

“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.”

Course	UNDERSTANDING ADULT LEARNERS 成年信徒培育 CHED CM50 X1
Date and Time	SEPTEMBER 16 – DECEMBER 9, 2021 WEB-BASED ONLINE SEPTEMBER 16 – DECEMBER 9, 2021 THURSDAYS 8:15 PM – 11:05 AM
Instructor	DR. ANTHONY WING-HANG CHOW, PhD (鄒永恒博士) Telephone/voice mail: (416) 226-6620 Ext. 2108 Email: achow@tyndale.ca
Class Information	The classes will be livestreamed / in-person on Thursdays from 8:15 AM – 11:05 AM. Students may participate in live-streamed/in-person office hours as posted below. Office Hours: By appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

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

At the end of the course, students will 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

A. REQUIRED READING

1. 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: Roy B. Zuck, Gene A. Getz. 1970. *Adult Education in the Church*. Chicago: Moody Press.)

2. 教牧期刊。2008。第 24 期《成人教育》，香港：建道神學院。(由老師提供)
Pastoral Journal. 2008. Issue 24 “Adult Education”, Hong Kong: Alliance Bible Seminary. (Provided by instructor)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

(See Selected Bibliography below 參看附加書目)

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – 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](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

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: November 4, 2019, 8:15AM

3. Program Design 活動設計– 30%

Due: November 18, 2019, 8:15AM

4. Research Paper 研究專文 – 40%

Due: December 9, 2019, 8:15AM

Annotation - 20%

For text 2, finish reading the whole text and then choose to write an annotation for the two sections.

完成閱讀《教會成人教育：協助成年人邁向成熟面對挑戰》，就書中兩部分撰寫閱讀感想，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 & Presentation – 30%

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

就教牧期刊中，黃碩然的《成年人的生命迭轉週期與靈命培育》一文中的萊文森成年人成長的理論中的兩個主要時期，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，並就如何培育這時期的成年人提出一種事工項目(主日學、查經班、團契/小組...)。並於課堂中分享該設計。學員應參考其它相關書籍。

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

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

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

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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 [10.44 to 10.48](#) and [14.238 to 14.241](#).

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. 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 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

Date 日期	Content 內容	Reading 閱讀
Sept 16	Introduction: What is Adults educational ministry? 導論：甚麼是成年信徒培育事工？	蘇克：5-17 頁
Sept 23	Biblical & Theological Foundation of Adult Christian nurturing 成年信徒培育的聖經及神學基礎	蘇克：19-38 頁
Sept 30	Adult Development Theory (1): Stage Theory 成年人成長理論(1)：階段理論	蘇克：39-93 頁
Oct 7	Early Adulthood & Christian Nurturing 成年前期的特徵與培育	薛查理：35-140 頁
Oct 14	Middle Adulthood & Christian Nurturing	薛查理：142-236 頁

	成年中期的特徵與培育	
Oct 21	Late Adulthood & Christian Nurturing 成年後期的特徵與培育	薛查理：238-315 頁
Oct 28	Reading Week (No class)	
Nov 4	Adult Development Theory (2): Generation Theory 成年人成長理論(2)：世代理論	課堂講義
Nov 11	Andragogy of Malcolm Knowles 諾爾斯的成人教育學	課堂講義
Nov 18	Church Adult Nurturing Ministry Strategy 教會成年人培育事工策略	蘇克：155-294 頁
Nov 25	Adult Ministry Leadership & Administration 成年人事工領導與行政	蘇克：295-308 頁
Dec 2	Program Design Presentation 活動設計分享	
Dec 9	Conclusion: Critical Adult Nurturing Ministry 結論：成年信徒培育事工的重要性	課堂講義

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

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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