



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



**TYNDALE**  
• SEMINARY •

## Course Syllabus Spring 2019

INTRODUCTION TO CHRISTIAN EDUCATION  
基督教教育導論  
CHED CM29 X1

Apr 29 – May 3, 2019  
MONDAY - FRIDAY: 9:00AM – 4:00PM

INSTRUCTOR: DR. ANTHONY WING-HANG CHOW, PhD 鄒永恒博士  
Email: [achow@tyndale.ca](mailto:achow@tyndale.ca)  
Telephone: 416-226-6620 EXT.2108  
Office Hours: (by appointment)

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### For online courses:

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## I. COURSE DESCRIPTION 課程簡介

The purpose of this course is to provide an overview of the educational ministry within the Chinese church context. The principles of Christian education ministry, and the application of those principles within the Chinese church context will be examined. The course focuses on biblical, theological, philosophical, historical, psychological and methodological aspects of educational ministry in the Chinese church. Issues and common problems relate to today's Chinese church educational ministry will also be discussed. Student field assignments and reports will be included.

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."

本科乃基督教教育的入門課程，探討屬靈生命塑造及門徒訓練，建立學員對基督教教育事工的定義、目的、歷史、範疇、取向、基本原理及如何在教會中推行基督教教育事工有一概括性的認識。學員在完成課程後應對基督教教育的基礎有一定的了解，明白自己的基督教教育取向，並能掌握在教會中發展基督教教育事工的基本認識。

本科以道學碩士課程學習目標(四)“幫助學員發展及改進其在實踐不同範疇的事工上作出神學反省的能力”為設計目標。

## II. LEARNING OUTCOMES 課程目的

At the end of the course, students should be able to 本課程的目的：

1. Learning Outcomes in the Cognitive Domain 認知目的：
  - 1.1明白有關信徒屬靈生命成長及門徒訓練的聖經真理教導。 Understand the Biblical teaching on spiritual development of individual Christian.
  - 1.2掌握基督教教育事工的基礎原理，包括：聖經、神學、哲學、歷史、心理學及方法學。 Knowledgeable about the major concepts foundational to Christian education ministry drawn from the Bible, theology, philosophy, history, psychology, and methodology.
  - 1.3認識有關華人基督教教育事工發展的各種研究。 Familiar with the research on the development of Chinese Christian education ministry.
2. Learning Outcomes in the Affective Domain 感知目的：
  - 2.1肯定基督教教育事工在華人教會中的重要性。 Convinced of the importance of Christian education ministry in the Chinese church.
  - 2.2對個別信徒靈命成長的需要更敏銳。 More sensitive to the need of spiritual growth of each individual.
3. Learning Outcome in the Practical Domain 實踐目的
  - 3.1能夠按著個別華人教會的處境來制定合適的基督教教育事工計劃。 Able to develop a plan for Christian education ministry in a Chinese church context.
  - 3.2熟悉教與學的基本原理與動力。 Familiar with the elements and dynamics of the teaching-learning process.

### III. COURSE REQUIREMENTS 課程要求

#### A. REQUIRED TEXTS 必讀課本

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. Hsiao, Andrew. 2002. *A Handbook on Christian Religious Education*. Hong Kong: Taosheng Publishing House.  
蕭克諧著，《基督教宗教教育手冊》。香港：道聲出版社，2002。
3. Parrett, Gary A. and Steve S. Kang. 2009. *Teaching the faith, forming the faithful: A biblical vision for education in the church*. Downey Grove, IL: InterVarsity Press.  
派瑞及康著，烏霈霖譯，《教導所信，形塑信者》。新北市：中華福音神學院，2014。

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

(See Selected Bibliography below 參閱下面的參考書目)

#### 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. Book Report 閱讀報告– 15%                    | Due: June 14, 2019 |
| 2. Practical Project Presentation 考察報告– 35% | Due: June 28, 2019 |
| 3. Research Paper 研究專文– 40%                 | Due: July 19, 2019 |
| 4. Classroom participation 課堂參與– 10%        |                    |

#### **Personal Reflection Paper - 15%**

Write a book report for each of the three text books. Each report should be at least 3 pages.

就每一本課本撰寫閱讀報告，每篇不少於 3 頁。

#### **Practical Project & Presentation – 35%**

In February, student will visit a church which he or she is not attending regularly. The students will research on and evaluate the educational ministry of that particular church base on the theories and principles that they learned from the course. A list of the particular things to be evaluated will be given in class. A written report needs to be submitted.

學員需要前往一所以往沒有經常接觸的教會，了解其基督教教育事工的狀況，並按本科課堂上講授的理論及重點，對其作出檢討，並提交書面報告。

### **Research Paper – 40%**

A Research Paper (approx. 5000 words) is required. A list of suggested topics will be given in class 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 tolerant. A failure grade will be given if such a case is proved.

按講師在課堂中派發的建議題目中選取一個(或按個人興趣自選一個題目，但必須獲講師批准)，撰寫一篇約五千字的研究專文(約 10 頁)。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，抄襲是嚴重違反誠信的行為，一經發現，本科成績將予以不及格。請按《研究專文及論文守則》的格式要求撰寫。

### **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。

## Recording

We respect the privacy rights of all our students and instructors, therefore, all voice and video recording require consent of everyone involved in class.

為保障同學和老師的私隱權，課堂上的錄音和錄像必須得到每一位同意才可進行。

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

Evaluation is based upon the completion of the following assignments

Personal Reflection Paper 個人反省文章	15%
Practical Project & Presentation 考察報告	35%
Research Paper 研究專文	40%
Classroom participation 課堂參與	10%
Total	100%

## IV. COURSE SCHEDULE 課程進度表

Monday	What is educational ministry? Biblical, Theological, Philosophical & Historical Foundations of Christian education	April 29
Tuesday	Psychological & Sociological Foundation of Christian Education	April 30
Wednesday	Contemporary approaches in Christian education Exploring the educational programs in the Chinese church Age Specific nurturing strategy	May 1
Thursday	The Principles of Learning The Arts of Teaching	May 2
Friday	Principles for Curriculum Design Educational ministry administration	May 3

星期一	甚麼是「基督教教育」？華人教會與基督教教育 聖經及神學基礎、哲學及歷史基礎	4月29日
星期二	心理學基礎 社會學基礎	4月30日
星期三	近代基督教教育取向 教會教育事工範疇、分齡培育	5月1日
星期四	學習的基本原理 教導的藝術課程	5月2日
星期五	課程設計的基本原則、基督教教育事工的行政 基督教教育事工的趨勢	5月3日

## V. SELECTED BIBLIOGRAPHY 參考書目

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吳宗文。〈文化淺釋〉。《華人文化與福音研討會彙報》，頁 17-20。香港：世界華人福音事工聯絡中心，1986。

吳揚道(David Woodward)。〈中國主日學協會與我〉。《中國主日學協會創立八十周年紀念特刊》。台灣：中國主日學協會，1987。

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