



TYNDALE

• SEMINARY •

Course Syllabus

FALL 2017

LEARNING TO TEACH & TEACHING TO LEARN¹

CHED 0552

SEPTEMBER 12 – DECEMBER 5, 2017

TUESDAYS, 2:15 – 5:05 PM

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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

Theologian Edward Farley notes that “any movement which is to survive over time must discover the means of transmitting itself to future generations.”² The church should be concerned with Christian education (CE) not just for its survival, but also for discipleship and mission. However, many pastors and ministry leaders do not fully grasp the importance of CE, and often lack basic teaching and curriculum theory.

This course provides a vision for CE in discipleship and mission of the church and seeks to understand some of its major challenges today. Drawing from key passages in scripture and the wider field of educational theory, learners will develop a biblical theology of CE, be familiar with some key pedagogical theorists, reflect on the character

¹ The catchy title for this course is taken from one of the courses offered at Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) where I was visiting scholar in 2000-01. The content of this course is my own.

² Edward Farley, “Can Church Education be Theological Education?” In J. Astley, L. J. Francis and C. Crowder (Eds.), *Theological Perspectives on Christian Formation* (Grand Rapids, MI: W.B. Eerdmans Publishing Company, 1996), pp. 31-44.

of the teacher, study Jesus' model of teaching, experiment with and evaluate different creative teaching approaches. The goal is to build strong theological and educational foundations for effective CE and discipleship in church and mission.

This course seeks to meet the Master of Divinity learning outcome #4: "To develop & hone skills for theologically reflective ministry practice in its various forms."

II. LEARNING OUTCOMES

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

1. Understand a biblical theology of CE, see its role in the life and mission of the church and some of its challenges today.
2. Develop a "spirituality of teaching" based on readings and reflective journals on the life of a teacher and teaching acts.
3. Appreciate some of the major emphases in Jesus' model of teaching and their applications to CE.
4. Develop a working knowledge of some important educational theorists (inside and outside of the Church) and experiment with a variety of teaching methods through a "creative teaching lab" (for children, youth or adults).

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Morgan, Alison. *Following Jesus: The Plural of Disciple is Church*. Sommerset, UK: ReSource, 2015.

Palmer, Parker. *The Courage to Teach*. Hoboken, NJ: John Wiley & Sons, 1998/2007.

Tye, Karen B. *Basics of Christian Education*. Atlanta, GA: Chalice Press, 2000.

LeFever, Marlene D. *Creative Teaching Methods*. 2nd Edition. Colorado Springs, CO: David C. Cook Publishing, 1996/2004.

Selected Articles (on Moodle resource page- <http://class.tyndale.ca>)

B. RECOMMENDED READING

Brown, Jeannine K., Carla M. Dahl and Wyndy Corbin Reuschling, *Becoming Whole and Holy: An Integrative Conversation about Christian Formation*. Grand Rapids, MI: Baker Academic, 2012.

Brown et al. argue against age-based, segregated learning in CE, with support from scripture, education and developmental theories.

Groome, Thomas H. *Will There Be Faith? A New Vision for Educating and Growing Disciples*. Harper One, 2011.

We will be studying Groome's "shared Christian praxis" approach to teaching, which first appeared in his *Christian Religious Education* (HarperSanFrancisco/ Jossey-Bass, 1980/1999). "Shared Christian praxis" remains in this book, but is discussed in the larger context of Christian religious education, in Roman Catholic tradition.

Galindo, Israel. and Marty C. Canaday, *Planning for Christian Education Formation: A Community of Faith Approach*. St. Louis, MS: Chalice Press, 2010.

Galindo and Canaday deal with the practical implications of organization and administration for effective CE at a congregational level.

Parrett, Gary A. and S. Steve Kang, *Teaching the Faith, Forming the Faithful*. Downers Grove, IL: IVP Academic, 2009.

A good, basic text on CE from an evangelical perspective.

Williams, Cassandra D. Carkuff. *Learning the Way: Reclaiming Wisdom from the Earliest Christian Communities*. Durham, NC: Alban Institute, 2009.

An interesting look into how the church has formed disciples from its earliest days, with implications for CE today.

C. ASSIGNMENTS AND GRADING

1. Reflective Journals (4 X 9 % = 36 % of final grade).

Every two weeks, you will write a journal, reflecting critically on the meaning of concepts learned and seeking to integrate insights into your ministry context.

Each "journal" should include the following:

- (a) Outline one major theme in the chapters assigned for Tye, Morgan, Palmer and LeFever, with referenced quotes (this should be a major theme in the chapter, not a minor point or illustration).
- (b) Discuss strengths/limitations AND one application for your teaching context.

This assignment replaces the book reviews for this course.

Length:

2 pages (single-spaced), submitted via Moodle by 12 midnight on the due dates.

Due dates: Sept. 26; Oct. 10, 31; Nov. 14

Grading criteria: as above.

Note: For Journal #1, reflect on Tye, Morgan, Farley and Robinson. For Journals #2-4, reflect on Tye, Morgan, Palmer and LeFever (as stated above).

2. Creative Teaching Lab (Group) (25% of final grade).

“Tell me and I’ll forget; show me and I’ll remember; involve me and I’ll know.” (Chinese proverb).

Good teaching is grounded on sound theory but the craft of teaching is developed in the context of an actual class. Working in a small group, you will develop a lesson plan using theories you learned in this course and teach a class. Be prepared for collaborative work; this group assignment will also challenge your familiar ways of working.

Use the guidelines below to prepare your lesson plan together:

- (a) The instructor will provide you with a passage of Scripture OR you can teach an aspect of discipleship from Alison Morgan, *Following Jesus* (2015).
- (b) Specify age group of your learners (children, youth, or adults).
- (c) Outline key points (Bible passage/discipleship) you want to focus.
- (d) Plan different teaching “segments” (see below).
- (e) Closing summary.

For youth or adults, your lesson plan should have a “didactic” segment (15-20 minutes, with MS PowerPoint). In addition, you need two “creative” segments to engage learners using ideas from LeFever (e.g. case study, dramatic reading, role play, music/art, discussion, etc.) or theorists we studied (Palmer, Tye, Groome, Kolb, Brookfield, Adler). Your overall lesson plan should demonstrate an awareness of at least TWO educational theorists encountered in this course (other than LeFever).

For children, you have greater freedom to organize a variety of creative teaching segments (see LeFever), but you need to demonstrate awareness of developmentally appropriate activities/theories (Piaget, Erikson).

Your class lesson should demonstrate a clear presentation of the biblical content, good engagement with the learners, with creative and educationally sound approaches.

Evaluation criteria for group “creative teaching session” (15 % of grade)

- (a) Didactic segment: How was your content presented? Were the major points clear? What theorist/s informed your teaching approach?
- (b) Creative segments: What major point/s did you seek deeper engagement with learners? What were the creative elements used? What theorist/s informed your teaching? How well did you engage the learners?
- (c) Closing summary: Was the summary succinct and clear? What 1-2 things were learners challenged to reflect more deeply and/or change in their life?

Your participation in group lesson planning will be evaluated.

Due dates: a schedule will be developed in class.

3. Gifted Teacher Project (39 % of final grade)

You will interview either a “gifted teacher” or an experienced “pastor/shepherd-teacher” (person is well known or respected for his/her teaching gift). You will ask this person to outline core values in his/her teaching vocation and how these are nurtured and expressed. The questions for this exercise is posted on Moodle.

Relate what you discover in this interview-research with comments, insights AND critical questions from Tye, Morgan, Palmer, LeFever, and class lectures/articles. Conclude with implications for your development and growth as “teacher.”

Note: Select the person you interview carefully; s/he should be experienced and recognized for teaching (not just preaching). If you interview a “pastor/shepherd-teacher,” the focus of your conversation should be on teaching and not preaching.

Length: 6-7 pages, single-spaced.

Due date: Dec. 9

Grading criteria: posted on Moodle.

D. GUIDELINES FOR THE SUBMISSION OF WORK & PENALTY FOR LATE WORK

All assignments are to be submitted via Moodle by 11:55 PM on the due date. Late work will be penalized at the rate of ONE MARK FOR EACH DAY, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor. Note that this policy is slightly different from what is in the current Academic Calendar.

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 polices 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/calendar>.

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](#). Use of footnotes is encouraged.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Reflective Journals (4 X 9 %)	36 %
Creative Teaching Lab (Group) is 15% Participation for group work is 10%	25 %
Gifted Teacher Project	39 %
Total Grade	100 %

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, CONTENT AND REQUIRED READINGS

My intention in this introductory course is to expose you to a selection of important topics in Christian education. Thus, readings and class lectures may sometimes not overlap, but this allows me to broaden learning.

September

12	Course overview & requirements Covenant, community & a culture of learning	Siew (2006) Tye Intro., 1-2 Griffiths (discuss)
19	Whither Christian Education? Discussion: Farley	Farley ³

³ All articles for class discussion will be posted on Moodle.

26	Vision for CE (biblical foundations) Discussion: Robinson & Morgan	Morgan 1-2 Robinson <u>Due</u> : Journal #1
October		
3	Teaching as Spiritual Act Creativity & Teaching Discussion: Nouwen, LeFever, Morgan	Nouwen Morgan 3-4 LeFever 1-3 ⁴
10	Jesus Master Teacher I Thomas Groome & Shared Praxis Model Discuss: Tye, Palmer	Tye 3 LeFever 4-5 Palmer Intro., 1 <u>Due</u> : Journal #2
17	Community meal @ Siew's Discussion: Movie	Palmer 2, Tye 4 LeFever 7, 9
24-27	Reading Week	
31	David Kolb, Experiential Learning Theory Learning Styles Jesus Master Teacher II Discussion: Tye, Palmer, Morgan	Tye 5-6 Palmer 3-4 Morgan 5-6 <u>Due</u> : Journal #3
November		
7	Jean Piaget, Theory of cognitive development Intergenerational learning (Guest)	LeFever 6, 8 Morgan 7
14	Erik Erikson & youth identity Discussion: Tye, Palmer, Morgan	Palmer 5-6 LeFever 10-11 Tye 7-8, postscript Morgan 8-9 <u>Due</u> : Journal #4
21	Understanding adult learners Preaching & teaching	Rowe, Kandiah Begin interview Gifted teacher Discuss: Rowe, Kandiah

⁴ Complete "teaching building" and "creativity" test at end of chapter.

28	Creative Teaching Lab	Palmer 7 LeFever 12-13
December 5	Creative Teaching Lab Wrap up Course evaluation	<u>Due:</u> Gifted Teacher, Dec. 9

V. SELECTED BIBLIOGRAPHY

Children

2008. Allen, Holly Catterton, (ed.) *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. (Eugene, OR: Cascade)
2008. Moore, Walker. *Rites of Passage Parenting: Four Essential Experiences to Equip Young Kids for Life* (Nashville, TN: Nelson)
2007. Marty, Martin E. [*The Mystery of the Child*](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)
2005. Greene, Sheila (editor). [*Researching Children's Experience*](#) (Thousand Oaks, CA: Sage Publications)
2005. May, Scottie, Beth Posterski, Catherine Stonehouse and Linda Cannell. [*Children Matter: Celebrating Their Place in the Church, Family, and Community*](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)
2005. Mercer, Joyce Ann. [*Welcoming Children: A Practical Theology of Childhood*](#) (Chalice Press).
2004. Beckwith, Ivy. [*Postmodern Children's Ministry*](#) (Grand Rapids, MI: Zondervan/Youth Specialties)
2004. Krych, Margaret A. [*The Ministry of Children's Education: Foundations, Contexts and Practices*](#) (Minneapolis, MN: Fortress Press)
1998. Coles, Robert. *The Moral Intelligence of Children: How to Raise a Moral Child* (New York, NY: Plume)
1998. Stonehouse, Catherine. *Joining Children on the Spiritual Journey* (Grand Rapids, MI: Baker Books).

1997. Dawn, Marva V. [*Is It a Lost Cause?: Having the Heart of God for the Church's Children*](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)
1991. Berryman, Jerome W. [*Godly Play: An Imaginative Approach to Religious Education*](#) (San Francisco, CA: Harper San Francisco)
1979. Bushnell, Horace. [*Christian Nurture*](#). Reprinted from 1861 edition, with introduction by John M. Mulder (Grand Rapids, MI: Baker Book House)

Youth and Adult

2010. Dean, Kenda Creasy. *Almost Christian: What the Faith of our Teenagers is Telling the American Church* (Oxford, UK: Oxford University Press).
2006. Dean, Kenda Creasy. *Practicing Passion: Youth and the Quest for a Passionate Church* (Grand Rapids, MI: Zondervan).
2004. LeFever, Marlene. [*Creative Teaching Methods*](#), 2nd edition (Colorado Springs, CO: David C. Cook)
2003. Grahmann, Bob. [*Transforming Bible Study—Understanding God's Word Like You've Never Read It*](#) (Downers Grove, IL: InterVarsity Press)
2002. McKenzie, Leon and R. Michael Harton. [*The Religious Education of Adults*](#) (Macon, GA: Smyth & Helwys)
2001. Dunn, Rick. *Shaping the Spiritual Life of Students: A Guide for Youth Workers, Pastors, Teachers and Campus Ministers* (Downers Grove, IL: InterVarsity Press).
2001. Simmons, Harry R. and Jane Wilson. [*Soulful Aging: Ministry through the Stages of Adulthood*](#) (Macon, GA: Smyth & Helwys)
1999. Merriam, Sharon B. and Rosemary S. Caffarella. *Learning in Adulthood, Second edition*. (Jossey Bass)
1990. Brookfield, Stephen D. *The Skillful Teacher* (Jossey-Bass).

Inter-generational Learning

2011. Brown, Jeannine K., Carla M. Dahl and Wyndy Corbin Reuschling, *Becoming Whole and Holy: An Integrative Conversation about Christian Formation* (Grand Rapids, MI: Baker Academic Press).

2008. Nelson, C. Ellis. *Growing Up Christian: A Congregational Strategy for Nurturing Disciples* (Macon, GA: Smyth & Helwys).
2008. Martineau, Mariette, Joan Weber and Leif Kehrwald. *Intergenerational Faith Formation: Learning the Way We Live* (Twenty-third Publications).
2008. Vanderwell, Howard (editor). *The Church for all Ages* (The Alban Institute).
2004. DeVries, Mark. *Family-based Youth Ministry*, Revised Edition (Downers Grove, IL: InterVarsity Press).

Cross-cultural Learning

2007. Hill, Kenneth H. [Religious Education in the African American Tradition: A Comprehensive Introduction](#) (Chalice Press).
- Conde-Frazier, Elizabeth, S. Steve Kang and Gary A. Parrett (eds.) *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation* (Grand Rapids, MI: Baker Academic) 2004.
2004. Van Engen, John (ed.) [Educating People of Faith: Exploring the History of Jewish and Christian Communities](#) (Grand Rapids, MI: Wm. B. Eerdmans).
2003. Holtz, Barry. *Textual Knowledge: Teaching the Bible in Theory & Practice* (Jewish Seminary of America)
2003. Antone, Hope S. *Religious Education in Context of Plurality and Pluralism* (Quezon City, Philippines: New Day Publishers, and Hong Kong Christian Conference of Asia)
2003. Lingenfelter, Judith E. and Sherwood G. Lingenfelter. *Teaching Cross-culturally: An Incarnational Model for Learning and Teaching* (Grand Rapids, MI: Baker Books)
2003. Talvacchia, Kathleen T. *A Spirituality of Multicultural Teaching* (Chalice Press)

Christian Higher Education

2008. Bass, Dorothy C. and Craig Dykstra (Editors). [For Life Abundant: Practical Theology, Theological Education and Christian Ministry](#) (Grand Rapids, MI: William B. Eerdmans).
2004. Palmer, Parker. [A Hidden Wholeness: The Journey toward an Undivided Life](#) (Jossey-Bass).

2004. Wolterstorff, Nicholas. [*Educating for Shalom: Essays on Christian Higher Education*](#) (Grand Rapids, MI: Wm. B. Eerdmans).
2002. Jones, L. Gregory and Stephanie Paulsell (eds.) *The Scope of Our Art: The Vocation of the Theological Teacher* (Grand Rapids, MI: William B. Eerdmans).
2002. Wolterstorff, Nicholas P., edited by Gloria Stronks and Clarence W. Joldersma, *Educating for Life: Reflections on Christian Teaching and Learning* (Grand Rapids, MI: Baker Academic)
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- 1963/1938. Dewey, John. [*Experience and Education*](#) (Macmillan Publishing Company).

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2015. Alison Morgan, *Following Jesus: The Plural of Disciple is Church* (Somerset, UK: ReSource).
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Jesus as Teacher

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- Nicholas Burbules, "Jesus as a Teacher," is reflection of his teaching style for moral education. See website: <http://faculty.ed.uiuc.edu/burbules/papers/jesus.htm> (think he's on faculty at U of Illinois at Urbana/Champaign).
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