



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



TYNDALE
• SEMINARY •

**Course Syllabus
Winter 2019**

Age Specific and Intergenerational Educational Ministry
AGE SPECIFIC AND INTERGENERATIONAL EDUCATIONAL MINISTRY
分齡與代際培育
CHED CM13 X1

JANUARY 25TH – MARCH 30TH, 2019
3 FRIDAYS & SATURDAYS: 6:30PM – 9:20PM (FRIDAY); 9:00AM – 4:50PM (SATURDAY)
(JAN 25&26, FEB 15&16, MAR 29&30)

INSTRUCTOR: DR. TINA LAU, PhD (劉玉茵博士)

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Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION 課程簡介

This course will explore the theory and practice of Age-specific generational and intergenerational educational ministry in the church. Attention will be given to the strength and limitation of such learning, and attempt to find the balance between the two to strengthen the bonding of different age-groups in the church as a whole.

本科目的是探討分齡及代際培育事工的理論及在教會中的實施。重點在了解分齡與代際的強與弱，並探討如何找到平衡，互補長短，以至成全教會整體成長。

II. LEARNING OUTCOMES 課程目的

At the end of the course, students should be able to 讀畢本科，學生可以：

1. Review generational characteristics and stages of spiritual formation as foundation to building up respective educational ministry in the church.
2. Understand history and practice of current church educational ministries in generational learning.
3. Examine the strength, danger and limitations of generational education ministry with reference to ecclesiastical teaching in the Old and New Testaments.
4. Be able to identify appropriate educational ministry direction for the entire faith community.

1. 檢討分齡的特性和不同年齡層的靈命成長過程，對教會培育事工的影響。
2. 了解現今教會分齡事工的發展歷史緣由。
3. 從新、舊約聖經對神子民及教會的教導，研討分齡事工對教會的好處、限制、及可能的危機。
4. 讓學員能分辨教會這個屬靈的家、可有適當培育整體信徒的模式及方向。

III. COURSE REQUIREMENTS 課程要求

A. REQUIRED READING AND TOOLS 必讀課本及工具

1. 1. Chow, Anthony. 2014. *Discipleship by Teaching & Learning – Introduction to Christian Education*. Hong Kong: Chinese Bible Teaching Ministry Ltd.
鄒永恒著，《活學、活教、建立主門徒 — 基督教教育導論》。香港：華人聖經教導推行會，2014。
2. Parrett, Gary A. and Steve S. Kang. 2009. “From Generation to Generation”, *Teaching the faith, forming the faithful: A biblical vision for education in the church*. Downey Grove, IL: InterVarsity Press. Pp 306-334,
派瑞及康著，烏霽霖譯，《教導所信，形塑信者》。新北市：中華福音神學院，2014。
347-378頁
3. Powell, Kara E. & Clark Chap. 2011. *Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids*, Grand Rapids, MI: Zondervan.
卡拉·鮑威爾及查昔曼·克拉克著，《甩不掉的信仰》，美國：台福傳播中心，2013年。
4. Choose 2 articles from 選讀以下其中2專題文章: *Christian Education Journal*, Series 3, Volume 9, No. 1. Spring 2012. NAPCE. 101-193p.

Tyndale recommends www.stepbible.com – a free and reputable online resource developed by Tyndale House (Cambridge University) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

B. SUPPLEMENTARY / RECOMMENDED READING 推薦閱讀書目

1. Allen, Holly Catterton, edited. 2018. *InterGenerate; Transforming Churches through Intergenerational Ministry*. Abilene: Abilene Christian University Press.

2. 駱玫玲著。《牧養主的 Young》。台灣：中華福音神學院出版社。2008。
Luo Mei Ling. 2008. *Nurturing the Lord's Young*. Taiwan: China Evangelical Seminary Press.
3. 陳黃家儀著。《兒童事工大覺醒》。2016. 香港：基稻田出版社。
Wong, Ka Yi. 2016. *Awakening of Children Ministry: Parents as Spiritual Coaches*. Hong Kong: Shatin Baptist Church Press.
4. Houston, James & Michael Parker. 2011. *A Vision for the Aging Church: Renewing Ministry for and by Seniors*. Downers Grove, IL: InterVarsity Press.
侯士庭、帕爾克著。《金齡教會的願景：生機盎然、更新蒙福的銀髮族事工》。2013。

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. Personal Reflection Paper 個人反省文章– 25% Due 提交日期: 2019/4/22
2. Class Project and Presentation 課堂小組報告– 35% Due 提交日期: 2019/3/29-30
3. Annotated Bibliography 研究專題書目– 25% Due 提交日期: 2019/4/22
4. Classroom participation 課堂參與– 15%

Personal Reflection Paper 個人反省文章- 25%

Write a personal reflection paper on “Impact of Generational & Intergenerational Education Ministry for Today’s Church”. Paper should reflect your learning from class, texts and related resources, as well as evaluation of churches in contact. It should be 6-10 pages with charts and data. 以“我對分齡和代際事工與今天教會信徒培育影響的反思”為題，撰寫一篇個人反省文章。文章須包括從課堂中、閱讀課本、及有關書籍的反思。長度為6-10頁，包括圖表及數據資料。

Class Project and Presentation 課堂小組報告– 35%

1. Each team (2-3 persons) will design one project whether generational or intergenerational, after Lesson 6 (2nd week of class).
 2. Each team works together as a learning experience in team-work.
 3. The project is designed to be executed in church with focus on the particulars of at least one of the team members.
 4. Each team will present their plan in class within 20 min., with one page written summary, followed by open questions and review from class for 10 min.
1. 於第六堂後，2-3人組成工作小組，共同擬訂一培育計劃，可以是分齡或代際事工計劃。
 2. 每組學習團隊精神。
 3. 以小組內其中一人教會為目標，策劃一件可在教會中實施的培育事工。
 4. 每組有20分鐘分享時間，於最後2堂內介紹，並準備一頁簡介，於堂內派給各出席者。

Annotated Bibliography on Specific Age Group 研究專題書目– 25%

Prepare an annotated bibliography of resources of particular age group ministry in relation to entire church believers development. At least 50 books and articles on the specific topic, with review comments of each title. (25%)

擬訂一特定年齡層對象，搜集至少50份有關此題材之書籍、專文，並對每項撰寫簡評。

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must **contact** the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to **register** and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

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

Evaluation is based upon the completion of the following:

Personal Reflection Paper個人反省文章	25%
Class project and presentation考察報告	35%
Annotated Bibliography研究專題書目	25%
Classroom participation課堂參與	15%
Total 總分	100%

F. 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 學術誠信

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 are encouraged to consult [writing resources](#).

Students should also 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.

學生有須詳讀學課日曆，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。

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. COURSE EVALUATION 課程評估

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 link can also be found in the left column on the course page. 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, CONTENT AND REQUIRED READINGS 課程進度及內容

Date 日期	Time時間	Lesson /Topics 題目	
Jan. 25 (F)	6:30-9:20pm	#1 Generational characteristics 年齡層特性	
Jan. 26 (Sa)	9:00am-12:30pm 1:30-4:50pm	#2 Spiritual formation across generations. 各年齡層靈命培育 #3 Challenges of generational ministry of NA Chinese churches 北美教會於年齡培育事工的挑戰	
Feb. 15 (F)	6:30-9:20pm	#4 Biblical and theological understanding of faith community 聖經神學中的對信仰群體的教會觀	
Feb. 16 (Sa)	9:00am-12:30pm 1:30-4:50pm	#5 cont. Biblical and theological understanding of faith community 續~聖經神學中的對信仰群體的教會觀 #6 Developing generational ministry-Class projects 年齡培育事工的的策進及分組計劃	
Mar. 29 (F)	6:30-9:20pm	#7 Building a learning community 建立群體的培育	
Mar. 30 (Sa)	9:00am-12:30pm 1:30-4:50pm	#8 Presentation and Discussion of Class projects 各小組分享及檢討 #9 Concluding remarks 總結	

V. SELECTED BIBLIOGRAPHY 附加書目

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

See supplemental reading 參考推薦閱讀書目