

Contents

1	Introduction	1
1.1	Young People, Islam and Digital Media	1
1.2	Structure	5
2	Media and Religion. Selected Theoretical Perspectives	7
2.1	<i>Onlife</i> . The World on Site	7
2.2	Digital Religion	10
2.2.1	Development of the Research Field	10
2.2.2	Between Online and Offline Practices	15
2.2.3	Enabling Third Spaces	16
2.2.4	Polymedia and Hypermedia Spaces	18
2.2.5	Digital Media and Hybrid Religiosity	21
2.2.6	Hypermediated Religion and Social Distancing	23
2.3	Digital Islam	25
2.3.1	Diaspora and Virtual <i>Ummah</i>	25
2.3.2	<i>Cyber Islamic Environments</i> —Outline of a Research Field	27
2.3.3	Media Images of Islam	28
2.3.4	<i>Cyber Muslims</i> and the Renegotiation of Religious Authority	31
2.4	Social Media and Young People’s Constructions of Identity	37
3	Research Design and Methodolgy	49
3.1	Methodological Approach	49
3.1.1	Preliminary Considerations	49

3.1.2	Objectives and Guiding Questions	51
3.1.3	Data Collection and Sampling Strategies	52
3.1.4	Research Design and Evaluation Steps	56
3.1.5	Inductive Theory Development	60
3.2	Challenges	61
4	Media and Everyday Religious Practice—Results of Interviews	63
4.1	Media Images of Islam and Border-Marking Religiosity	64
4.1.1	Introduction	64
4.1.2	Two Case Studies	66
4.1.3	Thematic Evaluation	89
4.1.4	Conclusion: Boundary-Marking Religiosity	121
4.2	Media Images of Islam and Dynamic-Reflexive Religiosity	124
4.2.1	Introduction	124
4.2.2	Two Case Studies	125
4.2.3	Thematic Evaluation	142
4.2.4	Conclusion: Dynamic-Reflexive Religiosity	157
4.3	Media Images of Islam and Individual-Subjective Religiosity	158
4.3.1	Introduction	158
4.3.2	Two Case Studies	160
4.3.3	Thematic Evaluation	172
4.3.4	Conclusion: Individual-Subjective Religiosity	183
5	Religiosity in the Digital Transformation	185
5.1	Summary and Reflection	185
5.2	<i>Snap Religiosity</i> : ad hoc Reactions and Religious Sampling	190
5.2.1	A Case Study	191
5.2.2	Religious Sampling and Situational Self-Designs	200
5.3	<i>Chat Religiosity</i> : Interactive Construction of Religious Orientation	205
6	Practical and Pragmatic Conclusions	209
6.1	The Pedagogical/School Perspective	209
6.1.1	The Relevance of a Change of Perspective: School as a Place of Reflection	209
6.1.2	<i>A School of the Future</i> : Diversity as a Learning Opportunity and Educational Resource	211
6.1.3	A Pedagogy of Diversity	212
6.2	A Religious Education Perspective	215

6.2.1	What Can Theology Learn from Its Students?	215
6.2.2	Islamic Religious Education	216
References		219