



**Tyndale Seminary
Course Syllabus**

**SPRING SUMMER 2020
LEARNING TO TEACH; TEACHING TO DISCIPLE
CHED 0552**

JUNE 8 – 12

MONDAY – FRIDAY: 9:00AM (livestream) start

In light of Covid-19, this course will now be taught online. The learning outcomes remain unchanged, but the assignments have been slightly adjusted to suit this delivery format. If you have any questions, please contact the instructor.

INSTRUCTOR: YAU MAN SIEW, PhD

Email: ysiew@tyndale.ca

Phone number: (416) 226-6620, ext. 6750

Virtual office hours: Daily 1-2pm

Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

[Learn how to access and forward emails to your personal account.](#)

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.

I. COURSE DESCRIPTION

This course provides a vision for Christian education (CE) in the life and mission of the church. Drawing from key passages in the Bible and the wider field of education, learners will develop a biblical theology of CE and discipleship, be familiar with some learning theories (especially Jesus' model), reflect on one's growth as disciple and teacher, and develop a working framework for teaching. The major goal is to build strong theological and educational foundations for effective teaching and discipleship in personal life, church and mission.

Jesus' great commission is to "make disciples of all nations, baptising ... and teaching them to obey everything I have commanded...." (Mt. 28:18-20, NRSV). Graham Cray, affirming this stated that, "Churches have to realize that the core of their calling is to be disciple-making

communities, whatever else they do; the primary purpose of Christian community is formation as disciples.”¹ However, many pastors and ministry leaders do not fully grasp the nature or role of CE, and often lack basic understanding in teaching and curriculum theory. This course seeks to address this important issue.

II. LEARNING OUTCOMES

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

1. Outline a biblical theology of CE, see its role in teaching and discipleship in the church, and understand some of its challenges today.
2. Develop greater self-awareness as “disciple” and “teacher” through reflections on a biblical understanding of “discipleship,” readings in Christian education, and the impact of past mentors (and their teaching values) in one’s life.
3. Acquire a working knowledge of some important educational theorists (especially Jesus’ model) for one’s practice and development as teacher and mentor.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Morgan, Alison. *Following Jesus: The Plural of Disciple is Church*. Somerset, UK: ReSource, 2015.

Palmer, Parker. [*The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*](#). 20th anniversary edition. Hoboken, NJ: John Wiley & Sons, 1998/2017.

Tyndale Library has a 2012 edition as an eBook (see hyperlink title), which can be used.

Tye, Karen B. [*Basics of Christian Education*](#). Atlanta, GA: Chalice Press, 2000.

Tyndale Library has a 2009 edition as an eBook (see hyperlink title), which can be used.

Selected Articles (on Moodle resource page- <http://classes.tyndale.ca>)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Fernando, Ajith. *Discipling in a Multicultural World*. Wheaton, IL: Crossway Book, 2019.

Fernando was Director of Youth for Christ, Sri Lanka for most of his life. He reflects on his own discipleship and what it means in different areas of personal, family, and church life in Sri Lanka with the wisdom, integrity and humility of a senior Christian statesman.

¹ Graham Cray, *Making Disciples in Fresh Expressions of Church* (Fresh Expression, 2013).

Scandrette, Mark. *Practicing the Way of Jesus: Life Together in the Kingdom of Love*. Downers Grove: IVP, 2011.

Instead of merely “thinking, talking, knowing,” which are the common things Christians do when gathered, Scandrette challenges us to simply get together to “experiment” with and “practice” some of the things Jesus actually instructs us to do in the gospels.

Chalk, Jack. *Making Disciples in Africa*. Langham Global Library, 2013.

Two-thirds of sub-Saharan Africa are Christian; yet the gospel has had little impact on the biblical worldview of contemporary African culture. Chalk’s analysis, conclusions and recommendations are meant to help the African church deal with the syncretism and its impact on the beliefs and practices of its members.

Groome, Thomas H. *Will There Be Faith? A New Vision for Educating and Growing Disciples*. Harper One, 2011.

We will study Groome’s “shared Christian praxis” approach to teaching, which first appeared in his *Christian Religious Education* (HarperSanFrancisco/Jossey-Bass, 1980/1999). Here, he outlines his vision of Christian religious education in the Roman Catholic tradition.

Packer, J.I. and Gary Parrett. *Grounded in the Gospel: Building Believers the Old-Fashioned Way*. Grand Rapids: Baker Books, 2010.

A study of catechesis as a way of teaching and faith formation, co-authored by a world-renowned theologian and a very thoughtful professor of Christian education.

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. ASSIGNMENTS AND GRADING

1. Forum Discussions (5 X 6 = 30% of final grade)

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g. forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness and encouragement. “Attendance” in this course is demonstrated by regular log-ins and up-to-date participation in forums.

Individual Posts & Responses:

There will be 5 forums in total (one for each day) and each forum will have two questions. Students will post their responses by 4 PM each day, and comment on the posts of other students in their group by 11:55 PM of the same day. Your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with

reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a “late post” of any member.

Penalty for late work:

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there is “no post” after 11:55pm for that day, the student will receive a “zero” for that forum. If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” Seminary Academic Calender 2019-20), the student is to email the instructor directly.

2. Reflection Papers on Tye & Palmer (30 % of final grade)

Write a personal reflection on what you judge to be the three most important (major) ideas in each book (one major idea in each chapter), with implications for your particular teaching/ministry context.

For Tye

- (a) Outline clearly, what you discern to be the three most important (major) ideas, with the author’s supporting points (include referenced quotations).
- (b) Explain why these major ideas are important to the teaching ministry and mission of the church.
- (c) What insights, questions and applications do these major ideas spark for you?

For Palmer

- (a) Outline clearly, what you discern as the three most important (major) ideas, with the author’s supporting points (include referenced quotations).
- (b) Explain why these ideas are important for teaching and for your development as teacher, mentor or spiritual companion/guide.
- (c) What insights, questions and applications do these ideas spark for you?

Due Dates:

For Tye: June 19, 2020

For Palmer: June 26, 2020

Length for Tye: 2-3 pages, single-spaced

Length for Palmer: 2-3 pages, single-spaced

Evaluation criteria: Clear outline of major ideas, with supporting points (include referenced quotations), quality of engagement (questions, insights, issues sparked by author), and relevant applications to your context.

3. Major Project (40 % of final grade, two options)

Option A: Gifted Teacher/Pastor/Mentor

You will interview a “gifted teacher” with substantial teaching experience in church or public setting (if you select a pastor, the emphasis is on “teaching” and not “preaching.”) You will ask this person to outline core values and practice in his/her teaching and how these were nurtured over the years. Guidelines for this exercise, with questions, would be posted on Moodle.

Relate what you discover in this interview-research with insights from lectures and readings. Engage with your interviewee’s comments, affirming insights shared with relevant referenced citations from readings (Tye, Morgan, Palmer, articles discussed), and raising issues/questions that were not discussed by your interviewee. Conclude with implications for your development and growth as ministry leader and teacher in your faith community.

Note: Select the person you interview carefully. S/he should be experienced and recognized for his/her teaching gift, so that you get some good data. If you interview a pastor, the focus of your conversation should be on “teaching” (interactive) and not “preaching” (proclamation).

Due date: July 17, 2020

Length: 6-7 pages, single-spaced.

Evaluation criteria: posted on Moodle.

Option B: My Growth as Disciple and Teacher-Mentor

This assignment is an attempt to help you develop greater self-awareness of your growth as “disciple” and as “teacher-mentor.”

To prepare, draw a time line of your life and highlight critical moments where your discipleship to Jesus deepened significantly. Who influenced you? What happened? What aspects of your life were challenged? How do these relate to the discipleship themes and issues in Morgan? What discipleship themes/issues have Morgan raised for your deeper self-reflection and growth? Does your discipleship journey have anything you want to add to Morgan? Include referenced quotations from Morgan.

In another section of the time line, highlight important “teacher-mentors” who impacted you. What struck you about the way they taught or mentored you? What values did they pass to

you that were important for your development as teacher-mentor? How do these “teaching values” relate to what you learned about effective teachers and teaching (include referenced quotations from lectures, Tye, Palmer, articles read)?

Using this time line as a framework, write an essay of your own development as “disciple” and as “teacher-mentor”.

Due date: July 17, 2020

Length: 6-7 pages, single-spaced.

Evaluation criteria: clear description of one’s development and growth as “disciple” and as “teacher-mentor”, with good engagement and interaction with lectures and readings (include referenced quotations from Tye, Palmer, Morgan, articles read, lectures).

D. 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.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Forum discussions (5 X 6%)	30 %
Reflection Papers on Tye (15 %) and Palmer (15 %)	30 %
Major Project	40 %
Total Grade	100 %

F. GUIDELINES FOR THE SUBMISSION OF WORK & PENALTY FOR LATE WORK

All assignments are to be submitted via Moodle by 11:55 PM on the due date. Late work will be penalized at the rate of ONE MARK FOR EACH DAY, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor. Note that this policy is slightly different from what is in the current Academic Calendar.

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 are encouraged to consult [Writing Services](#).

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 Office (Room B302; aau@tyndale.ca) before proceeding.

G. 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, REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation. You will do well to complete some of the "readings in advance of class" before the course begins. Course Moodle page will be available May 20, 2020.

Day #1 (June 8)

Readings to be completed in advance of class:

Siew (2006) article (Moodle)

Farley (1985, 2005) articles (Moodle)

Morgan (2015), *Following Jesus*, ch. 1

Forum #1 (individual post by 4pm; response to group by 11:55pm)

Topics:

Review of Course & assignments

Covenant, community & a culture of learning

Whither Christian Education?

Day #2 (June 9)

Readings to be completed in advance of class:

Tye (2000), chapters 1-2

Palmer (2017), *Courage to Teach*, Introduction, ch. 1

Robinson (2006), *What's Theology Got to Do With It?* Ch. 12 (Moodle)

Siew (2013), Moodle

Morgan (2015), chs. 2-3 (presentations)

Forum #2 (individual post by 4pm; response to group by 11:55pm)

Topics:

A vision for Christian Education & Discipleship

Person of Teacher & Teaching as Creative, Spiritual Act

Day #3 (June 10)

Readings to be completed in advance of class:

Groome (1980) chapter 10 (Moodle)

Nouwen (1971), *Creative Ministry*, ch. 4 (Moodle)

Keith Ferdinando, "Jesus, The Theological Educator," *Themelios* v38, issue 3 (2013), 360-374 (Moodle)

Morgan (2015), chs. 4-5 (presentations)

Forum #3 (individual post by 4pm; response to group by 11:55pm)

Topics:

Jesus, Master Teacher I & II

Thomas Groome, Shared Christian Praxis

David Kolb, Experiential Learning Theory & Learning Styles

Day #4 (June 11)

Readings to be completed in advance of class:

Nancy Going (2009), article (Moodle)

James Martin, SJ (2006), *Becoming Who You Are*, chapters 3-4 (ebook, Tyndale Library)

Woolfolk et al. (2016), *Educational Psychology*, 5th Canadian edition, pp. 36-49 (Piaget's Theory); 82-92 (Erikson's Theory), (Moodle)

Siew (2001), article (Moodle)
Morgan (2015), chs. 6-7 (presentations)

Forum #4 (individual post by 4pm; response to group by 11:55pm)

Topics:

Jean Piaget, Theory of Cognitive Development
Erik Erikson, Theory of Psychosocial Development

Day #5 (June 12)

Readings to be completed in advance of class:

Mary Hess' Summary of Vella (Moodle)
Arthur Rowe (1999), article (Moodle)
Krish Kandiah (2015) series of short articles (Moodle)
Marlene LeFever (2006), *Creative Teaching Methods*, ch. 9 (Moodle)
James KA Smith (2016), *You Are What You Love*, ch. 1 (Moodle)
Morgan (2015), chapter 8-9 (presentations)

Forum #5 (individual post by 4pm; response to group by 11:55pm)

Topics:

Understanding the adult learner
A curriculum model for adult faith formation
Preaching and Teaching
Review of Learning Journey (Wrap-up)

VI. 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](#).)

Expanded Tyndale Library Services During COVID-19

I have included some "older" texts as their themes remain influential in the field.

Children

2013. Csinos, David M and Ivy Beckwith. *Children's Ministry in the Way of Jesus* (Praxis Publishing)

2011. Nye, Rebecca. *Children's Spirituality: What It Is and Why It Matters* (London, Church House Publishing)

2010. Beckwith, Ivy. *Formational Children's Ministry: Shaping Children Using Story, Ritual and Relationships* (Grand Rapids, MI: Baker Books)

2008. Allen, Holly Catterton, (ed.) *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. (Eugene, OR: Cascade)

2008. Moore, Walker. *Rites of Passage Parenting: Four Essential Experiences to Equip Young Kids for Life* (Nashville, TN: Nelson)

2007. Marty, Martin E. [*The Mystery of the Child*](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)

2005. Greene, Sheila (editor). [*Researching Children's Experience*](#) (Thousand Oaks, CA: Sage Publications)

2005. May, Scottie, Beth Posterski, Catherine Stonehouse and Linda Cannell. [*Children Matter: Celebrating Their Place in the Church, Family, and Community*](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)

2005. Mercer, Joyce Ann. [*Welcoming Children: A Practical Theology of Childhood*](#) (Chalice Press)

2004. Beckwith, Ivy. [*Postmodern Children's Ministry*](#) (Grand Rapids, MI: Zondervan/Youth Specialties)

2004. Krych, Margaret A. [*The Ministry of Children's Education: Foundations, Contexts and Practices*](#) (Minneapolis, MN: Fortress Press)

1998. Stonehouse, Catherine. *Joining Children on the Spiritual Journey* (Grand Rapids, MI: Baker Books)

1997. Dawn, Marva V. [*Is It a Lost Cause?: Having the Heart of God for the Church's Children*](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)

1991. Berryman, Jerome W. [*Godly Play: An Imaginative Approach to Religious Education*](#) (San Francisco, CA: Harper San Francisco)

Youth

2016. Dean, Kenda Creasy and Hearlson, Christy Lang (Editors). *How Youth Ministry Can Change Theological Education—If We Let It* (Grand Rapids, MI: Eerdmans)

2013. David P. Setran and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry* (Grand Rapids, MI: Baker Academic)

2010. Dean, Kenda Creasy. *Almost Christian: What the Faith of our Teenagers is Telling the American Church* (Oxford, UK: Oxford University Press)

2009. Nancy Going, "The Way of Jesus: Adolescent Development as Christological Process," *Lifelong Faith* (Winter 2009), pp. 3-13

2004. Dean, Kenda Creasy. *Practicing Passion: Youth and the Quest for a Passionate Church* (Grand Rapids, MI: Zondervan)

Adult

2015. Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust and Responsiveness in the Classroom*, 3rd edition (Jossey-Bass)

2006. Merriam, Sharon B. and Rosemary S. Caffarella. *Learning in Adulthood, Second edition.* (Jossey Bass)

2004. LeFever, Marlene. [Creative Teaching Methods](#), 2nd edition (Colorado Springs, CO: David C. Cook)

2002. McKenzie, Leon and R. Michael Harton. [The Religious Education of Adults](#) (Macon, GA: Smyth & Helwys)

2002. Vella, J. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults.* Revised edition. (San Francisco, CA: Jossey-Bass)

Inter-Generational Learning

2012. Allen, Holly Chatterton and Ross, Christine Lawton. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship* (Downers Grove, IL: IVP)

2011. Brown, Jeannine K., Carla M. Dahl and Wyndy Corbin Reuschling, *Becoming Whole and Holy: An Integrative Conversation about Christian Formation* (Grand Rapids, MI: Baker Academic Press)

2008. Nelson, C. Ellis. *Growing Up Christian: A Congregational Strategy for Nurturing Disciples* (Macon, GA: Smyth & Helwys)

2008. Martineau, Mariette, Joan Weber and Leif Kehrwald. *Intergenerational Faith Formation: Learning the Way We Live* (Twenty-third Publications)

2008. Vanderwell, Howard (editor). *The Church for all Ages* (The Alban Institute)

2004. DeVries, Mark. *Family-based Youth Ministry*, Revised Edition (Downers Grove, IL: InterVarsity Press)

Cross-Cultural Learning

2007. Hill, Kenneth H. [Religious Education in the African American Tradition: A Comprehensive Introduction](#) (Chalice Press)

2004. Conde-Frazier, Elizabeth, S. Steve Kang and Gary A. Parrett (eds.) *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation* (Grand Rapids, MI: Baker Academic)

2004. Van Engen, John (ed.) [Educating People of Faith: Exploring the History of Jewish and Christian Communities](#) (Grand Rapids, MI: Wm. B. Eerdmans)

2003. Antone, Hope S. *Religious Education in Context of Plurality and Pluralism* (Quezon City, Philippines: New Day Publishers, and Hong Kong Christian Conference of Asia)

2003. Lingenfelter, Judith E. and Sherwood G. Lingenfelter. *Teaching Cross-culturally: An Incarnational Model for Learning and Teaching* (Grand Rapids, MI: Baker Books)

2003. Talvacchia, Kathleen T. *A Spirituality of Multicultural Teaching* (Chalice Press)

Christian Higher Education

2014. Shaw, Perry. *Transforming Theological Education: A Practical Handbook for Integrative Learning* (Langham Global Library)

2008. Aleshire, Daniel O. *Earthen Vessels: Hopeful Reflections on the Work and Future of Theological Schools* (Grand Rapids, MI: William B. Eerdmans Publishing Company)

2008. Bass, Dorothy C. and Craig Dykstra (Editors). [For Life Abundant: Practical Theology, Theological Education and Christian Ministry](#) (Grand Rapids, MI: William B. Eerdmans)

2004. Palmer, Parker. [A Hidden Wholeness: The Journey toward an Undivided Life](#) (Jossey-Bass)

2004. Wolterstorff, Nicholas. [Educating for Shalom: Essays on Christian Higher Education](#) (Grand Rapids, MI: Wm. B. Eerdmans)

2002. Jones, L. Gregory and Stephanie Paulsell (eds.) *The Scope of Our Art: The Vocation of the Theological Teacher* (Grand Rapids, MI: William B. Eerdmans)

2002. Wolterstorff, Nicholas P., edited by Gloria Stronks and Clarence W. Joldersma, *Educating for Life: Reflections on Christian Teaching and Learning* (Grand Rapids, MI: Baker Academic)

2001. Groome, Thomas. *Educating for Life: A Spiritual Vision for Every Teacher and Parent.* (Thomas More Press)

1999. Hodgson, Peter C. [God's Wisdom: Toward a Theology of Education](#) (Louisville, KY:

Westminster/John Knox Press)

1998/2007. Palmer, Parker J. [*The Courage to Teach*](#) (Jossey-Bass)

1991. Christensen, C. Roland, David A. Garvin and Ann Sweet. [*Education for Judgment: The Artistry of Discussion Leadership*](#) (Harvard Business School Press)

1988. Farley, Edward. *The Fragility of Knowledge: Theological Education in the Church and the University* (Minneapolis, MN: Fortress Press)

1984. Kolb, David. *Experiential Learning: Experience as the Source of Learning and Development* (Prentice-Hall)

1992. Adler, Mortimer J. *A Second Look at the Rearview Mirror: Further Autobiographical Reflections of a Philosopher at Large* (Macmillan Publishing Company)

1982. Adler, Mortimer J. *The Paideia Proposal: An Educational Manifesto* (Macmillan Publishing Company)

Discipleship

2019. Fernando, Ajith. *Discipling in a Multicultural World*. Crossway Book, 2019

2015. Morgan, Alison. *Following Jesus: The Plural of Disciple is Church* (Somerset, UK: ReSource)

2013. Cray, Graham. *Making Disciples in Fresh Expressions of Church* (Fresh Expression)

2013. Chalk, Jack. *Making Disciples in Africa* (Langham Global Library)

2011. Scandrette, Mark. *Practicing the Way of Jesus* (Inter Varsity Press)

2011. Rainer, Thom S. and Eric Geiger, *Simple Church: Returning to God's Process of Making Disciples* (B&H Publishing)

2010. Cray, Graham. *Who's Shaping You? – 21st Century Disciples* (Cell UK Ministries)

2010. Willard, Dallas. "Discipleship" in Gerald McDermott (editor), *Oxford Handbook of Evangelical Theology* (Oxford University Press)

2010. Stott, John. *The Radical Disciple* (Inter Varsity Press)

2009. Frost, Michael and Alan Hirsch, *ReJesus: A Wild Messiah for a Missional Church* (Hendrikson)

2008. Matthaehi, Sondra Higgins. *Formation in Faith: The Congregational Ministry of Making Disciples* (Abingdon Press)

2007. Wilson, Jonathan R. *Why Church Matters: Worship, Ministry and Mission in Practice* (Brazos Press)

2007. Lamin, Sanneh. *Disciples of All Nations* (Oxford University Press)

2006. Willard, Dallas. *The Great Omission: Reclaiming Jesus' Essential Teachings on Discipleship* (Monarch)

2006. Augsburg, David. *Dissident Discipleship: A Spirituality of Self-Surrender, Love of God and Love of Neighbor* (Brazos Press)

2005. Jones, Jeffrey D. *Traveling Together: A Guide for Disciple Forming Congregations* (Alban Institute)

2004. Foss, Michael W. *Power Surge: Six Marks of Discipleship for a Changing Church* (Fortress Press)

2001. Bonhoeffer, Dietrich. *The Cost of Discipleship*, new edition (SCM Press)

1992. Wilkins, Michael. *Following the Master: A biblical theology of discipleship* (Zondervan)

Christian Education & Faith Formation in the Church

2016. Smith, James K. A. *You Are What You Love* (Brazos Press)

2012. Dillon, Christine. *Teaching the Gospel through Story* (Downers Grove, IL: IVP)

2011. Groome, Thomas H. *Will There Be Faith? A New Vision for Educating and Growing Disciples* (San Francisco, CA: Harper One)

2010. Packer, J.I. and Gary Parrett. *Grounded in the Gospel: Building Believers the Old-Fashioned Way* (Grand Rapids, Baker Books)

2010. Galindo, Israel and Marty C. Canaday, *Planning for Christian Education Formation: A Community of Faith Approach* (St. Louis, MS: Chalice Press)

2009. Carkuff Williams, Cassandra D. *Learning the Way: Reclaiming Wisdom from the Earliest Christian Communities* (Alban Institute)

2009. Parrett, Gary A. and S. Steve Kang. *Teaching the Faith, Forming the Faithful* (Downers Grove: IVP Academic)

2009. James K. A. Smith. *Desiring the Kingdom: Worship, Worldview and Cultural Formation* (Grand Rapids, Baker Academic)
2008. Sondra Higgins Matthaei, *Formation in Faith: The Congregational Ministry of Making Disciples* (Abingdon Press)
2006. Yust, Karen Marie and E. Byron Anderson. [*Taught by God: Teaching and Spiritual Formation*](#) (Chalice Press)
2005. Osmer, Richard. *The [Teaching Ministry of Congregations](#)* (Louisville, KY: Westminster/John Knox Press)
2005. Robinson, Anthony B. *What's Theology got to do with It?: Convictions, Vitality and the Church* (Alban Institute)
2004. Burgess, Harold W. *The Role of Teaching in Sustaining the Church* (Bristol House, Ltd.)
2004. Murphy, Debra Dean. *Teaching that Transforms: Worship as the Heart of Christian Education* (Brazos Press)
2003. Bracke, John M. and Karen B. Tye. [*Teaching the Bible in the Church*](#) (Chalice Press)
2003. Farley, Edward. [*Practicing Gospel: Unconventional Thoughts on the Church's Ministry*](#) (Louisville, KY: Westminster/John Knox Press)
- 2002/1994. Copenhaver, Martin B. *To Begin at the Beginning: An Introduction to the Christian Faith, Revised and Expanded* (The Pilgrim Press)
2002. Halverson, Delia. [*Teaching & Celebrating the Christian Seasons: A Guide for Pastors, Teachers, and Worship Leaders*](#) (Chalice Press)
2002. Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry* (Abingdon Press). See chapter 8, "The Pastor as Teacher: Christian Formation."
2001. Anthony, Michael J. *Introducing Christian Education: Foundations for the 21st. Century* (Grand Rapids, MI: Baker)
2001. Burgess, Harold. *Models of Religious Education: Theory and Practice in Historical and Contemporary Perspective* (Evangel Publishing House)
2000. Karen B. Tye. [*Basics of Christian Education*](#) (Chalice Press)
2000. Westerhoff III, John. *Will Our Children Have Faith?* Revised Edition (Morehouse)

1999/1980. Groome, Thomas. *Christian Religious Education: Sharing our Story and Vision* (Harper SanFrancisco/Jossey-Bass)

1994. Westerhoff, John H. & Willimon, William. *Liturgy and Learning through the Life Cycle* (Order of St. Luke Publications, 1994)

Jesus as Teacher

2017. Rule, Peter N. "The Pedagogy of Jesus in the Parable of the Good Samaritan: A Diacognitive Analysis," *HTS Teologiese Studies/Theological Studies* 73 (3), a3886, <http://doi.org/10.4102/hts.v73i3.3886>

2013. Fredinando, Keith. "Jesus the Theological Educator," *Themelios*, vol. 38, issue 3 (Nov. 2013). http://legacy.thegospelcoalition.org/themelios/article/jesus_the_theological_educator

2011. Groome, Thomas H. "To teach (and learn) as Jesus did," in Thomas H. Groome, *Will There be Faith? A New Vision for Educating and Growing Disciples* (New York, NY: Harper Collins), pp. 19-50

2010. Campolo, Tony and Mary Albert Darling. *Connecting Like Jesus: Practices for Healing, Teaching and Preaching* (Jossey-Bass)

2000. La Verne Tolbert, *Teaching Like Jesus: A Practical Guide to CE in Your Church* (Grand Rapids, MI: Zondervan)

1998. Horne, Herman H. [Jesus the Teacher: Examining His Expertise in Education](#). Revised and updated by Angus M. Gunn (Kregel)

1994. Robert H. Stein, *The Method and Message of Jesus* (Louisville, KY: Westminster/John Knox Press)

Nonformal Education/Critical Pedagogy

2009. Preskill, Stephen and Stephen D. Brookfield. *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Jossey-Bass)

1990. Freire, Paulo. [Pedagogy of the Oppressed](#). Thirty Second Printing. (Continuum)

1970. Illich, Ivan. *Deschooling Society* (Harper & Row)