

“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.”

Semester, Year	FALL, 2026
Course Title	HISTORIAL & PHILOSOPHICAL FOUNDATIONS FOR CHRISTIAN EDUCATION
Course Code	CHED 0551 1S
Date	From October 8, 2026 to November 5, 2026 Every Thursday
Time	From 6:00 to 10:00 PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Thursdays from 6 to 10 PM.
Instructor	MOON JUNG CHOI, PHD Email: mjchoi@tyndale.ca
Office Hours	The instructor will come online from 5:30 to 5:55 PM before class and is available to stay after class to answer questions. Individual meetings can also be arranged by appointment via email.
Course Materials	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.

Tyndale Undergraduate students will enroll in this course under the following course code:

CHRI 2213: Educational History & Philosophy

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It operates on the Seminary schedule related to reading days, start and end of semester, exam schedule and according to the Seminary Academic Calendar.

I. COURSE DESCRIPTION

Provides an overview of the history of education from the classical Greek and Roman periods to postcolonial times. While the focus is on educational developments within western civilization, prominent educators from the East (India and China) as well as Latin America (Brazil) will be studied. Students will be introduced to significant figures and some of their important ideas (and writings) that influenced the field of education. In addition, students will reflect upon

selected biblical texts to establish a strong theological foundation for education. A major aim of this course is to develop a "personal pedagogical creed", a Christian philosophy of education that will serve as a framework for teaching and a seedbed for ongoing reflective praxis.

II. LEARNING OUTCOMES

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

1. Identify the significance of the three branches of philosophy that impact education: metaphysics (study of fundamental nature of reality), epistemology (study of nature, origin, and limits of human knowledge) and axiology (study of the nature of value and valuation). Definitions from "leverageedu.com"
2. Explain important core values related to:
 - (a) Educational philosophy: Idealism (Plato), Realism (Aristotle), Theistic realism (Aquinas), Pragmatism (Dewey), and Critical theory (Freire).
 - (b) Educational theory: Perennialism (Hutchins, Adler), Essentialism (Bagley, Ravitch), Romanticism (Rousseau), Progressivism (Kilpatrick, Dewey) and Critical Pedagogy (Freire).
3. Recognize a broad selection of the major historical figures that impacted the field of education, list their major ideas, and critique them from a biblical perspective.
4. Outline important passages in the Bible with important bearings on education.
5. Develop a personal philosophy of education, which serves as a beginning framework for teaching ministry.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Murphy, Madonna. *History and Philosophy of Education: The Voices of Educational Pioneers*. New York, NY: Pearson, 2006.

This book is out of print (Tyndale Library has a copy). I appreciate this book for the diversity of voices across a vast period of human history, with good introductions, and selections of primary sources.

Prof. Emerita Murphy, University of St. Francis, has generously offered the galley proofs of her book free of charge for this course. Selected chapters would be read.

Jessica Hooten Wilson and Jacob Stratman. [*Learning the Good Life: Wisdom from the Great Hearts and Minds That Came Before*](#). Zondervan Academic, 2022. Selected sections would be read.

Selection of articles, posted on course page.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

As you research for Assignments 2 & 3, along with Murphy (2006), you can also use these resources:

[Christian Educators of the 20th Century](#) (database of Talbot School of Theology, Biola University)

Palmer-Cooper, Joy A. and David E. Cooper. [The Routledge Encyclopedia of Educational Thinkers](#). New York, NY: Routledge, 2016.

[Infed.org](#) (the encyclopedia of pedagogy and informal education).

Philips, D. C. (Editor). [Encyclopedia of Educational Theory & Philosophy](#). Sage Publications, 2014.

Kurian, George Thomas and Mark A. Lampert (Editors). [Encyclopedia of Christian Education](#). Lanham, MD. Rowan & Littlefield, 2015.

Topping, Ryan N.S. (Editor), [Renewing the Mind: A Reader in the Philosophy of Catholic Education](#). Catholic University of America Press, 2015.

Guttek, Gerald L. *Historical and Philosophical Foundations of Education: A Biographical Approach*, 5th edition. New York, NY: Pearson, 2010.

Knight, George R. *Philosophy & Education: An introduction in Christian Perspective*, 4th Edition. Berrien Springs, MI: Andrews University Press, 2006.

_____. *Issues and Alternatives in Educational Philosophy*, 4th edition. Berrien Springs, MI.: Andrews University Press, 2008.

Keely, Barbara Anne. *Faith of our Foremothers: Women Changing Religious Education*. Louisville, KY: Westminster/John Knox Press, 1997.

Tyndale recommends [STEPBible](#) – 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. ASSIGNMENTS AND GRADING

1. Group Discussions of Primary Source Readings (grade percentage depends on Course code, see p8)

You will complete assigned required readings and be prepared to engage meaningfully with fellow students in your group at each class. Students will take turns to lead, keep time, and another will take notes and report back. Group leaders will email a grade for each member of your group at the end of the discussion directly to the instructor, following the “grading rubric”

below. These grades will be kept confidential. Your grade for this assignment is an average of your scores. Grading Rubric will be posted on classes.tyndale.ca.¹

The weekly breakout discussion groups will be approximately 30-40 minutes long. The discussions have five purposes:

- To challenge students to develop their critical, thinking skills.
- To enable students to improve their skills in understanding, expressing and engaging with the key ideas in the readings.
- To empower students to foster ability in leading fellow students in discussion.
- To have students take responsibility for their fellow students' education by mutually supporting one another.
- To encourage students to listen respectfully, and to engage with views not their own.

Responsibilities of the student as group participant:

Having read the assigned readings, each student in the group should come prepared to discuss. For primary source readings, the questions are at the end of the readings. Come prepared to share on two questions.

For articles, possible questions to ponder are:

What struck you about the reading? What new and helpful insights did you find in the reading? Do you agree with the authors' views and arguments, why or why not? Having reflected on the readings, what have you learned about the specific topic in the discussion?

The student can also come up with his or her own questions.

Before each discussion, each student needs to report to the group whether they have read all or only some of the assigned readings for that day. Their answer needs to be taken into consideration when assigning a grade.

After the discussion, the group leader will assign a participation grade for each member of the group and submit the grade by email to the professor (grade from 0 to 5, with 5 being highest). Email: mjchoi@tyndale.ca.

Grade on the following criteria:

If the student's comments during the discussion reflected an informed reading of the assigned material, allocate a higher grade.

If the student has contributed their fair share (not too much, not too little), allocate a higher grade.

Consider a grade of 4.5-4.7 if the individual has excelled with respect to the above two criteria.

¹ Adapted from John Kessler and Rebecca Idestrom; used with permission.

Consider giving a grade of 3.7-4.0 if the individual has contributed capably with respect to the above two criteria.

If the student has dominated discussion in inappropriate ways, reduce their grade.

If the student has not contributed or contributed only minimally, reduce their grade.

If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade.

Has the discussion led to a better understanding of the topic and readings and to a critical interaction with it? If not, reduce the grade.

If the student has not completed all the readings, reduce their grade.

The average grade should be between 3.0-4.3. If the student has excelled, give a 4.7. If their contribution is outstanding, give a 5. If the student's contribution is less than adequate, give a grade of 2.5 or below.

All grades are confidential (you may give fraction grades: e.g., 3.7).

2. Critical Responses (grade percentage depends on Course code)

You will prepare critical responses to TWO educational philosophers (not covered in lectures).

These critical responses should include the following:

- (a) The philosopher's central themes (use these sub-headings: "metaphysics, epistemology, axiology")
- (b) A thoughtful critique from a biblical-theological perspective and/or insights, questions sparked by philosopher's themes
- (c) Two applications to your present or future ministry context

For guidelines in selection of educational philosophers for this assignment, see "note" below.

Length: 1-1.5 pages, single-spaced.

Due:

Critical Response 1: Oct. 22

Critical Response 2: Oct. 29

Grading criteria: Clarity of philosopher's central themes, thoughtful critique and/or engagement (ideas, issues, questions sparked by themes) and meaningful applications to your context (as stated above).

3. Major Educator Project (grade percentage depends on Course code)

Write a paper on a major figure who has influenced the field of education. This person could be an educator, leader or philosopher from your home country, but not someone covered in lectures (see "note" below).

Read about this person to get an overview of major themes in his/her philosophy. Expand on this with one additional primary source (book) OR 4-5 journal articles. You can use one of the philosophers you selected in Assignment 2, and expand on what you did.

This paper should include the following:

- (a) Short biographical sketch.
- (b) An in-depth analysis of the person's vision of human flourishing and educational philosophy (use sub-headings "metaphysics, epistemology, axiology"), with a thoughtful biblical-theological critique and engagement (ideas, issues, questions sparked by person).
- (c) Applications to your current or future teaching ministry.
- (d) Bibliography of cited works.

Length: 7-8 pages, single-spaced.

Due: Nov. 19

Grading criteria: posted on Moodle.

Note:

I focused on a few key philosophers in Murphy (2006) due to time constraints.

For your "Critical Responses" and "Major Educator Project," select philosophers in Murphy (2006) we did not cover in the lectures.

Review "Contents" in Murphy (2006) and compare to philosophers covered in this course in "Course Schedule/Content" (pp. 9-10).

Suggestions (select philosophers related to your interest):

Confucius (552-479 BC, Chinese); Marcus Tullius Cicero (106-43 BC, Roman); Aurelius Augustine (354-430 AD, Christian); Hildegard of Bingen (1098-1179 AD, Medieval, Women); Christine De Pizan (1364-1430?, Renaissance, Women); Johaan Heinrich Pestalozzi (1746-1827, Enlightenment, Children); Friedrich Froebel (1782-1852; Children); Charles Eastman (Hakadah, 1858-1939) & Elaine Goodale Eastman (1863-1953, Native American-Indian); Benjamin Franklin (1706-1790, New World); Catharine Beecher (1800-1878, Women); Elizabeth Seton (1774-1842, Children); W.E.B. DuBois (1868-1964, Black); Mary McLeod Bethune (1875-1955, Black, Women); George Counts (1889-1974, Democracy); Ralph W. Tyler (1902-1944, Instructional Objectives, Educational Evaluation).

You can also select philosophers in the texts or weblinks in the "Supplementary-Recommended Readings" (p3).

4. Pedagogic Creed (30%, for CHED 0551 only)

Write a personal "pedagogic creed" (your "statement of beliefs-values in teaching"). This paper should have three sections:

- (1) Description of learners in your current ministry context (ages, needs, issues).
- (2) Outline educational and biblical values that undergird your “pedagogical creed” (use subheadings, “metaphysics, epistemology, axiology”). You should include insights from 3 philosophers and biblical foundations encountered in this course.
- (3) Applications to your ministry context (impact on learning outcomes, subject matter, instructional methods, learning environment, assessment).

Length: 5-6 pages, single-spaced.

Due: Nov. 5

Grading criteria: posted on Moodle.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment/Course Code	CHRI 2213	CHED 0551
Small Group Discussions	20 %	15 %
Critical Responses	2X17.5 = 35 %	2X12.5 = 25 %
Major Educator Project	45 %	30 %
Pedagogic Creed (Educational Philosophy)	N/A	30 %
Total Grade	100 %	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Date	Topic	Reading	Assignment Due
Oct. 8	Introductions, Syllabus & Assignments Covenant, community & culture of learning Why educational history & philosophy? “Metaphysics, Epistemology, Axiology”	Siew & Perlusso-Verdend (2005); Setran (2014) article	
	Teaching for redeemed Israel (Ex. 19: 1-6) Plato & Idealism (Ancient Greece) Discuss: Plato, Primary	Murphy, ch. 2, 13-16, 24-26; 31-33 ² Primary: Wilson & Stratman	

² Numbers after the author refer to the pages to be read.

		(2022), xii – xix; 26-31	
Oct. 15	Teaching in the new land (Deut. 6: 1-9) Aristotle & Realism (Ancient Greece) Discuss: Aristotle, Primary & Tozer in Philips (2014)	Murphy, ch. 2, 39-41 Primary: Murphy, ch. 2, 42-46 Steven Tozer, “Essentialism, Perennialism, and the ‘Isms’ Approach” in Philips (2014), see p.3	
	Teaching in the kingdom (2 Chron. 17) Jesus, Master Teacher-Philosopher (Christian) Discuss: Jesus, Primary & Fredinando	Murphy, ch. 4, 1-7 Primary: Murphy, ch. 4, 8-10; Ferdinando (2013) article	
	Siew, “My Pedagogic Creed”	Pyun (2017) article; Siew (2024), Wabash Center Blog Post	
Oct. 22	Teaching in the Prophets (Isa. 5) Thomas Aquinas & Theistic Realism (Medieval) Discuss: Aquinas, Primary	Murphy, ch. 5, 1-9, 24-28 Primary: Murphy, ch. 5, 28-30	Critical Response 1
	Teaching in Post-Exilic Israel (Neh. 8) Erasmus & Martin Luther (Renaissance/Reformation) Discuss: Erasmus, Luther, Primary	Murphy, ch. 6, 1-7, 17-19, 23-26 Primary: Murphy, ch. 6, 20-22, 27-29	
Oct. 29	Teaching in Early Church (Acts 2:42-47; Eph. 4:11-16) Johann Amos Comenius (Post-Reformation)	Murphy, ch. 6, 30-33 Primary: Wilson & Stratman (2022), 103-111	
	Jean-Jacques Rousseau (Enlightenment) Discuss: Rousseau & Comenius, Primary	Murphy ch. 7, 159-167, 171-175 Primary: Murphy, ch. 7, 175-177	Critical Response 2
	Thomas Jefferson, Statesman-President-Scholar (New	(Murphy, ch. 8, 216-218, 235-238, Primary: Murphy, ch. 8, 239-241)- read on your own	

	World/Republic)-study on your own ³		
	Horace Mann (Republic) Lawyer, Legislator, Common School Discuss: Mann, Primary	Murphy, ch. 9, 252-258, 259-262 Primary: Murphy, ch. 9, 263-265	
Nov. 5	Teaching in the Early Church (Acts 20:17-38) Booker T. Washington (Education for African-Americans)	Murphy, ch. 10, 4-11, 21-25 Primary: Murphy, ch. 10, 25-27	
	John Dewey & Progressivism (Education for Democracy) Discuss: Dewey & Washington, Primary	Murphy, ch. 11, 1-6, 8-12 Primary: Murphy, ch. 11, 13-15	
	Paulo Freire & Critical Pedagogy (Education for Global World & Social Reconstruction) Discuss: Freire, Primary	Murphy, ch. 12, 1-5, 21-26 Primary: Murphy, ch. 12, 26-28	Pedagogic Creed
	Review of Learning Journey		Due: Major Educator, Nov. 19

V. SELECTED BIBLIOGRAPHY

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- Anthony, Michael J., Estep, James R. and Greg Allison. *A Theology for Christian Education*. Nashville, TN: B&H Academic, 2008.
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- Bruno-Jofrē, Rosa del Carmen. [*Democracy and the Intersection of Religion and Traditions: The Reading of John Dewey's Understanding of Democracy and Education*](#). McGill-Queen's University Press, 2010.

³ To better understand Horace Mann, a knowledge of Thomas Jefferson is important. I do not have time to deal with Jefferson, a significant figure.

- Choi, Moon Jung. *Empowering Hybrid Agency in Christian Education: A Postcolonial and Poststructural Approach*. New York: Bloomsbury, 2026. (A helpful reference for students interested in critical pedagogy, hybridity, and Christian ministry within immigrant or multicultural church contexts)
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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding **Artificial Intelligence (AI)** outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It’s advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).