



加拿大華人神學院  
Canadian Chinese School of Theology



**TYNDALE**  
• SEMINARY •

## Course Syllabus Fall 2017

PRINCIPLES FOR TEACHING AND LEARNING  
教與學的基本原理  
CHED CM12 X1

SEPTEMBER 15<sup>TH</sup> – NOVEMBER 21<sup>ST</sup>, 2015 (3 WEEKENDS)  
(SEPTEMBER 15<sup>TH</sup> – 16<sup>TH</sup>, OCTOBER 27<sup>TH</sup> – 28<sup>TH</sup>, DECEMBER 1<sup>ST</sup> – 2<sup>ND</sup>, 2017)  
FRIDAY: 6:30PM – 9:30PM; SATURDAY: 9:00AM – 4:00PM

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Office Hours: (by appointment)

To access your course material, please go to <http://classes.tyndale.ca>. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

### I. COURSE DESCRIPTION 課程簡介

This course will provide opportunity for learners to understand the learning requirements of people in churches/institutions. It is designed for students to examine a variety of teaching and learning theories and principles relevant to teaching ministries, and explore how teachers/pastors can design and implement effective learning experiences in and for churches in order to make disciples. Students will explore foundational principles and theories of teaching, learning and curriculum planning, in order to best design and implement effective learning experiences in churches/institutions.

本課程將探討教導與學習的基本原則、理念及技巧，並如何在教會教育事奉的過程中應用這

些原理。學員將涉獵聖經、神學、歷史、心理學、方法學等教學基礎，並在從認識學生、課程設計、教學策略等層面來學習如何建立有果效的教會教導事工。

## II. LEARNING OUTCOMES 課程目的

**At the end of the course, students should be able to:**

The goal of this course is to strengthen the ability of learners to integrate their understanding of learning into their ministry practices of teaching so that they become more effective facilitators, teachers and communicators. By the end of the course, students should be able to:

1. Identify biblical principles of teaching and learning for the church and Christian institutions;
2. Analyze and evaluate the principles, practices and dynamics of selected learning theories;
3. Analyze and evaluate various philosophical, theoretical and methodological views of teaching;
4. Identify and describe current practice as a teacher/pastor with its attending assumptions, beliefs, theories and values;
5. Analyze and create principles and practices of learning assessment for an instructional setting;
6. Explore and create teaching strategies and methodologies that can enhance effective learning experiences in churches/institutions.

學員在完成本科目後將可以：

- 掌握在教會或機構中進行教導與學習的聖經基礎；
- 了解及評價不同學習理論的原則、應用及其影響；
- 了解及評價不同的教導哲學、原理及方法；
- 掌握及了解其個人作為教師或牧者的個人假設、信念、理論及價值觀；
- 了解並建立個人在教學過程中進行學習評估的原理與實踐方法；
- 在教會或機構中建立及發展能增強學員學習果效的教導策略與方法。

## III. COURSE REQUIREMENTS 課程要求

### A. REQUIRED READING 必讀課本

1. LeFever, Marlene. 1995. *Learning Styles*. Colorado Springs, CO: David C. Cooks.

李菲兒著，《引爆學習 Very Match》。台灣：中國主日學協會，2004。

2. Palmer, Parker J. 2016. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*.

(Chinese translation) Taiwan: Psychological Publishing Company.

Palmer, Parker J.著，藍雲、陳世佳譯。《教學的勇氣：探索教師生命的內在視界》。台北：心理出版社，2016。

3. Chen, Ching-Yun Huang. 2011. *Handbook for Effective Bible Teaching*. Taiwan: China Sunday School Association.

黃慶雲著，《聖經教學實用手冊》。台灣：中國主日學協會，2011。

### **B. SUPPLEMENTARY / RECOMMENDED READING 推薦閱讀書目**

(See Selected Bibliography below 參看附加書目)

### **C. ASSIGNMENTS AND GRADING 作業及評核**

The following assignments are to be completed as described below by the dates.

#### **Required Assignments Summary – 100%**

- |  |                   |
|--|-------------------|
| 1. Annotation: Book Reports 閱讀反省報告– 24%      | Due: Oct 16, 2015 |
| 2. Course Design & Presentation 課程設計及演試– 30% | Due: Nov 20, 2015 |
| 3. Research Paper 研究專文– 36%                  | Due: Dec 4, 2015  |
| 4. Classroom participation 課堂參與– 10%         |                   |

#### **Annotation - 24%**

Annotation of the three texts.

在閱讀三本課本後，就其內容作出具批判思考的反省，並就每一課本撰寫不多於三頁的個人反省回應。

#### **Course Design and Presentation – 30%**

Design a course of 6 sessions that can be used in a local church setting. It can be a training course, a discipleship group training or any other type of courses. A list of requirement will be given by instructor. The design should show that the students understand the theories and principles of this Course. Students also need to give a 15 minutes presentation of the introduction of the course.

按講師提供的課程設計要求，設計出一個可以在教會進行的訓練班、門徒訓練或其他課程。課程內容必須顯示學員掌握及應用課堂所教授的理論，整個課程設計為六課。學員需要在課堂中演試一個十五分鐘的課程導論。

#### **Research Paper – 36%**

A Research Paper (8–10 pages in Chinese) is required. A list of topics will be given for students to choose. The paper will be evaluated on the internal consistency, clarity and style of work, the

development of actual analysis and the conclusion, and the reference list. The conclusion should come out from analyzing different theories and thoughts about the chosen topic, instead of merely stringing notes together from books found in the library or merely presenting student's own thoughts. Please beware that plagiarism will not be tolerated.

按講師在課堂中派發的題目中選取一個(或按個人興趣自選一個題目，但必須獲講師批准)，撰寫一篇 8 至 10 頁的研究專文。內容以華人教會為研究方向為最理想，但不一定需要。學員需注意文章的內容必須為個人研究的結果，抄襲書本或別人研究成果是嚴重違反誠信的行為，本院將按章處理一切剽竊行為。

#### ***D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK 呈交作業的一般性準則***

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

#### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

學生有須詳讀學科日曆，明瞭學術誠信，性別區分之用詞，恰當適用於學術性文章，延期或遲交的作業，學科的評分及作業的交還皆須預知遵守。有關學科日曆在網上可查詢。

#### ***E. SUMMARY OF ASSIGNMENTS AND GRADING 課程分數總結***

Evaluation is based upon the completion of the following assignments

Annotation 反省閱讀報告	24%
Course Design & Presentation 課程設計與演試	30%
Research Paper 研究專文	36%
Classroom participation 課堂參與	10%
Total 總分	<b>100%</b>

## F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE 課程進度表

Day 1-2	Introduction: What is teaching? What is learning? 導論：甚麼是教導？甚麼是學習？ Biblical Theology of Teaching & Learning 教與學的聖經神學基礎 Basic Learning principles 基礎學習原理 Learning Styles 學習方式/風格	Friday, Sept 25 Saturday, Sept 26
Day 3-4	Basic Teaching principles 基礎教導原理 Christian Teaching (2): Teaching 教學方法 Multiple Intelligence & Teaching 多元智能與教導	Friday, Oct 16 Saturday, Oct 17
Day 5-6	Critical Reflective Teaching 批判反思式教學 Growing as a Teacher 教師的成長 Presentation 學員演試	Friday, Nov 20 Saturday, Nov 21

## V. SELECTED BIBLIOGRAPHY 參考書目

- 區應毓等。《教育理念與基督教教育觀》。多倫多：加拿大福音證主協會，2005。
- 鄒永恒著。《活學、活教、建立主門徒》。香港：華人聖經教導推行會，2014。
- 林來慰、成曾淑儀編。《生命的培育：信徒全面培育研究會彙報》。香港：世界華人福音事工聯絡中心，1991。
- 韋賀特著。黃碩然譯。《基督教教育與生命塑造》。香港：福音證主協會，1999。
- 吳梓明編。《邁向九十年代的基督教宗教教育》。香港：華人基督教宗教教育促進會，1990。
- 黃碩然編。《提升生命素質的培育》。香港：華人基督教宗教教育促進會，2001。
- 黃碩然。〈教會教導事工的危機與轉機〉。周建華主編。《教牧分享》2008年9月號。香港：世界華人福音聯絡中心，2008。
- 傅理樂著。黃懋昇譯。《教學與訓練的設計》。香港：浸信會出版社，1984。
- 雷譚淑明。〈廿一世紀基督教教育的挑戰〉。《中國神學研究院院訊》第237期(1997年5月)。香港：中國神學研究院，1997。
- 蕭克諧。《基督教宗教教育概論》。二版。香港：道聲出版社，1989。
- 譚天佑。《教會教育事工簡介》。香港：天道書樓，1983。
- 蘇文隆主編。《改變生命的基督徒教育》。洛杉磯：台福傳播中心，2004。
- Anthony, Michael J. ed. 2001a. *Evangelical Dictionary of Christian Education*. Grand Rapid, MI: Baker Book House,.
- Anthony, Michael J. ed. 2001b. *Introducing Christian Education*. Grand Rapid, MI: Baker Academic.
- Bloom, Benjamin S. ed. 1956. *Taxonomy of Educational Objectives, the Classification of Educational*

*Goals: Handbook I Cognitive Domain*. New York: Longman.

Brookfield, Stephen D. 1995. *Becoming a Critically reflective teacher*. San Francisco, CA: Jossey-Bass Publishers.

Clark, Robert E., Lin Johnson, and Allyn K. Sloat. 1991. *Christian Education: Foundations for the Future*. Chicago, IL: Moody Press.

Cranton, Patricia. 1994. *Understanding and Promoting Transformative Learning: A Guide for Educators of Adults*. San Francisco: Jossey-Bass.

Dejong, Norman. 1979. *Education in the truth. Philipsburg*. NJ: Presbyterian and Reformed Publishing Co.

Eisner, Elliot W. 2002. *The Educational Imagination: On the design and evaluation of school programs*. 3rd ed. Upper Saddle River, NJ: Merrill Prentice Hall.

Estep, James R. Jr., Michael J Anthony & Gregg R. Allison. 2008. *A Theology for Christian Education*. Nashville, TN: B & H Publishing Group.

Everist, Norma C. 2002. *The Church as Learning Community*. Nashville, TN: Abingdon Press.

Knowles, Malcolm S. 1980. *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Englewood Cliffs, NJ: Prentice Hall/Cambridge.

Kratwohl, David, Benjamin Bloom, & B.B. Masia. 1964. *Taxonomy of Educational Objectives, the Classification of Educational Goals: Handbook II Affective Domain*. New York: McKay.

Gangel, Kenneth O. 1989. *Feeding and leading*. Grand Rapids, MI: Baker Book House.

Gangel, Kenneth O., & James C. Wilhoit. 1993. *The Christian educators handbooks on adult education*. Wheaton, IL: Victor Books.

Harold Burgess. 1996. *Models of Religious Education*. Wheaton, IL: Victor Books.

LeBar, Lois E. 1995. *Education that is Christian*. Colorado Springs, CO: Chariot Victor Publishing.

Lee, James Michael. 1971. *The shape of religious instruction*. Mishawaka, IN: Religious Education

Press.

Lee, James Michael. 1973. *The flow of religious instruction*. Mishawaka, IN: Religious Education Press.

LeFever, Marlene. 1996. *Creative Teaching Methods*. Colorado Springs, CO: David C. Cooks.

Lowe, Stephen D. & Mary E. Lowe. 2010. "Spiritual Formation in Theological Distance Education: An Ecosystems Model." *Christian Education Journal*. Series 3, Vol. 7, No. 1, 85-102.

Mezirow, Jack. 1978. "Perspective Transformation" in *Adult Education*, Vol. 28, pp.100-110.

Mezirow, Jack. 1991. *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass.

Mezirow, Jack. 1995. "Transformation Theory of Adult Learning" in *In Defense of the Lifeworld*. Edited by M. R. Welton, pp. 39-70.

Osmer, Richard R. 1990. *A Teachable Spirit: Recovering the Teaching Office in the Church*. Louisville, KY: John Knox Press.

Pazmiño, Robert W. 2001. *God Our Teacher*. Grand Rapids, MI: Baker Book House.

Pazmiño, Robert W. 1998. *Basics of Teachings for Christians*. Grand Rapids, MI: Baker Book House.

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Richard, Lawrence O. 1975. *A Theology of Christian Education*. Grand Rapids, MI: Zondervan Publishing House.

Richard, Lawrence O. and Gary J. Bredfieldt 1998. *Creative Bible Teaching*. Revised Edition. Chicago, IL: Moody Press.

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Taylor, Edward W. 1998. *The Theory and Practice of Transformative Learning: A Critical Review*. Columbus, OH: ERIC.

Tolbert, La Verne. 2000. *Teaching like Jesus*. Grand Rapids, MI: Zondervan Publishing House.

Zuck, Roy B. 1995. *Teaching as Jesus taught*. Grand Rapids, MI: Baker Book House.