

**Birte Löw: Perspectives on Religious Education at comprehensive schools. A qualitative interview study (at so-called ‚Oberschulen‘ and ‚Integrierte Gesamtschulen‘)
[Perspektiven für religiöse Bildung an neuen Sekundarschulformen. Eine qualitative Interviewstudie an Oberschulen und Integrierten Gesamtschulen aus religionspädagogischer Sicht, Universitätsverlag Göttingen, Göttingen 2020.]**

Content

- 1 Introduction

- 2 Conceptual framework and identification of requirements
 - 2.1 Empirical studies on children and youth
 - 2.2 Comprehensive schools in the perspective of Educational Science
 - 2.3 Comprehensive schools in the perspective of Religious Education
 - 2.4 Religious Education: latest discussions and empirical studies
 - 2.5 Religious Education in school life
 - 2.6 Conclusions for this study

- 3 Methodology
 - 3.1 Aim of the study
 - 3.2 Research approach and methods
 - 3.3 Methodological justifications
 - 3.4 Methodological reflections

- 4 Empirical results
 - 4.1 School portraits
 - 4.2 Synopsis

- 5 Discussion: Religious Education at comprehensive schools

- 6 A Look Ahead

- 7 Bibliography

- 8 Appendix

Summary

The dissertation deals with perspectives on Religious Education at German comprehensive schools which were created during the 2010s. The empirical study is based on interviews with teachers and school principals at so-called 'Oberschulen' and 'Integrierte Gesamtschulen' in Lower Saxony (2015-2018). The study provides results to a neglected area of research: many studies on Religious Education or Educational Science look at grammar schools. Therefore, it seems important to focus on these new comprehensive schools.

The interview study searches for conditions and potentials of Religious Education at the referred types of school. It especially focuses on models for Religious Education as a school subject, successful activities regarding 'Religion and school life' ['Religion im Schulleben', Bernd Schröder] as well as on characteristics of these new comprehensive schools. Besides, it combines both questions on Religious Education as a subject and on school development. The study creates starting points for diverse discourses and target groups.

The main part deals with the analysis of the empirical data (chapter 4), consisting of five school portraits and a synopsis. Beforehand there is a sifting through publications of related topics to identify specific characteristics of this new type of school as well as research gaps (chapter 2). Chapter 3 is about methodological reflections. Finally, the empirical results are discussed with the results of other studies (chapter 5), which is followed by a short look ahead (chapter 6).

The study is based on data which was gathered during the evaluation of a church pilot project. The pilot project made it possible to access authentic material, which is a distinguishing feature of the study. The database consists of 17 interviews, which were analyzed by qualitative content analysis. The research approach is open and descriptive.

The author assumes that Religious Education should remain part of school, but that it is time to modify some approaches and activities due to changing social conditions.