"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	INTRODUCTION TO CHRISTIAN EDUCATION 基督教教育導論 CHED CM29 X1
Date and Time	May 2 – 6, 2022 MONDAY - FRIDAY: 9:00AM – 4:00PM
Instructor	DR. ANTHONY WING-HANG CHOW, PhD (鄒永恒博士) Telephone number: (416-226-6620 ext.2108) Email: achow@tyndale.ca
Class Information	The classes will be in-person on **MONDAY - FRIDAY: 9:00AM – 4:00PM** 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 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.

Revised: February 3, 2022

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 will be able to 讀畢本科，學生可以:

1. Learning Outcomes in the Cognitive Domain 認知目的：
   1.1 辨識有關信徒屬靈生命成長及門徒訓練的聖經真理教導。Recognize the Biblical teaching on spiritual development of individual Christian.
   1.2 描述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。Able to describe 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。Identify 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。Demonstrate affirmation 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。Show more sensitivity 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 能夠使用教導與學習原理與動力。Able to utilize the elements and dynamics of the teaching-learning process.

III. COURSE REQUIREMENTS 課程要求

A. REQUIRED READING 必讀課本

1. Chow, Anthony. *Discipleship by Teaching & Learning – Introduction to Christian Education*. Hong Kong: Chinese Bible Teaching Ministry Ltd., 2014.
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. Su, Wilfred & S. Lin. *21 Century Christian Education*. USA: Ambassador For Christ Inc., 2018.
蘇文隆、林淑美等著，《21 世紀的基督徒教育》。美國：基督使者協會，2018。

3. Parrett, Gary A. and Steve S. Kang. *Teaching the faith, forming the faithful: A biblical vision for education in the church*. Downey Grove, IL: InterVarsity Press, 2009.
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 AND TOOLS 推薦閱讀書目
(See Selected Bibliography below 參閱下面的參考書目)

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. <u>INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS</u>

- 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. 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 10, 2022
2. Practical Project Presentation 考察報告– 35%   Due: June 24, 2022
3. Research Paper 研究專文– 40%   Due: July 8, 2022
4. Classroom participation課堂參與– 10%

Book Reprt/Personal Reflection Paper - 15%

Write a book report for each of the three text books. Each report should be at least 3 pages.
就每一本課本撰寫個人反思性讀後報告，每篇不少於 3 頁。

Practical Project & Presentation – 35%

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。

E. 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.

F. 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%

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

For proper citation style, consult the tip sheet, "Documenting Chicago Style" (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 from the *Chicago Manual of Style* or reference the tip sheet, "How to Cite Sources in Theology".

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 polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

學生須詳讀學科日曆 *Academic Calendar*，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。

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 (aau@tyndale.ca) before proceeding.

Recording 錄音和錄像

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。

H. COURSE EVALUATION 課程評估

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 課程進度及內容

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

Monday	What is educational ministry? Biblical, Theological, Philosophical & Historical Foundations of Christian education	May 2
Tuesday	Psychological & Sociological Foundation of Christian Education	May 3
Wednesday	Contemporary approaches in Christian education Exploring the educational programs in the Chinese church Age Specific nurturing strategy	May 4
Thursday	The Principles of Learning The Arts of Teaching	May 5
Friday	Principles for Curriculum Design Educational ministry administration	May 6

星期一	甚麼是「基督教教育」？華人教會與基督教教育	5 月 2 日

星期	課程內容	日期
	聖經及神學基礎、 哲學及歷史基礎	
星期二	心理學基礎 社會學基礎	5 月 3 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 4 日
星期四	學習的基本原理 教導的藝術課程	5 月 5 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 6 日

V. SELECTED BIBLIOGRAPHY 參考書目

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

鄒永恒、區應毓、方悅。《建構基督教教育(一)：理念篇》。多倫多：加拿大華人神學院，2020。

杜祖貽、劉述先編。《哲學、文化與教育》。香港：中文大學出版社，1988。

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陳佐人。〈團契：新約聖經字義淺釋〉。周建華主編。《今日華人教會》2-3 月號，頁 4-5。香港：世界華人福音聯絡中心，1984。

郭志文。〈團契面面觀〉。周建華主編。《今日華人教會》2-3 月號，頁 16-17。香港：世界華人福音聯絡中心，1984。

黃碩然編。《提升生命素質的培育》。香港：華人基督教宗教教育促進會，2001。

黃碩然。〈教會教導事工的危機與轉機〉。周建華主編。《教牧分享》2008 年 9 月號。
　　　香港：世界華人福音聯絡中心，2008。

區應毓等。《教育理念與基督教教育觀》。多倫多：加拿大福音證主協會，2005。

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傅理樂著。黃懋昇譯。《教學與訓練的設計》。香港：浸信會出版社，1984。

鄧紹光。《教會不在場》。香港：基道出版社，2009。

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甘肯尼、韓霍華編。呂鴻基譯。《學習教導：基督教教育者手冊》。美國：中華聖經教育
　　　協會，1997。

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　　　Book House2001a.

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　　　2001b.

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　　　Goals: Handbook I Cognitive Domain*. New York: Longman, 1956.

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　　　Ontario Theological Seminary, 1994.

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