2:00–3:50 p.m.

Sept 8 – Dec 8, 2025

Instructor: **Wendy J. Porter, PhD**

Professor of Music and Worship

porterw@mcmaster.ca

Office Hours: TBA

COURSE DESCRIPTION

One of the distinctive features of the Doctor of Practical Theology degree is that students engage in doing research on their own “practice,” what we call Practice-Led Research (PLR). This requires students to be able to define their practice, and then to engage in credible ways of exploring it. This course is designed to introduce core theories and concepts of practice-led research, to expose students to a range of methodological choices, and to assist them in developing foundational research, writing, and verbal communication skills. Part of this course is focused on doing preliminary thinking, research, and writing about a possible dissertation topic, including theological, theoretical, and methodological choices that are appropriate for their topic, and learning how to articulate these to fellow classmates.

MY PHILOSOPHY OF TEACHING AND LEARNING

I approach teaching and learning as a mutual collaborative effort with a fairly flat structure. I follow that involves dialogue (e.g. Socratic) and that incorporates both heart and mind. I have been influenced by educator Parker Palmer (inner landscape of the teacher), theologian Henri Nouwen (notions of hospitality), philosopher Gilbert Ryle (teacher as gate-opener), and philosopher-theologian Hans-Georg Gadamer (the essence of the question). These and others have shaped my vision of hospitality as central to teaching and learning, whether in a classroom made of bricks and mortar, or in a wooded area by a stream, or in cubicles on a screen in Zoom. Each has immense potential as a place for learning. I often refer to “risk-taking” in assignments, because students (and teachers) who take thoughtful risks learn so much more than those who do not—but it is still a risk, for both. I believe that adult learners only learn when they choose to do so, regardless of the wit or brilliance or eloquence of the teacher, so the learner must choose. But learning takes place in several directions: students learn from the “teacher,” the “teacher” learns from students, students learn from each other, if given the opportunity, and each of us learn from

those who have preceded us and recorded their thoughts and ideas. So I view this as collaborative work, not top-down, not a sage on a stage, not a teacher at the front of the room and students vying for the back row. In fact, my classes have no back rows. My ideal format for a classroom is in a circle, so we can see each other, hear each other, and interact around a central idea. The opportunity to have a role in someone's theological learning experience is a privilege, a gift, and responsibility. I take this seriously and do my best to treat each student as someone full of potential and with something important to contribute. I will count on you to treat me and each other in the same way.

Ours is a learning community, where we each grow through encouragement, constructive input, and active engagement with each other, Scripture, and ideas. If successful, we will participate in developing and strengthening each other through our mutual experience. We are all being formed, and my goal is to empower you as fellow-learners. I will offer information, reflection, experience, ideas, and questions to consider. I welcome the responsibility and opportunity to thoughtfully evaluate and respond to your thinking and development, in the class and through submitted work. I hope that you will flourish. As a responsible member of this class community, I count on you to commit yourself to the class throughout the term, to contribute thoughtfully to class interactions, and to treat all members of our class with respect and dignity. It is essential to our collaboration that you participate fully in each and every class and that you come well prepared.

Assignments are to be handed in on time and in good order. If for a substantive reason you will not be able to submit a paper or assignment at the scheduled time, you should contact me immediately and well in advance of the due date, or you will only be eligible for a percentage of the full mark, which, unfortunately, must decrease daily. It is in your best interest to do your very best to get it ready and submitted on time.

I welcome interactions with each of you. If you have concerns or if I can assist you in any way, please make an appointment during my office hours, contact me about another time if my office hours do not work for you, or correspond with me through email: porterw@mcmaster.ca

COURSE LEARNING OUTCOMES

Through engaged participation in classes, reading, other interactions, and assignments, you should achieve the following learning outcomes:

KNOWING

- Become familiar with macro- and micro-practices (your own and those of others).
- Identify how methodologies act as lenses to focus on perspectives in research.
- Recognize how theology and theory shape or inhibit your research.

BEING

- Reflect on the nature of one's being in the context of (or in spite of) one's practice.
- Explore how research on practice opens avenues of personal being.
- Develop a holistic perspective on spiritual life as researcher and writer.

DOING

- Identify a micro-practice for possible dissertation research.
- Develop skills for writing within the parameters of the MDC Style Guide.
- Explore a methodology, theology, and theory suitable for a (your) DPT dissertation.

- Gain experience in how to design an exploratory dissertation proposal.

COURSE RESOURCES

Required Books

- Adler, Mortimer J., and Charles Van Doren. *How to Read a Book*. New York: Simon & Schuster, 1972 [1940]. Available as library e-book.
- Bennett, Zoë, Elaine Graham, Stephen Pattison, and Heather Walton. *Invitation to Research in Practical Theology*. London: Routledge, 2018. Available in PDF through library.
- Ferguson, Neil K. *Practice-Led Theology: A Model for Faith-Based Research*. McMaster Studies in Practical Theology. Eugene, OR: Pickwick, 2024.
- Kuhn, Thomas S. *The Structure of Scientific Revolutions*. 2nd ed. Chicago: The University of Chicago Press, 1970 [1962]. This is the landmark book on the notion of “paradigm shifts,” which is deeply relevant to thinking about research on practice, and to how methodology, theology, and theory influence what we can or cannot see in our research; that is, it influences our paradigms of seeing.
- Swinton, John, and Harriet Mowat. *Practical Theology and Qualitative Research*. 2nd ed. London: SCM, 2016 [2006].

Required Papers and Chapters (others may be added, as needed)

- Bennett, Zoë. “Theology and the Researching Professional: The Professional Doctorate in Practical Theology.” *Theology* 112.869 (2009) 333–43.
- Bennett, Zoë, and Elaine Graham. “The Professional Doctorate in Practical Theology: Developing the Researching Professional in Practical Theology in Higher Education.” *Journal of Adult Theological Education* 5.1 (2008) 33–51.
- Costley, Carol, and Nicola Pizzolato. “Transdisciplinary Qualities in Practice Doctorates.” *Studies in Continuing Education* 40.1 (2018) 30–45. Published by Routledge. <https://doi.org/10.1080/0158037X.2017.1394287>
- McNamara, Andrew. “Six Rules for Practice-Led Research.” Special Issue: Beyond Practice-Led Research. *TEXT: Journal of Writing and Writing Courses* 16, Special Issue 14 (2012) 1–15. <https://eprints.qut.edu.au/54808/15/McNamara.PLR.pdf>
- Miller-McLemore, Bonnie J. “Getting It Write: On the Craft of Academic Writing.” *Pastoral Psychology* 65 (2016) 803–20.
- Miller-McLemore, Bonnie J., ed. *The Wiley Blackwell Companion to Practical Theology*. Malden, MA: Wiley Blackwell, 2014. [Specific chapters.] Full book available through library PDF download.
- Porter, Stanley E., and Steven M. Stuebaker. “Method in Systematic Theology.” In *Evangelical Theological Methodology: Five Views*, edited by Stanley E. Porter and Steven M. Stuebaker, 7–27. Downers Grove, IL: IVP Academic, 2018.
- Ward, Pete, and Knut Tveitereid, eds. *The Wiley Blackwell Companion to Theology and Qualitative Research*. Hoboken, NJ: Wiley Blackwell, 2022. [Specific chapters will be assigned, TBA.] Full book available through library PDF download.
- Ward, Pete. “Theology and Qualitative Research: An Uneasy Relationship.” In *The Wiley Blackwell Companion to Theology and Qualitative Research*, edited by Pete Ward and Knut Tveitereid, 7–15. Hoboken, NJ: Wiley Blackwell, 2022.

Books for Reference (See extensive Selected Bibliography at the end of this syllabus)

- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. *The Craft of Research*. 4th ed. Chicago: University of Chicago Press, 2016 [1995].
- Cameron, Helen, Deborah Bhatti, Catherine Duce, James Sweeney, and Clare Watkins. *Talking about God in Practice: Theological Action Research and Practical Theology*. London: SCM, 2010. Available as library e-book.
- Nelson, Robin. *Practice as Research in the Arts: Principles, Protocols, Pedagogies, Resistances*. London: Palgrave Macmillan, 2013. Available as library e-book.
- Schön, Donald. *The Reflective Practitioner: How Professionals Think in Action*. London: Routledge, 2016 [1983]. Full book available through library PDF download.
- Smith, Hazel, and Roger T. Dean, eds. *Practice-Led Research, Research-Led Practice in the Creative Arts*. Edinburgh: Edinburgh University Press, 2009. Available as library e-book and partial download.

Bookstore

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

COURSE GRADING SCALE AND ASSIGNMENT WEIGHTS

Practical Theology and the Nature of Practice-Led Research (paper)	30%
Style-Guide Proficiency Quest (weekly)	10%
My Practice and the DPT Model of Research (presentation)	20%
Exploratory Dissertation Proposal (in two versions: early and revised)	40%
	100%

Basic rubrics for grading assignments will be posted on A2L, as needed.

COURSE REQUIREMENTS**1. Practical Theology and the Nature of Practice-Led Research. 30%.**

Paper: 3000 words.

Drawing on various scholars, offer a working definition of practical theology (recognize that different scholars define it differently). Then, drawing on the same or other scholars, describe the nature of practice-led research. Include in this your own working definition and offer exemplars of what a practice is. What does it mean to research a practice? Show understanding of macro and micro dimensions of a practice, especially as it relates to doing practice-led research. Offer

key distinctives of practice-led research, but also some cautions or pitfalls. Show familiarity with some of our required books and articles, as well as others.

Follow the Style Guide in all matters of construction and presentation, including footnotes and bibliography. Papers that do not follow the Style Guide will be returned until the issues have been addressed and resubmitted for grading. No grade will be offered until serious efforts have been shown to conform to the Style Guide, and daily deductions may apply as to all late assignments.

Due: Monday, September 29, by 11:59 p.m. Submit through A2L.

2. Style Guide Proficiency Quest. 10%

Weekly Assignment.

Through weekly small assignments or projects, students will gain experience and familiarity with the Style Guide. Some work may be collaborative. Those with more experience or who are more naturally attuned to this are asked to assist others in the class who are less familiar or comfortable with it. Assessment for this assignment consists of showing weekly evidence of having accomplished the assigned tasks. Students may be asked, for example, to submit a marked-up PDF or a photograph their annotations on a printed page of their Style Guide or submit a page or two on which they have converted random bibliography into MDC format. Some weeks this assignment may take place on Padlet, in which case, all students are required to post their response to the challenge.

Please **print** a copy of the most recent MDC Style Guide for this course and show that you have it with you. Have this available for each class, and plan to mark it up extensively throughout the term. Coloured pens, crayons, markers, and/or highlighters are recommended!

3. My Practice and the DPT Model of Research. 20%

Presentation. Final details of mode TBA.

Discuss the nature of your macro-practice and a micro-practice within it that you think is suitable for dissertation research. Working with the DPT model, identify and assess a methodology that might be relevant, locate yourself theologically (e.g. Porter and Studebaker “Intro” article) and name at least one theological “partner” for your research, and explore one or two theories and the people who developed them that could be important in your research. Name any concerns or open-ended questions that may be an issue. Prepare this as both a 10-minute presentation and a written document of 1500 words.

The class will likely be divided into small groups. Post your presentations on A2L. All students in the small group will respond to each member in your group. Responses are to be thoughtful and insightful observations, challenges, and questions that would help a fellow student to refine their thinking or the possible direction of their research. The presenter should follow up and show that they are reading and responding appropriately to their peers. Groups will consist of approximately 3–4 participants (TBA early in the term).

DUE: October 20 by 11:59 p.m.

4. Exploratory Dissertation Proposal. 40%.

Written document in two versions, early and revised. Word Count: 5000–6000 words (applies to both versions, and includes all words in the document: title page, footnotes, and bibliography).

This assignment involves researching and writing an early version and a final revised version of what a dissertation proposal looks like. This is not your actual dissertation proposal

(which takes place only under the guidance of your own supervisor) but will give you much-needed experience with the various components of a dissertation proposal and how to construct one cohesively. This assignment includes two submissions: one is an early version, which will be distributed to members of a small group who will read and respond to it as peer reviewers. After your own further reflection and revision, you will submit the revised version for final grading. The process of peer reviews is done online, but format TBA. All aspects of this assignment (early version, peer reviews of others in your group, and your revised version) are required for the 40% grade in the course.

You will need to choose a suitable research methodology that will help you to accomplish your goals in doing research on your practice. This is what helps you gather your data for your dissertation but is also what helps you to evaluate the validity of your data, so this is critical work. A simple analogy: if you wanted to make cookies that looked like stars but only had a cookie cutter that formed triangles, it would be unlikely that people would think your cookies looked like stars. So it is with a research methodology. You must choose a methodology that will help you to achieve an outcome along the lines of what you are hoping to discover and show.

You will also need to identify a theoretical perspective and a theological framework, and each should be identifiable through the work of a specific theologian/scholar. Show how these various components work with the DPT standard model or the instructor's revised model of DPT research.

Follow the most recent DPT Dissertation Project Proposal Application, downloaded from the MDC website, as your guide for this assignment. Search for Current Students / Resources and Forms / Forms by Program / DPT. Both versions must comply with the MDC Style Guide.

DUE: Early Version, Monday, November 10 by 11:59 p.m. Submit through A2L.

DUE: Revised Version, Monday, December 1 by 11:59 p.m. Submit through A2L.

5. Final Reflection on Learning – Informal Presentations. There is no grade assigned for this final assignment, but your participation is required for completion of the course. This will take place on the final day of the course. Come prepared to briefly and informally share something that you learned in the course and how it has impacted you personally and professionally.

TENTATIVE COURSE SCHEDULE

Note that this schedule is subject to change, as necessary.

Week	Date	Theme	Readings / Assignments
1	Monday, Sept 8	Where Are We, Who Are We, and What Are We Doing?!	DUE: Post Personal Intros on Padlet Read: Adler, <i>How to Read a Book</i> (read this prior to the course beginning) Read: Cahalan and Mikoski, <i>Opening the Field of Practical Theology</i> , sections TBA Style Guide Scavenger Hunt #1 - TBA
2	Sept 15	The Nature of Practical Theology and How and Why We Research It. The "So What?" Question. Practice-Led Research (PLR). Macro- and Micro-Practices Discussions: Who am I in light of (or in spite of) what I do?	Read: Swinton and Mowat, <i>Practical Theology and Qualitative Research</i> , vii–94 Read: Ferguson, <i>Practice-Led Theology</i> , 1–157 Style Guide Scavenger Hunt #2 - TBA
3	Sept 22	Methodology as a Lens: What Do You See? Paradigms and Methodologies	Read: Porter and Studebaker, "Method in Systematic Theology." (Locate yourself.)

		What Is “Doing Research”? Discussions: What is your macro-practice? What is one of your micro-practices that would merit investigation? Do you know of a suitable methodology?	Read: Kuhn, <i>The Structure of Scientific Revolutions</i> . Padlet: Style Guide Scavenger Hunt #3 - TBA
4	Sept 29	Exploring the Dissertation Project – Part 1: Overview Intro to: TCPS 2: CORE-2022 (Course on Research Ethics)	Read: Bennett, <i>Invitation to Research</i> Read: Ward, “Theology and Qualitative Research” Style Guide Project #1 – journal articles, books, and chapters in books. DUE: Practical Theology and the Nature of Practice-Led Research Paper.
5	Oct 6	Exploring the Dissertation Project – Part 2: Detailed Analysis	Read: Miller-McLemore, <i>Wiley Blackwell Companion</i> , 89–265. Style Guide Project #2 – punctuation
NO CLASS	Oct 13	[Thanksgiving and Reading Week]	NO CLASS
6	Oct 20	Exploring the Dissertation Project – Part 3: General Discussions	DUE: My Practice and the DPT Model of Research (presentation – mode TBA). Style Guide Project #3 – bibliography
7	Oct 27	Exploring the Dissertation Project – Part 4: Making Appropriate Choices	Style Guide Project #4 – footnotes
8	Nov 3	Exploring the Dissertation Project – Part 5	Style Guide Project #5 – pages, headings
9	Nov 10	Drafts of Dissertation Proposals	DUE: Early Version of Exploratory Dissertation Proposal Style Guide Project #6 – TBA.
10	Nov 17	Peer Reviews	Style Guide Project #7 – TBA.
11	Nov 24	Peer Reviews	DUE: Final Style Guide Project TBA.
12	Dec 1	Publishing Your Dissertation	DUE: Final Version of Exploratory Dissertation Proposal
13	Dec 8	Final Reflection on Learning - informal presentations	Due: Course Learning Reflections in-class

Communication and Office Hours

Please contact me by email: porterw@mcmaster.ca I will try to be back in touch with you during normal office hours. I may not be available on evenings or weekends. My office hours will be posted by the beginning of the term. I am available in some cases for in-person meetings in my office at MDC, and in other cases, only by Zoom. If you cannot fit within my office hours, we can discuss a possible time that works for both of us.

The Use of A2L (Avenue to Learn)

It is *your responsibility as a student* to log into A2L regularly to check for announcements, course content, course activities, etc., or to find folders where you are to upload assignments (where appropriate).

Illness and Emergencies

Please be in touch with me as soon as possible by email if an illness or emergency means that you cannot attend a class. In some instances, you will be able to make up what you missed,

perhaps get notes from others in the class, but you may simply miss important material or interactions that impact your later assignments or general learning. Be in touch *immediately* if there is a serious reason that would prevent you from being present for a class presentation or formal in-class response to another student's work, etc. Meanwhile, the quality of our class community depends on your presence and participation, so do everything possible to be there for each class.

Inclement Weather Policy

Weather is, well, weather! And in southern Ontario, we have weather! It can be unpredictable, and yet also very predictable. For instance, snow in the winter might mean that the entire campus is shut down. In that case, or in other weather emergencies, we will discuss options for the class, as needed, specifically for those who attend in person. Where weather or other situations also impact the internet, we will assess and address these at the time.

Academic Honesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents. Please consult the relevant MDC Student Handbook for expected process and procedures.

A special note about AI: You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you with your English grammar, usage, and mechanics, especially if English is not your native language. However, using AI to create content for you and then submitting that content as if you created it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the Academic Honesty policy (see above).

Online Attendance: Presence and Meaningful Participation

Presence and participation in this course are expected. A student's level of presence and participation in the course will impact how well they do in the course. Low levels of presence and participation tend to translate to low grades; mediocre presence and participation tend to translate to mediocre grades; and high levels of presence and participation tend to translate to higher grades.

Online Etiquette

It is critical in any MDC class that students show respect for classmates and the instructor. This is even truer in the online environment because many of the non-verbal cues that we use to

interpret what a person is communicating to us are not present online (except, perhaps in video posts). Therefore, it is especially critical that we be mindful of how our words will be interpreted by those who are reading them. As the instructor of the course, it is my responsibility to monitor communications to ensure that all students feel comfortable expressing their views in a respectful manner. Disagreements must be discussed and negotiated in a respectful manner. This applies to individual and group communications involving the instructor and the others enrolled in the course. Instructors reserve the right to ask students to take a step back to allow others discussion time if they think that an individual is dominating the discussion, either online or in person. Students who violate these guidelines may be dismissed from class.

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

MDC Style Guide

All members of the MDC academic community are expected to become familiar with and work within the parameters of the writing style that we have adopted as our writing-style template. Periodically small details may be revised for increased consistency, so you need the most recent version from the MDC website, but most of the details of how to format (that is, how to present) your writing, how to make footnotes and bibliography consistent, etc., remain the same from year to year. Students must follow this required guide. Students may lose marks on assignments, or have them sent back without any grade, because they did not pay attention to this. Make it a priority early in your time as an MDC student to learn this and follow it attentively.

<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

Deadlines and Late Submission Penalty

Assignments are due on the date and by the time indicated, after which they are considered late. Late assignments may be docked incrementally up to 2% per calendar day. Submit assignments electronically to Avenue to Learn, or, if advised by the professor, directly by email. If there are serious issues that could prevent your timely or successful completion of assignments, contact the professor immediately to discuss possible alternatives. Be proactive. Do not leave this to the

last minute.

Disclaimer

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions as necessary.

Selected Bibliography. This bibliography includes the required books listed above along with a range of books or articles that discuss methods, approaches, and critical knowledge for practice-led research, as well as broader works on practical and/or pastoral theology.

- Adler, Mortimer J., and Charles Van Doren. *How to Read a Book*. New York: Simon & Schuster, 1972 [1940]. Available as library e-book.
- Anderson, Ray S. *The Shape of Practical Theology: Empowering Ministry with Theological Praxis*. Downers Grove, IL: InterVarsity, 2001.
- Attride-Stirling, Jennifer. "Thematic Networks: An Analytical Tool for Qualitative Research." *Qualitative Research* 1.3 (2001) 385–405.
- Ballard, Paul, and John Pritchard. *Practical Theology in Action: Christian Thinking in the Service of Church and Society*. 2nd ed. London: SPCK, 2006 [1996].
- Bass, Dorothy C., and Craig Dykstra, eds. *For Life Abundant: Practical Theology, Theological Education, and Christian Ministry*. Grand Rapids, MI: Eerdmans, 2008.
- Bennett, Zoë, and Elaine Graham. "The Professional Doctorate in Practical Theology: Developing the Researching Professional in Practical Theology in Higher Education." *Journal of Adult Theological Education* 5.1 (2008) 33–51.
- Bennett, Zoë, Elaine Graham, Stephen Pattison, and Heather Walton. *Invitation to Research in Practical Theology*. London: Routledge, 2018. Available in PDF through library.
- Bennett, Zoë. "Theology and the Researching Professional: The Professional Doctorate in Practical Theology." *Theology* 112.869 (2009) 333–43.
- Biggs, Michael A. R., and Daniela Buchler. "Rigor and Practice-Based Research." *Design Issues* 23.3 (2007) 62–69.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. *The Craft of Research*. 4th ed. Chicago: University of Chicago Press, 2016 [1995].
- Branson, Mark Lau, and Juan F. Martínez. *Churches, Cultures, and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove, IL: IVP Academic, 2011.
- Braun, Virginia, and Victoria Clarke. "Using Thematic Analysis in Psychology." *Qualitative Research in Psychology* 3 (2006) 77–101.
- Browning, Don S. *A Fundamental Practical Theology: Descriptive and Strategic Proposals*. Minneapolis, MN: Augsburg Fortress, 1991.
- Browning, Don S., ed. *Practical Theology: The Emerging Field in Theology, Church, and World*. San Francisco: Harper & Row, 1983.
- Cahalan, Kathleen A., and Gordon S. Mikoski, eds. *Opening the Field of Practical Theology: An Introduction*. Lanham, MD: Rowman & Littlefield, 2014.
- Cahalan, Kathleen, A., Edward Foley, and Gordon S. Mikoski, eds. *Integrating Work in Theological Education*. Eugene, OR: Pickwick, 2017.
- Cameron, Helen, and Catherine Duce. *Researching Practice in Ministry and Mission: A Companion*. London: SCM, 2013.

- Cameron, Helen, Deborah Bhatti, Catherine Duce, James Sweeney, and Clare Watkins. *Talking about God in Practice: Theological Action Research and Practical Theology*. London: SCM, 2010.
- Cameron, Helen, Philip J. Richter, Douglas Davies, and Frances Ward, eds. *Studying Local Churches: A Handbook*. London: SCM, 2005.
- Cameron, Helen. *Resourcing Mission: Practical Theology for Changing Churches*. London: SCM, 2010.
- Candy, Linda. "Practice Based Research: A Guide." *Creativity and Cognition Studios (CCS) Report 1* (2006). 19 pages, no page numbers. Published by University of Technology, Sydney. <http://www.creativityandcognition.com/resources/PBR%20Guide-1.1-2006.pdf>
- Capps, Donald. "Methods, Models, and Scholarly Types: Reflections on Thesis and Dissertation Writing in Pastoral Theology." *Pastoral Psychology* 63 (2014) 551–60.
- Carlin, Andrew P., and Younhee H. Kim. "Teaching Qualitative Research: Versions of Grounded Theory." *The Grounded Theory Review* 18.1 (2019) 29–43.
- Costley, Carol, and Nicola Pizzolato. "Transdisciplinary Qualities in Practice Doctorates." *Studies in Continuing Education* 40.1 (2018) 30–45. Published by Routledge.
- Creswell, John W. *30 Essential Skills for the Qualitative Researcher*. Los Angeles: Sage, 2016.
- Creswell, John W. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Thousand Oaks, CA: Sage, 1993. [Later ed, 2003.]
- Davies, Charlotte Aull. *Reflexive Ethnography: A Guide to Researching Selves and Others*. 2nd ed. London: Routledge, 2008 [1998].
- Dreyer, Jaco S. "Practical Theology and the Call for the Decolonisation of Higher Education in South Africa: Reflections and Proposals." *HTS Theological Studies* 73.4 (2017) 1–7.
- Engler, Steven, and Michael Stausberg, eds. *The Routledge Handbook of Research Methods in the Study of Religion*. 2nd ed. London: Routledge, 2022 [2011].
- Ferguson, Neil K. *Practice-Led Theology: A Model for Faith-Based Research*. McMaster Studies in Practical Theology. Eugene, OR: Pickwick, 2024.
- Forrester, Duncan B. *Truthful Action: Explorations in Practical Theology*. Edinburgh: T. & T. Clark, 2000.
- Forrester, Duncan B., ed. *Theology and Practice*. London: Epworth, 1990.
- Gerkin, Charles V. *The Living Human Document: Re-Visioning Pastoral Counseling in a Hermeneutical Mode*. Nashville, TN: Abingdon, 1984.
- Gerkin, Charles V. *Widening the Horizons: Pastoral Responses to a Fragmented Society*. Philadelphia, PA: Westminster, 1986.
- Graham, Elaine, Heather Walton, and Frances Ward. *Theological Reflection: Methods*. London: SCM, 2005.
- Graham, Elaine. "On Becoming a Practical Theologian: Past, Present, and Future Tenses." *HTS Theological Studies* 73.4 (2017) 1–9.
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Journals to peruse for relevant articles:

- International Journal of Practical Theology*, published by DeGruyter (available through MMU)
- McMaster Journal of Theology and Ministry*, published by McMaster Divinity College (online)
- Practical Theology*, published by Taylor & Francis (available through MMU)