



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



TYNDALE
• SEMINARY •

Course Syllabus Fall 2019

UNDERSTANDING THE ADULT LEARNER

成年信徒培育

CHED CM50 X1

SEPTEMBER 11TH – DECEMBER 7TH, 2019

4 WEDNESDAYS & SATURDAYS: 6:45PM – 9:35PM (WEDNESDAY); 9:00AM – 3:00PM (SATURDAY)
(SEPT 11&14, OCT 9&12, NOV 6&9, DEC 4&7).

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I. COURSE DESCRIPTION 課程簡介：

The purpose of this course is to provide an understanding of adult development and learning. The principles of adult teaching and learning, and the application of those principles within the Christian context will be examined. The course focuses on biblical, theological, philosophical, historical, psychological and methodological foundations of adult development and learning. Issues and common problems relate to today's adult ministry will also be discussed.

本科探討成年人身體的特徵，並了解其身心靈的需要，並分析各主要的成年人教育理論研究如何在教會中推行適切成年人之教導模式，建立靈命強壯的成年信徒。關於成年信徒培育的聖經、神學、哲學、歷史學、心理學及方法學亦將在本科中探討。

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 指出有關成年信徒屬靈生命成長及門徒訓練的聖經真理教導。Identify the Biblical teaching on spiritual development and discipleship of adults.
 - 1.2 認識主要成人發展的理論，並能應用在作業寫作之中。Recognize the major adult developmental theories and employ them in preparing for the assignments.
 - 1.3 講解有關華人成人培育事工發展的各種研究及其對培育信徒的幫助。Describe the researches on the development of Chinese adult Christian education ministry and how can it help the current churches.
2. Learning Outcomes in the Affective Domain 感知目的：
 - 2.1 證明成人培育事工在華人教會中的重要性。Justify the importance of adult nurturing ministry in the Chinese church.
 - 2.2 對成年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成人基督教教育事工計劃。Able to develop a plan for adult education ministry in a Chinese church context.
 - 3.2 掌握教導成年人的基本原理與動力。Demonstrate an understanding of how to apply adult teaching theories, techniques and dynamics.

III. COURSE REQUIREMENTS 課程要求：

A. REQUIRED TEXTS 必讀課本

1. Charles M. Sell 著。2006。《成年路峰迴迭轉》。新加坡：新加坡神學院。
(Charles M. Sell. 1991. *Transitions through adult life*. Zondervan.)

2. Kenneth Gangel, James Wilhoit. 2000. 「基督教教育者手冊：成人教育」，美國：中華聖經教導協會。

(Original book: Kenneth Gangel, James Wilhoit. 1993. *The Christian Educator's Handbook on Adult Education*. Wheaton, IL: Victor Book.)

或 OR

蘇克及蓋茲著。1993。「教會成人教育：協助成年人邁向成熟面對挑戰」，台北：中華福音神學院。(Original book: Roy B. Zuck, Gene A. Getz. 1970. *Adult Education in the Church*. Chicago: Moody Press.)

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. Participation 課堂參與– 10% | |
| 2. Annotation 閱讀反思– 20% | Due: October 12, 2019 10AM |
| 3. Program Design 活動設計– 30% | Due: November 9, 2019 10AM |
| 4. Research Paper 研究專文 – 40% | Due: December 7, 2019 10AM |

Annotation - 20%

For text 2 (choose 1 from the 2), finish reading the whole text and then choose 2 articles to write an annotation.

完成閱讀「課本二」(二擇一)，並從中選取兩篇文章，撰寫閱讀感想，包括：作者思路題要、優點與缺點、對個人及教會事工的幫助。學員可選擇閱讀中文譯本或英文原著。

Program Design – 30%

Design a ministry program for one of the three adult stages as described in text 1(approx.. 2500 words in Chinese).

就《成年路峰迴迭轉》中的三個時期中，選擇其中一個時期，提交一份約 5 頁(約 2500 字)有關該段時期成年人的各種特性，並就如何牧養這時期的成年人提出一種事工項目(program)。

Research Paper – 40%

A Research Paper (5000 words in Chinese) is required. 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 choose one of the topics:

- a. Should church adult program be structured or unstructured, formal or informal?
- b. Assess the concept of stages in adult development. Can sharply defined age specific developmental patterns be justified -- or is an alternative model for describing adult development necessary?
- c. Christian development process according to the Scriptures.

在下面的題目中選取一個(或按個人興趣自選一個題目，但必須獲講師批准)，撰寫一篇 5000 字的研究專文。內容以華人教會為研究方向為最理想，但不一定需要。

- a. 你認為教會的成人培育事工應該是系統化(structured)或非系統化(unstructured)、正規(formal)或非正規(informal)呢？
- b. 你認為成人成長階段的理論是否合理？按年齡來劃分的成長階段是否可靠？是否有其它成長階段的模式？
- c. 聖經中有關信徒成長過程的教導

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

Participation 課堂參與	10%
Annotation 閱讀反思	20%
Program Design 活動設計	30%
Research Paper 研究專文	40%
Total 總分	100%

IV. COURSE SCHEDULE 課程進度表

Wednesday	Who is Adult? Biblical & Theological Foundation.	Sept 11
Saturday	Theories(1): Malcolm Knowles & Allen Tough	Sept 14
Wednesday	Theories(2): Jack Mezirow & Stephen Brookfield	Oct 9
Saturday	Theories(3): Current Theories and new development	Oct 12
Wednesday	Adult Development & Christian Nurturing(1)	Nov 6
Saturday	Adult Development & Christian Nurturing(2)	Nov 9
Wednesday	Planning & Programs for Church Adult Nurturing Ministry(1)	Dec 4
Saturday	Planning & Programs for Church Adult Nurturing Ministry(2)	Dec 7

星期三	誰是成年人？成人培育的聖經及神學基礎	9月11日
星期六	成人學習理論(1)：諾爾斯 與 塔夫	9月14日
星期三	成人學習理論(2)：麥基羅 與 布菲特	10月9日
星期六	成人學習理論(3)：近代成人教育理論及新發展	10月12日
星期三	成年人成長與生命培育(1)	11月6日
星期六	成年人成長與生命培育(2)	11月9日
星期三	教會成人培育事工規劃(1)	12月4日
星期六	教會成人培育事工規劃(2)	12月7日

V. SELECTED BIBLIOGRAPHY 參考書目

(Chinese booklist will be provided at the first class)

Anthony, Michael J., ed. 1992. *Foundations of ministry: An introduction to Christian education for a new generation*. Wheaton, IL: Victor Books.

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Brookfield, Stephen, ed. 1985. *Self-directed learning: From theory to practice*. New Directions for Continuing Education Series. San Francisco, CA: Jossey-Bass Publishers.

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- Hendricks, Howard G. 1987. *Teaching to change lives*. Portland, OR: Multnomah Press.
- Knowles, Malcolm. 1973. *The adult learner: A neglected species*. Houston, TX: Gulf.
- _____. 1980. *The modern practice of adult education*. 4th ed. Chicago, IL: Follett Publishing Co.
- Kolb, David. 1984. *Experiential learning*. Englewood Cliffs, NJ: Prentice-Hall.
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